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The contents of the book entirely the responsibility of the author.

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Preface

The organizing committee are pleased to present the e-proceedings of the 4th International Language and Language Teaching Conference (LLTC) 2017. The conference was organized on 3-4 November 2017 by the Undergraduate Program of English Language Education in collaboration with the Graduate Programs of English Language Education and English Language Studies, Sanata Dharma University. In this e-proceedings, there are around 50 papers on various topics related to English language teaching, literature and linguistics.

Editors

TABLE OF CONTENTS

INVIGORATING THE EFL STUDENTS IN ACQUIRING NEW LINGUISTIC KNOWLEDGE: LANGUAGE LEARNING THROUGH PROJECTS

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Abstract

English as an International Language has contradicted to another paradigm (*the Old Native-Speaker Dominated Framework*) (Llurda, 2014) adoring the native English language teachers as demigods in EFL contexts currently. However, such problems remain fossilized because of the insufficient awareness of the EFL teachers on their roles as the non-native ones. Hence, Project-Based Learning was implemented to invigorate their linguistic competences and performances to be relatively comparable to the native English language teachers. This study involved 98 EFL students of a state university in Tasikmalaya, West Java. The data were collected through field notes and document analysis. They were analyzed based on the steps of conducting PBL. The findings revealed that PBL facilitated the students to invigorate their cognition, work ethics and interpersonal skills, provoked their serious thinking processes, attained their linguistic competences and performances and maintained their identities as NNSTs.
Keywords: linguistic knowledge, EFL students, PBL

Introduction

Since English has vastly been considered as the language with the world's largest number of speakers coming from the *expanding circle* countries (Kachru, 1992), it is no longer spoken by merely its native speakers (NS) or exclusively possessed by the native-speaking communities (Widdowson, 1994). This paradigmatic shift leads to the emergence of English in new global images, such as *World Englishes (WE), English as Lingua Franca (ELF)* and *English as an International Language (EIL)* (Llurda, 2004; Jenkins, 2006; Berns, 2008; Kirkpatrick, 2012; Zhu & Hamid, 2013; Marlina, 2014). From that point, EIL accommodates the use of English in diverse L2/FL speakers of English originated from similar or distinctive cultural backgrounds instead of only accentuating on L1 speakers of English (Sivasubramaniam, 2011). Hence, it advocates a heterogeneous global English speech community with heterogeneous English and various modes of competence (Canagarajah, 2006).

The rapid development of EIL implementation and its implications in English Language Teaching (ELT) have fascinated a number of scholars' attention. To illustrate, Llurda (2004) studied the vital roles of Non-native speaker teachers of English in English as an International Language context (EIL). It was assumed that

the convergence of the current investigations on EIL and the burgeoning acknowledgment of the existing NNs teachers accelerated the acceptance of English as *Lingua Franca*. Besides, Matsuda & Friedrich (2011) scrutinized the existing literature on teaching English as an International Language (TEIL) for international communication and its impacts on pedagogical determination and practices in the classroom. They found that a blueprint of EIL for curriculum was mapped into several components, namely the selection of the instructional model (s), convincing exposure to Englishes and their users, facilitating strategic competence, supplying proper cultural materials and sharpening awareness of the Englishes politics. In addition, Kirkpatrick (2012) explored English as an International Language in Asia and its implications for language education. He claimed that the adoption of the *Lingua Franca Approach* to English language teaching offered valuable advantages of supporting the primary school to concentrate on local languages (e.g. subjects taught in school, such as maths and science should be taught in local languages) to promote literacy development and enrichment. Moreover, van den Hoven (2014) analysed how to teach teachers teaching English as an International Language in Korean educational context. She described the responses of the Korean English language teachers towards intercultural and bilingual users of English. Additionally, she claimed that the teachers' awareness on using EIL concept while teaching English can support them to reconceptualise what English is and does (van den Hoven, 2014). Therefore, EIL-led teaching enables the teachers to develop insightful teaching materials, select proper assessment tools, and raise the students' awareness on the diverse cultural identities, faith traditions and current practices of English speakers around the world.

On the contrary, there are a number of challenges encountered by the teachers, linguists and TESOL practitioners while applying such a concept (EIL). For instance, the aggressive invasion of English is regarded as the process of language attrition leading it to the language endangerment. For this reason, English as 'a killer language' (Pakir 1991; Mühlhäusler 1996) and 'tyrannosaurus rex' (Swales 1997) are a few extreme terms to describe how dangerous it is viewed from the lens of multilingualism and the preservation of the wealth and variety of languages in the world (Llurda, 2004). Likewise, it is claimed as a tool of 'linguistic imperialism' (Phillipson a, 2007; Isik, 2008; Phillipson b, 2012). In this case, 'linguistic imperialism' encompasses the dominance, supremacy, and hegemony of one language towards other languages (Isik, 2008). Additionally, the role of English in the contemporary world is regarded as a medium making the individuals helpless victims of linguistic and cultural hegemony (White, 1997). Nonetheless, language proficiency in the world of post-modern globalization requires the language users to negotiate in particular variables, such as language awareness, sociolinguistic sensitivity and negotiation skills (Canagarajah, 2013). Consequently, teaching English as an International language (EIL) has led to the paradigmatic shift in English language teaching, namely viewing English as a heterogeneous and global language.

A hegemony of implementing EIL in English language teaching, notably ESL and EFL contexts may automatically affect to the roles of English language teachers either as native English teachers or non-native ones. In particular, since the L2 and FL speakers extensively outnumber the native speakers (NS) of English, the facts that non-native speakers (NNS) of English playing a significant role seem to be an inevitable consensus. This generates the formal and informal gatherings to motivate them in conducting research publications on their roles as non-native teachers in ESL/EFL contexts and endorse their significant attainments in TESOL and affiliate leadership positions (Braine, 2013). Similarly, the teaching performance of NNs English teachers are assumed to be as good as NS English teachers because they can apply their first languages, identify their learning difficulties and reveal valuable language learning strategies (Chang, 2016). On the contrary, an opposing perception towards NNS English teachers is represented through test-driven teaching style, non-authentic pronunciation, and over-correcting students' grammatical mistakes (Chang, 2016). As a result, the limitations of NNS English teachers reverse it as the strength of NS English teachers.

Although the role of non-native English-speaking teachers (NNSTs) has gained its prominence in the recent decades (Tomlinson, 2016; Chang, 2016; Akcan, 2016; Kamhi-Stein, 2016), the traditional teachers' model is still adopted, such as the representation of authority, seriousness, resources of knowledge and teaching and learning material suppliers (Solak & Bayar, 2014). Further, this can lead the students to be less equipped for higher education (HE) (McInnis 1999), insufficiently 'qualified' and ill-prepared (Casey, 1999), highly dependent and instrumental (Keane, 2006), reliant on rote-learning 'to the test' approaches, unable to think for themselves and expecting to be 'spoon-fed (Walshe, 2009). To illustrate, the implementation of student-centered approach seems less dominant than teacher-centered one for all subject areas in Indonesian educational context though the promotion of student-centered approach has obtained increasing attention (Liando, 2010). This is likely affected by the cultural background of the Indonesian EFL teachers (Dardjowidjojo, 2001). With this in mind, advocating the paradigmatic shift towards the autonomous learning approach can be a proper alternative to help the students accept their responsibility for learning (Chan, 2003; Kettanun, 2015).

One of the teaching techniques that merit such a perspective is Project-Based Learning (hereafter PBL). PBL refers to a learning strategy focusing on promoting intellectual and social growth of the students. More specifically, it enables them to vigorously engage in the process of acquiring knowledge and skills with inadequate monitoring of the teachers (Kettanun, 2015). In this case, facilitating the students to be autonomous ones is a pivotal and universal duty of the entire foreign language teachers, particularly English (Yagcioglu, 2015). Overall, it presumably encourages the students to have self-development on general and subject competencies (Lasauskiene & Rauduvaite, 2015).

Empirically, numerous studies have appeared as a response to the importance of PBL in miscellaneous foci, such as the design and development of mobile apps for

learning 2D-animation (Jumaat & Tasir, 2013), U-learning instructional model (Inthachot, *et. al,* 2013), pedagogy of tolerance strategy (Voronchenko, *et. al.*, 2014), engineering students' viewpoint on PBL (Kapusuz & Can, 2014), the lecturers' attitudes towards the application of Project-Based Learning in the process of music education studies (Lasauskiene & Rauduvaite, 2015), virtual groups (Garcia, 2016). More specifically, much research has been addressed on the implementation of PBL in English Language Teaching (ELT) (Beckett & Slater, 2005; Foss, *et. al.* 2008; Fragoulis, 2009; Bolsunovskaya, *et. al.*, 2015; Dooley & Sadler, 2016; Alsamani & Daif-Allah, 2016; Petersen & Nassaji, 2016; Bondar *et. al*., 2016). Conversely, there may have not existed the empirical investigation of the use of PBL to facilitate the EFL students in acquiring linguistic knowledge, notably in the Indonesian EFL context.

Given these facts, the present study explored how Project-Based Learning invigorates the EFL students in acquiring linguistic knowledge and how it shapes the EFL students' learning autonomy. Therefore, FL education requires its revitalization with the introduction of PBL, in which learners learn how to think critically and to be transformed into active constructors of knowledge, with selection of meaningful materials, interaction with each other and solution of real-life problems, by giving up old textbooks and developing a deeper approach to learning (Jaleniauskiené, 2016). Further, this study addresses to the following research question: How does Project-Based Learning invigorate the EFL students in acquiring linguistic knowledge?

Research Methods

The participants of this study were 98 students coming from four classes of an English Education Department at an Indonesian University. They were the sophomores of their four years academic program. In collecting the data, field notes and document analysis were deployed. Field notes constitute a way of conveying observations, reflections and reactions towards problems in the classrooms aimed at documenting each event occurring during teaching and learning process in the classroom and provides a captivating bibliographical record for the teachers' professional development (Hopkins, 2008). Additionally, another data collection procedure was document analysis which refers to the investigative process involving documents as a tool to examine the social phenomena and explore the individual or institutional records (Gibson & Brown, 2009). The data of this study were the students' linguistic knowledge representing in their final project of the Introduction to Linguistics course in one semester. It is analysed based on the steps of implementing Project-Based Learning (Mathews-Aydinli, 2007) and how the teacher's roles involved (Jaleniauskiené, 2016).

Methodologically, this study employed Action Research (AR) to explore how Project-Based Learning invigorates the EFL students in acquiring linguistic knowledge. In particular, Kemmis, McTaggart, and Nixon (2014) contend that "Action research itself is a social practice, a practice-changing practice, which cannot ignore the theoretical terrain that might help participants to work from a critically

informed perspective on social life" (p.2). Additionally, AR functions to change the people practices, their comprehension on such practices and the situations where such practices are performed (Kemmis, McTaggart, & Nixon, 2014; Widodo, 2015). For these reasons, the practices of implementing PBL to teach linguistic knowledge in the classroom can be considered as a proper issue to be investigated further with AR since it seeks 'a change' as the impact of using such a technique (PBL) contextually.

Technically, this study followed the four stages cycle action research procedure proposed by Matler (2006), namely planning, acting, developing and reflecting. This cycle enables the researchers to view action research as a process of inquiry for improving conditions and practices through integrating a change and a social action (Kemmis & McTaggart, 1982; Carr & Kemmis, 1983; Elliott, 1991). Data analysis procedures involve these cycles by integrating the steps of PBL and the way to think critically (Wodak&Meyer, 2009). Therefore, the findings of this study can be applied to generate changes of the students' competence and performance on their linguistic knowledge. Once the data were organized into practicable, reasonable and analysable information, they were coded and analysed qualitatively according to the key themes of the PBL steps. Those themes were (1) meeting the problems, (2) exploring knowns and unknowns, (3) generating possible solutions and (4) considering consequences and choosing the most viable solutions. These emergent themes were driven based on the major purpose of this study, namely how Project-Based Learning invigorated the EFL students in acquiring linguistic knowledge.

Findings and Discussion

Planning, acting, developing and reflecting (Matler, 2006) represent the process of how students have got the linguistic knowledge by PBL. To process of each step are as follow:

Planning Actions

In the planning cycle, this study was planned to implement two teaching actions with a number of stages. Those actions covered (1) framing four thematic units relevant to the students' interests, requirements and the course syllabus (Campo, 2016) and employing Project-Based Learning (PBL) with its typical steps, namely (a) meeting the problems, (b) exploring knowns and unknowns, (c) generating possible solution, and (d) considering consequences and (e) choosing the most viable solutions with involving the critical thinking concept. These actions were aimed at guiding the students to meet their needs as the prospective non-native English teachers, namely linguistic competence and performance. In the similar vein, they were utilized to guide them to become autonomous learners.

To frame their interest, requirement, and course syllabus, the teacher created the meeting into sixteen meetings. The first and the seventh meeting is useful to give students input about linguistics theories. They studied about what language is and its relevance to the sound concept, pattern, and meaning, and the function of the

language, and the position of Linguistics in language teaching. After the seventh, they did a test in the eighth meeting in the middle semester which is related to what they have studied and discuss while teaching and learning in the classroom. The result of the test became the foundation of their competence to do the next step.

Acting the Actions

This acting cycle began in the ninth meeting and focused on introducing the potential language phenomena and giving information of how PBL will run to develop these phenomena. The teacher motivated students to be aware of their surrounding in order that they can find problem of language based on their investigation. Then, they were motivated to some critical guiding questions. Wilen (1991)said that 'Questions play a central role in the processes of teaching and learning because students' learning, thinking, participation and their level of engagement depend on the kind of questions teachers formulate and use in the classroom "(in Albergaria-Almeida, 2010, p.751).

The PBL steps was discussed before they start next step. The steps of PBL introduced to the students are (a) meeting the problems, (b) exploring knowns and unknowns, (c) generating possible solution, and (d) considering consequences and (e) choosing the most viable solutions (Mathews-Aydinli, 2007; Jaleniauskiené, 2016). In the first step, the students were requested to identify the linguistic issues commonly faced in their daily activities, such as the case of insufficient linguistic proficiency while communicating (e.g. lexical comprehension problem, syntactic complexity), pragmatic mismatch, clash of communication styles, L1 transfer, L1 attrition, language and gender, cultural stereotype, non-native speakers of English identity, etc. In the second stage, they were guided to explore what they had known and not in relation to the study of Linguistics. During the activities in this stage, they were supplied guiding questions by the teachers to stimulate their analytical and critical thinking skills. In the third stage, the students were led to propose what possible solutions to overcome their problematic issues in their linguistic investigation. In the fourth stage, the students were directed to consider the possible consequences of implementing their solutions towards their encountered problems before determining to select them. In the last stage, the students were managed to select the most feasible, appropriate and applicable solutions for resolving their particular problems. By doing so, the students' sensitivity on identifying linguistic issues, the analytical and critical thinking skills, and their ability to unearth linguistic problems can potentially be invigorated.

Developing of the Actions

This cycle, the students implemented the steps of PBL and the concept of critical thinking (Wodak&Meyer, 2009). This concept was integrated into PBL.

Meeting the problems

Initially, this step was in the tenth meeting which aimed at guiding the students to be able to meet the problems, especially in the scope of linguistic issues commonly occurring in their societal milieu. For instances, they were required to observe a language variation deployed by a speech community, analyse genres embedded in an ELT textbook, identify the differences of pragmatic system existing in one culture and another, scrutinize the intercultural communication among the non-native speakers of English, exploring the cause of misunderstanding during communication, etc. Then, they should select one of those linguistic issues as a topic for their final project. Despite they encountered any difficulties to discover a particular linguistic issue, they were guided by the teachers acting as the supervisors for their projects. On the other hand, the roles of the teachers were to introduce students to the problem using pictures, video, texts, to introduce vocabulary related to the problem, to ask students about previous personal experiences with the problem and to provide pre-reading exercises about the problem (Matthews-Aydinli, 2007). Further, the teacher packaged such roles as *introducing problem and vocabulary.* In this sense, the students had the opportunity to explore their creativity in diagnosing and pinpointing a researchable linguistic problem emerging from linguistic phenomena around them. Additionally, they can put into practice their conceptual knowledge obtained during teaching and learning activities in the classrooms. Thus, PBL was assumed to be able to lead the students to practice the theories and theorize the practices, especially in terms of Linguistics.

Exploring knowns and unknowns

To explore knowns and unknows, this step was held at eleventh to thirteenth meetings. The term *knowns* refers to what have been recognized by the students. It is based on their knowledge from the discussion in the first to seventh meeting about linguistics concept. In other words, this is related to the students' prior knowledge on what they would learn and investigate further. On the other hand, the *unknowns* constitutes what they have not recognized and this would be the target of competence that the students wanted to achieve. Contextually, the *unknowns* in this study was precisely addressed to the new knowledge which might have not been possessed by the students. The teachers played their roles to (1) ensure that students understand the problem and their expectations, (2) accentuate that there is no sole answer (solution) in order to search for the most possible solution for their problems, (3) provide the students to get entry to miscellaneous resources, such as the internet, books, magazines, brochures, newspapers, television, and telephones, (4) ensure that the students realize the existence of available resources and understand how to employ them and (5) classify the students to work in groups with different language backgrounds and proficiency levels. These activities are also called as grouping students and providing sources (Matthews-Aydinli, 2007).

The teachers also provided resources through some critical guiding questions. The questions were about how people, object, phenomena, process, or action named

(nomination), what characteristics represented the naming (prediction), what was the questioning argument related to the problem focused on (argumentation), and for what perspective that argument was arisen (perspectives) and was that argument delivered obviously, intensively or mitigated (intensifications) (Wodak & Meyer, 2009) to arise the their critical thinking, therefore the students can find more information in research articles, news, books, magazines, and other recourses taken from internet.

Regarding those activities, the teachers served and supported them by giving feedback in every meeting for each group, followed up and assesses their participation in such activities. According to Lasauskiene & Rauduvaite (2015), "The results of the research highlighted lecturers' positive experience in project-based teaching, which is related to enhancement of self-dependence, responsibility for the attainment of the project goals and development of teachers' social competency (collaboration, communication, activity in groups, openness to critics, solidarity)" (p. 790). In relation to this, Zerkinaa, et. al. (2015) stated that "The English teaching process must be a process of forming humanistic values, which then have a major impact on human relationships with others. Thus, methods, means and techniques, which instill these values most effectively, are developed" (p.257).

Generating possible solutions

In this step, the students were led to be able to locate a proper solution for their linguistic problems of their projects. They should consider a number of factors before determining to take a solution, such as the context of linguistic problems, the practical challenges of implementing such a solution, the empirical data supports, scope of investigation and significance of the study. With this in mind, the students can become critical and independent thinkers because they tacitly learn how to overcome real-world problems. Similarly, Bell (2010) affirms that PBL is a main strategy to shape independent thinkers and students. To illustrate, the students are encouraged to design their own inquiries, prepare their learning, manage their research and utilise a range of learning strategies to disentangle real-world problems. In practice, the teachers performed their roles to observe the students and prompt their activities to overcome the problems without overriding the students' central roles. Likewise, the teachers noticed, took notes and gave feedback on the students' engagement in the classroom activities and language deployed throughout the activities (Matthews-Aydinli, 2007). Hence, the child-driven activities, motivating approach to learning and acquiring worthwhile skills establishing robust underpinnings for their future self-development (Bell, 2010). Further, this step is labelled as observing and supporting (Matthews-Aydinli, 2007). This step was realised in the fourteenth meeting.

Considering consequences and choosing the most viable solution

In this step, in the fifteenth meeting, the students were offered language-appropriate opportunities to share their research findings and continue to perform

language activities shaping their skills. They presented their paper in the forms of oral presentations or debates depending on their language proficiency levels. On the other hand, the teachers should provide feedback and follow-up activities based on their observations and notes conducted when problem-solving process. Bell (2010) argues that the teachers should notice and identify the students learning challenges while organizing their final projects, notably in terms of grammar, pronunciation, vocabulary, reading strategies (i.e. skimming) or pragmatic systems (for examples, telephone greetings, requesting information, expressing gratitude etc.). By understanding those challenges, the teachers are expected to maximize their supports for leading them to be autonomous learners. Moreover, teachers' feedback enables to reduce the students' misinterpretation on understanding and internalizing the problems and the solutions taken. Furthermore, it facilitates to assess the students' proficiency not only from their products (e.g. research report) but also their processes (e.g. efforts of accomplishing the projects systematically and scientifically) (Matthews-Aydinli, 2007). In a similar vein, Widodo (2016) adds that the teachers' comments on creating and sharing meaning enable the students to establish their social and cognitive engagement with their classmates. In other words, these activities empowered the students to make meaning and construct knowledge with interactive activities, such as discussing, negotiating and sharing. Shortly, each activity in PBL is relevant with the concept of student-centered approach.

Reflection of Action
The sixteenth meeting was planned to reflect the whole process of the teaching learning. The students were given the time to write their responds of the teaching learning process. They answered questions about what they have discussed, why they chose the certain phenomena, what the benefit of exploring that phenomena, and what their opinions about the teaching learning process from the first to the last meeting. However, the reflection is not only done in the last meeting, but also in the teaching learning process. The teacher should always reteach students when they have problem in understanding what they should do by giving the example of language phenomena and some terms related to the certain phenomena. To ease the process of transferring information, the students worked in the groups. In this context, the teacher always check their participations in each group discussion to ensure that they understand what they focused on. To support this activity, the teacher guided them to find out more information taken from many recourses. If they still have difficulties, the teacher would take a note in their worksheet in order to make them easier to realised what the next to do. The teacher was directly assess their progress every meeting of discussion by involving the feedback for their revising in order that they can get the progress based on their own revision. The teacher also motivated the students to find a problem individually, give them time to study various resources, share and revise the problem, organize the teamwork, and encourage them to have their own opinion and how to build it into supporting information related to their chosen topic discussion. (Jaleniauskiené, 2016).

Within the context of the present study, the implementation of PBL to teach linguistic knowledge has catered a significant change both in the light of their paradigms and behaviours. Paradigmatically, their concept of language learning in the classrooms has shifted from the teacher-centered approach to the student-centered approach. As a matter of fact, their dependency on the teachers to learn in the classrooms has decreased and their learning autonomy has increased, on the other hand. Behaviourally, the students learning strategies in the classrooms seem to adopt the Bloom's revised taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating (Krathwohl & Anderson, 2002) due to the teachers have habituated them to apply such steps during accomplishing the projects.

Overall, PBL empirically favours the students to engage in the real-world tasks. In this case, real-world tasks allow them to possess indispensable language skills and linguistic knowledge needed by them. At the end, PBL enables the students to be better researchers, problem solvers and higher-order thinkers (Gultekin 2005).

Conclusion

Project-Based Learning invigorates the EFL students' cognition, work ethics and interpersonal skills, provoked their serious thinking processes, attained their linguistic competences and performances and maintained their identities as NNSTs. In other words, language teachers require to have interlocking competence and performance to help the students attain the target competence and expected goals in language learning. Competence constitutes the knowledge of language and all complex things related and performance is the ability to realise such a competence into practices. Following this concept, the NNSTs are expected to have comparable teaching quality to the NSTs without changing their inherent identity as the non-native speakers of English.

Although the findings of this study offer valuable information about the implementation of PBL on the students' learning autonomy, notably in acquiring linguistic knowledge, they have not closely touched how PBL is integrated with the current instructional media under the concept of *Technology-enhanced language learning* (TELL). Further study is expected to examine such an issue to meet the current language teaching and learning context.

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ENHANCING STUDENTS' WRITING HABIT THROUGH INSTAGRAM

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Abstract

Of all of language skills, writing demands more from language users. Not only does it require the ability to gather ideas, but also the ability to connect them and to deliver them correctly. The last requirement is related to grammatical competence. However, there will be some who lack on grammatical competence since Indonesian students learn English as a foreign language. By this shortcoming, students' inferiority in writing will emerge. Therefore, teacher should guide their awareness that grammatical competence can be developed, while writing habit is more essential. Instagram as one of the most popular social media among teenagers provides a medium where they can write anything in the caption column related to the uploaded photo or video. This will give students two crucial things in writing: topic and context. This paper aims to present ideas on how to enhance students' writing habit through Instagram caption.

Keywords: students' writing habit, Instagram

Introduction

Writing is described by scholars in various ways. Raymond (1980) believes that writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour – not counting the thought and research that went on before the actual writing. According to Richards and Schmidt (2010), writing is the result of complex processes of planning, drafting, reviewing and revising. It requires the brain to process many exposures or input and organize them into a well-structured written text. Thus, good writing requires several steps and a quite amount of time. This problem is naturally solvable since writing, rather than speaking which require instant response, has adequate amount of time to do so. In addition, even in school context, teachers provides students with enough time in order to produce their writing.

In practicing writing, one has to repeatedly do those steps above. One has to go through writing-revising-writing process continuously. This circle should be done many times in order to acquire the ability to consistently produce a good quality of writing. Therefore, developing writing habit is essential in teaching writing. For instance, Instead of demanding students to produce a correct English text, teachers should emphasize more on students' willingness to express their ideas through writing. Besides, Indonesian teachers in the latest curriculum should act as facilitator to guide their students to steadily improve their grammatical competence through language skills time by time. In fact, some studies show that students lack of writing

practice as they do not feel confident in their writing (Rahmatunisa, 2014; Mukminin, Ali, & Ashari, 2015; and Widagdo, 2017).

According to Rahmatunisa (2014), in terms of psychological problem, Indonesian EFL learners seem to consider writing to be difficult since they have to go through plan, draft, re-draft, edit, re-edit, re-plan, etc. She also believes that it indicated students' laziness caused by several steps they have to do to build their writing. Later on, she mentioned that students do not have sufficient writing practice and they only write to accomplish the assignment given by the teacher. This finding shows that students tend to write just to fulfill their classroom chore and yet to expect them to write for excitement.

Meanwhile, Mukminin et al (2015) highlighted that mostly students have low grammatical competence causing them to have difficulties in expressing their ideas or organizing their sentences. In addition, they are not required to use their writing skill outside of classroom since English is not commonly used. There is no daily occasion for them to develop their experience in writing. Surprisingly, Mukminin et al (2015) also found that students consider their teacher lacking effort in teaching writing as they did not get enough guidance or feedback in their writing class. As a result, some even felt bored during the class.

Widagdo (2017) inferred from his finding that mostly students' problem in developing writing skills is the lack of practice outside of classroom, though the teacher engages them toward practice during the class. Furthermore, it seems to be similar to the previous studies above. Grammatical weakness is the main problem hindering students to express their ideas which concurrently affect their confidence in their own writing.

From studies above, it can be seen that mostly students who have difficulty in writing do not practice frequently except during the classroom. Their lack of practice is caused by their consideration toward writing itself. Most of them keep in mind that to write demands a lot of efforts. In addition, lacking grammatical competence also hinders students. It appears that students are afraid to make mistakes in expressing their ideas. Furthermore, a study by Mukminin et al (2015) found that in some occurrences teachers in early writing classes do not try hard to engage students and guide them to understand the essence of writing in sharing one's ideas to others. The teaching method is outdated and not suitable to current students' characteristics.

It can be said that Indonesian EFL learners are short of writing habit resulting them to have insufficient writing practice. This will affect their performance in the classroom. Undergraduate students only have 16 meetings in each semester to help them developing their writing not to mention that they are not required to write a text in every meeting. Thus, teacher should efficiently use those chances to enhance their writing habit. It can be done by finding a teaching method or learning activity in which increases students writing practices.

Some researchers recently utilize internet-assisted language learning either in form of online forum through certain application or social media during writing class. The later term appears to be intriguing to be applied in the learning activity outside of

the classroom. Indonesian internet users reach 51% of the total population and 80% of the internet users are active social media users per January 2017 (www.smartinsights.com). Furthermore, young people are the biggest social media users (www.tnsglobal.com). In short, employing social media in learning activity may be intriguing for adolescent students.

Sakkir, Rahman, and Salija (2016) tried to figure out students' perception toward the use of social media in writing classroom. The result shows that students regarded it as useful in writing class. It can motivate students in improving their writing skill. Most of the students agreed that social media can be used as learning writing purposes as they found it to be the interesting way to practice writing. However, Sakkir et al (2016) underlined that the use of social media may be a distracting factor during classroom as students may only use it for excitement without regard to the purpose of learning. Thus, teacher's participation to guide them using social media adequately is crucial.

Nonetheless, Salikin and Bin Tahir (2017) conducted an experimental research on the use of social media during writing class and highlighted that although students are familiar with the use of social media; Facebook for experimental group and WhatsApp for control group, they find them boring as there is no modification on the utilizing them in learning activity. Also, the two platforms are considered to be outdated application and irrelevant to students' need in learning.

From the two studies above, it can be implied that inducing social media in learning activity, especially writing class sounds attentive since adolescent students are the biggest social media users in Indonesia. Yet, it can also be a handful method to be used in the classroom as it can be severely distracting for students to focus on their writing practice during the classroom. Thus, teacher should be thorough and comprehensive on making use of it. Teacher should be sensible on how the students use the social media by guiding them during the classroom. The choice of social media should also be considered, so that it can be relevant to students' need and interest in learning.

According to Kantar TNS (www.tnsglobal.com), internet users across Asia Pacific tend to shift their use of social media beyond Facebook and testing newer, more visual channels such as Instagram and Snapchat while the initial platform seems to be more dominant than the later one. Surprisingly, Instagram also revealed that the number of Instagram active users has doubled from 22 million in early 2016 to 45 million per month by July 2017. This may be caused by the fact that sharing moment is part of the Indonesian culture, as quoted from Sri Widowati (The Jakarta Post, 2017).

Taking into account that young people are the biggest social media users in Indonesia, it is natural for teacher to start finding a method to make use of this fact. Rather than practicing writing through chatting, it may be preferable for students to practice writing while concurrently sharing their moments through photos or videos and describing it to others supported by various Instagram tool kits. Apparently, uploading either photos or videos with additional captions related to the post is a

common way on using the platform. With the updated feature such as Instagram stories, users may have many options. The former option is believed to be more applicable in the writing class since it provides a room for students to write in the optional caption column. Additionally, the photos or videos can be the source of ideas for students' writing. It also provides them with the context and help them deciding which kind of text should be written in accordance to the post. Furthermore, by certain Instagram feature, it enables students and teacher to have a chance to discuss about their writing. The class may have teacher's feedbacks or peer feedbacks on one's writing after posting it on the Instagram. This emerges the possibility to find a new and enjoyable teaching writing method which is most familiar to the students.

Utilizing Instagram: Enhancing Students' Writing Habit

As mentioned above, the social media proposed by the writer in enhancing students' writing habit is Instagram considering their familiarity toward the platform. It is also easy to access through smartphone. It is expected that all students already have an Instagram account or make one instead for those who do not have. Regarding the studies mentioned above, it may also solve students' problem in starting a writing or deciding the main ideas on the text they will write by choosing what kind of photos or videos posted. There is no limit to what kind of writing students may make. However, it is better to limit the kind of text into paragraph or essay in this learning activity as there is a limit on the number of character that can be put in caption column. Although it is possible to continue the text in the comment site, yet a way to long text may affect students' willingness to participate in this activity. This is to avoid a reverse-effect that will hinder students developing their writing habit. This learning activity consists of three steps activity; pre-activity, main activity and post activity.

Pre-activity (during the classroom)

At the beginning of the activity, teacher should explain well what students have to do in the main activity. It can be done at the end of classroom session. First, all of classroom members including the teacher should follow the Instagram account of every class member. Then, teacher should prepare a group conversation in the message site consists of every class member. After that, the teacher should decide the type of text should be written in the caption site.

Figures below will show how to make a group conversation in Instagram.
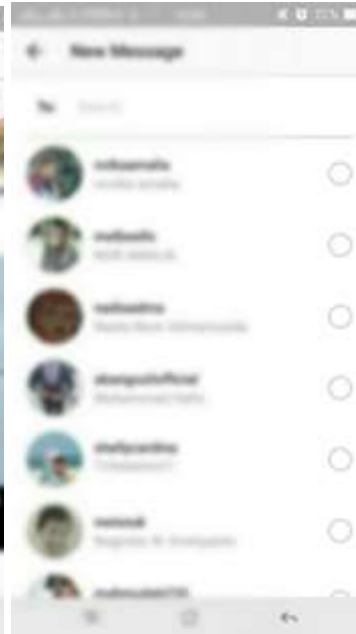
Figure 1   Figure 2   Figure 3

Notes: in figure 1, tap the arrow symbol on the top right corner. Then, choose every class members in the list shown in figure 2 by tapping the round symbol on the right side. Figure 3 shows the display of the group conversation. Naming the group can be done by tapping the column "name this group" shown on the top side of figure 3.
Source: Screenshot from Instagram mobile app.

Main Activity (outside of the classroom)

In this step, students should prepare their writing and the photos or videos related to their topic. Then, they should post it on their Instagram account within at least three days before the next week meeting. After that, they should share the post to the group conversation. Teacher should guide students to give a comment or feedback on their peer writing. He may also participate in the group conversation and provide direct feedback by highlighting the strong and weak points of students' writing. It is in accordance to several studies mentioning the benefit of written feedback (Corpuz, 2011; Shivaji, 2011; Kavaliauskiene & Anusiene, 2012).

Corpuz (2011) found that students regard teachers' written error correction helps them to locate their error and revise their writing. They believe that the benefit of teachers' written feedback outweigh the apparent disadvantages. Apparently, a research by Kavaliauskiene and Anusiene (2012) shows that feedback in students' written work is more appreciated than correction on students' speech. They also prefer immediate correction feedback on each individual work. Shivaji (2011) mentions that written error corrective teacher feedback has a positive impact on students' grammatical revisions. In addition, there is significant improvement in students' work after being given a direct feedback.

Considering those findings, it is proposed that teacher and students should give feedback during the main activity in the group conversation. Thus, each student may re-read the feedbacks from the class members and reflecting it in their writing afterward. This procedure of giving feedback also prevent the possibility of lowering students' motivation and confidence since the critics or suggestions from the class member are kept among them in the group conversation and no one outside the classroom to find out. Psychologically speaking, one will feel embarrassed or ashamed when there are too many people knowing the errors or weakness they commit in their work. In addition, the focus of utilizing Instagram, from the very beginning, is to promote their writing habit. Thus, it can be the worst possible scenario to happen.

Figures below will show how to share the post to the group conversation and the process of giving feedbacks.

Figure 4	Figure 5	Figure 6
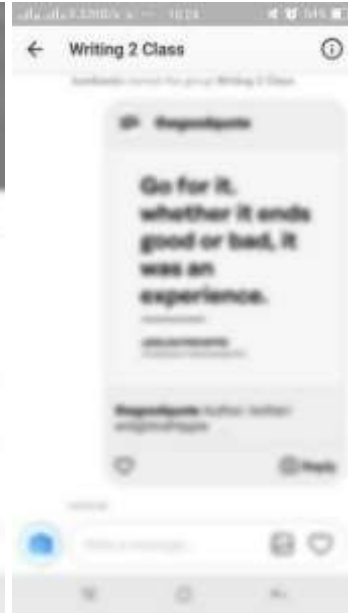
Notes: figure 4 shows the first step of how to share one's post to the group conversation by tapping the arrow symbol below the post. Next, figure 5 shows the next step by typing the name of the group in the search column specified by magnifying glass symbol. After tapping the group in figure 5, the display will be as shown in figure 6. Class members can give their feedback through the column on the bottom side for writing a message.
Source: Screenshot from Instagram mobile app.

Post-activity (during the classroom)

This final step is suggested to be done in the beginning of the class session. Its main purpose is to provide students with follow up treatment. Teacher should generalize students' weaknesses found in the main activity and discuss it in the classroom. At first, students are asked to express their opinion about the main activity. They may mention their difficulties doing so and talk it over among the class members including the teacher to solve the problem. Afterward, a teacher should guide students to overcome their weaknesses in writing. He should not necessarily mention individual weaknesses or errors. It is even foremost to be avoided during the follow up session as it may also lower students' eagerness to write. Teachers should lead students to think that making mistakes or errors is inevitable in foreign language learning while maintaining students' enthusiasm to practice writing.

Conclusion

Utilizing social media in learning activity may seem to be a double-edge sword. It is indeed a creative way to promote students' motivation in learning and language practice, yet it will be a great distraction for students to keep up their primary objective. Therefore, teacher should be aware of the disadvantages of social media features in learning activity. A full time guidance from the teacher is mostly essential. The fact regarding Indonesian adolescent students as the biggest social media users is the main reason why teacher should not avoid engaging it in the learning activity. Since the very beginning, it is teacher's task to be flexible and sensible to the changes of students' learning characteristics in every era.

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CATEGORIZING ROUTINE SPEECH BASED ON THE FUNCTIONS PRESENTED IN "ENGLISH LISTENING TV" CHANNEL

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Abstract

"English Listening TV" channel is one of famous channels in Youtube providing learning English through stories. As stated by Stephen D Krashen: the easiest way to learn English is providing routine speech used by the learners in their daily activities. This paper aims to analyze the routine speech based on the functions performed in the stories on this channel. Some stories were chosen as the source of the data of this paper: *Tidy Ghost*, *Drive into Danger*, and *The Dangerous Journey*. The data were collected by using *Simak* method and were analyzed by using *Padan* method. Pragmatics analysis was used to find the function of each routine speech. This paper is expected to be beneficial for English teacher in designing English learning material. It is also expected to increase Teacher Language Awareness (TLA) especially how the routine speech is used for conveying meaningful communication.

Keywords: pragmatics analysis, English Learning, routine speech, learning English through stories

Introduction

One of the famous internet accesses in this era is Youtube. Everyone understands that Youtube possesses enormous information capabilities and equally impressive service. This medium creates a unique opportunity for foreign language learners to use authentic texts, listen to the native speakers. Bilyalova (2017) defined that using information resources of the internet, in this case is Youtube, integrating it into the educational process is helpful in solving variety of didactic problems at the lesson: to form skills and abilities of reading, directly using materials of different degree of complexity; to improve the ability of listening on the basis of authentic sound texts from this medium; to develop the vocabulary, both active and passive, by words of the modern foreign language reflecting a certain stage of development of the culture, social and political structure of society; to get acquainted with cultural knowledge including speech etiquette, especially speech behavior of various people in terms of communication, culture, and traditions of the country of the studied language.

Many studies have been done to prove that Youtube, as one of Social Network Sites, is a potential tool for teaching and learning English. "English Listening TV" channel is one of useful channels in Youtube helping English learner to learn this language in an interesting way. "English Listening TV" channel provides materials by stories talking about every daily activity. It means that the learners learn English through stories.

The focus of this paper is to categorize the routine speech based on the functions performed in the stories provided by this channel. The researcher used pragmatics analysis to reveal the functions of the routine speech in each utterance conveyed by the characters of the stories. First of all, the utterances were identified; which utterance was as routine speech. Then, the utterances that had been chosen as routine speech were classified based on the function.

This paper is expected to be beneficial for English teacher in designing English learning material: provide appropriate utterances to be learned in the classroom. It is also expected to increase Teacher Language Awareness (TLA) especially how the routine speech is used for conveying meaningful communication in simple way.

Routine Speech and Language Teaching

Routine is an expression or utterance in phrases or sentences which are mastered by acquirer. On Routine, acquirers acquire whole of sentences while the language is being spoken or being listened. Usually kinds of expressions are daily sentences or phrases. For example: *How are you doing?* Other expressions that are usually used include daily expressions like *Good morning*, *See you*, *Get the point*, and so forth.

Routine speech has long been recognized as important tools for second language learners. It is suggested that routine speech is as the foundation of second language development as they get increasingly analyzed and used for generative purposes. Moreover, it shows how child-second language learners using routine speech strategically to compensate for lack of general proficiency (Hakuta, 1974; Wong-Fillmore, 1976).

Krashen (1981, p. 83) states that "Routines speech is simply memorized whole utterances or phrases, such as *How are you?* Or *Where is your hotel?* A performer may use these without any knowledge at all of their internal structure". It is clear that routine speech is conveyed by the speakers in their daily activities which are routinely produced for communicating in simple way.

Bardovi-Harlig (2009) defines routine speech as "those sequences that are used frequently by speakers in certain prescribed social situations". These situations can be highly specific physical settings or more general social situations. For example, a sequence like *Do you have anything to declare?*, only really occurs in one type of situational setting as do sequences like *Can I get you anything else?* and *For here* or *to go?* Other routines are more versatile, for example *you're welcome* as a

response to *thank you* or *nice to meet you* in an introduction situation can be used in any physical context.

Roever (2011) holds that "productive and receptive control of routine speech is highly beneficial to L2 learners. First and foremost, it eases communication with other language users. Use of an expression like *Do you have the time?* is immediately comprehensible to an interlocutor as a request for the current time, whereas *Declare the hour and the minute, please* is not. Furthermore, knowing how to express meanings quickly and efficiently and load, which is an important advantage, particularly to learners at lower levels of proficiency for whom routine formulae can constitute *islands of reliability"*. Finally, it is emphasized that target-like use of routine speech makes it easier for learners to 'fit in' at least to the degree that they choose to do so. Again, as stated: "Routine speech is highly frequent, situationally bound chunks that are beneficial to L2 learners' pragmatic performance. This speech is usually more easily acquired in the target language setting but they are to some extent also learnable in foreign language classrooms".

For emphasizing the understanding of routine speech, here, last but not least, is presented some points of view by Yang (2016): First of all, routine speech is a pragmatic phenomenon in which it is any fixed or semi-fixed multiword sequence that is commonly used to navigate routinized social interactions in a given culture. Second, routine speech is often tied to certain general social situations and specific physical settings. For instance, an expression like *What's up, buddy* is commonly used for greeting to someone in social situation, and a question like *For here or to go?* often occurs in restaurants. Third, the fixed or semi-fixed form of a routine speech represents a sort of social agreement whereby certain communicative intentions are accomplished through corresponding linguistic means. Fourth, routine speech is easily recognizable to members of a speech community. Fifth, routine speech does not require any special effort on the part of the listener to interpret the intended meaning.

Another term to be known relating to routine speech is pattern speech. This term was developed by Hakuta (1974). It is noted that pattern speech is different from routine speech in which this term is considered 'creative' and partly memorized wholes; 'it is consist of sentence frames with an open slot for a word or a phrase, for instance: this is a… (book, pen, bag, apple, and so forth)'.

The issue of routine and pattern speech in second language acquisition has been distinguished by Krashen (1981, p. 83). It was debated that whether routines and patterns have a direct role in the creative construction process. As described by Krashen, these roles are distinguished into three different positions: '*First*, routine speech can be developed as pattern speech. According to this position, it is considered that propositional language does not exist and speakers rely solely on patterns and routines to communicate. *Second*, routine speech may be developed into patterns, but at the same time, independently, the creative construction process develops. This is understood that in some situations propositional language may pursue with automatic speech, that is, the language acquisition process may re-identify patterns and routines

as creative language. *Third*, routine speech may develop into pattern speech and this pattern may evolve directly into creative language. It can be understood that routine and pattern speech are the parts of the creative process.

Research Method

The data of this paper were taken from "English Listening TV" channel on Youtube which provides materials for learning English through stories. Three stories were chosen, namely: *Tidy Ghost by Peter Viney*, *Drive into Danger by Rosemary Border*, and *The Dangerous Journey by Alwyn Cox.* Each story contains ordinary conversation related to daily routines and actions conveyed by the characters in the story.In collecting the data, the researcher used *Simak* method. It was done by watching the stories on Youtube carefully and were proceeded by transcribing the data. The utterances conveyed in each stories are the main data that were identified, classified, and analyzed (Sudaryanto, 2015). The researcher used *Padan* method to analyze the data (Sudaryanto, 2015). It was done by identifying the utterances conveyed in each story; which utterance is as routine speech. Then, the utterances that had been chosen as routine speech were classified based on the function. The functions were categorized based on the context of the utterances by using pragmatics analysis. In the last step, the data were analyzed.

Findings and Discussion

Identification and Classification of Routine Speech Presented in "English Listening TV" channel

The result of identifying the utterances conveyed in the chosen stories reveals that a variety of routine speech is found. The functions were classified into several kinds in the table below. These functions were categorized by taking inference from the context espousing the utterances.

Table 1. Classification of routine speech based on the functions.

Functions	Stories		
	Type I	**Type II**	**Type III**
Apologizing	4	1	-
Questioning	35	10	12
Reporting	22	5	8
Agreeing	4	2	1
Promising	5	-	-
Greeting	4	1	-
Thanking	2	-	1
Commanding	5	12	17

Blaming	4	-	1
Rejecting	1	-	-
Offering	1	3	2
Emphasizing	-	7	8
Warning	-	-	3
Expecting	6	-	-
TOTAL	93	41	53

Note:
Type I   : Tidy Ghost by Peter Viney
Type II   : Drive into Danger by Rosemary Border
Type III   : The Dangerous Journey by Alwyn Cox

Data Description

Establishing the last step of this paper, the functions will be explored by giving explanations accurately. The examples will be espoused which are taken from the utterances conveyed in the chosen stories:

➢ *Apologizing*, which is used by the characters from the stories to say sorry about something they have done. It can be stimulated by the bad impact given from their actions to their interlocutor: *I'm sorry…, Oh, I'm sorry…*

➢ *Questioning*, which is used to give a question to the interlocutor. It is done for knowing information, command, getting more reasons, and so forth: *you put here?..., can we go?..., why?..., why not?...*

➢ *Reporting*, which is used to give a description about event, situations, and information: *there, new house…, someone looking under the truck…, drug, I think…,* and so on.

➢ *Agreeing*, which is used to express the same opinion, to express that interlocutor will do something that the speaker asks him to do, to decide something to do with someone: *yes…, Ah, yes…, Oh, yes…, yes, I can drive a car…, OK…, I know…, Oh, I see…, right…,* and so forth.

➢ *Promising,* which is used by the interlocutor to say that he will certainly do something or that something certainly will happen, to say that the speaker will give something to the interlocutor: *I'll call you later…, I'll meet you outside…, I'll make some tea…,* and so on.

➢ *Greeting*, which is used by the speaker or the interlocutor that to say or to do when they meet or to welcome each other: *good morning, Norman…, excuse me…, hallo…,* and so on.

➢ *Thanking*, which is used by the speaker to tell the interlocutor that he is grateful for something the interlocutor has done or given: *well, thanks…, thank you…, thanks a lot…, thank you so much…,* and so on.

➢ *Commanding*, which is used by the speaker to control the interlocutor or something and tell him what to do, to order the interlocutor to do something: *hurry…,*

come and help us…, stop the truck…, look!…, hold the rope…, leave the boat…, and so forth.

➢ *Blaming*, which is used by the speaker to say or think that the interlocutor is responsible for something bad which has happened, or in the contrary: *it's your fault…, it's my fault…,* and so forth.

➢ *Rejecting*, which is used to refuse the speaker's agreement, attention, offer, etc: *no…, no, not yet…, I'm not…, of course not…,* and so forth.

➢ *Offering*, which is used to provide something to someone, to ask the interlocutor if they would like something: *need a drink? Water?..., take a seat…, can I get you a cup of tea?..., some coffee, please?...,* and so forth.

➢ *Emphasizing*, which is used by the speaker to show to the interlocutor that something is especially important or needs special attention: *we must leave…, we must get help…, we must try…,* and so on.

➢ *Warning*, which is used to tell or to show the interlocutor that something bad may happen, so he can prevent it: *watch out…, look out…,* and so on.

➢ *Expecting,* which is used by the speaker to express his hope for something will be happened: *I hope so…,*and so on.

Conclusion

As mentioned earlier, the aim of this paper is to categorize the routine speech based on the functions presented in the stories provided by "English Listening TV" channel. The present result shows various functions of routine speech are found which are related to daily activities as presented in the table. Each function consists of a number of utterances. It seems very beneficial to explore this "English Listening TV" channel as a source of English Language Teaching, to improve our knowledge about routine speech.

As emphasized by many researchers, routine speech is beneficial for basic second language learners or foreign language learners. This paper proffers implication for English language teacher, to provide appropriate materials to be used in the classroom: *learning English through stories* (learning English through discourse) talking about daily routine can be used as materials to give exposures of routine speech for the learners and to present the real contexts of language use. This paper also suggests that teachers can guide their students to use this "way" of learning (*learning English through stories* or learning English through discourse) for empowering learners' autonomy. It is also suggested that teacher should provide circumstance of routine speech creatively in the class in order to give chance to the learners to practice their routine speech: Role-play. Finally, further research is needed to validate the advantage of this "English Listening TV" channel which is providing stories for learning English as a source of English language teaching regarding to the use of this source as exposure of routine speech to improve language learners' proficiency.

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EMOTION REGULATION AND MOTIVATION OF NUSANTARA MARINE ACADEMY'S FIRST SEMESTER STUDENTS IN BAHASA INGGRIS CLASS

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Abstract

This study focuses on emotion regulation and motivation of Akademi Maritim Nusantara Cilacap (AMN: Nusantara Marine Academy)'s first semester students in learning English. After graduating from the academy, AMN students are expected to be mariners in the marines around the world who should master English. Since most of the students come from outside Java, they have different experiences in learning English. These experiences bring different effects on students' emotions and motivation. This study is important to know whether students' problems in learning English give positive or negative effects to their emotion and motivation in learning English. There are two main research questions that are formulated in this study: 1) What are the problems the students of AMN face in learning English? and 2) How do they deal with their emotions and motivation in facing the problems in learning English in AMN? In this study, the researcher used a survey as a method. Then, a questionnaire and interview became the instruments to find out the answers to the research questions. The participants of this study were 54 students from two different *Bahasa Inggris* classes in AMN. As the results of this study, there are three main problems that are faced by the students in learning English and four strategies that are used by students to regulate their emotions and motivation.

Keywords: emotion regulation, motivation, AMN students, English

Introduction

As one of the international languages in the world, the needs of mastering English become important for many people in this globalization era. Indonesia is one of the countries around the world which uses English as the second language to be learned. This makes English become an obligatory course in Indonesian schools.

Indonesia consists of 34 provinces and it means that there are so many schools in Indonesia in different regions. This reason affects the way of learning English of the students. Every curriculum or even school can have its own policy to manage English to be learned by the students. In particular regions or schools, English is started to be learned since in elementary schools, some others start learning English in junior high school or even senior high school. In this case, the lack of human resources who teach English becomes one of the aspects which cause the differences of learning English. This phenomenon usually happens in the Eastern regions of Indonesia. The education which is not distributed equally in Indonesia makes those

who are in the Eastern part of Indonesia face difficulties to get the same education as those who are in the Western and Middle parts of Indonesia.

English as an obligatory course in Indonesia is not merely for those who are in the elementary schools, junior high school, and senior high school, but also for those who are in the higher education, for example in the university or academy. Most of universities and academies put English as the course which must be passed by the students, especially for those who come from non-English departments. Akademi Maritim Nusantara (AMN: Nusantara Marine Academy) Cilacap is the example of an academy which puts English as the main subject to be passed by the students. The students of AMN have to follow some English classes in some semesters. The aims of these English classes are to help students to have good comprehensive understanding of English skills and to prepare the students with English abilities so that they are ready to face the real world in the future. After the students graduating from the academy, they are expected to work in the marine world. In addition, Rodinadze, Mikeladze, and Bezhanov (2011) state that "In the world of international shipping, with seafarers from many countries sailing on ships trading to all parts of the world, effective communication between those on board and between ship and shore is vitally important" (p. 176). Therefore, meeting many people all around the world is inevitable for marine students, so that mastering English is an obligation for the students to avoid misunderstanding in their working place later.

AMN's students come from many different places in Indonesia. Most of them come from outside Java, for example Nias, NTT, and Papua. Therefore, their experiences of learning English are different from one and another. Their own cultures may also affect their learning process and give impacts to their motivation in learning English. As stated before, education in Indonesia is not distributed equally. This makes the people outside Java, especially those who are from the Eastern part of Indonesia sometimes lack of English skills. This problem may lead to some lacks of motivation of the students to learn English, which in turn may influence their emotion in learning English.

Therefore, understanding students' self-regulation of emotions is important to know whether students' problems in learning English give positive or negative effects to their emotion and motivation in learning English. First semester students are chosen in order to give new knowledge to the students and lecturers about emotion regulation in learning English. For the students, they can get better understanding and even improve their English skills in the next English classes. While for the lecturers, this study can be a reference to decide the strategies that are used in the class to promote students' emotion regulation.

From the background, the researcher formulates two research questions to investigate. What are the problems the students of AMN face in learning English? Secondly, how do they self-regulate their emotions to cope with the problems in learning English in AMN?

Literature Review

There are three main theories that are used in this study. The first theory is self-regulated learning. The second is regulation of emotion. The third theory is foreign language classroom anxiety. Each of the theory is described as follows.

1. Self-regulated learning

According to Zimmerman (2002), self-regulation is not a mental academic performance skill; ability or an academic personal skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills. Self-regulated learners are having initiative to learn more and they are aware of their strengths and limitations. They can set goals, use effective strategies, monitor effectiveness, and make adjustments as needed (O'Donnell, 2012). There are three cyclical phases of self-regulation, namely, forethought, performance, and reflection. In the forethought phase, there are four elements that should be considered such as task analysis, goal setting, strategic planning, and implementation intentions. Striving to reduce goal-performance and receiving feedback become two important elements in performance phase. Then, in reflection phase, students have to consider self-monitoring and self-evaluation (O'Donnell, 2012).

2. Emotion Regulation

All people can regulate their emotions. Gross (2014, pp. 3-4) states that emotion is "an astonishing array of responses, from the mild to the intense, the brief to the extended, the simple to the complex, and the private to the public." Therefore, emotion can occur at any time. Then, Gross (2014) adds that emotions are very helpful. "They can direct attention to key features of the environment, optimize sensory intake, tune decision making, ready behavioral responses, facilitate social interactions, and enhance episodic memory. However, emotions can also give negative effect if we cannot manage it well" (Gross, 2014, p. 3). It is then the ability to manage emotion is crucial to be considered.

a. Core features of emotion

Gross (2015) says that there are two core features of emotion. The first one is when it occurs. If the situation changes, the emotion will also change. The second is multifaceted nature. This means that emotion involves changes of subjective experience, behavior, and central and peripheral physiology. Gross (2015) also states that "emotions involve person-situation transactions that compel attention, have meaning to an individual in light of currently active goals, and give rise to coordinated yet flexible multisystem responses that modify the ongoing person-situation transaction in crucial ways" (p. 5). In this article, Gross also states that regulation of emotion is about how emotions are regulated rather than how emotions regulate something else. Therefore, it is better to have regulation of emotions rather than regulation by emotions.

b. Core features of emotion regulation

There are three core features of emotion regulation. The first core feature is the activation of a goal to modify the emotion-generative process. This feature refers to intrinsic and extrinsic emotion regulations. Furthermore, this core feature can be activated by every person. Then, the second core feature is the engagement of the process to change the emotion. In this feature, there are so many processes which can be used to regulate emotions. Through the processes, explicit and implicit emotions can be identified. The third core feature is about the impact on emotion dynamics, or the latency, rise time, magnitude, duration, and offset of responses in experiential, behavioral, or physiological domains. Someone's goals can go step-up or step-down based on those aspects (Gross, 2015).

c. Emotion regulation strategies

Gross (2015) proposes four strategies of emotion regulation. The first strategy is situational selection. Selecting situation to choose the emotion can be an important thing in emotion regulation strategy. It is because situation can affect someone's emotion easily. The second emotion regulation strategy is situation modification. People need to modify situations in order to alter the impacts of emotions. This strategy can be helpful because once people can modify situation, their emotion regulations are managed well. The third strategy is attentional deployment. In this strategy, people have to arrange a particular situation in order to influence someone's emotions. If people cannot select or modify situation, arrange a new situation is a good choice to try. Then, the forth is cognitive change. Cognitive change means that people have to alter how they see a situation so that they can make a change in the emotional implication. It might be difficult for some people to change how they see situation. One way of example to shift how people see situation is by thinking positively to change any emotional interference. Therefore, as suggested by Gross (2015), these fourth strategies should be practiced so people can have better emotional regulation in life.

d. Interest and motivation

Schutz and Pekrun (2008) state that positive and negative emotions can give impacts to motivation. The positive emotion such as enjoyment of learning can be used to increase interest and strengthen motivation. Meanwhile, the negative emotion can be harmful for motivation. The examples of negative emotions are hopelessness and boredom. In this study, Schutz and Pekrun (2008) also say that the positive emotion can increase intrinsic and extrinsic motivations, while negative emotion can cause anxiety and shame ambivalent (p. 48). Besides, students' academic histories form their academic emotions and judgements. Then, the processes of this creation of emotions are not shaped independently by the students and classroom context.

e. Emotional and cognitive self-regulation following academic shame

A study by Turner and Husman (2008) reveals that there are some conditions where students can feel embarrassed academically in the higher education level. The conditions may vary depend on the students themselves and also situations. Here, Turner and Husman (2008) provide some examples in which particular situations can affect the embarrassment. Being unable to manage learning can bring a big impact to the embarrassment level. This is because students usually will not believe in their competences and then feel worried about what they have to do. In another case, when students have already managed their learning well but they worry about their competences, it will also create a negative impact to the learning, for example the feeling of shame. They will be embarrassed especially when they fail in the tests. Besides, different types of motivations can also affect the academic shame. It is still closely related to the previous situation. When the students have great motivations both extrinsically and intrinsically but they are failed in a particular course, they will also experience shame. Therefore, the students who have already had great motivations and beliefs that they can do something well, they have to get balanced results to their efforts. If the results are not like what they expect, the feeling of shame will always follow them (p. 141).

3. Foreign language classroom anxiety

For some people, foreign language learning may become something which is "scared." Those who feel so will experience anxiety in the classroom. Horwitz, Horwitz, and Cope (1986) define anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). The anxiety in the classroom can cause stressful effects rather than successful in learning foreign language. The anxiety can also cause negative effects in the academic achievement and social context. According to Horwitz, et al. (1986), there are three performance anxieties which can be used as considerations in understanding students' anxieties in the classroom, namely, communication apprehension, text anxiety, and fear of negative evaluation. Communication apprehension is about the worry of learning foreign language itself. This is about the shyness feeling or fear to communicate with other people using the foreign language. One of the examples of communication apprehension is the difficulty in speaking in the groups or public. Then, listening to the spoken form of foreign language can also be another example. This performance anxiety takes a great role in the foreign language anxiety. Those who are not confident speaking in the groups will face bigger obstacles if they have to speak using foreign language. Therefore, the ability to believe in one's competence is important, so that the people decrease the feel of communication apprehension (Horwitz, et al., 1986, p. 127).

The second performance anxiety is called test-anxiety. This is about a fear of failure. The students who always put high standards on their academic achievement may feel the anxiety if what they expect happens below their expectation. The text-

anxiety in foreign language class usually happens to the smartest and most prepared students who want everything become perfect. However, this anxiety precisely can cause the real failure for them. Making errors in the test is just the example of the failure (Horwitz, et al., 1986). Then, the third anxiety of foreign language learning is about fear of negative evaluation. Horwitz, et al. (1986) define this anxiety as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 128). In sum, foreign language anxiety can "make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well" (Na, 2007). Therefore, it is important for the teachers to think about these kinds of anxiety which may be experienced by the students in the classroom.

Method

This part explains about the methods that is be used in this study. There are three sub-parts in this study, namely, methods, participants, and data analysis technique. In this study, the researcher used survey as the method. According to Fairfax County (2012), survey is "a process of inquiry for the purpose of data collection and analysis using observation, polls, questionnaires, and/or interviews." Therefore, questionnaire and interview became the instruments of this study. The researcher used questionnaire to collect data from AMN students to know their emotions of learning English and how to handle the emotions. Key (1997) defines questionnaire as a method which evokes some sample of people's feelings, beliefs, experiences, perceptions, or attitudes. Then, he also states that a questionnaire is the briefest set of questions designed to meet a particular need for research about a particular topic. According to Fairfax County (2012), the questions which were used in the survey might be related to "behaviors, beliefs, attitudes, and/or characteristics of those who are surveyed" (p. 1). The questionnaire used closed-ended questions to make it easier to analyze. There were 7 degree of agreements that were used to answer the questionnaire, starting from strongly disagree up to strongly agree. After having the results of the questionnaire, the researcher had interviews to get better understanding and information about the students' emotion regulation of learning English. The researcher did individual interview because the researcher wanted to have deeper understanding about the students' feelings and attitudes of learning English.

In this study, the researcher used purposive sampling. According to Mack, Woodsong, MacQueen, Guest, and Namey (2005), purposive sampling is "one of the most common sampling strategies, groups participants according to preselected criteria relevant to a particular research question" (p. 5). Therefore, in this case, the researcher decided that the participants of the study were the first semester students of AMN Cilacap. They were 33 students of *Bahasa Inggris* Class D and 35 students of Class E. The students in these two classes came from different places in Indonesia, most of them came from outside Java. Therefore, they had different experiences in learning English. In order to find out the answers of the research, the researcher

distributed a questionnaire for each student. The questionnaires were distributed two times due to the schedule of teaching which was different. On Saturday, November 26, 2016, the questionnaires were distributed for the first time in Class E. Then, the second round of questionnaire distribution was done on Monday, November 28, 2016 in Class D. Moreover, the interview was done on December 2, 2016 to two students. Those two students were chosen based on their results of questionnaire. They chose most of the lower degree of agreement so the researcher wanted to find out why they did so. The researcher decided to interview only two students because of lack of time. The researcher did not meet the students again in the class because it was the last course in this semester. Therefore, it was quite difficult to manage the time.

In the questionnaire distributed, the researcher provided some explanations about the study which had been conducted. Besides, the participants were also informed that the researcher would keep the participants' personal information confidentially. Then, the researcher also offered the participants whether they wanted to contribute in this study or not. This offer was aimed to avoid the feeling of assertion in completing the questionnaire. The participants finished completing the questionnaires in 20 minutes, while the interview was also done more or less in 20 minutes. The results of closed-ended questions in the questionnaire were analyzed by measuring the percentage. In measuring the percentage, the researcher used this following formula.

$$\frac{\Sigma\, X}{N}\, x\; 100\%$$

Notes:
ΣX : sum of the degree of agreement
N   : number of participants

While the interview result was analyzed by writing down the important points of the interview to make it easier to understand.

Results and Discussion
In this part, the researcher explains about the data results of the study followed by its discussions. There are two main points in this part, namely, questionnaire result and interview result. Each of them is elaborated as follows.
1. Questionnaire result
After the researcher distributed the questionnaire, the researcher collected the questionnaire results and analyzed them. The total of the questionnaire which were completed by the students were 54 questionnaires. There should be 35 students in the Class E, but 4 students were absent from the class. Therefore, there were only 31 students who filled in the questionnaires. Then, there were only 23 students who completed the questionnaires in Class D because 10 students were absent. Besides, through the results of questionnaire, the researcher concluded that there were 35 students who came from outside Java, while 19 students came from Java.

a. Self-regulated learning

After analyzing the data, the researcher found that students' self-regulated learning was already good. Self-regulated learners are having initiative to learn more and they are aware of their strengths and limitations (Zimmerman, 2002). The students had already realized their strengths and weaknesses in learning English. From the table, it was seen that 33.3% of students were not aware of their strengths in learning English. Besides, there waere 55.56% of students who realized their weaknesses in learning English. Those facts meant that the students realized their weaknesses more, rather than their strengths in learning English. Although most of them thought that their weaknesses were more dominating, the ability of knowing that they did not really recognize their strengths showed that they had already had self-regulated learning.

Then, 57.41% of the students claimed that they set their goals in learning English. O'Donnell (2012) states that in self-regulated learning, they can set goals, use effective strategies, monitor effectiveness, and make adjustments as needed. Besides, to achieve their multiple goals, students must have access to different action programs and scripts, and they need to be able to coordinate their actions (Schutz & Pekrun, 2008). This meant that although students had already set their goals in learning English, they still had to have some actions to achieve their goals. One of the ways was by concentrating well in the learning process. The participants stated that most of them could concentrate well in learning English. It could be shown in the table 2. O'Donnell (2012) states that the third cyclical process of self-regulated learning is reflection phase. In order to reach this phase, students had to consider self-monitoring and self-evaluation by having reflections. From the results of questionnaire, more than half of the students claimed that they made reflections to evaluate their learning. This was very good because the students could develop their self-regulated learning through the reflection.

Table 1. Responses 1

No.	Statements	1 (SD)	2 (D)	3 (STD)	4 (N)	5 (STA)	6 (A)	7 (SA)
1.	I am aware of my strengths in learning English.	1.85%	7.41%	33.3%	12.96%	20.37%	20.37%	-
2.	I am aware of my weaknesses in learning English.	-	1.85%	14.81%	7.41%	7.41%	55.56%	12.96%

No.	Statements	1 (SD)	2 (D)	3 (STD)	4 (N)	5 (STA)	6 (A)	7 (SA)
3.	I always set goals in learning English.	-	1.85%	-	16.67%	5.56%	57.41%	18.52%
4.	I can concentrate well in English learning.	-	-	9.25%	22.22%	24.07%	22.22%	22.22%
5.	I make reflections to evaluate my strategies in learning English.	1.85%	3.70%	7.41%	11.11%	27.78%	22.22%	25.93%

b. Emotion regulation

It can be seen that there were 5.55% of students chose somewhat to agree, 40.74% students chose agree, and 44.44% of students chose strongly agree when the researcher asked whether they liked English or not. This fact showed that most of the students liked English. This idea was important because Gross (2015) has stated that emotion involves changes of subjective experience, behavior, and central and peripheral physiology. Therefore, this kind of emotion could affect students experience and behavior in learning English.

Talking about emotion meant that it also talked about how people achieve their goals in learning. Schutz and Pekrun (2008) state that goal frustration and its concomitant negative emotions may arise when students discover that it is impossible to achieve all their salient goals simultaneously. However, most of the participants believed that they could achieve their goals in learning English. This could be seen that there were 48.15% of students chose agree and 33.33% of students chose strongly agree to the statement. Therefore, negative emotions might not arise in these two classes.

Subsequently, 40.74% of students agreed that they saw a difficulty in learning English as a challenge to improve their English skills. This was very good because Schutz and Pekrun (2008) suggest that students who want to master a difficult task because they value its content have created a mindset that helps them to interpret negative emotions as signals that more effort needs to be invested to achieve a learning goal or that social support needs to be solicited. It meant that students had already been able to interpret negative emotions they faced as signals to achieve their

goals in learning English. This also showed that they had also been able to engage with the process to change the emotion as suggested by Gross (2015).

In addition, Schutz and Pekrun (2008) assume that students' emotions (positive and negative) experienced in the classroom depend largely on whether they judge their current goals to be congruent or incongruent with the learning activities that somebody else (i.e., the teacher, parents, or peers) wants them to pursue. In this study, the participants claimed that they were motivated in learning English because of their family (20.37%), friends (22.22%), and English teachers (38.89%). It meant that English teachers were found to be the most affected people who could motivate the students in these two classes.

Table 2. Responses 2

No.	Statements	1 (SD)	2 (D)	3 (STD)	4 (N)	5 (STA)	6 (A)	7 (SA)
6.	I like learning English.	-	1.85%	3.70%	3.70%	5.55%	40.74%	44.44%
7.	I believe that I can reach my goals in learning English.	-	1.85%	1.85%	3.70%	3.70%	48.15%	33.33%
8.	I see the difficulty in learning English as a challenge to improve my English skills.	-	7.41%	-	11.11%	18.51%	40.74%	22.22%
9.	I am motivated in learning English because of my family.	3.70%	14.81%	11.11%	14.81%	16.67%	18.51%	20.37%
10.	I am motivated in learning English because of	5.55%	11.11%	12.96%	18.51%	18.51%	22.22%	11.11%

No.	Statements	1 (SD)	2 (D)	3 (STD)	4 (N)	5 (STA)	6 (A)	7 (SA)
	my friends.							
11.	I am motivated in learning English because of my English teachers.	-	5.55%	5.55%	11.11%	9.25%	38.89%	29.63%

c. Foreign language classroom anxiety

Based on the results of questionnaire, the highest percentage of degree of agreement from the participants was in number 5 (somewhat to agree). It was 22.22% students who somewhat to agree that they were confident when they were speaking in English. This percentage did not represent a good result because it did not reach over half of the perfect percentage. This might be caused by the fear of negative evaluation anxiety which meant "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Horwitz, et. al, 1986, p. 128). It meant that students were still afraid to make a mistake in speaking English and got negative evaluations from people around them. Then, when students were asked about their participation in a discussion using English, the highest percentage was 27.78% on number 4 (neutral). It showed that the students preferred not to show up or not to be too silent in the discussion. As what Horwitz, et al. (1986) state in their journal, this was considered as one of the performance anxieties which could be experienced by the students in learning a foreign language. It belonged to communication apprehension which was the difficulty in speaking in the groups or public.

Then, another performance anxiety which is proposed by Horwitz, et al. (1986) istest-anxiety. Horwitz, et al. (1986) state that this anxiety is about a fear of failure. However, through the questionnaire, it was found that 24.07% became the highest response of percentage in the question number 14. It meant that students were not facing test-anxiety in doing test. This showed that they were quite confident enough in doing English test. Besides, in the question number 15, the highest percentage was in neutral agreement (38.89%). It meant that the students had variety of scores in their English tests.

Table 3. Responses 3

No.	Statements	1 (SD)	2 (D)	3 (STD)	4 (N)	5 (STA)	6 (A)	7 (SA)
12.	I feel confident	5.55%	5.55%	20.37%	20.37%	22.22%	9.25%	16.67%

No.	Statements	1 (SD)	2 (D)	3 (STD)	4 (N)	5 (STA)	6 (A)	7 (SA)
	when I speak in English in front of many people.							
13.	I participate actively in a classroom discussion using English.	5.55%	5.55%	14.81%	27.78%	16.67%	18.51%	11.11%
14.	I feel confident in doing English test.	-	5.55%	12.96%	20.37%	20.37%	24.07%	16.67%
15.	I often get high scores in English tests.	1.85%	12.96%	24.07%	38.89%	14.81%	3.70%	3.70%

2. Interview result

In order to get better understanding about the topic and verify students' answers in the questionnaire, the researcher did interviews to the students. The first student was a female student who came from Nias. She had been learned English since she was in elementary school grade 3. The second student was a male student who came from Kebumen. He learned English since he was in grade 6 in an elementary school. Basically, both students were found that they liked English until they found some bad experiences in learning English. The first student revealed that:

> At first, learning English was very fun. However, when I was in junior high school grade 2, my English teacher always said rude words to the students. I started to hate English at that moment. I became lazy in learning English. However, now, I am trying to love English because in learning English, I can get new vocabularies. Then, I realize that I need to learn English because if I only learn Bahasa Indonesia, I cannot develop my ability. I become lazy when I have to face formulas of tenses or difficult vocabularies.

While the second student said that:

> English is actually easy. However, the hardest part in learning English is learning the difficult vocabularies. I think I am not good at English because of the vocabularies. I am not really smart. Once I face difficulties in learning English, especially the vocabularies, I become very lazy to learn.

In the results of questionnaire, most of the students claimed that their English teachers played as the roles of motivation in learning English. However, it did not happen to the first respondent of interview. The first respondent had a negative emotion toward her English teacher in junior high school. She felt hopeless in the learning process in the classroom because of her teacher. Besides, in learning English, she often felt bored when she had to face grammars and vocabularies. Schutz and Pekrun (2008) state that negative emotions such as hopelessness and boredom can be harmful for motivation. Then it was true because the first respondent of the interview felt that she had low motivation in learning English in the past because of her hopelessness on the teacher.

In terms of emotional and cognitive self-regulation, the respondents had different ways in seeing the difficulties in learning English and how they overcome the difficulties. It could be seen as follows:

First respondent:

> I have difficulties in remembering vocabularies. But I often listen to the music and find the lyrics as a way to learn English, especially the vocabularies. I do not give up easily. When I face difficulties in learning, especially grammars, I usually ask my friend to help me. Then, actually, in the classroom I can understand what the teacher is saying. However, I cannot respond to it using English. I am still learning, but I am afraid of making mistakes when I speak in English.

Second respondent:

> As I said before that vocabularies are the most difficult parts in learning English. However, I have never thought about strategies to help me understand vocabularies well. Once I felt that I could not do something, I would be lazy to do it. Actually, I want to speak English fluently but I am nervous and afraid of making mistakes.

Those two respondents shared differences in seeing and overcoming the difficulties in learning English. The first respondent was aware that she had lack of vocabularies, but she did not give up easily. She tried to listen to the songs and find the meanings of vocabularies there. Then, she also had an initiative to ask her friends when she had difficulties in grammar. Compared to the first respondent, the second respondent also had difficulties in terms of vocabularies but he did not do anything to overcome the problems. In the contrary, they shared similarities in speaking English. They both were afraid of making mistakes when they were speaking in English. As

Turner and Husman (2008) stated before, this problem was recognized as one of the conditions which could make students feel embarrassed academically. This was because students usually would not believe in their competences and then felt worried about what they had to do. They were afraid of getting negative comments from their surroundings.

Conclusion

In conclusion, the purpose of this study is to know whether the problems of learning English give positive or negative impacts to their emotion and motivation in learning English. Based on the data results, it can be seen that students have negative and positive emotions in learning English and it affects students' motivation. Two research questions that are formulated in the beginning of this study are answered through the data results which are gathered through questionnaire and interview. The answer of the first research question which is what the problems the students of AMN face in learning English are their bad experience of learning English in the past, difficult vocabularies, and lack of confidence in speaking English. To answer the second research question, there are four strategies that are used by students to self-regulate their emotions and cope with the problems in learning English in AMN. The first one is by making reflection. The second is seeing the difficulty as a challenge to improve English skill. The third is finding an interesting strategy to deal with the problems, for example listening to music. The fourth is by asking friends for help when finding some difficulties in learning.

This is only a small research of emotion regulation in education. There are a lot of possibilities that can be developed from this study. Further researchers can investigate deeper about students' emotion regulation in learning in AMN because in this study, the researcher still presents some limitations. Further researchers are also invited to conduct the study in other schools if they are interested to do so.

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THE USE OF TECHNOLOGY-BASED ACTIVITIES IN INCREASING STUDENTS' INTERCULTURL AWARENESS

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Abstract

Two phenomena that characterize the 21st century are the rapid advancement of technology and the interconnectedness among countries. As an English teacher, we need to deal with those two issues. First, we cannot deny that technology permeates every aspect of our lives including our classroom. Some teachers may feel annoyed by the fact that almost all of their students bring and use or play with their gadgets in the classroom. Second, the world is going global which means that our students will interact with people from other cultural backgrounds. Without a proper awareness and understanding of other cultures, this interaction may cause embarrassment and uncomfortable situations. This paper aims at discussing some ideas on how to solve the problems by utilizing technology as part of intercultural education.

Keywords: technology, intercultural, awareness

Introduction

In recent years, we have seen a very rapid advancement of technology. The things/activities that seem impossible to do in the past are now becoming a reality. For example, with the invention of internet, we can now watch what is happening in other parts of the world in real time. Internet provides any information that we need. Another fantastic thing is that technology enables us to contact our friends or family abroad using Skype or video call. In our daily life, technology starts playing very important roles; almost every one has ever done online shopping or ordered taxi using applications.

As English teachers, we also feel the impact of technology. It is not uncommon for us to find our students use or play with their smartphones in the class. Some teachers may feel annoyed and decide to make a rule that using smartphones in the class is strictly prohibited. This no-smartphone policy may cause some students feel restless, uncomfortable and find it difficult to focus or concentrate on the lesson. In fact, instead of banning the use smartphones in the class, we can ask our students to utilize their gadgets for educational purposes, for example to find information related to the topic of discussion that day.

Globalization is another phenomenon that characterizes the 21st century. No country can stand on its own; it must be directly or indirectly connected or influenced

by other countries. Traveling or working in other countries is becoming something usual these days. When we visit other countries, it is important to know the cultures of those places so that we can adapt and not accidently hurt or insult other people. Without proper awareness or understanding of other cultures, our interactions with people from other culture may result in embarrassment or misunderstanding. Axtell (1998) warns us to be careful with our gestures. For example, in some parts of Bulgaria, nodding someone's head means "no"; on the other hand, in Indonesia that same gesture means "yes". In Greece and Nigeria, waving someone's hand is considered as an insult, while in Indonesia, that gesture is used to say "good bye" to friends and family. Imagine what will happen if we innocently wave our hands to Greeks or Nigerians. Similarly, a thumb up which is considered a good sign in Indonesia is a rude gesture in some parts of Australia.

Even seemingly simple gesture like greeting can cause confusion. The confusing situation happens when we do not know the rules of doing "proper" greeting in the place we visit. Blanchard (1996) illustrates how greeting is done differently all over the world. He states that:

> Many European men and women say hello with two kisses, one on each cheek. But three kisses are polite in Belgium ,and young people in Paris often prefer four. You must start with the right cheek. Starting with the left would be as awkward as sticking out your left hand for a handshake. (p.4)

The rules for greeting if not observed carefully may cause an awkward situation. Imagine the embarrassing encounter when a Japanese businessman meets his new partner from Iran. Both want to show respect by greeting his partner using their own way. The Japanese bows his body, while his Iranian counterpart tries to hug him.

Cotton (2013) posits that "Awareness is always the first and important step" (p. 53) Considering the importance of intercultural awareness, this paper tries to present some ideas on how to use the technology to increase students' intercultural awareness.

Discussion

In my opinion, the best way to understand other cultures is by living or immersing ourselves in the culture that we want to learn. For example, if we want to learn about Japanese culture, we can live with a Japanese family, watch a Japanese cultural festival and eat Japanese food. Similarly, when people from abroad want to learn about Javanese cultures and traditions, they might try to live with a Javanese family, probably in the village, and go together with their "host" to the paddy field, watched "wayang kulit/puppet leather performance" or even try to play gamelan or become a "sinden" (Javanese singer in puppet leather performance). By doing so, for a while, they become like a sponge and absorb the cultural values and experience that I believe will be forever etched in their heart and mind.

The ideal way of learning other cultures; however, is not easy to conduct. Visiting other countries and living there for a period of time will cost a lot of money, time and energy; only a few privileged people will be able to afford it. Thanks to technology, now we can learn other cultures without having to visit the real places.

Here I would like to share some ideas and experiences on how to use technology to bring the world and its cultures to our classrooms.

a. Browsing websites for cultural information

As mentioned before, internet provides any information that we need (culture included). One of the websites that I have visited and used a lot in my classes is www.gaylecotton.com. This website was created by Gayle Cotton who is an expert in cross cultural communication, a National Emmy Award winner and the author of best-selling book 'Say Anything to Anyone, Anywhere!' From this website and its links, we can get a lot of useful cultural information and tips.

Here are the examples of some activities that I conducted in my classes which incorporated the information from Cotton's website.

- I asked my students to answer this question: "If you could visit any country, which country would you like to visit and why?
- After they answered the question, I divided them into groups of 3or 4 and I asked them to imagine that they are going to have a vacation together as a class and that they have to convince and persuade other members to go to his/her chosen place. Upon reaching a decision, each group presented its decision as interestingly and lively as possible to the whole class. The class then voted where to go.
- I stated that "When we visit a country, we need to understand the culture of that country". Next, I asked them to find information about certain countries, for example: Japan and Italy.
- I asked the students to count 1,2,1,2… number 1 will be a Japanese and number 2 will be an Italian. I asked them to find some cultural tips from the Cotton's website. I gave them some time to read the information.
- The students worked in pairs. The Japanese explain his/her culture to the Italian and vice versa.
- I asked them to stand up. In turn, the Japanese retold the tips they got from the Italian and vice versa.

Another useful website that we can use to increase students' intercultural awareness is www.hobart.k12.in.us/hhs/academics/gt/ch6.html. This website informs us about some gestures all around the world. The activities that I conducted in my classes are as follows:

- I divided the students into groups, each group was assigned to learn some gestures from the International Gesture Dictionary.
- Each group shared the gestures they learned to the whole class. One of the members mentioned the name and explained the meaning of the gestures, other members performed the gestures.
- After each group presented, I gave a short quiz based on the presentation.
  e.g.
  - You want to tell your friend in Netherland that he has a telephone call. Which gesture do you use?
    Answer: Head Circle
  - You are in Thailand. You want to give a formal greeting. Which gesture do you use?
    Answer: The Wai
  - You watch a football match in Brazil. You want to praise the player who scored the winning goal. Which gesture do you use?
    Answer: Fingertips Kiss
- To make the class more interesting, I played a game with them. I asked each group to send one of its members to come in front of the class. I then mentioned the names of the gestures, the first person to perform the gesture correctly can sit down.

There are a lot of other websites that we can use to increase students' intercultural awareness. One that I can mention is https://geert-hofstede.com/countries.html. One of the interesting activities that we can do based on the information from this website is comparing the scores of two or more countries across six models of cultural dimensions. The models used by Geert Hofstede (1997) are as follows:: Power Distance Index (PDI), Individualism vs Collectivism (IDV), Masculinity vs Feminity (MAS), Uncertainty Avoidance Index (UAI), Long Term Orientation vs Short Term Orientation (LTO),and Indulgence vs Restraint (IND).

Each of the dimension will be discussed briefly below:

Power Distance Index (PDI)
The society with lower PDI index tends to question authority and expects that the power is distributed equally, while the higher degree of PDI index means that the lower level or the followers accept to obey the authority without questioning the inequal distribution of power.

Individualism vs Collectivism (IDV)
As the name suggests, the index measures whether a society tends to behave individually or prefers to do something collectively.

Masculinity vs Feminism (MAS)

Masculine society highly appreciates competition, heroism, assertiveness and material rewards for success while the feminine society tends to value cooperation, modesty and caring for the weak.

Uncertainty Avoidance Index (UAI)

The lower the UAI Index, the higher the level of tolerance of a society towards ambiguity or unknown situation.

Long Term vs Short Term Orientation (LTO)

The short term orientation society holds strong to its tradition, while long-term orientation society is more adaptive and pragmatic, it is willing to change and more future-oriented.

Indulgence vs Restraint (IDN)

The indulgent society tends to enjoy life and have fun, while the restraint society restrict the fulfillment of desire. Using the Hoefstede model, students will realize that each country is different and they need to adapt and adjust when they visit the country.

b. Watching YouTube videos

As we all know, YouTube contains a lot of videos that can be used for educational purposes. According to Romanowski (2014:35) "The students, who were exposed to the videos and participated in the postviewing activities, have become more aware of knowledge, skills and attitudes – essential elements of successful intercultural interaction".Here are some videos that I have used in my classes to increase students' intercultural awareness:

- Italian Hand Gestures
  One distinctive characteristic of Italians is they used various gestures in their daily conversations. This video presents gestures that are commonly used by Italians. Among others are:
   -"Belissimo" means "Wonderful'
   - "Ho fame" means "I am hungry"
   - "Ho paura" means "I am scared"

I asked the students to watch the video, then I ordered them all of the students to stand up. I pointed to them one by one, the student had to mention one gesture, explained what it means, and performed the gesture.

- Japanese Body Language and Gestures with Hiroko
  As the opening of the lesson, Hiroko, the instructor showed a gesture, for example, in lesson 1,she put her hands (like in a praying

position) in front of her face. Then, she asked what the gesture means by giving 3 choices. In this case, the choices are:
a. Thank you
b. I'm sorry
c. No way
(I usually stopped the video at this point, to give students an opportunity to guess the meaning of the gesture). Hiroko then gave the correct answer which is B. I'm sorry and explained that the gesture can also means "Please do me a favor". She added that the gesture is called "Gomen or Onegai"

In addition to those videos, I also often asked my students to watch videos about cultural festival around the world. For example " Setsubun " festival from Japan, "The Day of the Dead" from Mexico, etc. To gauge the students understanding, teachers may prepare some questions related to the festival such as:
- When is the festival held?
- What are the purposes of the festival?
- What do people usually do during the festival?
In this digital era, almost all people have Facebook account. Having social media accounts is very beneficial for culture learning since students can get acquainted with people from around the world and then learn about their cultures.This learning process is important for the sake of cross-checking the information we get from websites and videos.
The accuracy of the information need to be double checked because sometimes the cultures have changed overtime or the youngsters do not even know that such cultures exist. One important thing that we always need to remember is: "do not assume …ask". This is because our assumptions may be wrong.

Conclusion
We live in the digital age where every aspect of our life is influenced by technology. In the field of education, it is important for the teachers to equip themselves and their students with the necessary skills to reap maximum benefits from the existence of technology. One of the benefits that we can get is technology enables our students to learn about other cultures. Moreover, technology makes it possible for students to befriend people from various cultural backgrounds and by doing so; enrich themselves with knowledge and cultural insights that will be useful for them when they have opportunities to study, work or live abroad.
Increasing students' intercultural awareness is of utmost importance in the era of globalization. As the global citizen, students will interact with people from all parts of the world and those people may have very different cultures from ours. The awareness is needed to build harmonious relationships among people from diverse cultural backgrounds. It is suggested that teachers use technology as an effective and efficient tool to enhance students' intercultural awareness.

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MOTHER TONGUE BASED MULTILINGUAL EDUCATION IN INDIA:

A FRAMEWORK, PLANNING, AND IMPLEMENTATION

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Abstract

There is a tremendous growing trend around the world to support mother tongue based instruction in the early years of a child's education. In recent days mother tongue based multi lingual education (MTB-MLE) has become increasingly important educational principle to make the child's language, culture and context the foundation of learning. However, there are umpteen numbers of challenges in implementing mother tongue based multi lingual education in a country like India. The most important in implementing mother tongue based multi lingual education is political challenges. In this paper, I shall try to understand the nature of developments in the field of multi lingual education (MLE) and recommend some policy and planning for the development of MLE in India.
Keywords: mother tongue, multi lingual education, policy

Introduction

The importance of mother tongue in second language acquisition has been the subject of much talked and controversy and there is a tremendous growing trend around the world to support mother tongue based instruction in the early years of a child's education. In the process of teaching a foreign language, the teacher's use of mother tongue can highly influence the learner's acquisition of the target language. In the history of English language teaching and second language acquisition, the role of mother tongue has been remained a vital issue. Multilingual based education (MLE) is a major innovative initiative of the Ministry of Human Resource Development (MHRD) Govt. of India and, apart from the state and regional level attempts to provide mother tongue based MLE for tribal language communities under the Sarva Shiksha Abhiyan (SSA) programme. Present trend and developments in respect of planning and implementation of mother tongue based multilingual education in India is promising and highly meaningful and timely intervention. This is an effective and innovative platform to the current forms of early education that involves neglect of the home language and cultural experiences of children, minus language learning, high rate of school failure and high 'push out' rate. The urgent need for revitalization and preservation of endangered language forced us to relook of our current educational policies and practices in imposed dominant language. Existing models of MLE need to be reassessed and re-examined in the light of our experiences and insights from the ongoing programme.

In the country where we live in diverse nature, many local language communities are multilingual. Moreover, some want to communicate in the national language and possibly also in an international language. Multilingual education programs (MLE) promotes first-language literacy skills, providing the means to meet broader multilingual goals. It enables mother-tongue speakers of non-dominant languages to build a culturally and linguistically healthy and sound educational foundation in their home language first. Then they can successfully use that foundation as a bridge to one or more additional languages. We can safely say that multilingual based education gives wider opportunities for lifelong learning in the local as well as national and international languages

Multilingual Education primarily refers to "first-language-first" education. In other words, schooling which begins in the mother tongue and transitions to additional languages. It is normally observed that multilingual education are based in developing countries where speakers of minority languages, i.e. non-dominant languages, tend to be highly disadvantaged in the mainstream education system. Therefore, there are high demands to provide first-language-first education to immigrant children from immigrant parents who have moved to the developed world.

Components of Multilingual Education

"Strong Foundation" - Research shows that children whose early education is in the language of their home tend to do better in the later years of their education (Thomas & Collier, 1997).

> "Strong Bridge" - an essential difference between MLE programs and rural "mother tongue education" programs is the inclusion of a guided transition from learning through the mother tongue to learning through another tongue.

Mother tongue based education on the child is the implicit validation of his/her cultural or ethnic identity by taking languages which were earlier considered as "substandard" and making active use of them in the classroom. In this sense, it underscores the importance of the child's worldview in shaping his or her learning.

Stages of MLE Program

A widespread understanding of MLE programs (UNESCO, 2003, 2005) suggests that instruction take place in the following stages:

   I.   Stage I - learning takes place entirely in the child's home language
  II.   Stage II - building fluency in the mother tongue. Introduction of oral second language (L2).
 III.   Stage III - building oral fluency in (L2). Introduction of literacy in L2.
 IV.   Stage IV - using both L1 and L2 for life long learning.

MLE proponents stress that the second language acquisition component is seen as a "two-way" bridge, such that learners gain the ability to move back and forth between their mother tongue and the other tongue(s), rather than simply a transitional literacy program where reading through the mother tongue is abandoned at some stage in the education.

When children begin school, they have already begun gaining confidence in their ability to communicate meaningfully in their mother tongue and by the time they have already made a solid foundation of knowledge and experience through observing and interacting with peers and adults in their community. The language, knowledge and experience, these children bring to school forms an important foundation for their learning in the classroom.

The primary problem faced by many children like in India wherein children from different ethnolinguistic communities are twofold. At first, education is not accessible to all and at the same time and who do have access to school but hardly speak the language and when they join in the education system find that their language, knowledge and experience- rather than serving as a foundation for learning are treated as a problematic and at a most disadvantageous state and as a result they lose confidence in themselves. When students' language, culture and experiences are totally ignored or denied in the classroom, students are immediately at a loss and in disadvantage stage. This is also the main reason for high repetition and drop-out rates in the classroom.

The denying of mother tongue to the children is also alienation from heritage language and culture, from parents and community.

> "*The children who go to the primary schools are often teased by other students for using their MT in the classroom when they talk to their counterparts. Teachers advise them to use L2 instead of their MT. Parents are asked not to use MT at home in order to make the children fluent in the L2. All these things have led to a negative attitude towards their language in the minds of the parents and children…*" (Ecuador in Minority Language Community in India, 2006, Personal Communication)

Discussion

The language policies and planning of the dominant language towards the minority languages are most of the times biases and suppressing in nature. The dominant language policy and planning have serious negative consequences for the language communities who don't speak the dominant language, for nations, and indeed, for the world in general. These include further disempowerment of girls, lack of access to social, political, economic and physical development processes, significant amount of underutilization of human resources and loss of languages, cultures and knowledge

system. These are the major concerns that are being raised in the world and its negative consequences of exclusionary language and education policies. Mother tongue based multilingual education are the best method of ensuring quality education for the ethnolinguistic communites who speak non-dominant language. The following statement from the book titled " The Use of Vernaculars in Education" published by the United Nation's Educational Scientific and Cultural Organisation (UNESCO) in 1953 is an very important document and an eye opener. It opines that

> *"It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful sings that in his mind works automatically for expression and understanding. Sociologically, it is means of identification among the members of community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium."(*UNESCO, 1953, p. 11)

The declaration of the UNESCO was the result of extensive and comprehensive research work. Again the UNESCO in 1968 has stated the same:

> "…the use of mother tongue be extended to as late a stage of educations as possible." (UNESCO, 1968, p. 691)

Mother tongue based education enables the children to express himself/herself freely without any barrier and problem of being committed mistakes. It encourages active participation in the classroom and the learning process. Children can instantly use the first language (L1) to express and explain their word meaning, articulate freely their thoughts and increase new concepts. It the child's medium of instruction is not mother tongue, he/she may waste many years of his/her years in learning the language, because the young learners and the teachers will put more concentration on language learning and less on learning Science and Math and literacy which is most fundamental to learning. It is highly beneficial and necessary to learn the basic science and math, problem solving skills and reasoning skills in the mother tongue.

In India, the people who are in authority of language and education policies are hell bent in introducing only English language. The fabric of India's multicultural and multiethnic society is in danger. The language policy which are biased and made not looking into the whole picture of the linguistic profile of India are ruining country's education, language and culture beyond imagination and redemption. The notion of "the one nation- one language myth" has influenced policy makers in many parts of the world and government's failure to protect the ethnolinguistic diversity has been the destabilizing force in many countries of the world. Another assumption that "the myth that the local languages can't express modern concepts is illogical and absurd. All human languages are equally able to express their speakers' thoughts and can coin new terms and structures as when needed. Each language of the earth is capable of expressing any kind of concept. There exist no good and bad language and can't

dubbed any language rich and poor in terms of sentence construction. Even a language without a grammar book is grammatically as rich as the other counterparts of written language. If we look at sentence structure wise all languages of the world are equally rich and it is the vocabulary which is root causes of all the misconceptions regarding the rich and poor of the particular language.

It is important to understand that the quality education of a child begins with a mother tongue. If a child is exposed to mother tongue and starts his/her education with strong mother tongue foundation it ensures effective education and high levels of proficiency in many languages. Education in the mother tongue is guaranteed in our constitution and the National Curricular Framework (2005) reports also recommended it. But surprisingly for most children, especially tribal and minority language children, there is no provision for education in the mother tongue and though exist hardly implemented at the practical level. This kind of education is an unfair form of education and discourages children from going to schools and pushes them out of school. Mother tongue based multilingual education for at least 6 to 8 years is education of quality for all children.

Mother tongue based multilingual education enable the children from non-dominant language communities to build a strong educational foundation in the early stage of his/her life and fills up the bridge between the official language and other languages of learning. A strong and well planned mother tongue based education is the need of the hour to build a strong educational foundation. It is the most powerful method of teaching the children wherein children learn the input in most comprehensible way with low anxiety situations. The prime purpose of tongue based education in multilingual scene in India would be the maintenance and preservation of mother tongue and smooth transition from mother tongue to state and national language. In this connection, I would like mention that the three language formula cannot guarantee the successful implementation of the mother tongue based education since it over emphasizes only on the uses of regional and dominant languages as a medium of instruction. If a child is allowed to learn and study in one's mother tongue it helps the children to learn more about their language, culture, knowledge and community and moreover   it will provide impetus for higher rate of learning and effective education and ultimately increases the rate of literacy.

Mother tongue based education increases the skills and raises the quality of basic education by facilitating more classroom interaction and integration of prior knowledge and experiences with prior learning. The introduction of mother tongue bases policies and programs normally goes beyond pedagogical motivations to address social and political aims. The misconceptions on English language that it is the only language of science and knowledge, therefore mastery in it is essential to progress in each and every fields and medium of international communication and business and without it no international exchange is possible is pushing out Indian languages as a medium of instruction. It is proper and necessary to look at the international experience with regard to the relationship between language and education in the present times with more scientific manner. The present language

trend shows two clear linguistic pictures. First, the diminishing usage, prestige and dominance of English language and secondly, that rising use of languages other than English in all areas of language use. Today English is losing its monopolistic position. It is important to remember today that not a single language will occupy the monopolistic position in the 21st century wherein English has achieved by the end of the 20th century. A new trend is emerging in the developed world where they are trying to teach their children other languages along with the mother tongue, and these languages are not merely English. At the same time the advent of various language based technologies like internet, computer, mobile technology, e-books etc, the commercial growth of native languages cannot be underestimated.

Language policy is a very much complex and challenging task. The maintenance of cultural and linguistic diversity in today's world is a major issue. As we know many languages of the world are fast disappearing in recent times due to various factors and the very existence of human language is at stake. The language policy either can mitigate or exacerbate the effects of some of these factors. Biases language policy completely discourages the use some other languages and though many countries of the world now have policies designed to protect and promote ethnic languages.

Language policy is a new academic filed and has emerged considerably since the 1960s. It began with the notion of modernization through national development and highly put emphasised on language homogeneity rather than on language preservation. Spolsky's (2004, 2011) theory of language policy proposed three components of language policy: beliefs, practices and management. On the otherhand Ricento and Hornberger's (1996) approach suggested three layers of policy: national, institutional, and interpersonal. This framework will provide a holistic way of understanding mother tongue based multilingual education implementation.

The success of multilingual language policies at national and local level is highly dependent on the presence of ideological and implementational spaces. Hornberger (2002) in her seminal work on the "continua of biliteracy" used the term implementational spaces to explain how local stakeholders can take advantage of openings in language policy to promote multilingual education. The ideological spaces are opened up society and policy makers begin to accept and recognized the non-dominant languages for education. Implementational spaces can be created when content and media for instruction utilize local and contextualized viewpoints and decontextualised perspectives traditionally. These two concepts are interrelated in practice. Hornberger (2002) stated that implementational spaces for mass participation is of little use in advancing multilingual language policy provided it is not accompanied by the active participation in the ideological spaces as well. Ideological and implementational aspects of language reform needs mass and strong attention when understanding the national policy.

Spolsky's (2011) in his book "Language Management" proposed a theory of language policy. He strongly argued that "the goal of a theory of language policy is to account for the choices made by individual speakers on the basis of rule governed patterns recognized by the speech community (or communities) of which they are

members." Spolsky's theory is composed of three assumptions which must be tested and if, likely adapted. First, language policy is social phenomenon constructed in a variety of domains, including schools and homes. Secondly, as mentioned in his book "Language Policy" published in 2004, assumes the presence of three separate but interrelated components like belief, practices and management and explained with diagram below. Thirdly, the assumptions put focus on the internal and external forces on language choice. He also suggested that these might come from within or outside domain and may be language related or not.

Spolsky's Language Policy Components

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                    ┌─────────────────────┐
                    │   Language Policy   │
                    └─────────────────────┘
        ┌───────────────────┼───────────────────┐
┌─────────────────┐ ┌─────────────────┐ ┌─────────────────┐
│ Language        │ │ Languge Beliefs │ │ Language        │
│ Practices       │ │ (ideology)      │ │ Management      │
│ (ecology)       │ │                 │ │ (planning)      │
└─────────────────┘ └─────────────────┘ └─────────────────┘
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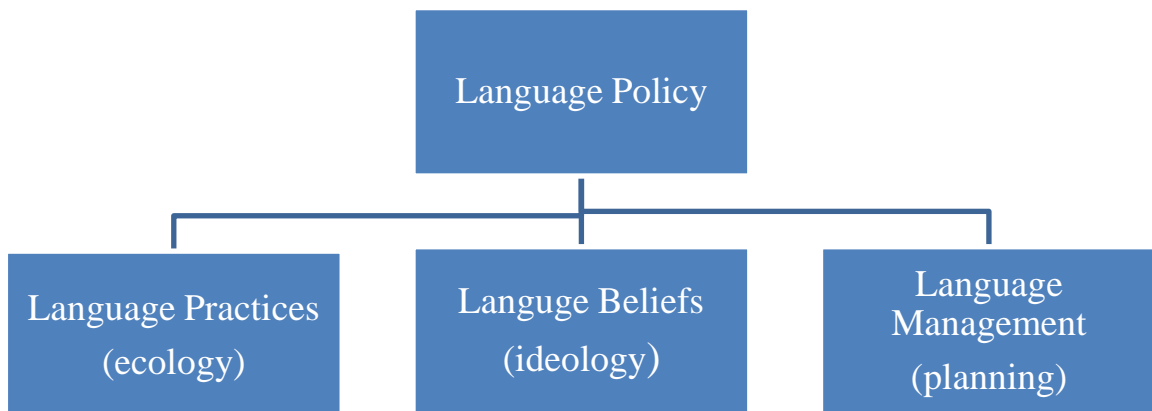
The three components of language policy needs closer look. A belief, most closely referred as ideology, says the values held by members of a speech community towards a language and language use. It might be highly possible to have different beliefs within a community but there is commonly one dominant ideology that favors a particular language approach.

Practices refers to the language selections that people actually make like in terms of sound, word, grammatical choices made within a community and at the same time societal rules about when and where different varieties of a language should be used. These practices are shaped by the interactions between language and social environment (Haugen, 1972; Spolsky, 2004).

Lastly, language management is defined as any efforts made to influence language practices. Sometimes, language planning because planning emphasizes the direct intervention aimed at shaping the way in which a policy is enacted. Spolsky (2004) pointed out that language managers can include any person or entity which attempts

to affect the language choices of other people, management is most commonly associated with individuals or documents possessing legal authority like written legalization in support of a particular language policy.

Ricento and Hornberger's (1996) language policy appreciates and enhances Spolsky's theory by considering actors within each of the national, institutional, and interpersonal levels. The national level refers to the language policy statements and the institutional level refers to parents as actors in the community, and the interpersonal level refers to the teachers as actors in the classroom. If we examine each level it highlights the how the reform implementation approaches from the national or community level interact to influence implementation at the classroom level.

Language policy is not an easy process. The multidirectional nature of language interpretation and implementation is a necessary. The Constitution of India's article 350A firmly states the following and safeguards the minority languages of India.

Article 350A

"It shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any state as he considers necessary or proper for securing the provisions of such facilities."

Article 350B.1

"There shall be a special officer for linguistic minorities to be appointed by the President."

The United Nations International Children's Emergency Fund (1999) statement similarly acknowledged the value of mother tongue instruction. It says that..

"There is ample research showing that students are quicker to learn to read and acquire other academic skills when first taught in their mother tongue. They also learn a second language more quickly than those initially taught to read in an unfamiliar language. (UNICEF, 1999, p. 41)

The benefits of mother tongue instruction are manifold. They improve the academic skills, increase access to education, stronger classroom participation and development of critical thinking skills to children. Research has also shown the effect of multilingual education on cultural pride (Cummins, 2000; Wright & Taylor, 1995); increased parent participation (Cummins, 2000; Dutcher, 1995; D'Emilio, 1995); and increased achievement of girls (Benson, 2005; Hovens, 2002). Other major advantage of mother tongue instruction is the foundation it builds for gaining literacy in additional languages (Cummins, 2000; Thomas & Collier, 1997). Skutnabb –Kangas and Toukamaa (1976) proposed the "threshold level hypothesis" which suggests that only when children have attained a threshold of competence in their first language they can successfully gain competence in a second language. This case was found as a result of research with Finnish children who had migrated to Sweden. It was

discovered that children who migrated before they had gained literacy in their first language did not develop second language literacy as successfully as those who migrated after they developed first language literacy.

Cummins (1984) proposed the widely cited "interdependency hypothesis" which asserts that the level of second language (L2) proficiency acquired by a child is a function of the child's level of proficiency in the first language (L1) at the point when intensive L2 instruction begins. He clearly distinguished between two kinds of literacy: interpersonal communication and cognitive academic language proficiency. Interpersonal communication means oral communication skills use in conversational styles and on the other hand cognitive academic language proficiency refers the point at which the speaker can use language in decontextualized ways such as through writing language is a cognitive tool.

Thomas and Collier's (1997) major longitudinal studies in the America found that language minority children who were educated in their home language for a majority of their elementary school years demonstrated stronger gains in English proficiency than other language minority children who were educated only in English or for just a short time in their first language. The findings has also been reinforced by other research which suggested strong first language abilities advance cognitive development in children and allows them to more easily negotiate subject matter (Cummins, 2000; Mallozzi & Malloy, 2007).

Planning, implementing and sustaining mother tongue based education in a country like India is challenging but it is the need of the hour and worth the effort. The wisdom of thousands of years attached to our mother tongues needs to be preserved and passed on to the next generations. This is our serious and moral responsibility and any late would make a civilization lose.

Recommendations

I would like to recommend following policy and planning for the development of MLE in India. They are following.

a. A readymade blueprint for development and building of training facilities and resources for MLE.

b. Strategies and planning for linking languages in MLE programme and continuation of MT as a medium of teaching and as a language subject

c. Recommendations for implementation of time bound action plans and strategies for suitable applications of MLE practices for the common classroom scenario in India.

d. Strategies for development of a long term policy for MLE policy practices and advocacy.

e. Developing good linguistic (orthographic) community practices to classroom practices.

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LEARNING POETRY WITH QUANTUM LEARNING METHOD AT MANADO STATE UNIVERSITY

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Abstract

The aims of this research were to find whether Quantum Learning Method is effective in increasing students' understanding in learning poetry and how Quantum Learning Method affects the students' understanding in learning poetry during the teaching and learning process. This research applied Classroom Action Research model, thus it used both quantitative and qualitative data.The result from the final test showed that 100% of the students passed the test with the average points of 15,05 (75,25). Thus, the use of instrumental music as one of the techniques of Quantum Learning Method helped the students to feel comfortable and relaxed during the activities in the classroom. The selective instrumental music provided a supportive atmosphere for the students to feel relaxed and comfortable while doing the learning activities. Based on the findings, it can be concluded that the use of Quantum Learning Method in learning poetry was effective.

Keywords: Quantum Learning, Poetry, Classroom Action Research, music, instrumental music.

Introduction

Background of the Study

Reading a literary work is found by many people as an entertaining activity. Some tend to read as a daily need while the others make it as a hobby. However, a literary work was actually made not only to entertain but it was also created purposely to educate the readers in some ways. Most of the literary works were created by being inserted with many moral values that the author wanted it to be read and grasped by the readers. Among those literary works, there is poetry.

Poetry, as one of the genres of literature, is described by Matthew Arnold as "simply the most beautiful, impressive and widely effective mode of saying things, and hence its importance (1917:20)." According to the definition above, it is concluded that poetry is deeper and wider than a group of words. It also has emotional value that comes to represent and to express the feeling that is felt and experienced by the author in aesthetic way. As a matter of fact, through the words by words, the readers can find that every poem is unique in its way. By reading a poem,

readers can dig out many things from its lines. By considering these advantages, it is assumed that a poem clearly can be a good media for teaching. Besides the fact that a poem can provide readers with moral values, the reading process itself can increase students' reading skill since reading a poem is difference with reading novel or short stories. As we know, commonly a poem uses differ diction from others literary works. That is why reading poem needs deeper understanding. As a matter of fact, reading and learning poetry are found difficult and boring by the majority of the students. They usually fail during the process of analyzing and catching the meaning of poetry. One of the factors is that poetry has its own language style with flowery diction and figurative language. However, another important factor which determines the successful in learning poetry is the unaffordable situation in class. Some students happen to be uninterested during the teaching and learning process because teachers or lecturers are failed in creating a suitable and supporting atmosphere in classroom. Moreover, poetry has more to offer. Beside the linguistic aspects which can be analyzed, there are also message and moral value that can enrich the students' awareness and understanding towards the reality. Thus, creating and providing the students an enjoyable and supporting atmosphere is not an easy job, especially for lecturers. The appropriate method must be used. Therefore, these days the teachers and lecturers are interested in using Quantum Learning Method.

Quantum Learning Model was formerly introduced in 1982 by Bobbie DePorter who was the student of Lazanov. Lazanov was an educator from Bulgaria and developed suggestopedia or suggestology or known as accelerated learning. He developed it by seeing the physical surroundings and atmosphere of the classroom as the important part. By ensuring that the students are comfortable, confident and relax, it will enhance the teaching and learning process. In its relation to writing, this model can be applied in order to support the students in learning writing and to help the teacher transfer the material that engages and energizes the students. Because teaching a certain topic, not only needs good material delivery but also needs good atmosphere in the classroom. This model is the combination of suggestology, accelerated learning and neurolinguistics with the learning theory, where in neurolinguistics is about how the brain controls the achieved information while learning. It means that in learning the students and the teacher can increase motivation, increase the score in the learning, and strengthen confidence and positive attitude (Sagala 2005: 105). Other principle in quantum learning approach is learning with orchestral accompaniment. The utilization of music could be the power of catalyzing students' interest and motivation (Degeng, 2005, De Potter, 1992; Lozanov, 1978). Music also stimulates the brain's prefrontal lobes that coordinate thinking patterns. This stimulation, in turn, energizes the emotional centers of the brain. When all of these brain functions are stimulated and synchronized, information is rapidly processed and readily retained.

A careful choice of the kind of music such as harmony with the literary work and language learning will arouse the students' interest and motivation. Those activities can lead students out of their thoughts that learning poetry is boring. It will also motivate them to learn many things from poetry in an enjoyable and more various ways. If the students become interested and motivated in the class, it will be easier for them to learn and grasp the information which will be taught by the lecturer.

Meanwhile, analyzing a poem, it means that we need an approach. From many kinds of approach, the writer chooses expressive approach which is assumed as the most proper approach that can stimulates students' creativity and sensitivity.

"Expressive approach judged the work by its sincerity or genuine or adequacy to the poet's individual vision or state mind; and it often looks in the work for evidence of the author who consciously has revealed in it." (Abrams.1979; 22). Analyzing poem by using expressive approach is seen promisingly advantageous. It emphasizes students' reading skill automatically because they need to read the background of the poetry. It also stimulates students' creativity in exploring the story portrayed in the poem itself by adjusting word by word, line per line of the poetry with the story behind the process of making that poetry. Moreover, by applying an expressive approach, students' will be trained to be critical in thinking yet sensitive at the same time. This activity also provides moral values that will be found in every poem. Therefore, both cognitive and affective of the students will be stimulated increasingly.

Poetry is one of the obligatory subjects in Language Literature Department program. However, in reality, some students found it difficult to learn and analyze poetry, in spite of their necessity to learn it. Although college students are expected to be more independent as individual learning, but the writer thought that lecturers also need to persuade and support them in all way possible during the teaching and learning process. Quantum Learning was chosen because it was considered suitable in helping the students to be more attracted and enthusiastic during the analysis process in teaching and learning activities. **There are two research questions. First, w**as Quantum Learning effective in increasing the students' understanding in learning poetry? Secondly, how did Quantum Learning affect the students' understanding in learning poetry during the teaching and learning process?

Methods

The research had been carried out at Manado State University in the academic year of 2015-2016. This university is located in Tataaran, South Tondano, North Sulawesi province. The research had been conducted from February 17th until March

16th with the total of 5 meetings. The action research subject or participant of this study is class A English Literature program, 8th semester which consists of 20 students. The research design which had been used was a Classroom Action Research (CAR), which is based on the writer's assumption was proper in finding out the effectiveness of Quantum Learning Method in teaching poetry. The procedure of this classroom action research referred to the following model: the process of using two or more processes of research, known as the first, second, third and so on cycle. Meanwhile the system uses the sequence of activities in a process that starts from planning, implementation, observation, and reflection.

Research Instruments

1. Test (Quantitative)

Written tests were used in this study to measure the students' after learning poetry using quantum learning method. The result of the test can indicate whether there is any improvement within the students after studying poetry using quantum learning method.

2. Observation and Field Note (Qualitative)

The Observation used in this research in order to collect the required data towards the implementation of quantum learning method in teaching poetry. The researcher collected the data by closely watching and noticing class events, or the interaction happened among the participant. The teacher observed the students activity while the teaching and learning process. Field note were used in order to record the data which cannot be contained in the observation sheet.

Data Analysis

The qualitative data was analyzed by following Huberman's approach to data analysis (2014).
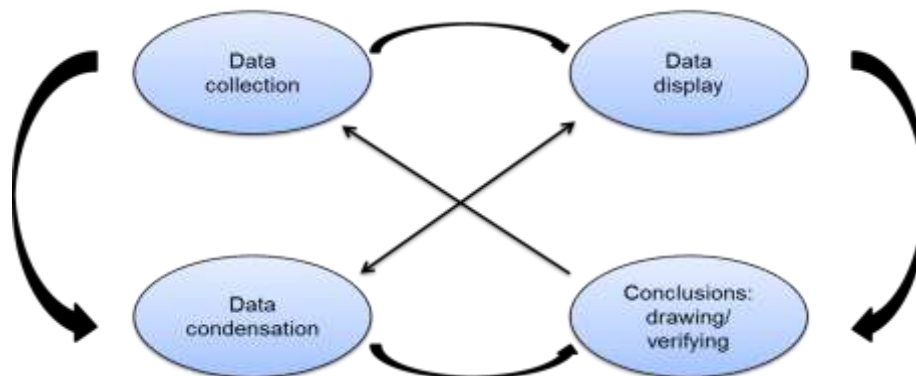
Meanwhile, the quantitative was analyzed by using the formula: $M = \frac{\Sigma X}{N}$

Where:

M   = Mean score

$\sum X$ = The Sum of Total Score

N   = The Total Number of the Students

The formula which had been used in analyzing the percentage students' achievement is as follows; (Arikunto; 2002)

$$P = \frac{\sum \text{total nilai siswa}}{\sum \text{siswa}} \times 100\%$$

Results

On the last meeting, the students were administered with the final test. While they were doing the test, the music was still played to make them feel familiar with the feelings and the atmosphere. The data from the written test are shown in the table below:

Table 1.1

Students' Final Test Result

Students' Numbers	Points	Grades
1	15	B
2	15	B
3	16	B
4	16	B
5	15	B
6	16	B
7	12	C
8	15	B
9	17	A
10	14	B
11	16	B
12	15	B
13	9	C
14	17	A
15	12	C
16	16	B
17	15	B
18	15	B

19	16	B
20	19	A
	$\sum = 301$	

Based on the data shown in the table 1.1 the results depict that from the total amount of students which are 20 students; 3 students got A, 14 students got B, and 3 students got C.

$$P = \frac{\sum \text{total poin}}{\sum \text{siswa}} \text{ x } 100\%$$

$$= \frac{301}{20} \text{ x } 100\%$$

$$= 15, 05 \text{ (75,25 in scale 100 scores)}$$

The average score of the written test is 15,05 points (75,25). Those numbers are categorized B in grades, which means that cycle 1 was successful. Therefore, this study did not continue with cycle 2.

Findings and Discussion

In analyzing a poem, reading process plays an important role to get the information needed by the readers, especially students. A supportive and positive atmosphere is needed to help them feel comfortable in doing it. One of the techniques in quantum learning approach is learning with orchestral accompaniment. The utilization of music could be the power of catalyzing students' interest and motivation (Degeng, 2005, De Potter, 1992; Lozanov, 1978). A careful choice of the kind of music such as harmony with the literary work and language learning will arouse the students' interest and motivation. The power of volume has to be controlled as not to overcome speech. Research on psycholinguistics reveals that songs can activate language acquisition and learning in both hemispheres of the human brain (Carroll, 2000; Larsen-Freeman and Long, 2000; Williams and Burden, 1997).

By involving music as one of the strategies in Quantum Learning Method, the writer tried to provide that atmosphere for students to experience a new situation in learning poetry. Music was chosen because it seemed promising and beneficial for learning. Many teachers had used music as a media for teaching and it showed positive results. It was proven to have a positive impact in learning activities. In general, the foremost function of songs is to provide relaxation and recreation. Gaston (1968) has pointed out that music has several therapeutic functions, such as promoting self-esteem through increased self-satisfaction in musical performance and using the unique potential of rhythm to energize and bring order.

Based on the field notes taken from the second meeting, when the students were assigned to work in groups and start to read the materials, some groups seemed

to be unfocused and talked out of topic. However, when the instrumental music was played, it grasped their attention and it kind of reminding them about their task. Thus, they started to be calmer, quiet and read the materials given quietly. The materials given consisted of the poem and some supporting information about Edgar Allan Poe's biography. Most students started with reading the poem first. It could be seen that they found difficulties in understanding the poem. Therefore, they began to discuss with their friends. The discussion was in fact out of expectation. The writer thought that it would be quite noisy. However, they tried to speak modestly so that their voices did not overlap the background music.

Moreover, according to the observation sheet and the field notes, the researcher found that the use of the instrumental music was really helpful for the students to gain an enjoyable and relax atmosphere while they were reading material or analyzing a poem. An open questioned was asked to them after they were given the treatment for the first time and most of the students gave a positive feedback about the music. Besides the fact that it helped them with their mood, feeling and emotion, it also happened that instrumental music helped them to be more focused because it isolated them from the surroundings. According to Brewer and Campbell (1991), Music has the unique quality of integrating emotional, cognitive and psychomotor elements that activate and synchronize brain activity. Therefore, instrumental music as the background had a positive influence towards the students' emotion while they were reading and analyzing a poem. Moreover, music indeed influenced the cognitive process in the brain and synchronized brain activity. It means that it activated both hemispheres in the brain. Meanwhile, the cognitive process is left hemisphere's responsibility. It is where language, analytic thought, reason, logic and writing are being processed. The right hemisphere on the other hand, engages in synthesizing several different parts to create a cohesive whole when processing new information (Williams, 1997). It is also responsible in music recognition. Therefore, listening to instrumental music is a positive activity in learning poetry, especially in poem analysis. As a matter of fact, this activity optimizes the students' critical thinking as one of cognitive process. Hence, the result shown was positive.

Conclusion and Suggestion

Based on the findings, the writer had concluded some points as follows: The use of Quantum Learning Method in learning and understanding poetry at Manado State University was effective. It was seen from the results data which shown that 100% of the students were successful with the test where 15% students (3 students) got A, 70% students (14) got B and the remaining 15% students (3 students) got C. Meanwhile, the average score of the written test is 15,05 from the total 20 points (75,25). Those numbers are categorized B in grades, which means that cycle 1 was successful. It can be concluded that the implementation of Quantum Learning Method in learning and analyze poetry is effective.

The use of Quantum Learning Method and expressive approach was effective in increasing students' understanding in learning poetry. With the use of the expressive approach, the students learnt how relate a literary work with the person who created it. In this case, with the material of Poe's background which consisted of his life story, the students were successful to analyze his two poems "To Helen" and "The Haunted Palace" and relate the story with Poe's background. Meanwhile, the use of music as one of the techniques of Quantum Learning Method has helped the students to feel comfortable and relaxed during the activities in the classroom. The selective instrumental music provides a supportive atmosphere for the students to feel relaxed and comfortable while doing the learning activities; both reading and analyzing.It is suggested to use the Quantum Learning Method in learning poetry. This method is seemed suitable and effective to help increasing the students' understanding in learning poetry. It was caused by a fact that with music companion, the students were having an enjoyable, relaxing and comfortable experience in learning, especially in reading poem and analyzing it.

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THE ROLE OF BLENDED LEARNING IN ACTIVATING

STUDENTS' SPEAKING ABILITY

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Abstract

Blended learning process is a combination of face-to-face meetings between teachers and students and other activities outside the classroom using internet facilities and gadgets such as computers, laptops, tablets, or smartphones. The development of the website-based learning pattern provides students with a lot of activities that cannot be done in face-to-face meetings, allowing students to have more intensive learning management outside the classroom. The provision of blended learning in speaking classes for students is expected to contribute to activate students' speaking skills. This is expected to be a solution for students to develop ideas and creativity during the practice process. The features provided in the schoology platform are developed to help students to be more active, creative, and critical in the discussion process. It can also facilitate students who tend to be shy and less confident in practicing in the classroom. It is desirable that the application of blended learning process can help students to further improve students' speaking ability and provide various activities so as to encourage students to be more independent in learning management. Based on the results of the analysis it can be concluded that the use of the latest software can help and facilitate students to be more active again in the learning process. It can be seen from the achievement of value that is more increase than before lecturing by using schoology. Students can be freer to express their opinions and in discussions it enables them to further develop ideas for their personal speech.

Keywords: blended learning, speaking ability, schoology

Introduction

Ideas for the development of learning and teaching strategies have always been an interesting issue in teaching English teaching and learning. Creative language teachers and practitioners always develop innovations in teaching in order to facilitate students with effective learning process. The idea contributes to a paradigm shift from teacher-centered learning to student-centered learning that also helps both teachers and students to achieve learning goals.

In connection with the idea, the English Education Study Program at the University of Bandar Lampung prepares its graduate students to become professional

English teachers. Therefore, they need to continue to practice basic skills such as speaking, listening, writing, and reading and enriching their knowledge and teaching and learning English. In accordance with the target achievement of lecturers to the quality of students mentioned above, the lecturers always encourage the students to always be active in the learning process both in the lecture room and outside the lecture room. Students are invited to not only rely on lecturers on materials and learning activities but must actively explore from existing sources.

Speaking skills are skills that must be trained continuously with continuous intensity. This skill needs to be maintained because the graduates of the English Education course are expected to be professional teachers with good communication skills. It becomes very important because in the process of communicating they need to express ideas, opinions, ideas, or reactions as a process of direct or face-to-face communication. In addition, talking or communicating activities can provoke students to think critically and logically on topics of discussion in the activity.

'Blended learning' is one of the learning methods that facilitates both teachers and students in the synchronous learning interaction process (current time) or 'Asynchronous' (time delay) (Peyton, 1999). This learning process will be very helpful to overcome the situation of student activity that is so dense but still can be organized well. 'Blended learning', according to Thorne (2003) as quoted by GrGurović (2011) is a learning that combines online learning process and methods and development of learning that is still traditional. This learning concept uses the approach of 'Computer-assisted Language learning' (CALL) or computer-based language learning. In its application, blended learning provides both classroom and non-classroom activities both of which are prepared and designed to help students to better develop their competencies specifically in the development of English speaking skills.

Research methods

The method used in this research is classroom action research. Problems to be researched in this research is a problem that occurs in the speaking class so that the learning process of blended learning to be developed is expected to be a solution to improve the development of speaking ability of students in speaking class (Cresswell, 2014).

The research process is done by applying a cycle whose stages are as follows:
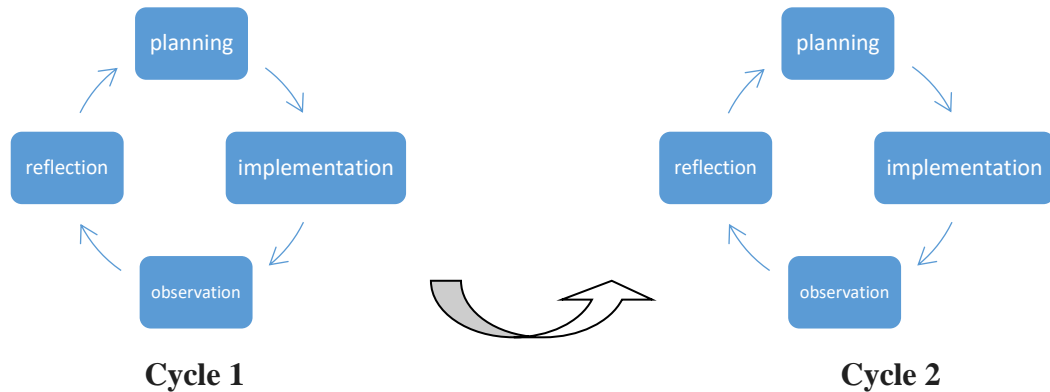
Figure 1. Classroom action research cycles

The implementation of the research begins with the planning of material development in blended learning that contains materials that support student learning process. Planning is done by developing teaching materials in the process of blended learning that contains materials that support student learning process. The learning process design is divided into 3 sessions: 1) pre-speaking, 2) whilst-speaking, and 3) post-speaking. Each stage has a variety of activities that match the purpose of each material provided. In the pre-speaking session the activity of discussion and sharing information is done online as a first step to help students understand the discourse, develop ideas and add insight and enrich the vocabulary. This activity is given so that students have more things that can be developed and delivered in the practice of speaking either individually or in groups at the next session. At the whilst-speaking session, the activity is given as a continuation of the discussion process in the pre-speaking session. Then, post-speaking session, students are invited to participate in evaluating the appearance of classmates and also their own appearance. This needs to be done as a material to improve their appearance for subsequent tasks. The second stage is the process of learning with students in the concept of online meetings and face to face. The implementation of blended learning process conducted online using the facilities provided by LMS schoology is a discussion forum. Teaching materials that have been gradually designed to be discussed with students to further explore the involvement of students in the discussion also convey information. Activities undertaken in learning with blended learning are divided into several activities that the implementation states the stages of the learning process.

Observations were made in both online meetings and face-to-face meetings. In an online meeting, the observation is done by reviewing the discussion forum page which is done during the question and answer process and knowledge sharing done on the online meeting schedule. Discussion forums are conducted in the "teacher's guide" feature.

Then it is followed by the implementation of blended learning process during one semester as well as the process of observation in the learning process.

Reflection is the stage in which the teacher conducts a review process of the learning process and also the development of the material and activities that have been done. This stage is done to see whether the process is done well and whether the activities undertaken can help students to be more active to speak.

At the end of the semester, a reflection on the effectiveness of the learning process is followed by a second cycle with the aim of making improvements from various sides including the development of student learning materials and activities which are then re-applied as well as in the first cycle. The results of the observations are then reflected as a result or target achievement of the application of blended learning.

The population is all individuals involved in the research. They are the second semester students of the English Education Study Program from the University of Bandar Lampung in the academic year 2016-2017 as the issues raised based on the circumstances that occurred in the speaking class.

The sample is the study of a subset of the population. The sample of this research is all students of the second semester of that study program. Sampling used for this research is purposive sampling as it is to select a sample based on the consideration of the researcher in which the sample has similar characteristics (Creswell: 2013). This sampling technique is done because the purpose of this study is to improve students' speaking skills, therefore, the sample is chosen purposively so that the fundamental of doing this research so that good results can be achieved appropriately.

Data from this study are collected from online and face-to-face observation results as well as from student documents describing their speaking performance score. This document is used to present the scores achieved during the process of experiencing blended learning in their speaking class.

Data obtained from this research are analyzed qualitatively and quantitatively. Descriptive analysis is conducted to see how the learning process of speaking by applying blended earning using LMS Schoology. Then, quantitative analysis is done to measure how effective the application of blended learning helps students in improving students' speaking ability. The quantitative analysis scores obtained by students during the learning process is done using statistical calculations by calculating the t-values that would practically use specialized software to calculate statistics.

Discussion

A. First cycle

1. Planning

The first step at this stage is an initial measurement as the basis for determining the level of students' ability to speak. As a first step, every student is asked to make a short presentation about the opening, name, age, origin, family, semester, hobbies, pets (if any), and cover. The value of the pre-test given to the student is as follows:

Table 1. Pre-Test Result

No	Name	Indicators					Total
		Fluency		Accuracy			
		Content Development	Performance	Pronun	Coherence	Vocab	
1	Student 1	12	17	10	16	10	65
2	Student 2	15	12	10	12	10	59
3	Student 3	18	17	10	17	10	72
4	Student 4	10	10	8	12	6	46
5	Student 5	10	15	10	15	10	60
6	Student 6	16	16	8	16	8	64
7	Student 7	14	15	10	14	10	63
8	Student 8	10	15	10	16	10	61
9	Student 9	12	10	8	14	8	52
10	Student 10	14	15	9	16	8	62
11	Student 11	10	12	8	14	8	52
12	Student 12	16	16	8	16	9	65
13	Student 13	17	16	9	16	8	66
14	Student 14	12	14	8	16	8	58
15	Student 15	12	14	10	16	9	61
16	Student 16	10	15	8	16	10	59
17	Student 17	12	16	8	15	9	60
18	Student 18	14	15	10	16	10	65
19	Student 19	12	16	10	15	10	63
20	Student 20	12	15	8	16	9	60
21	Student 21	12	15	8	12	8	55
22	Student 22	16	16	8	15	8	63

23	Student 23	15	15	8	12	8	58
24	Student 24	17	16	9	15	9	66
25	Student 25	12	16	10	17	10	65
26	Student 26	10	12	8	15	10	55
Average							60.58

Based on the students' performance, a discussion topic is developed with the theme "Destination". This theme is divided online and offline learning process as a process of blended learning.

2. Implementation

At online meetings that discuss the topic "destination", not all students are active in responding to questions or statements that invite them to discuss. This can be seen from the less varied responses and the frequency tends to be rare for every student. There are still many students who are online but do not give any response either about questions or statements or solicitation to tell stories.

At an offline or face-to-face meeting, some have started to give good appraisals but there are still many who have not. This is possible because many students are still quite confused about the lecture process that combines online and face-to-face meetings since they are familiar with the face-to-face learning process. The results of the students' performances on the first topic are as follows:

Table 2. Assessment of Student Appearance

| No | Name | Indicators | | | | total |
		content	pronunciation	fluency	performance	
1	Student 1	24	10	23	23	80
2	Student 2	24	10	23	23	80
3	Student 3	24	10	23	23	80
4	Student 4	12	6	12	12	42
5	Student 5	23	9	23	23	78
6	Student 6	16	10	16	15	57
7	Student 7	20	10	20	20	70
8	Student 8	18	9	18	23	68
9	Student 9	14	7	15	16	52
10	Student 10	24	10	23	23	80
11	Student 11	20	9	20	20	69
12	Student 12	23	9	21	23	76

13	Student 13	12	10	16	16	54
14	Student 14	12	10	16	16	54
15	Student 15					0
16	Student 16					0
17	Student 17	20	9	23	23	75
18	Student 18	20	10	20	20	70
19	Student 19	22	8	20	20	70
20	Student 20	23	9	22	23	77
21	Student 21	24	10	23	23	80
22	Student 22	20	10	20	20	70
23	Student 23	23	9	21	23	76
24	Student 24	23	9	21	23	76
25	Student 25	24	10	23	23	80
26	Student 26	23	8	20	20	71

It shows that the students have not been fully active in preparing their appearance in face-to-face meetings. Many have difficulty in operating the LMS because it is the first experience in online lectures. It is understandable to know that during the online meeting process they have difficulty both in technical terms using the LMS and in participation of their opinion.

4. Reflection

Based on the results of the implementation of blended learning in the first stage it can be seen that the student has not undergone the process with a maximum of both in the process of discussing online through discussion forums. This is because students are not familiar with the use of schoology so they have difficulty in following the online discussion process. In addition, they also have not been active in providing evaluation as a post-speaking activity regarding the appearance of fellow classmates. This is possible because it still felt the awkwardness of students in giving evaluation for their own friends. There are still many who feel that giving a less fit evaluation abaliba done by fellow friends and not by faculty. Considering some of the difficulties experienced by the students regarding the technical use of LMS then provided a meeting to re-review the tutorial on how to use LMS in the learning process, discussion and also asked the students between students.

b. Second cycle

At this stage two specific topics are developed "Emergency!" and "Holiday!". "Holiday !" is to combine the discussion of the first theme "Direction" and the second theme "Emergency !!". Students are invited to provide information that includes a mix of direction information and other information about travel plans or favorite

places to visit. The purpose of combining materials is to give students more opportunities and materials for them to present to the conversation or presentation as the second and third appearances.

At this stage, it appears that more students are taking part in the process of discussion and sharing stories or information. In the last two themes students also have more content delivered in conversations as well as short presentations. In the implementation of the second theme, there are some students who are not present in the process of taking the score so there are some students who do not get the value for the appearance with the second theme. After the implementation of the three themes at the end of the research LMS schoology really helps to improve students' speaking ability. The results are as follows:

Table 3. Post-Test Result

| No | Name | Indicators | | | | | Total |
| | | Fluency | | Accuracy | | | |
		Content Development	Performance	Pronun	Coherency	Vocab.	
1	Student 1	20	20	9	20	10	79
2	Student 2	17	16	8	16	8	65
3	Student 3	20	20	10	20	10	80
4	Student 4	16	14	7	16	7	60
5	Student 5	20	18	9	18	9	74
6	Student 6	20	20	9	19	10	78
7	Student 7	20	19	9	20	9	77
8	Student 8	16	16	9	18	9	68
9	Student 9	15	15	8	16	8	62
10	Student 10	20	19	9	20	10	78
11	Student 11	20	19	9	19	9	76
12	Student 12	20	20	9	19	9	77
13	Student 13	20	20	9	20	10	79
14	Student 14	20	20	9	19	9	77
15	Student 15	19	17	7	17	7	67
16	Student	16	16	7	16	8	63

	16						
17	Student 17	17	19	9	19	9	73
18	Student 18	18	19	10	19	9	75
19	Student 19	19	16	9	18	8	70
20	Student 20	20	20	8	19	9	76
21	Student 21	20	18	8	16	8	70
22	Student 22	20	18	8	19	10	75
23	Student 23	16	18	8	18	8	68
24	Student 24	20	18	9	18	8	73
25	Student 25	20	20	10	20	10	80
26	Student 26	18	16	8	17	8	67
Average							72.57692

The table above shows that the average value achieved in the post-test is 72.58 while the average value achieved in the pre-test is 60.58. This indicates that there is an average increase achieved after students experience the learning process by using LMS Schoology. This is also supported by the results of t-test analysis to prove the influence of LSM Schoology used in developing students' speaking ability in the following analysis:

Tabel 5.4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	60.58	26	5.442	1.067
	posttest	72.58	26	5.948	1.166

Tabel 5.5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	26	.693	.000

Tabel 5.6. Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pretest - posttest	-12.000	4.490	.881	-13.814	-10.186	-13.628	25	.000

From the above table it is known that the average value obtained in the post-test is higher than the average value obtained in the pre-test. The average pre test value is 60.58 and the post-test average is 72.58. Seen on the result of analysis the probability value or sig. (2-tailed) is 0.000 <0.05. This shows that there is a significant difference between the learning outcomes in the pre-test and post-test data which mean that there is influence of the application of blended learning to improve students' speaking ability.

4. Reflection

At this stage, it can be reflected that students look more active in the discussion process in every online meeting. This is seen in the discussion process in a more diverse discussion forum than the previous meetings. In addition, there is an increase in student learning outcomes as seen from the values in post test that increase. It can be said that the use of schoology in applying blended learning gives a positive influence on the development of students' speaking ability.

Conclusion

Speaking in English is a skill that must be owned by English Department students. However, not all students want to practice to talk every day. Currently they are cooler by tinkering with smartphones and laptops. Therefore courage to speak should be made of what they like and do every day. If they do activities related to an

online activity, then they are more easily provoked to enter in it. But the learning must be controlled so that this learning can not be separated from face to face control. Blended learning is a new learning system in the era of communication technology today. Mixing traditional and online methods is expected to make English students more daring to speak.

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CHALLENGES IN DEVELOPING LEARNER AUTONOMY
IN INDONESIAN HIGH SCHOOLS:
VOICES FROM ENGLISH CLASSROOMS

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Abstract

The current policy within the Indonesian secondary education has offered a greater space for autonomy development. While teachers are very positive about the concept of learner autonomy they face various constraints to develop it in their learners (Agustina, 2017). Some constraints are perceived by teachers to come from themselves as a teacher, their students, the students' parents and the curriculum. However, different teachers reported different challenges and this suggests that developing learner autonomy is a complex business as each teacher is challenged by their own teaching context. This paper presents further discussion about the challenges reported by English teachers and shows the emerging complexity in promoting learner autonomy. This paper ends by raising the idea that teachers need to be informed about some possible problems in developing autonomy along with the strategies to handle them, particularly prior to the practice of developing it.

Keywords: learner autonomy, challenges, English classrooms

Introduction

Learner autonomy has gained more recognition in Indonesian educational context particularly as the curriculum of junior high school introduced in the academic year of 2013/2014 has brought the idea of developing learner autonomy. With the emphasis that teachers should take the role as a learning facilitator, students are expected to be more independent and active in their learning. Besides, students are expected to learn from various resources especially as the government raises the idea that teacher should not be seen as the only learning resources for the learners. Other expectation of the curriculum includes the reduction of teachers' domination in the classrooms as the class needs to adopt a more student-centred approach. In this way, more space to develop learner autonomy is available in the classrooms.

According to Benson and Voller (1997), we rush to the implementation of autonomy without having really come to the uniformity of understanding about learner autonomy. In the discussion of autonomy, people often refer to Holec's (1979) definition of autonomy in which autonomy is defined as "the ability to take charge of one's learning" (p.3). In practice, the meaning of autonomy varies from context to context and so do teachers' strategies in developing it.

The literature has shown various practices of developing autonomy. As an example, in Malaysia, learning contracts were used to promote autonomy of the ESL students (Ismail & Yusof, 2012). The learning contract consists of the formal agreement between the learners and the lecturers about the materials to be learnt by students and the evaluation of the students' learning. The use of the learning contract was reported by students as making them motivated and successful in their English learning. The learning contract also helped them in assessing their learning progress. Further, the use of the contract has given learners good learning experiences which encouraged them to be more responsible and autonomous in their learning.

In Nepal, Joshi (2011) found that teachers in Tribhuvan University promoted learner autonomy by taking the role as a learning facilitator. Teachers believed that learner autonomy affects positively the learners' proficiency in language learning and thus they suggested some strategies to improve their students' autonomy levels. Teachers advised their students who were less autonomous to use autonomous learning style, use collaboration with classmates, learn from books independently, find the tips to be autonomous, and consult the teacher. For those who were already autonomous, teachers suggested them to maintain their autonomous learning, be cooperative with their classmates, support and assist their less autonomous friends and maintain their desire to learn.

In Turkey, Inozu (2011) found that a teacher in a secondary school promoted autonomy in his classroom by asking the students to determine the content and tasks to be used in the English class. He also asked the students to keep a diary to record their learning experiences. In addition, he involved his students in evaluating the learning progress. However these practices were perceived by the teacher as less successful because the students reacted negatively to the teacher's teaching practices. The tasks given by the teacher were found to make students unmotivated and uninterested with the lessons. Thus the teacher felt that he failed in promoting autonomy in his classrooms.

The study findings from Inozu's study above shows that the promotion of learner autonomy is challenged by the students' negative attitudes towards teachers' teaching practices. In Borg and Al-Busaidi's study (2012), some challenges faced by teachers in the Language Centre of Sultan Qaboos University in Oman include students' dependence on the teacher, students' orientation on passing the examination, learners' unfamiliarity with autonomous learning, students' low English proficiency, teachers' limited autonomy, irrelevant learning resources, and limited space given by the curriculum for the practice of developing autonomy. In Japanese context, the constraints on the development of learner autonomy in high schools were found by Nakata (2011) to result from teachers' lack of readiness to promote autonomy. These study findings suggest that the challenges in developing autonomy come from many factors such as students, teachers, resources, and curriculum.

While teachers in various contexts make effort in promoting autonomy, it is likely that many of them also encounter challenges in their teaching contexts. In Indonesian context, however, it is not clear how teachers promote learner autonomy in their classrooms. There is also little information on the constraints

English teachers face in promoting autonomy in Indonesia. Hence, this paper tries to discuss the challenges found by Indonesian English teachers when they promoted autonomy in their English classrooms especially in the early stage when the most recent curriculum was implemented. The discussion is mainly based on Agustina (2017) study findings and this paper discusses further those research findings especially by highlighting the complexity in promoting autonomy in Indonesian context. This paper ends by raising the idea that teachers need to be well informed about some possible challenges they may find in promoting autonomy.

Research Methods

The data presented in this paper are from Agustina (2017), in which a mixed-methods study was conducted to study teachers' beliefs and practices of developing autonomy in Indonesian junior high school contexts. First, a survey involving 145 English teachers in Magelang regency, Central Java was done in 2014. The survey was used to find out English teachers' perceptions about learner autonomy and its development. The instrument used was a questionnaire designed by Borg and Al-Busaidi (2012). This survey was then followed by a multi-case study in which nine English teachers were selected based on the survey results. Teachers who had the highest, the middle, and the lowest scores in the survey were invited to participate in the study. This paper reports the findings of the multi-case study in which teachers were interviewed and observed in their classrooms. Thematic analysis was then used to analyze the data.

Finding and Discussions

The findings of the study suggest some similarities to the findings of the previous studies in the way that Indonesian teachers also faced various challenges in their efforts to promote autonomy. The constraints reported by Indonesian English teachers came from teachers themselves, the students, students' parents and the curriculum. The way the teachers, students, students' parents and the curriculum inhibited the practice of developing autonomy varied from context to context and this suggests some complexities in the promotion of learner autonomy itself.

Some English teachers in Indonesia perceived themselves as part of the problems in promoting learner autonomy. They doubted the feasibility of the practices of developing autonomy in their classrooms after the new curriculum was introduced in 2013. As they implemented the new curriculum, these teachers' pessimism became the biggest constraint in their teaching practices, particularly as they did not believe that they could develop their students' autonomy. Another constraint came from teachers' negative perceptions about their capability and teaching practices. One of the state school teachers, for example, felt that her knowledge and teaching practices were insufficient to support the development of her students' autonomy. She reflected what she did in the classrooms and she found her own limitations in teaching which hindered the students' autonomy development.

In terms of constraints coming from the students, teachers perceived that some students' characteristics limited the development of students' autonomy. These characteristics include students' low confidence, students' dependence on the teachers, students' low motivation, students' laziness, students' fear of speaking English, students' limited vocabulary mastery and students' poor ability in English. Each of the teachers encountered different students' characteristics although some teachers faced one or two similar problems. As an example, in one of the Islamic schools, the English teacher reported that students relied on her so much when they were given independent tasks. The students kept calling and asking the teacher and this made the classroom very noisy. The practice of developing autonomy was further limited by teacher's way of responding to students' questions. Instead of guiding the students, the teacher answered each of the students' questions and this hindered the development of students' autonomy. In one of the state schools, the students were found by the teachers to be afraid of speaking English and thus they never asked the teacher about the materials they did not understand. Besides, the students had limited ability in English and hence the teacher could not give independent learning tasks. In another state school, the teacher found students' laziness when they were given independent task. This made the teacher limit the use of independent task in the classrooms which resulted in the reduction of students' chance to exercise their skills and responsibility for learning independently.

Apart from those challenges, teachers in both state and private schools found the lack of parental supports for students' autonomy development. Teachers made effort to make students more independent in their learning by giving homework or assignments to be completed at home. However, parents were perceived by teachers as giving insufficient support in their students' learning because they gave very little attention to students' learning activities and learning progress. When students did not study or do their homework at home, their parents did not remind them to do so. In another example, when the learning results or test results were sent to students' parents, they did not really care about the results of their children's tests or learning. This lack of parental support was seen by teachers as one of the challenges in their efforts of developing learner autonomy.

Another challenge reported by teachers was the nature of the prescribed curriculum. There were times where the activities suggested by the curriculum did not work in the classrooms. The curriculum and the syllabus from the government could not be implemented by some of the teachers. For example, when the curriculum suggested the use of scientific approach (the stages of learning covering: observing, questioning, finding information or researching, associating, and communicating), some teachers reported that the questioning stage did not work in their classes. In addition, although the curriculum suggests the development of students' autonomy, but at the same time the curriculum maintains the national examination which students have to pass in the third year of their high school. The national examination became the main focus of both the teachers and the students and this reduced the practices of developing autonomy as everyone's concern was on preparing students for passing the examinations. In

theory, to develop their autonomy, students could suggest the materials to be used in the classrooms. In practice, however, the government has prepared the curriculum along with the textbooks and thus the teachers and the students followed the prescribed books. In this regard, on one hand, the curriculum supports the development of learner autonomy but on the other hand, it also inhibits it.

The findings of Agustina's study (2017) above share some similarities with Borg and Al-Busaidi's study (2012) in the way that to a certain extent the curriculum inhibits the development of learner autonomy. Both studies also highlight the ways the students present the challenges for teachers in their efforts in promoting autonomy. Agustina's study is also similar to Nakata's (2011) study in finding out that teachers themselves may become the barriers in developing learner autonomy. In Nakata's case, teachers were less ready to promote autonomy while in Agustina's study teachers felt pessimistic in developing students' autonomy. Agustina's study differs from those previous studies as it also touches on the issue of parental support. In short, it seems that similar problems were faced by teachers in different contexts but Agustina's study also shows that teachers in different context faced different challenges in developing autonomy. This suggests that the promotion of learner autonomy is actually complex in the way that each teaching context may present its own challenges for teachers.

Conclusion

This paper has discussed the examples of how teachers, students, students' parents and the curriculum presented the challenges in the practices of developing learner autonomy in Indonesian High School classrooms. The complexities in developing autonomy in Indonesian context have also been signalled by Agustina's study findings discussed above, particularly as teachers in different schools encountered different constraints when developing learner autonomy. This paper suggests that prior to the practices of developing autonomy teachers need to be informed about some possible challenges which may be present along with the strategies to handle them. The complexities in doing so may also need to be considered as the promotion of autonomy is affected by several factors such as teachers, students, students' parents, and the curriculum. With the availability of various factors influencing the development of learner autonomy, it is not easy for teachers to control all of those factors so that all of them support the development of learner autonomy. It is possible that teachers decide to change their perceptions and teaching practices to support the development of their learner autonomy, but they may not be able to fully change the students, students' parents and the national curriculum. In this regard, it is thus arguable that developing learner autonomy is a complex business in the field of language teaching in general and in English language teaching in particular.

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STUDENTS' PERCEPTION ON THE POLITENESS
OF CONTEXTUAL ENGLISH USE AND ITS IMPACT
ON EFL LEARNING

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Abstract

Since a person is shaped by one's culture and local setting, we can assume that the importance of cultural context in language teaching will grow as learning becomes more learner-centered. The purpose of this paper is to investigate students' perception on the politeness of English use in native context and target language and its impact on students' ability in learning English. Qualitative descriptive analysis is being used in this paper. The research is conducted in hotel, where the concept of politeness in language use is quite crucial. The result shows that when the students have knowledge and really aware of the sensitivity of both cultural context (native and local/target context), they use English well and carefully in term of diction and the level of speech. Thus, itcan be said that one way to increase students' awareness of polite language use is through increasing their perception on the importance of English language skill. Continuous improvement on the experience is also a way to improve the students' skill, which in turn will also improve their awareness of polite language usage.

Keywords: politeness, culture, English use, learning

Introduction

The basic assumption in English language is English as an international language. It means English as a lingua franca of the past century, English is one of the most important means for acquiring access to the world's intellectual and technical resources. Nowadays, people all around the world continue to learn English to reach their different aims.

The development in communication and business technology throughout the recent years has deeply influenced the field of English language teaching. Due to the developments in the various areas like science, economics, hospitality, and technology, the attention of course designers turned from teaching English for general purposes to teaching English for more specialized purposes. In most countries, especially in the developed and developing ones, where English is the foreign or second language the aim to teach and learn English has become purposive. According to Jones and Davies (1983) "foreign languages have been learned not for their own sake but as vehicles for social and economic contacts and for the transportation of ideas. (cited in Kirkgoz, 1999).

A critical question arises in terms of English language teaching at this point, that is, whether to teach culture along with English or not. As we know when people use English for specific aims, they will have different pattern of learning English itself. They will have kind of vocabularies which are not usually used for general English.

Besides, English as international language, the use of English and any other language is always culture bound, but the language itself is not bound to any specific culture. Ways of speaking and patterns of discourse are different across cultures. In this case, teaching culture along with English is needed especially for those students who use English for their professional job.

The question of teaching culture along with English has been discussed by some scholars from the fields of applied linguistics and sociolinguistics for nearly two decades. Another issue shows that in educational side, the leaders in some countries especially non English speaking country are hesitant to include western culture in English language teaching. Only some of the leaders apply and the teachers teach western culture when they are teaching English. Even they teach English, they only touch a little part of culture of target language. Teaching culture here means not only the western culture, but also the polite expression in using the target language to whom the students speak and what vocabularies that they can use in appropriate context.

Preliminary study was conducted to know whether students who work at hotel use appropriate English in term of polite expression and diction. The result showed that there were many students who were not aware in using English. They only knew the general English expression or conversation when they had conversation to face guest at hotel or even their boss. This case is very crucial since they think it's already polite when they are using general English conversation in their field (hotel).

Since most of basic language skill have been introduced and learned by the time students completed their school studies, utilizing culture aspects (politeness) of English language for specific purposes into the syllabus at university level paves the way for the students to improve their existing knowledge and experience new way of acquiring the skill especially to know deeply about English politeness in specific context. A basic understanding of culture of English use or sociolinguistics is important for English learners who wish to take full advantage of job opportunities in the new global economy, where they will undoubtedly encounter different varieties of English will help them broaden their knowledge of the language, and they will be better equipped to deal with those varieties.

However, the aim of this study is not to discuss why they use general English whey they work, but this paper investigates students' perception on the politeness of English use to the target language whether they need to study more the culture of English for specific purposes when they work and are at the work place. And its impact on learning English.

Since the paper aims to investigate the students' perception, in addition to their perception it also deals with attitude and their behavior toward the foreign language (English). According to *The Concise Oxford Dictionary,* attitude is "a

settled behavior, as indicating opinion", or "a settled mode of thinking". (Sykes, p.56). Baker defines attitude as "a hypothetical construct used to explain the direction and persistence of human behavior". Similarly, Inal et al (2003) state that "attitude refers to our feelings and shapes our behavior towards learning". Hence, attitude plays an important role in foreign and second language learning as it determines a large extent the learners' behavior i.e., action taken to learn, or efforts exerted, during the learning process.

Attitudes can be instrumental, utilitarian and pragmatic; or integrative, social and interpersonal; or both (Baker, 1992). In the same way, Abu Melhim (2009) concludes that although there is a lot that the teacher can do at the end of the learning process, it is all up to the students whether or not to participate positively in the lesson. Agreeing, Al-Tamimi, et al. (2009) state that attitudes towards certain language affect a learner's motivation in learning that language.

Closely related to attitude is perception, which can be defined as regarding something "mentally in a specific manner". (Sykes). Despagne (2010) elaborates on the relation between perceptions and attitudes, explaining that perceptions are centered on the inner unconscious felling from which students' attitudes towards learning a language emanate. Thus, attitudes can be defined as the behavioral outcomes of perceptions.

Due to the fact that when students learn English is not only for general conversation but also for specific context. Hutchinson (1987) explains that special group of learner need a particular type of English according to their requirements so by analyzing the linguistics characteristic of their special area of profession or study, their language can be identified and they can use it at workplace.

Research Problems

Based on the discussion above, it can be inferred that the questions intended to be answered through this research are: what is participants' attitude toward English? How do they perceive their own level of English ability? And How do their attitude and perception of English affect their usage of polite English usage in context with their specific field of hospitality?

Research Methods

Participants in this study who were involved consisted of 30 hotel staff working at one of hotels in Banjarmasin. The proficiency level of their English is varied. They were between 19 and 50 years old. All of them have studied English for a period of time before they start their work.

The instrument which is found appropriate for the purposes of this research was questionnaire. The questionnaires were constructed based on the information gathered about the notion of polite English as used in the field of hospitality and how the participants can distinguish a polite form compared to the less polite form of response toward guests. Through the questionnaire, it is expected that the participants' perception on the politeness of English in the field of hospitality can be discovered.

Aside from the polite English usage, the questionnaire also contains questions related to participants' perception of their English skill, especially

related to speaking skill. The English language level used in the questionnaire is adapted from CEFR's self assessment grid (Council of Europe). The CEFR scale is utilized because it has been widely used internationally for language benchmarking purpose.

To accomplish the purpose of the study, the questionnaires were given to 30 staffs in the hotel that learn English. To guarantee a positive participation, the subjects of the research were informed that their answer would be confidential and they would not be required to write or give their names. Moreover, the subjects were told that their answer and opinions would not affect their grades in their job. Respondents were encouraged to ask questions at any time during the process.

Findings and Discussion

From the questionnaire, it is noted that there is a trend where more senior staff tend to be more confident of their language skill. Staffs who have been working in the hospitality field for more than ten years believe that their English ability is on B1/B2 level, which can be classified as intermediate English. They have the confidence to express themselves on various topics. The junior staff, on the other hand, tend to believe that they are on the basic level of A1/A2. This level is the basic English mastery where a person can deal with very basic aspect of communication about simple topics. This means that experience in language use is highly contributive to the level of confidence and perception of own skill of the language. However, it should be noted that perception is not always in line with the real competence. It is possible that the juniors who have somewhat lower confidence actually has good competence. Yet, for speaking performance, it can be argued that confidence and own perception of skill is quite important. Thus, it can be concluded that the senior staff would have better speaking performance because they are more confident.

The implication this finding might have for learning is that continuous experience improvement is quite important. Students should have more authentic experience so that they can be more confident in using the language.

Through the Likert scale section of the questionnaire it is found that most participants have good attitude toward English. They feel that their English skill is still not enough and they would like to keep on studying, regardless of their working experience; the senior staff also stated that they would like to continue learning English. Furthermore, they believe that good English skill is becoming more and more important as the world become increasingly connected and their field of work in hospitality is experiencing this trend firsthand. In order to perform better in the future, they believe that they have to continuously improve their English skill. It can be said that they are still quite motivated to learn English because they perceive it to be important.

The final section of the questionnaire is related to the ability to distinguish the polite form of expression related to hospitality industry compared to the less polite expressions. This has more portions in the questionnaire as 15 out of 25 items is allocated for this part. Rather surprisingly, almost all participants are able to perfectly distinguish the polite form of language. They have good mastery of choosing the words that might not offend guests, and even to handle rather

problematic situation that might arise in hospitality field. It is possible that there is no significant difference in the cultural politeness in their local culture and the English language culture, which helps them to distinguish the more polite form easier since it is similar to their own culture, albeit in different language.

Related to their perception of English culture, they stated that it is not very important to learn about the culture. They view the cultural learning only as an opportunity to enrich their experience. However, from their good ability to distinguish the polite form it can be inferred that they have the innate ability to sense the cultural politeness in language use. They can be sensitive in using foreign language. It is possible that they don't view this usage of polite language as a part of the culture, whereas the usage of the polite language is as much a part of the English culture as it is in the local Indonesian culture. This is a potential for future teachers to give more portion to make the students understand more about the role of polite language in culture.

Relating the aspect of polite language use and perceived importance of English, it can be stated that the stronger a person's belief in the importance of English, the more sensitive the language use will be. This is shown in the questionnaire. Most of the participant agreed to the importance of English and they are quite sensitive in using the language so as to not choose the less polite forms. It can be argued that one way to improve language sensitivity is to increase the perception of the importance of the language.

Conclusion and Suggestion

Based on the findings and discussion, it can be concluded that the participants in general have good attitudes toward English language and learning. Most believe that their English language ability is on basic to intermediate levels, which are found to be related to their experience and length in using the language in their work. Because they believe that they are still on the lower level of language ability, they feel that they need to learn more. Another reason they are motivated to continue learning is because they believe English is important for their work in the future. Related to the aspect of politeness, the participants' good attitudes toward English prove beneficial as they are able to distinguish the polite form of English that is used in the field of hospitality.

For teachers of English, especially in the field of hospitality, it is suggested to put more focus to make students understand the nature of culture that includes various forms of language, including the polite forms and casual forms, and how it can be used in the right context. Teachers should also remember the importance of giving good experience to students since it has been shown that experienced students will have more motivation and thus perform better.

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SOCIOLINGUISTICS: WOMEN'S LANGUAGE FEATURES USED BY ENGLISH TEACHER CANDIDATES

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Abstract

This paper will discuss women's language features used by female students in English Language education Study Program (ELESP) as English teacher within teaching learning practices in Micro-Teaching class. The study aims to investigate the frequency of the women's language features and the possible reason of using the features by female students. Women have characteristics in speaking, including female English teacher candidates. Unconsciously, female English teacher candidates use or apply some or all of women's language features when they are doing teaching practice in Micro Teaching class. Those features have been discussed by Robin Lakoff in one of her book entitled *Language and Woman's Place*. In that book, she writes about ten language features which are usually used by the women when they are speaking. This paper will be a qualitative research which the writer used discourse analysis to conduct this paper.

Keywords: ELESP, English teacher candidates, Micro Teaching, women's language features

Introduction

In sociolinguistic, there is a theory about language and gender which is about men's and women's language. In speaking, they may use different forms of linguistics. Women are usually considered that they use weak language and excessive politeness language. According to Lakoff as cited in Talbot (2010, p. 36), typical of women's speech is lack of confidence, weakness, and excessive politeness. They are demanded to speak as a 'lady', softly and politely. If women repel to speak like that, they will be judged that they are ridiculous and unfeminine (Lakoff, 1973). Thus, women tend to use Standard English more than men do. Another perspective about women's language is that women are more likely to make speech or sentences which boost listeners' response and more actively engaged in insuring interaction than men (Fishman, 1978, p. 12).

Related to those issues, this paper will discuss about women's language which it has some features as women's characteristics in speaking. Nevertheless, women's language features also may appear in men's speaking unconsciously. Thus, those features have been discussed by Robin Lakoff in one of her books entitled *Language and Woman's Place* (1972). In that book, she suggested that women's speech was characterized by ten language features. Furthermore, based on those theories, the writer would like to examine women's language features used by female students in Micro Teaching Class.

In Sanata Dharma University, English Language Education Study Program (ELESP) students have Micro Teaching Class to develop their teaching ability and to prepare them to become professional English teacher candidates. In that course, ELESP students have to try to deliver materials to pupils correctly and confidently. It is because the way of delivering the materials will influence information that will be caught by the pupils unconsciously and it is to prepare the students to be better teacher for the future. When teachers teach correctly but unconfidently, they will use the features more than one feature because they may feel that they need to clarify the information whether it is correct or not, or whether that information can be understood well or not by the pupils.

Therefore, the writer would like to discuss further about women's language features used by female students in ELESP as English teacher candidate. This study aims to investigate women's language features, the frequency of the features and the possible reason of using the features by female students.

Literature Review

In the literature review, the writer provides the theoretical review related to the topic of this research. There are three parts of this section. Those are the related theories of micro teaching, women's language, and women's language features.
1. Micro Teaching

According to McLaughlin and Moulton (1971), Micro Teaching is a performance training method designed to isolate the component part of teaching process. The students or the trainees are trained to be good teacher by having simulation in teaching process in the classroom before they have real one in the future. Then, step by step, they will be able to develop and improve their teaching abilities to be skillful teachers. With the same purpose, Micro teaching class in ELESP is also to train the students to be professional English teachers.
2. Women's Language

Language that is used by men and women are different, especially when they are speaking and some of the theories about it have been mentioned above. Thus, Edwards stated that "the eternal stereotypes of women are weak, changeable and unreliable, endlessly, talkative" (2009, p. 127). Those negative stereotypes affect the language that be used by women. Then, according to Scherer and Giles (1979) as cited in Edwards (2009, p. 134) "findings within a speech community reveal that women's speech tends to use standard language." It means that women want to deliver what they want to say in understandable ways so that audience can really understand. It is supported by other Lakoff's statement which she said that the women's ways in speaking are not really persuasive and impressive in getting audience attention because they tend to use powerless language (Eckert and Ginet, 2003, p. 159).
3. Women's Language Features

Based on Lakoff as cited by Fillmore, G. Lakoff and R. Lakoff (1974), there are ten women's language features as follows: (1) *Lexical Hedges or Fillers*; it expresses a lack of confidence and reflects of women's insecurity. By hedges, she refers to the frequent use of such as *you know, well,* and so on, (2) *Tag Question*;

asking question is a prime example of women's insecurity and hesitancy. For examples, *See?, really?,* and so on, (3) *Rising Intonation*; it is not only the form of declarative answer to a question, but also has the rising inflection typical of a yes-no question and seems like being especially hesitant, (4) *Empty Adjective*; a group of adjective which has their specific and literal meanings and also indicating the speaker's approbation or admiration for something. It means that those only convey an emotional reaction rather than specific, (5) *Precise Color Terms*; in lexical differences, women like to use more precise words in naming colors (mauve, plum) and have richer vocabulary in areas that are traditionally female specialties, (6) *Intensifiers*; it is claimed as having something of the eternally feminine about it. It also to hedge in this situation is to seek and avoid making strong statement, (7) *Hypercorrect Grammar*; it is the consistent use of standard verb forms. Hypercorrect grammar involves avoidance of coarse language; more frequent apologizing and the usage of super polite forms are additional features, (8) *Super Polite Forms*; in the same sense a request may be a polite command, (9) *Avoidance of Strong Swear Words*; swearing is kinds of interjection that can express extreme intensify. It has been widely considered as an expression of very strong emotion, and (10) *Emphatic Stress*; along with tag question, Lakoff identified that "the use of a question intonation on sentence that are not question as a central she characterized as women's and powerless or weak." This question intonation has a high rising tone at the end of the sentence (Eckert and Ginet, 2003, p.174). Women tend to use words which are used to emphasize the utterance or strengthen the meaning of an utterance.

Methods

Descriptive qualitative method was used in analyzing the data and to be more specific, the writer chose discourse analysis as the research design. Furthermore, according to Afrizal (2015, p. 17) in descriptive qualitative research, the data are generally in words form (written and spoken) and based on Stark and Trinidad (2007), discourse analysis concerns on the language use. Therefore, the writer conducted a discourse analysis to study and analyze the phenomenon of women's language used by teacher candidates.

Then, the data were obtained from the student's utterances that were collected from the video of their teaching practice in Micro Teaching Class. The writer used eight videos of eight students' teaching practice in Micro Teaching class which were asked from the staff of Micro Teaching Laboratory.

While watching and listening to the videos, the writer analyzed the students' or the teacher candidates' utterances within those video to find the women's language features by using cross tabulation table. Table. 1 is an example of cross tabulation table. By doing those activities, the writer could know the intonation of the students whether it is rising intonation, one of the women's language features, or falling intonation and the table made it easier in collecting the data.

Table. 1 The Example of Cross Tabulation Table

No	Utterances	Min	LH	TQ	RI	EA	CT	I	HG	SF	S W	ES

escription of the table as follows.

Min : Minutes
LH/F : Lexical Hedges or Fillers
TQ : Tag Questions
RI : Rising Intonations
EA : Empty Adjectives
CT : Precise Color Term
I   : Intensifiers
HG : Hypercorrect Grammar
SF : Super Polite Form
SW : Avoidance of Strong Swear Words
ES : Emphatic Stress

Findings and Discussion

   This section contains three parts which discuss the research problem. The first part is result of the findings. It showed the frequency of each women's language feature used by the students. The second part is teacher candidates' language features which discussed the women's language features used by the Micro Teaching students and its possible reason of why they used that or those features in their utterances. The third part is teacher candidates' absent features which discussed the women's language that were not used by the students and the possible reasons why they did not use the features.

Findings

   In this sub section, the writer presented the data findings gained from the study undertaken. Table 2 showed the frequency of women's language features used by the Micro Teaching students. The data were taken by listening to eight videos of Micro-teaching class and it was about twenty five up to thirty minutes for each video.

   From the selected videos, the writers found 669 utterances of the female students that indicated women's language features were applied within. There were 315 (47.09%) lexical hedges or fillers that appeared the most, 142 (21.23%) super polite form, 117 (14.49%) rising intonation, 37 (5.53%) tag questions, 30 (4.48%) hypercorrect grammar, 21 (3.14%) intensifiers, and 7 (1.04%) emphatic stress. Those features were used by the female students of Micro Teaching class. The rest of those features, like empty adjectives, precise color terms, and avoidance of strong swear words, did not used by the students.

Table. 2 The Occurrence of Women's Language Features used by Female
　　　　Students in Micro Teaching Class

No.	Features of Women's Language	The Frequency of Each Features	The Percentage of Each Features
1	Lexical hedges or fillers	315	47.09%
2	Tag questions	37	5.53%
3	Rising intonations	117	17.49%
4	Empty adjectives	0	0%
5	Precise color terms	0	0%
6	Intensifiers	21	3.14%
7	Hypercorrect grammar	30	4.48%
8	Super polite form	142	21.23%
9	Avoidance of strong swear words	0	0%
10	Emphatic stress	7	1.04%
	The Number of Features	669	100%

1. Teacher Candidate's Language Features

The feature that was used the most was lexical hedges or fillers. The filers that often appear from their utterances were like *'okay'*, *'so'*, *'well'*, and *'[aaa]'* or *'[emm]'*. It might be happened because sometime the student teachers needed time to decide or remember what the next things or materials that should be conveyed to the pupils. Or, they thought to find the best lexicon to deliver the materials or the information. So that what they had prepared before could be transferred optimally.

Then, female students of Micro Teaching Class used super polite form in their teaching. Two of the examples of it were using word *'please'* when they asked one of the pupils to do something and say *'sorry'* or *'I'm sorry'* when they gave inappropriate information then they conveyed the right one. This feature might be used by the teacher candidates to help them showing the politeness because unconsciously, pupils duplicated what the teachers did in the classroom. By doing simple thing like saying please to ask for help or saying sorry when did some mistakes, the teacher candidates could apply good behavior in their teaching practice so that in the future, they might to teach the pupils to do so in same situation.

On other hand, sometimes, these teacher candidates still looked unconfidently in their teaching practices by asking the pupils or just clarifying whether what they said was easy to be understood or confusing.

It is easy to be understood, right?
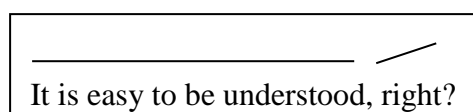
Picture 1. Schema of tag question and rising intonation

Picture 1 showed the example and the schema of the tag question and rising intonation feature. Tag question was always followed by rising intonation in their utterances. Thus, the features might show the indication that the teacher candidates were not really confident in teaching were tag questions and rising intonation at the end of the sentences or statements, like word *'right'* and *'okay'*. It might because the Micro Teaching students still learned how to be a good and a professional teacher.

Furthermore, teachers should teach how to use language in appropriate way, especially English teachers. English teachers should be able to teach English by using correct or good grammar. Likewise, ELESP teacher candidates in Micro Teaching class had tried to use good grammar. One of evidences of hypercorrect grammar that appeared in the videos was *'you may discuss it with your friends'*. That sentence was used by them when asking the pupils to do the assignments. This feature might help the teachers to behave the pupils to use correct grammar in daily conversation or communication, especially in asking for something.

The next feature that was used by the ELESP teacher candidates was intensifiers. They used that feature to strengthen the main points in their statements so that the pupils could know what they said. Its purpose was also to hedge themselves to avoid making strong statement as a characteristic of women's speech. The intensifiers that were used by the students in the selected videos were '*so'*, *'just'*, *'really'*, and *too*.

ELESP teacher candidates in Micro Teaching class also used emphatic stress. The intonation if this feature has a high rising tone at the end of the sentence (Eckert and Ginet, 2003:174). Then, they used that feature to strengthen their expression when giving feedback for the pupils, for examples, *'EXCELLENT'*, *'GREAT'*, and *'NICE'*. Those words were said by them to appreciate the pupils' work. As teacher candidates, ELESP students also did appreciate the pupils when they did some task correctly. So, it might build pupil's confidence and then they would be motivated.

2. Teacher Candidate's Absent Features

Three of ten were not used by the Micro Teaching students, empty adjectives, precise color terms, and avoidance of strong swear words. For precise color term, in the videos of the students' teaching practices, the students did not use this feature. It might because in their materials of teaching practice, there were no materials of color or there were no discussions that were related to the color terms.

Then, by using the feature of avoidance of strong swear words, the teachers might avoid reproach while teaching the pupils. Some pupils might do some mistakes or do inappropriate things in teaching learning process. So, when the teachers met this kind of the pupils, the teachers had to avoid the strong words to express tantrum or inappropriate expression to the pupils. It was because the roles of the teachers are to guide and help the pupils to be better one by giving good knowledge, behavior and attitude. So here, Micro Teaching students had attempted to do not give strong swear words or just use this feature as diversion.

Lastly, empty adjective was also not used by the Micro Teaching students. There is "a group of adjective" that shows another indication of "speaker's approbation for something (Lakoff, 1973). In this case, they did not use this feature because they tried to not admire some pupil so that the other pupils would be not jealous. It is also important to be done by the teachers because the teachers should watch over students' motivation and the whole processes in teaching and learning process. So, the teachers and the pupils would be able to step forward together without leaving some behind.

Conclusion

As a teacher, we should pay attention to what we would like to say and do to the pupils because the pupils will absorb and duplicate what the teachers do to them. Every single word that comes out from teachers' mouth will be able to influence teaching learning process. Women's language is considered to maintain good communication. Then, the students as teacher candidates should be able to use the appropriate language and effective communication while transferring the materials or in teaching the pupils. So, they will not create misunderstanding and confusion to the pupils. Also, the teacher candidates should to show their politeness and confidence. Those may help the teacher candidates to improve their communication in teaching and to try creating a good relationship between fellow pupils and the teacher.

It is hoped that this study provides meaningful and valuable insights for the readers about women's language features used by female teacher candidates. This study is suggested as a reference for future writers especially those who conduct a research in the same term. Moreover, this study is also useful to enrich the knowledge about the phenomenon of women's language. However, further research is expected to explore and discuss more about women's language, as a teacher candidate in teaching learning process.

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DEVELOPING STUDENTS' CRITICAL THINKING SKILL THROUGH THE USE OF THEIR SELF-CHOSEN TOPIC OF LEARNING

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Abstract

Critical thinking skill is a skill which every student in a higher-level education particularly in a university needs to own. This skill enables every individual to be more critical to many facts beyond memorization. Nevertheless, developing students' critical thinking skill requires a correct strategy from the educators. Giving students the opportunities to choose their own topic of learning, in fact, is one of those many strategies that can be well-applied to trigger students' critical thinking skill. We call this as a *self-chosen* strategy. By using this strategy, students are expected to be able to digest available information which is relevant for them and which they most agree with. Moreover, students can learn to be more independent and active during the process of learning. This is meant to raise students' curiosity as well as their awareness with issues that happen around them.

Keywords: critical thinking skill, students' autonomous learning, self-chosen

Introduction

In the past, learning especially learning in a university level focused primarily on what is important in the content of the subjects. Lecturers will assess the students with a bunch of assignments. Then the lecturers will evaluate their understanding through tests and quizzes. This is applied in all educational mainstreams including in the language teaching. Students are perceived as empty glasses and teachers need to fill those empty glasses with as much as possible water, without bothering students' brain capacity. This model receives many objections and criticisms from many education scholars. Recently there have been a spate of books and reports that criticize the current goals and practices of schooling (Keengwe, Onchwari &Wachira, 2008; Kozma, 2003; Zhao, 2009). In today's era, emerge one learning framework which focuses not only on students' cognitive skill but other important elements or skills that may help students to perform better in the future learning. This is called the *21st century learning skills*. The proponents of *21st century learning skills* are educators such as Howard Gardner, popular writers such as Daniel Pink, organizations such the Partnership for 21st Century Learning or the European Union.

21st Century learning focuses on the knowledge, skill, and expertise that the students have to master in order to be successful in work and life. In the other words, the main point from this framework is the combination of content and specific skill and finds the beneficial use of that process while producing, synthesizing, and evaluating information. This learning process is meant to engage the students to have better preparation to thrive in today's global and

digital era. There are four main skills under the framework of 21st century learning that the students have to master such as: critical thinking, problem solving, communication and collaboration. According 21st century learning, a student who can think critically, work collaboratively, and communicate effectively can build on a strong basic key to academic success that will be useful to face future context. Those are basically the expected outcomes of using this framework. Among those four expected skills from *21st century learning,* critical thinking is usually highlighted the most.

In general, critical thinking skill is the ability which enables the students to analyze and digest information critically in order to make decision and solve problem. Critical thinking skills should not be taught separately as an isolated entity, but embedded in the subject matter and "woven into the curriculum" (Mirman and Tishman, 1988). This skill triggers students' curiosity, creativity, activeness, and awareness towards certain issues around them. Developing critical thinking skill can be done through several steps such as: brainstorming, producing, elaborating, refining, analyzing and evaluating their own ideas in order to improve and maximize creative efforts. The expected results from this skill are that the students can be broad minded and adventurous thinkers. Moreover, students will be able to deliver opinion confidently, think strategically, generate innovative solutions effectively, and reflect on people's assumptions, beliefs, and behaviors respectfully. Students will become proficient language users if they can convey a critical thought through the language and not only using and knowing the meaning. This skill is flexible to be implemented into the four prior language skills, which are reading, writing, speaking, and listening. In the production of a new idea, critical thinking reinforces logical reasoning, details and examples..

By looking at how critical thinking skill is very essential to help the students do the task that is usually encountered in the 21st century teaching-learning activities, we need to find an effective way to develop their critical thinking skill. One of the strategies is by giving the students the opportunity to choose their own topic of learning. The term for this is called the *self-chosen topic of learning.* The self-chosen strategy offers a flexibility for both the learner's and the designer's perspective. This flexibility can promote students' critical thinking deeper since they can pick out a topic that they are most curious about. Therefore, in this paper, we will discuss the importance of critical thinking skill and how self-chosen topic can develop students' critical thinking skill.

Research Method

Type of Research

The type of research that will be used in this paper is qualitative research. Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena (Myers, 1997).This research is aimed to gain deeper understanding of human experience and behavior along with the reasons which evoke such behavior. According to Ross (1999), qualitative approaches to research are based on a "world view" which is holistic and has the following beliefs: 1) There is not a single reality. 2) Reality based upon

perceptions that are different for each person and change over time. 3) What we know has meaning only within a given situation of context. Beside this, the researchers will also provide statistical analysis along with qualitative description based on the data which are collected through questionnaire and interview.

Sampling Method

In statistics, a sample is a subset of a population that is used to represent the entire group as a whole. In sampling, there is an assumption that a certain population will reflect the characteristics of a larger group of people, thus they are equal. In this paper, the research sampling method that will be used is non-random sampling by distributing questionnaires to 25 students who attend a classroom which implements self-chosen topic of learning to improve students' critical thinking skill in Sanata Dharma University. From these 25 students, one students will be picked for a further interview to obtain more reliable research.

Respondents

According to Merriam Webster dictionary, a respondent is a person who gives a response or answer to a question that is asked especially as a part of a survey. The respondents in this research will all be coming from a single location of research which is in a classroom whose lecturers implement the self-chosen strategy to develop students' critical thinking skill in Sanata Dharma University. The researchers choose this location and population because this location has the real proof about the use of self-chosen strategy. We choose 25 students as the respondents to provide valid and reliable general information, while one of them are picked to be interviewed to know more about the detailed information.

Questionnaire

Polit and Hungler (1997:466) define a questionnaire as "a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings". In this paper, researchers constructed ten questions in the questionnaire. The respondent gave their opinion about the questions based on their agreement and disagreement in the score ranging from 1 to 5 from the lowest to the highest respectively. The questionnaires were distributed to obtain information about the impact of self-chosen strategy to develop students' critical thinking skill.

Interview

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic (McNamara, 1999). In this paper, the researchers conducted a one-on-one interview with a student. The aim of this interview was to gather a high quality qualitative data about the impact of self-chosen strategy to develop students' critical thinking skill.

Findings and Discussion

There were two main findings from the research.

The Data from the Questionnaires

The researchers distributed 25 questionnaires to 25 students who attended the Critical Listening and Speaking I (CLS 1) and Critical Listening and Speaking II (CLS 2) class in Sanata Dharma University. These two classes were picked because the lecturers of these two classes really implemented the self-chosen topic of learning in their classroom. The questionnaire mainly talked about the effects of self-chosen topic in influencing students' critical thinking skill. There are ten questions and the result is illustrated in two tables below.

Table 1 The Effect of Self-chosen Topic Towards Students' Critical Thinking Skill

No	Critical Thinking Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Curiosity	24%	60%	12%	0%	4%
2	Creativity	24%	48%	20%	4%	4%
3	Problem solving	24%	60%	12%	4%	0%
4	Activeness	32%	32%	16%	12%	8%
5	Awareness	20%	40%	32%	8%	0%

Table 2 The Effect of Critical Thinking Towards Students' Behavior

No	Behavior Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Broad-minded and adventurous thinker	32%	56%	4%	4%	4%
2	Generate innovative solution	40%	40%	16%	0%	4%
3	Think and plan strategically	16%	56%	28%	0%	0%
4	Confident	36%	44%	16%	4%	0%
5	Reflective	32%	52%	12%	0%	4%

Table 1.1 shows students' assumption on how self-chosen topic affects their curiosity, creativity, problem solving, activeness, awareness. Meanwhile, table 1.2 shows students' particular behavior formed as a result of critical thinking skill's improvement such as broad-minded and adventurous thinkers, the ability to generate innovative solution effectively, think and plan strategically, convey opinion confidently, and reflect on people's assumption, beliefs, and behaviors respectfully.

From table 1.1 and 1.2, number (1) there is a connection between students' curiosity and how it will affect the behavior they perform. Tendencies to explore and investigate the environment are characteristic of the behavior of higher organisms; curiosity is generally regarded as the motivational determinant that energizes these exploratory behaviors. Both curiosity and exploration have been linked to a variety of related motivational constructs such as drives, motives, need for stimulus change, intrinsic motivation, etc. (Voss & Keller, 1983) Exploratory behaviors, in this critical thinking case, make students to be more broad-minded and adventurous in their thinking. There are 60% of 25 students who agree that self-chosen topic makes their curiosity level elevate in such level they have never encountered before. As a result, a number of students with the percentage of 56% claim themselves they become more broad-minded and adventurous in thinking as it is proven in the table 1.2.

From table 1.1 and 1.2, number (2) the improvement of students' creativity as a result of implementing self-chosen topic in teaching-learning activity is highly linked with the certain expected behavior performed by students. According to Robert E. Franken: 'Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.'(Robert E. Franken, 1993: 396). From the explanation, it is obvious that the students who are creative are more likely to have bunch of new and fresh ideas to generate innovative solution. There are 48% of 25 students who agree that self-chosen strategy increases their creativity which is the sign of a critical thinking skill. Consequently, 40% respondents agree and strongly agree that critical thinking skill helps them to generate innovative solutions as it is proven in table 1.2

From table 1.1 and 1.2 number (3), self-chosen topic increases students' problem solving ability as the manifestation of critical thinking skill. Consequently, the students are more likely to think analytically and plan strategically to find the most suitable solution method in order to solve problem. Problem solving is cognitive processing directed at achieving a goal when no solution method is obvious to achieving a goal when no solution method is obvious to the problem solver (Mayer, 1992). There are 60% of 25 students who agree that self-chosen strategy increases their problem solving ability. This is shown in table 1.2 where 56% respondents agree that critical thinking helps them to think and plan strategically.

From table 1.1 and 1.2 number (4), the link between students activeness in class participation as a result of the improvement of the students critical thinking skill can be seen through students' behavior and performance during teaching-learning activity. One of the most obvious behaviors is the students' confidence. Participation allows students to build on their knowledge, demonstrate what they have understood based on the curriculum, develop confidence, and apply theory. It teaches students to think critically (Garside, 1996). From the explanation, it is obvious that students' participation in class can increase their confidence. From

25 students, 32% of them agree that by implementing self-chosen topic of learning, their activeness in classroom activity is also increasing. As the expected result, 44% respondents agree that by actively participating during the process of learning, they can be more confident to convey their opinion openly.

From table 1.1 and 1.2 number (5), critical thinking manifests through the use of self-chosen topic of learning in the way that it induces students' awareness of their surroundings. Students' awareness then will produce a behavior called reflective behavior where they will reflect on people's assumptions, beliefs, and behaviors. Jermann et al. [5] have reviewed several systems that visualize learner activities to increase awareness and collaboration among learners. The distinction is made between systems that reflect actions and those that monitor the interaction state. From total 25 students, 40% of them believe that by applying self-chosen topic of learning in the classroom, they are likely to be more aware towards their surroundings. Consequently, students will become more critical in thinking in the sense that they will perform some relevant reflections towards people's assumption, beliefs, and behaviors.

The Interview Data

The interviewer was the researchers, and the interviewee was an ELESP Student Batch 2015, a fellow student in Sanata Dharma University. The interview setting was in the discussion room in Sanata Dharma University library. The interview was conducted at 2.00 PM on Friday 1st August, 2017.

(Start of interview)

Interviewer: According to 21st century framework, learning focuses not only to the students cognitive or knowledge but also to the skill and expertise that the students have to master in order to be successful in work and life. From this understanding, there are four main skills. One of them is critical thinking. The question is, do you know what critical thinking is?

Interviewee: I think critical thinking is how we connect what we learn with our life and how we respond and give our opinion about the issue.

Interviewer: Do you think critical thinking is an essential skill that students have to master in spite of other skills?

Interviewee: Yes, I do. That's because what we learn in the class will be useless if we cannot implement it in our life.

Interviewer: One of the ways to improve students' critical thinking is by implementing self-chosen topic strategy. Self-chosen topic strategy is a learning strategy which gives students the opportunity to choose their own topic of learning. Do you think self-chosen strategy helps you to improve the way you solve problem?

Interviewee: Yes, I do. When we give our critical thinking, we need to understand the issue and we need to connect it into our life. That's why; if we have the issue that we don't know about, it will be hard to give our critical thinking. By choosing our own topic, we at least have sufficient understanding about the issue; therefore we can easily give our opinion and perspective in order to solve the problem.

Interviewer: Do you think self-chosen strategy evokes your curiosity, creativity, activeness and awareness?

Interviewee: Yes, I do. When we choose our self-chosen topic, it must be because we are curious about it. When our curiosity has triggered, we can actively search the material wiling fully. Sometimes when we Google it in the internet, we see some articles that catch our attention, then we start to be curious about it. In the end, we are able to gain new knowledge and awareness from the new topic. Sometimes in the article there are information that we don't know before, then after reading it, it makes us more aware about our surrounding.

 (End of interview)

According to the interview with one student who had felt the positive impact of self-chosen topic of learning, critical thinking skill can be improved using this method. Self-chosen topic gives her an ease to convey her opinion towards a certain issue. Moreover, it evokes her curiosity, creativity, and awareness as well.

Conclusions

From the analysis above, it can be concluded that self-chosen topic of learning does develop students' critical thinking skill. Among 25 students who have participated in a classroom which applies self-chosen topic of learning, most of them agree that it induces their critical thinking skill. There is a correlation between self-chosen topic of learning with certain behaviors that students may perform as a result of critical thinking skill. Curiosity triggers the students to be open-minded and be adventurous thinkers. Creativity stimulates the students to generate innovative solutions effectively. Problem solving enables the students to think and plan strategically. Activeness induces the students to convey opinion confidently. Awareness produces reflective behavior towards people's assumption and beliefs respectfully. Therefore, self-chosen topic of learning is an effective way to develop students' critical thinking skill.

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POSSIBLE REASONS OF CODE SWITCHING
IN *#EASYENGLISH* VIDEOS

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Abstract

Learning English nowadays is easier through social media, such as YouTube, which provides millions of videos as the information resources. Learners are more interested to the easy, practical and modern learning via YouTube video. The *#EasyEnglish* narrated by KarlinaDenista (commonly called by KarlinaKuning) provides short English learning video in YouTube which is delivered with the simple explanation about some common topic in English subject. In addition, *#EasyEnglish*is a cartoon video, which is attractive for the young English learners. This paper is aimed to analyze the possible reason of code switching phenomena found in *#EasyEnglish* videos. The videos use Bahasa Indonesia as the instructional language, and English to deliver the example and additional interjection. In order to analyze, the researcher used Wardaugh's (1992), Hoffman's (1991), and Gumperz's (1982) theories. There are six possible reasons, namely solidarity, choice of topic (Wardaugh, 1992), repetition uses for clarification, interjection (Hoffman, 1991), qualification, and personalization (Gumperz, 1982). In collecting the data, the researcher observedKarlinaDenista's(the speaker) monologue in some*#EasyEnglish*videos to find the sentences that contain code switching, and listedthem in the tables. Then, followed by data processing, which wereanalyzing and categorizing the sentences (which contain code switching) to find the possible reasons of code switching.

Keywords: possible reason of code switching, #EasyEnglish videos, YouTube

Introduction

Code switching is one of sociolinguistic phenomenon which commonly happen when people communicate with each other. Code switching is the action when people use more than one languages or codes to communicate in the same topic. Some people are accustomed to use code switching as their style or language choice.But, some others use code switching for the practical reasons. In the more formal situation, code switching could be seen as the speaker's lack of carefulness, lack of language competency or the lack of vocabulary mastery. Nowadays, some television or radio programs enhance the quality of their program by using code switching between their National language and English. Besides, it could also educate the viewers by enhancing their English vocabulary and introducing the simple English conversation.

In the educational field, code switching can be used for the paractical reasons, such as enhancing the teaching learning process. Teaching English to young learners as the foreign language(EFL) sometimes need the students' first or

national language assistance, if some of the students have no good English mastery. Code switching could be one of the teacher's strategy in explaining the material by using the students' national or first language, without shifting the essential of English language in the teaching larning process.

The *#EasyEnglish*videos, is the English learning videos made by Karlina Denistia. The videos are used to help students understand the simple English materials, such as American vs. British English, will be vs be going to, etc. using the code switching between Bahasa Indonesia (Indonesian National Language) and English. Code switching in *#EasyEnglish*videos help the viewers to study English more easily using Bahasa Indonesia as the Instructional language.

The researcher found that code switching is very helpful in teaching learning process to help English learners to understand English materials, especially those who are in the beginer levels. This research uses *#EasyEnglish*videos as the object of the study because videos is one of the good learning media in this digital era. The *#EasyEnglish*videos are uploaded and available in YouTube, which are very easy to access by students. Nowadays, students are addicted to social media, one of them is YouTube, which shares millions of information and knowledge in the form of videos. Learning using videos are considered more interesting and easier to remember. This research used the video as the object of the study because video is one of the popular learning media in this digital era.

From the background above, there is a research question formulated, namely, what are the possible reasin of code switching used by Karlina in *#EasyEnglish*videos?

Literature Review

Based on Iqbal (2011), "switching" means "movement", the movement from one thing to another, specifically shift, swich or move from one code to the other when you communicate using spoken form. The shift, switch and movement of speakers who uses more than one language from one code (language) to the other code is named as code switching (p. 118). The switch from one code or language to another one is caused by several reasons such as fullfilling the objective of speaking using code switching. Sert (2005) claims that code switching could be mean as the self expression and personal interest to create language style (p. 2). Code switching also can be used as the personal need to create characteristics. Students usually have some difficulties to find the right vocabulary in a language because they have accustomed to use the vocabulary from the foreign language (e.g Smoothies coklat). Code switching is the "alternation of two languages withing a single discourse, sentence or constituent" (Poplack, 2000; Kim, 2006)

Reasons of Code Switching

There are some reasons why people need or choose to use more than one language to convey the invormation. In this research, some possible reasons of code switching form Wardaugh (1992), Hoffman (1991) and Gumperz (1982) are combined, namely *express solidarity with the listener*, and *choice of the topic*

from Wardaugh (1992), *repetition uses for clarification* and *interjection*from Hoffman (1991), and *message qualification* and *personalization*from Gumperz (1982).

Solidarity

Based on Holmes (2001), switch form one code to another is a method to show solidarity. In showing solidarity by communication, another codes may be used to express the intimacy between the speaker and listener. For example, *"Bagaimana kabar kalian,* **my dear students**?" The word **dear**is commonly used to show the more intimate relationship between the speaker and addressee.

Choice of Topic

Some people may be accustomed by the adapted word from another language which has been commonly used. It happend beacause the adapted word or vocabulary have the more appropriate terminology to used in their topic of conversation. Based on Wardaugh (1992), a language or code can be appropriate to address certain topic. It makes people prefer to switch the codes to make their speech more familiar and understandable. For example, *"Setelahitu, kitamasukke proses*editing*"*.

Repetition used for clarification

Sometimes people need to clarify something to make the listener understand the utterance better. In teaching learning process, this case is rarely happen. The English teacher make some repetition as their teaching strategy. Such as when the teacher wants to make the students remember teh pronunciatin of a word, teacher will lead the students to make some repetitions to pronunce the same word. English teacher prefers to use the bilingual system to make the students understand the material more and accustom the conversation in English language.

Interjection (inserting sentence fillers or sentence connector)

Hoffman (1991) stated, "Language switching and language mixing among bilingual or multilingual people sometimes mark an interjection or sentence connector." Interjection sometimes happend because of the speakers' habit, it is used as the speaking style, or it can be used to make the sentence clear beacuse of the stress it gives. Sentence interjection or filler also can happend beacuse of the gender factor, as it is becoming the woman language feature. Besides, sentence connector used to make the sentence well formed in order to smoothen the language. For example, "**Well**, *sampai disini apakah ada pertanyaan?*" (**Well** as the sentence filler), and "*Materi ini susah*, **but**, *kalau kalian mempelajarinya dengan baik, tidak akan terasa sulit.*" (sentence connector).

Message Qualification

Gumperz (1982) says that message qualification refers to the switching which is perform the qualifying constructions, such as clauses phrases and sentences (p. 79). People need to switch the language or code in order to qualify

the message. For example, "*Sayasedangmengkajimengenai***woman language used by English teacher**." The speaker have the need to switch the code to address the complete utterance.

Personalization

Personalization happens when the speaker reflects on the personal opinion, feeling and knowledge. People sometimes prefer to switch the codes in order to find the more appropriate expression to express their interest on something. As the example, "*Penampilannya bagus banget*, **love it**." Personalization happens simply because people prefer another code, which sounds better and fit their need.

Research Method

In this research, qualititative method was used, according to Ary, Jacob and Sorensen (2008), qualitative study hook from the natural setting and prespective of human to look at the deeper understaning the social phenomena (p. 21). In collecting the data, monologue in 9*#EasyEnglish*videos were used. Those were the videos entitled:*British vs. American English (Just, Already), Preposisi Between & Among, Will be vs. Be going to,* Beda *Speak & Talk, Phrasal Verb 'Count On', Phrasal Verb 'Count on one hand', Job Interview 'Strength', Ideomatic Expression 'We always speak the same language', and* Pelafalan *Cereal & Babecue.* The videos used in this paper was randomly selected. Observation checklist were used as the research instrument to classify the possible reasons of code switching.

Findings and Discussion

The researcher adapted the theory from Wardaugh (1992), Hoffman (1991), and Gumperz (1982) about the reasons of code switching feature to analyze the possoble reasons of code switching features appear in #EasyEnglish videos. There are six reasons; those are express solidarity with the listener, choice of the topic, interjection, repetition used for clarification, message for qualification, and personalization. Table 1 below shows the percentage of code switching reasons in #EasyEnglish videos.

Table 1. The occurence of reasons of code switching in *#EasyEnglish*videos

No.	Reasons		Occurence	Precentage
1.	Solidarity	S	0	0 %
2.	Choice of the Topic	T	16	12,3%
3.	Interjenction	I	12	9,2 %
4.	Repetition Used for Clarification	RC	16	12,3 %
5.	Message for Qualification	MQ	75	57,7%
6.	Personalization	P	11	8,5%
		Total	130	100%

Solidarity

Solidarity is used to convey the intimacy between the speaker and the listener. In *#EasyEnglish*videos, there are no code switching that is used to address solidarity does not make any code switching to address the solidarity. The researcher found 0occurence in this feature.

Choice of the topic

The *#EasyEnglish*video is the English language teaching video, which discuss about several topics in English education. The researcher found that there were 16 (12,3%) occurrences of the reason of code switching as the choice of the topic.

Example 1

Kalo menurutmu Bahasa Inggrisnya "*I just have arrived home*"(1), **tendency**(2) mu lebih ke *British English*(3).

In example 1, the speaker tends to choose the word "tendency" instead of "*kecenderungan"*. The speaker found that the word "tendency" is more appropriate to address herintention instead of using Bahasa Indonesia.

Example 2

Well(1), sebenernya dalam konstruksi **grammar** (2), itu ada perbedaan antara *American* dan *British English*. (3)

The word "grammar" in example 2 shows the speaker's interest to use a terminology in English, which is more familiar among English learners, instead of saying *"tatabahasa".* English learner in Indonesia is more familiar with the word "grammar" in learning English, and *"tatabahasa"* in learning Bahasa Indonesia.

Interjenction

Interjenction could be the sentence fillers and sentence connectors. The example of sentence fillers are *well, you know, it's like, right, actually, so,* etc. Besides, sentence connectors are *although, and, as, because, but, either, however, since,*etc. The researcher found 12 (9,2 %) occurrences of interjection in *#EasyEnglish*videos.

Example 3

Well, itu tergantung jenis dosennya.

In example 3 shows the code switching made which refers to English fillers. The speaker uses "well" in the beginning of her sentence.

Example 4

But, (1) talk (2), itu artinya berbicara, tapi harus melibatkan dua pihak.

The word "but" in example 4 is the sentence connector made by the speaker. She prefers to make a code switching in the sentence connector instead of saying it in Bahasa Indonesia as "Tetapi".

Repetition Used for Clarification

The *#EasyEnglish* videos are the English Language Teaching (ELT) videos, which contains the speaker's (KarlinaDenistia) explanation about certain topic in English. Thus, the speaker made some repetition to clarify the explanation from English to bahasa Indonesia. The researcher found that there were 16 (12,3 %) occurrences of code switching in the videos.

Example 5
Sedangkan penggunaan*"be going to"* (1) adalah untuk "akan" yang lebih terencana, jadi **sudah direncanakan** jauh-jauh waktu atau dalam bahasa inggris "***planned situation***" (2).

In example 5, shows that the speaker make the repetition about her explanation from Bahasa Indonesia to English. She has said *"sudah direncanakan",* and she prefers to repeat using English in order to make the learners accustomed with both languages.

Example 6
Kita pakai *will* (1) kalau "akan" adalah "**sesuatu yang tidak terencana**", "***unplaaned situation***" (2) atau "***sudden decision***". (3)

Example 6 also shows the similar case with example 5. The speaker repeats her words *"sesuatu yang tidakterencana"* into "unplanned situation" and "sudden decision".

Message for Qualification

This feature showed the most occurence in *#EasyEnglish*videos by 75 (57,7%) occurrences. It happens because this video shows some English terminology or English sentence which could not be replaced with another code. In addition, *#EasyEnglish*videos used Bahasa Indonesia as the instructional language and provide the examples in English.

Example 7 Kalau **talk show** itu harus dua orang atau lebih.

In this case, it is impossible to replace the word "talk show" with *"bincang-bincang",* because the word "talk show" is the example made by the speaker to differentiate the function of talk and speak. Thus, in this sentence, the word "talk show" is irreplaceable, and become the qualification of the message.

Example 8
Menurutmu, kalau dosen itu berbicara di depan kelas, dia **speak in front of the class** (1), atau **talk in front of the class** (2)

Example 8 shows the example of speaker's reason in doing code switching as the message qualification. In example 8, the code switching phenomena cannot be replaced because of its importance as the example of the speaker's explanation.

Personalization

In *#EasyEnglish* videos, the speaker sometimes uses her own opinion or style in formulating the sentence. The researcher found that there were 11 (8,5%) occurences of the speaker's reason in doing code switching as her own personalization.

Example 9
Ada dua orang kamu disitu, *so I use between*.

In example 9, the speaker prefers to use her style to communicate by saying "so I use ..." instead of using the formal word in Bahasa Indonesia. It features the reason of personalization in code switching.

Example 10
That's why,(1) kita punyanya "*public speaking*", (2)

Example 10 also shows the speaker's style and personalization by the occurrence of "That's why" in her sentence. The speaker tends to use "That's why" to make her sentence becomes more appropriate and suitable with the speaker's style.

Conclusion

In *#EasyEnglish* videos, the researcher found out that there are some possible reasons of the code switching used. The most used possible reason is for Message for Qualification. The researcher found that there are57,7%. It happends because the speaker have to maintain the quality of the message using English language when mentioning certain examples in English. The examples are essential for the English Learners in understanding the context.

The second possible reasons are as the Choice of Topic (12,3%) It is use because the speaker have to use the word in English which is suitable with their intention rather than in Bahasa Indonesia. The choosen word in English is based on the speaker's own interest which can depict her purpose. Another possible reason nemely Repetition used for clarification (12,3%) is used to emphasize the essential in explanation, because by repeating, the students can understand the materials more.

The fourth possible reason namely interjection (9,2 %) is used by the speaker as her language choice such as 'well', and 'so'. Simmilarly, Personalization (8,5%) used by the speaker to state her own opinion and language style using English. The last possible reason is Solidarity, which is not found in *#EasyEnglish*videos.

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A STUDY OF ENGLISH TUTORS' CODE-SWITCHING IN TRAINING THE *PGSD USD* ENGLISH CLUB

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Language is used by many people to communicate with others. English becomes an Indonesian foreign language which is taught in education field starts from kindergarten until university level. English Club of *PGSD USD* is one of the study programs which uses English as a medium of instructions. Some English tutors apply code-switching to help the students understand the materials well since they realize that English is not the students' mother tongue. Then, the writer intends to discover the types of code-switching used by English tutors and the reasons why English tutors used code-switching as their instructions. Using Blom & Gumperz (1972), and Wardhaugh (2006) theories, the result showed that situational code-switching was the type of code-switching which was mostly used by the English tutors. The writer also found that the English tutors' reasons of code switching, as classified by Hoffman (1991), Holmes (1992), Wardhaugh (2006) were topic changing, addressee, solidarity, quotation, affection, and emphasize meaning.

Keywords: code-switching, *PGSD* of Sanata Dharma University, English Club

Introduction

In the terms of communicating with others, people need a language. Human communicates and interacts with other by using their speaking ability through language. Caine (2008) has noted that English is spoken worldwide as the first, second, or foreign language. It is clear that English language has become more dominant around the world. According to the Indonesian's government educational policy, English is the foreign language which is learned by Indonesian students in schools. Dardjowidjojo (2002) mentions that "there are numbers of school, starts from kindergarten to university level, which used English as a medium of instructions" (as cited in Zacharias, 2009, pp. 48-49). For example, English Primary School Teachers Program or PGSD of Sanata Dharma University which offers *Bahasa Inggris* as a General Compulsory Course or *Mata Kuliah Umum* (MKU) and English Club as their compulsory course.

In English Club, the tutors use English for communicating with the students. Some English Club students may have low English proficiency to understand the English tutors since English is not the mother tongue for PGSD students. In learning English, some English tutors may have several considerations while teaching their students in using language. Some English tutors have some strategies in helping the PGSD students to understand the concept or idea. One of them is by switching English to their mother tongue, which is Indonesian language. That strategy is called code-switching.

Literature Review

Gal (1988) says that code-switching is "a conventional strategy used to establish, cross, or destroy group boundaries; to create, evoke or change interpersonal relation with their rights and obligations" (p. 247). Cantone (2007) agrees that the strategy is used in a bilingual community with a minority language that has been widely stigmatized (p. 54). Then, Cantone (2007) states that: "Code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules without violating specific grammatical constraints" (p. 57).

Cantone (2007) adds that code-switching occurs during a conversation from sentence to sentence, or within a sentence. Furthermore, this definition is supposed to be that code-switching is constrained by grammatical rules. Milroy & Muysken (1995) defines code-switching as "the alternative use by bilinguals of two or more languages in the same conversation" (as cited in Ibrahim, 2013 p. 140).

From a descriptive definition, Gumperz (1982) defines that code-switching is the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems (p. 59). Meanwhile, Grosjean (1988) considered code-switching as "a complete shift from one language to other, either for a word, phrase or a whole sentence" (as cited in Scotton, 1993, p. 47).

In brief, code-switching is "the alteration type of mixing" as stated by Muysken (2000) (as cited in Rose & Dulm, 2006, p. 1). Code-switching in this study refers to the code changing which is used by a single person. In this study, the code-switching refers to the changing of code in a form of language, word, sentence, utterance which is used by the English tutor in English Club PGSD of Sanata Dharma University as their medium of instructions.

Blom and Gumperz (1972), Wardhaugh (2006) define types of code-switching into situational and metaphorical code-switching.

Situational Code-switching

According to Blom and Gumperz (1972), situational code-switching is influenced by situation change in a conversation or discourse such as the change in participant, topic, or setting. Situational code-switching is also determined by factors (factors of differences in power and status between groups speaker of languages) from outside the content of the particular interaction. Stockwell (2007) says situational code-switching occurs "when a speaker moves from one domain into another and changes their code as a result." Therefore, in other words, situational code-switching only happens if there is a situation changes.

According to Wardhaugh (2006), situational code-switching occurs when the language used changes according to the situations. The conversant speak language in one situation and another in a different one. No topic change is involved (p. 101). People sometimes switch code within a domain or social situation. When there is some obvious change in the situation, such as the arrival

of a new participant. Situational code-switching related to a particular participant or addressee (p. 36)

Metaphorical Code-switching

Blom and Gumperz (1972) state that metaphorical code-switching works as a conversational strategy to assist conversational acts such as an apology, request, complaint or refusal. Each of the codes represents or symbolizes a set of social meanings, and the speaker draws on the associations of each, just as people use metaphors to represent complex meanings. A speaker can deliberately change codes in the middle of a situation, in order to indicate to the hearer that they consider a new domain to be in operation (Stockwell, 2007, p. 12). 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 signal a change in tone from the serious to the comic (Wardhaugh, 2006, p. 102).

Reasons of Code-switching
   1. **Topic Changing**
       Holmes (1992) adds that people switch code within a speech event to discuss a particular topic. Bilinguals find it easier to discuss particular topics in one code rather than another. For example, in Hemnesberget, Bokmal is the more appropriate variety for discussing a business matter (p. 36). Holmes (1992) adds that when the speakers talking about a particular topic it may cause a switch, either because of lack of facility in the relevant register or because certain items trigger off various connotations which are linked to experience a particular language (p. 37).
   2. **Addressee**
       Holmes (1992) says that sometimes people switch their codes within a domain or social situation. Moreover, when there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch. The example is the conversation between Maori and English. Mere is Maori and the rest of the meeting will be conducted in English (p.35).

> *(The Maori is in italics. THE TRANSLATION IS IN SMALL CAPITALS)*
> *Sarah: I think everyone's here except Mere.*
> *John: She said she might be a bit late but actually I think that's her arriving now.*
> *Sarah: You're right. Kia ora Mere. Haere mai. Kei te pehea koe?*
> *(HI MERE. COME IN. HOW ARE YOU?)*
> *Mere: Kia ora e hoa. Kei tei pai. Have you started yet?*
> *(HELLO MY FRIEND. I'M FINE) (p. 37).*

It is seen that code-switching is related to a particular participant or addressee. It reflects a change in the social situation and takes positive account of the presence of a new participant.

3. Solidarity

According to Holmes (1992), speakers who are not proficient in a second language use brief phrases and word for showing their solidarity with the addressee. The example is Scottish Highlanders who use Gaelic tags and phrases interspersed with their English when speaking with the local Gaelic in order to express their identity. Besides, the speakers use local Gaelic because they don't have good Gaelic proficiency. The switches are often very short (p. 41).

A: Well I 'm glad I met you. OK?
M: andale pues (OK SWELL), and do come again. Mm?
(Switch between Spanish and English)

The exchange occurred between two Mexican Americans or Chicanos in the United States. By using Spanish tag, M signaled to A that she recognized the relevance of their shared ethnic background to their future relationship. The tag served as a solidarity marker between two minority ethnic group members whose previous conversation has been entirely in English. Switches motivated by the identity and relationship of participants express a move along the solidarity/ social distance dimension.

4. Quotation

According to Holmes (1992), another example of a referentially oriented code-switching is when the speaker switches code to quote a person.

(The Maori is in italics. THE TRANSLATION IS IN SMALL CAPITALS) A Maori person is recalling the visit of a respected elder to a nearby town.
'That's what he said in Blenheim. Ki a matau Ngati Porou, te maoritanga i papi ake it e whenua. (WE OF THE NGAATI POROU TRIBE BELIEVE THE ORIGINS OF MAAORITANGA ARE IN THE EARTH.) And those Blenheim people listened carefully to him too' (p. 37).

The switch involves just the words that the speaker is claiming the quoted person said. So, the switch acts like a set of quotation marks. The speaker gives the impression which may or may not be accurate that these are the exact words the speaker used.

5. Affection

According to Holmes (1992), code-switching is used by the speaker for showing their feeling. The speaker code-switches in order to express his/her emotional feeling although the hearer does not understand the meaning, they can receive the affective meaning of the speaker whether they are sad, happy, excited, and angry, mocking the hearer, and so on. Switching can be used for showing amusement and dramatic effect.

6. Emphasize Meaning

Code-switching is used as reiterative or repetitive to stress the meaning which has been said by the speaker. Sometimes the speaker does not understand other speaker means. Therefore, the speaker tells to their partner what he/she

meant by repeating his or her meaning using another language. McClure (1977) points out those children's code switches are used with the intention of clarifying the speech content for the interlocutor. Based on Mattson and Burenhult (1999), one of the main reasons for teacher code-switching to the LI of the students is to make the students understand their utterances. This can be done without using a single word in the target language, but more frequently code-switching is used as a repetition of the previously uttered sentences (p. 66).

Discussion
Situational Code-switching

Data 1, 7, 8, and 9 show situational code-switching used by the participants for helping the students understand the materials and explanation better when the students did not respond the participants' questions.

D. 1	Anyone here want to lead the prayer? *Ada yang mau pimpin doa?*	SCS
D. 7	What is the keyword? *Keywordnya apa yang perlu digaris bawahi.* The others, *apa* keyword*nya?*	SCS
IV. 7	*"That's the term. What we read is in English. The students read the same materials in English. I just want to use the term to make the students easy to understand it".*	SCS
D. 8	The date? *Sekarang tanggal berapa ya?*	SCS
IV. 8	" Because when I said the date, they didn't respond , so I tried to explain it to *Indonesian*"	SCS
D. 9	Only one? *Yang nggak bawa siapa aja?* Who doesn't bring the text?	SCS

Data 10 and 17 show situational code-switching used by the participants for helping the students understand the materials and explanation better because the participants considered the students' background knowledge.

D. 10	What is reviewed? Reviewed *itu apa?*	SCS
IV. 10	"Yes, I repeated it, because like what I said before, when I said what is reviewed, they did not respond. I think they did not give attention for me when I said what is reviewed and I tried to repeat in *Indonesian* and they tried to think the meaning of this word".	SCS
D. 17	*Kalian bisa pakai pek-pek ndi.* So, if you don't know the answer, *kalian harus tetap ngisi*	SCS
IV. 17	" Because like what I said, if I say in full English, they will not pay attention, so I try to explain in English".	SCS

Data 33, 51, and 59 show situational code-switching used by the participants for helping the students understand the materials and explanation better when the students seemed did not understand about the materials and explanation.

D. 33	Are you finish, how many numbers *yang belum dikerjakan?*	SCS
IV. 33	" Maybe when I said that, I looked at their face and I see confusion there, so I did code-switching."	SCS
IV. 51	"When the students do not understand about my explanation, I always simplified it first. If in simple English and they are *mentok,* I usually say it in *Indonesian* or even in *Javanese"*.	SCS
IV. 59	"When they are showing their *tik tok* expression. Like they are confused, I will use *Indonesian*. And then if they ask me, Miss *apa itu artine?* Something like that I will use *Indonesian* but if they are not asking me, so I will not do the code-switching".	SCS

Metaphorical Code-switching

Data 17, 53, and 54 shows metaphorical code-switching used by the participants for some purposive meaning, such as making a joke when the students seemed did not understand about the materials and explanation.

D. 17	*Kalian bisa pakai pek-pek ndi.* So, if you don't know the answer, *kalian harus tetap ngisi*	MCS
IV. 17	" Because like what I said, if I say in full English, they will not pay attention, so I try to explain in English".	MCS

Reasons of Code-switching
Topic Changing

Data 1-2 show the participants' reason for code-switching when the participants felt that there was not relevant word both in English and Indonesian.

D. 1	What the game is *sambung kata.*	The participant does not know a relevant word in English.	SCS
IV. 1	" I don't know what it calls. That's why I say the game is *sambung kata* because I don't know how to say it in English".	The participant does not know a relevant word in English.	SCS
D. 2	*Jangan terlalu banyak membaca* passages*nya*	The participant does not know a relevant word in *Indonesian*.	SCS
IV. 2	"I don't know what actually passage in *Indonesian is*. If I change it in Indonesian it will have different meaning".	The participant does not know a relevant word in *Indonesian*.	SCS

Data 7-9 show the participants' reason for code-switching which was topic changing. The participants helped the students to understand the materials better.

IV. 7	"I usually use the single word code-switching, not the whole sentence but only one word or one phrase to lead the students."	The participant wants the students to understand the materials better.	SCS
IV. 8	"I do code-switching to make the students more understand about the topic".	The participant wants the students to understand the materials better.	SCS
IV. 9	"I try to avoid the use of English to explain complex topic and I use *Indonesian*, so I do understand what I said and they also understand what I said".	The participant wants the students to understand the materials better.	SCS

Addressee

Data 25-27 show the participants' reason for code-switching which was addressee. The participants considered the students' English knowledge, so that they accommodated the students' understanding.

IV. 25	"For explaining the materials, I will do code-switching because when like you see in the class that I explained the table and one of the students said Miss *mbo pakai Indonesian aja biar lebih mudeng,* something like that.	Accommodate students' understanding.	SCS
IV. 26	"Code-switching helps the students to understand the material well. It is very helpful because you know that they are not from *PBI* students so they are not accustomed to use English full, so code-switching is very helpful and they become more understand about the material. To make the students more understand about the topic".	Accommodate students' understanding.	SCS
IV. 27	"If the students do not understand about my explanation, I will use simple words and if they still do not understand, I will use *Indonesian.* Sometimes I use English but when they show their confused face I will use *Indonesian* repeatedly. I do code-switching just in English-Indonesian and to make the students more understand".	Accommodate students' understanding.	SCS

Solidarity

The interview validation 1-2 shows the participants' reason for code-switching which was solidarity. The participants wanted to share the ethnicity with the students, so that the students understood that English was learned as a foreign language and they did not worry.

IV. 1	"Sometimes I use Indonesian rather than English because if I say in full English perhaps my students know the meaning of the words but they do not want to answer because *minder*. Because they are varied, they are not confident to say English; I think if I say in *Indonesian*, they will be more confident in replying my	The participant wants to show his or her solidarity as an Indonesian	SCS

	question".		
IV. 2	"I realize that I do code-switching. Because *ya*, if you want to use one hundred per cent English in our class, then our students or the learners will not understand fully of the lesson. So, we need to consider their condition their position and how they understand English, in what level they understand English, so it's more like I considered their condition".	The participant wants to show his or her solidarity as an Indonesian	MCS

The interview validations 4-5 show the participants' reason for code-switching which was solidarity. The participants wanted to release students' tention by making a joke.

IV. 4	"For making a joke, I use Indonesian. When I was in semester five I made a joke with my EC students in English and it became so *garing* because they did not understand. If I want to say a joke, I say it in Indonesian".	The participant wants to make a joke.	MCS
IV. 5	"If I want to ngepal my students. Hayo tenane?"	The participant wants to make a joke.	MCS

Next, based on the data and interview results, the writer found that the participants applied code-switching to create a comfortable atmosphere in learning for the students.

IV. 1	"Sometimes I use Indonesian rather than English because if I say in full English perhaps my students know the meaning of the words but they do not want to answer because *minder*. Because they are varied, they are not confident to say English; I think if I say in *Indonesian*, they will be more confident in replying my question".	The participant wants to show his or her solidarity as an Indonesian	SCS
IV. 12	"When I said that, I looked at their face and I see confusion there, so I code switch."	The participant wants the students to understand the materials better.	SCS

Quotation

The interview validations 1-2 show the participants' reason for code-switching which was quotation. The participants quoted the term from the book because they thought that the students have been understood about the term.

IV. 1	"Choose three of four, I am quoting because I have this book Longman Introductory Course for TOEFL test and *dibuku itu disediakan sih tekniknya gimana menjawab soalnya*, so I am just quoting".	The participants wants to quote from someone's speech from the book	SCS
IV. 2	"*Yang pertama pahami dulu dari soal itu,* what is the keywords, keywordsnya *apa. Setelah itu kalian* me-	The participants wants to quote	SCS

	scan, scan *itu membaca dengan cepat kayak* scanning *gitu.* Scanning information *dimana sih letak informasi yang diminta. Setelah ketemu letaknya silahkan baca satu* sentence full *dengan hati-hati,* carefully. *Jadi intinya gitu sih,* unstated detail *itu menanyakan sesuatu yang tidak* distated, *tidak disediakan didalam* passage *dan juga biasanya yang salah".*	from someone's speech from the book	

Affection

The interview validation 1 shows the participants' reason for code-switching which was affection. The participants wanted to show her affective message to the students.

IV. 1	"Sometimes I do code-switching, especially when I want to show my anger or disappointment to them. For example when my students forget to do their homework, I usually say it in both English and Indonesian "*Kok belum dikerjain* homeworknya?", "You are elementary school teacher's not elementary school students, please be quiet *jangan kayak anak-anak ya, coba hargai orang yang bicara didepan* it's not easy".	The participants wants to show her feeling to the students	MCS

Emphasize Meaning

Data 1-2, 16 show the participants' reason for code-switching which was emphasize meaning. The participants repeated their utterances twice for helping the students understand the meaning of their utterances.

D. 1	Anyone here want to lead the prayer? *Ada yang mau pimpin doa?*	Emphasize participant's message.	SCS
D. 2	Are you ready for the exercises? *Kita mau latihan ya, sudah siap?*	Emphasize participant's message.	SCS
D. 16	Is it ok to do it in 30 minutes because you do it in group. 30 minutes, *tiga puluh menit.*	Emphasize participant's message.	SCS

Data 18-19, 24 show the participants' reason for code-switching which was emphasize meaning. The participants clarified and asked for the students' confirmation.

D. 19	*Ada yang sudah selesai,* finish?	Emphasize participant's message.	SCS
IV. 19	" I just want to make them familiar with couple of sentences or words said in English, like *sudah selesai belum,* have you finish or have you done? I often said that, *tak ulang-ulang sih kadang pakai Indonesian kadang pakai Bahasa Inggris.* I think the emphasize is for them to know *maksudnya apa. Maksud yang tak karepke ki piye".*	Emphasize participant's message.	SCS

D. 24	*Silahkan baca selama* five minutes, is it enough? *Cukup ya?*	Emphasize participant's message.	SCS
D. 18	*Kalian setuju D?* The answer is wrong	Emphasize participant's message.	SCS

Other Findings

Another reason of code-switching applied by the participants which were a strategy, as represented in data 4, 8, 11.

IV. 4	"When I do not know how to say something, I will do code-switching because I have limited vocabulary items. Then, I do not have enough time to search in dictionary".	The participants apply code-switching as a strategy in foreign language classroom.	SCS
IV. 8	"Code-switching helps the students to understand the material well. It is very helpful because you know that they are not from *PBI* students, so they are not accustomed to use full English. By doing code-switching, they become more understand about the material and it is very helpful, especially to make the students more understand about the topic.	The participants apply code-switching as a strategy in foreign language classroom.	SCS
IV. 11	"I do code-switching in *Indonesian*. When I do not know about the meaning of a word in English, I will say it in *Indonesian*".	The participants apply code-switching as a strategy in foreign language classroom.	SCS

The researcher found different findings related to language of instructions used by different gender as represented in data 3, 5, 12.

D. 5	Think about the reason. *Kenapa kamu jawab itu pasti ada alasannya, kan?*	Female participants use question tag.	SCS
D. 3	*Untuk sesuatu yang* detail, choose a keyword	Male participant tries to simplify the use of words while giving an explanation.	SCS
D. 12	Are you finish, how many numbers *yang belum dikerjakan?*	Female participants always confirm their utterance.	SCS

Conclusion

The type of code-switching mostly applied by the participants was situational code-switching. The participants applied a situational code-switching because of the addressee who was the students. There were six reasons of using

code-switching by the participants. Firstly, the participants considered applying code-switching to talk about certain topics related to the materials discussed. Second, the participants considered the students' English proficiency. Third, the participants wanted to show their solidarity among students who learned English as their foreign language. Fourth, the participant quoted someone while giving an explanation to the students in order to decrease misunderstanding among students. Fifth, the participant wanted to show their affection, so the students understood the participant' feelings. Sixth, the participants wanted to emphasize the messages while applying code-switching. In addition, the participants applied code-switching as a strategy for medium of instructions. It was used as a strategy in which the participants have limited vocabulary items. The tutors or lecturers could apply code-switching in a class which consisted of non-English Department students, so it would help the students to understand the materials well.

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THE SUITABILITY ANALYSIS OF THE ENGLISH TEXTBOOK'S CONTENTS WITH THE 2013 CURRICULUM SYLLABUS

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Abstract
Textbook plays important roles in curriculum implementationsuch as providing ideas for the teachers in designing the lesson plan. As unexamined curriculum, it becomes the main resources in teaching and learning process in the classroom. Due to this fact, it is important to do an evaluation on the curriculum 2013-based textbook published by the government. So, the objective of this study is to analyze the English textbook for senior high school grade XI in the first semester entitled "BahasaInggris", whether it is suitable or not to the core competencies (KI) and basic competencies (KD) in 2013 curriculum. This research is a documentary analysis research. From the analysis, it is found that the overall contents of this book had fulfilled the competencies in the 2013 curriculum syllabus. The conclusion is this book fit into the 2013 curriculum although there are few sections that are not covered in this book.

Keywords: textbook evaluation, curriculum 2013

Introduction

Textbook plays so many important roles in the EFL classroom. Some teachers use the textbook as their main source and as a guide in teaching, while the others may say that the textbook is the curriculum itself. Macalister (2016) in Renandya and Widodo (2016: 41) says that the textbook becomes an unexamined curriculum since the educators believe that what is written in the textbook is right and can be used in the classroom. In some situation, the textbook can also be a supplement to the teachers in giving instruction. Cheng et.al (2011: 64) state that textbook provides the basis for the contents of the lessons, the distribution of the skills, and also the language practice and exercises.

The use of the textbook in Indonesia was suggested since the government through the Ministry of Education and Culture published an official textbook for learning and teaching process. This book is officially used since the government regulated it in the decree of the minister of education and culture number 116 / P / 2016 about 2013 curriculum textbooks for elementary, junior and senior high school. These books consist of teachers book and students book for all classes and all subjects from elementary school until senior high school. Following the 2013 curriculum, the books are designed by using a scientific approach. The English textbook *Bahasa Inggris* for second grade – first semester of senior high school is one of the textbooks that were published by the government. Based on the description of the book, it was arranged to increase the students' skill in English. This book provided a text-based approach that put English as a media for communication.

Theoretically, every textbook should be evaluated before it is used in the classroom. The basic theory about textbook analysis can be seen in Brown (1995: 161) that says that textbook should fit the approaches, needs, syllabus, goals, objectives, and contents of the curriculum. He also adds, "The degree of relationship between a set of materials and a particular program can best be determined by considering the degree to which the materials fit the curriculum". It means that the first thing that should be taken into account in analyzing the textbook is the contents. The contents of the textbook should meet the curriculum requirements that can be seen in core competencies (KI) and basic competencies (KD) in 2013 curriculum.

The current research from Diniah (2013) entitled *Teacher's Perceptions towards the Use of English Textbook in EFL Classroom* shows that the teachers perceived positively towards textbook.. The research finds that the use of textbook fit the teachers and students' need. Another researcher also had done a research about textbook evaluation in Indonesia. One of them is a research from Arba'ati (2015), *An Analysis on English Textbook Entitled "BahasaInggris: When English Rings A Bell" for the Eighth Year Students of Junior High School Based on the 2013 Curriculum* that investigates the conformity of themes and materials in the textbook with the basic competence of 2013 curriculum. This research finds that not all of themes in every chapter in this textbook fit into the basic competence of the 2013 curriculum. Some of the materials that were provided in that book also do not match with the basic competencies. The same book is also evaluated by Setiawati (2015) in a research entitled *Content Analysis of Student Book "When English Rings A Bell" for Grade VIII Junior High School.* This study analyzes the relevance between the materials in the students' book "When English Rings A Bell" with the core and basic competencies in 2013 curriculum in terms of cognitive and psychomotor domains of learning. The findings are 78.37% materials relevant to the cognitive domain. While 38.46% materials relevant to psychomotor domain.

So, the objective of this study was to analyze the English textbook for senior high school grade XI in the first semester entitled *Bahasa Inggris*, whether it is suitable or not to the core competencies (KI) and basic competencies (KD) in 2013 curriculum. To achieve the objective of this study, two research questions appeared, they are; do the contents of the official textbook for grade XI/1 of senior high school fit to the core competencies (KI) and basic competencies (KD) in 2013 curriculum?; and how do the contents of the textbook fit into the 2013 curriculum?

Methods

This research was a documentary analysis research in the field of descriptive qualitative research. The main source of this document analysis research is an English textbook for senior high school grade XI in the first semester entitled *Bahasa Inggris* for second grade – the first semester of senior high school. This book contains 112 pages, consists of five chapters. To analyze this book, the

researcher used the core competencies (KI) and basic competencies (KD) as the main instrument to see the suitability of the textbook and 2013 curriculum.

Findings and Discussion

The Suitability of the Textbook's Contents

From the data analysis, it is found that the textbook entitled *Bahasa Inggris* for second grade – first semester of senior high school, is suitable to be used by the teachers in the classroom since most of the contents are matched to the curriculum. To see the distribution of the core competencies (KI) and basic competencies (KD) from the 2013 curriculum with the contents of the textbook can be seen in Table 1 below.

Core Competencies (KI)	Basic Competencies (KD)	Chapter
Core Competency 1	Basic Competency 1	1 and 5
Core Competency 2	Basic Competency 2.1	1, 2, 3, 4, and 5
	Basic Competency 2.2 Basic Competency 2.3	2, 3, and 4
Core Competency 3	Basic Competency 3.1	1
	Basic Competency 3.2	2
	Basic Competency 3.3	3
	Basic Competency 3.4	4
	Basic Competency 3.5	5
Core Competency 4	Basic Competency 4.1	1
	Basic Competency 4.2	2
	Basic Competency 4.3	3
	Basic Competency 4.4	-
	Basic Competency 4.5	4
	Basic Competency 4.6	4
	Basic Competency 4.7	5
	Basic Competency 4.8	5

Table 1 the distribution of the core competencies and basic competencies in the textbook

From those finding, we can see that the absence of the core competency 1 and its basic competency in chapter 2, 3, and 4. While the basic competencies 2.2 and 2.3 from core competency 2 missed in chapter 1 and 5. Based on Rochmadi (2016: 9), core competency 1 and 2 and also its basic competencies is related to the students' spiritual and social attitude. It is in line with the instruction in the teachers' book, *Buku Guru Bahasa Inggris*(2014: xi), that state that the core competency 1 and 2 are implemented in all activities. It is supported by the statement in Permendiknas number 81 A (2013) that core competencies one and two with its basic competencies, should be developed through the learning process indirectly. The teachers are required to enrich the materials to achieve the goal of

core competency one and two. The absence of basic competency 4.4 in this book is also an issue. Since there is no part of the book that provides an activity that requires the students to reveal and discuss the meaning behind the formal invitation text, the teachers should adapt the materials.

How do the contents of the textbook fit into the 2013 curriculum?

The description and analysis about how the contents of the textbook fit into 2013 curriculum can be explained below.

Core competency 1 and 2 and the basic competencies.

Core Competency 1	Basic Competency	Analysis
Living up and practicing the teachings of the religion which the students believe.	To be grateful for the opportunity to learn English as an international language that is manifested in the spirit of learning.	There are two chapters in this book that explicitly provide the implementation of core competency one and basic competency one. • First is the chapter one, page 7. The theme for the personal journal writing task is "I am grateful to GOD for.<u>The task set the sentence *I am grateful to GOD forgiving me the chance to learn English language*</u>as the example before the students write another sentence. • The second one is in chapter five, page 93. The sentences in the passage say <u>*Rancho said,"My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us."*</u>
Core Competency 2	**Basic Competencies**	**Analysis**
Living up and practicing the character of being honest, disciplined, responsible, caring (mutual cooperation, cooperative, tolerant, peaceful), polite, responsive,	2.1 Shows a good attitude and care in performing interpersonal communication with teachers and friends.	There are several activities in every chapter that will provide a chance for the students to communicate to the teacher and also their friends. In Pre-reading Activities and Post-reading Activities, students are asked to write and think about the topic and share and then discuss it with the teacher and

and proactive and showing an attitude as a part of the solution to problems in the effective interaction with the social and natural environment and also placing ourselves as a reflection of our nation in in the world.		classmates An then, In Building Blocks session, this book provide some expression that can be used by the students to perform a good interpersonal communication. The students can practice their understanding in Let's Practice session before they have a real communication. And finally, the students can do good oral and written interpersonal communication with the teacher and classmates through Active Conversation and Writing Connection activity.
	2.2 Shows a responsibility, care, cooperation, peace-loving behavior in performing functional communication.	• This book emphasizes the importance of having a responsibility, care, cooperation and peace-loving behavior in chapter 2 in the passage *Bullying: A cancer that must be eradicated.* At the end of the passage, it is clear stated *So next time you see someone getting bullied, would you try to stop it or let it happen? Remember, bullying is everyone's problem; therefore everyone has to be the part of solution.*
	2.3 Develops the behavior of being honest, discipline, confident, and responsibility in performing transactional communication with teacher and friends.	• In chapter three, the example of how to congratulate people in page 55 shows the act of care. • A play in chapter 4, *Vanity and Pride,* implicitly have a moral value about being honest and responsible. It later mentions in Personal Journal Writing (page 76) in the sentence *Do you think being honest is very important in life?*. • While the act of confident only mention in the example

		of expressing hope (page 62), and word power (page 101).
		• The researcher does not find the materials related to the act of discipline.

Table 2 the analysis of core competency 1 and 2 and the basic competencies.

The discussion on core competency 1 is in line with core competency 2 since both of them are related to the students' attitude. Core competency 1 is related to the spiritual attitude and core competency 2 is related to social attitude. Based on Permendikbud number 54 (2013) about the passing standard, the attitude dimension that should be reached by the students is one must have a behavior which reflects the attitude of a person who is religious, having noble character, knowledgeable, self-confident, and responsible for interacting effectively with the social and natural environments within the reach of his or her socialization and existence. From the analysis, it is found that core competency 1 and 2 and the basic competencies missed in some chapter.

Core competency 3 and the basic competencies.

Core Competency 3	Basic Competencies	Analysis
Understanding, applying, analyzing the factual knowledge, conceptual, procedural, and metacognitive based on the curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state, and civilization in its relation with the causes of the phenomenon, and applying procedural knowledge in a specific field according to their talents and interests to solve problems.	3.1 Analyze the social function, text structure, and language features in the expressions of giving suggestions and offers, as well as the responses, based on the context.	The explanation about the expressions of giving suggestions and offers is in chapter one. The social function of the expressions of giving suggestions is on page 8, while the expressions of giving offers are on page 10. The students can also analyze the structure and language features of the expression of giving suggestions on page 8 until 10, and the expressions of giving offers in page 10 until 12.
	3.2 Analyze the social function text structure and language features in the expressions of giving opinions and thoughts based on the context.	The expressions of giving opinion are explained in chapter two, page 32 until 37. The social function is explained on page 32. The structure and language features are explained on page 33 until 37.
	3.3 Analyze the social function text structure and language features in	The expressions of hopes and dreams are explained in chapter three, page 54 until 56. The social function is explained on

	the extended expressions of expressing hopes and dreams based on the context.	page 32. The structure and language features are explained on page 54 until 55. At the end of page 55, there are some expressions of how to congratulate people. There is no any explanation about how it can be related to the expressions of hopes and dreams.
	3.4 Analyze the social function, text structure, and language features in formal invitation, based on the context.	In chapter four, the explanations about formal invitation are provided from page 77 until 81. Page 77 explains about the social function of formal invitation. And then from page 78 until 81, it explains about the structure of formal invitation and also its language features.
	3.5 Analyze the social function text structure, and language features of personal letter, based on the context.	A personal letter is explained in chapter five from page 97 until 102. In page 97, this book provides an explanation about the social function of a personal letter. While at the end of page 97 until page 102, there are some explanations about the structure and language features of personal letter.

Table 3 Core competency 3 and the basic competencies.

Core competency 3 and its basic competencies are related to the students' knowledge. This book gives a complete explanation about the topics that should be mastered by the students. There are five topics that are distributed in five chapters. Chapter 1 is about giving suggestions and offers, Chapter two is about giving opinions and thoughts, Chapter three is about expressing hopes and dreams, Chapter four is about formal invitation, and the last one is Chapter five about personal letter. From the analysis, it can be said that this book had provided good materials and explanation related to the core competency 3 and the basic competencies. However, some expressions of how to congratulate people in Chapter three page 55 in a topic about hopes and dreams, it needs the teacher's explanation about how it can be related to the expressions of hopes and dreams since there is no any explanation about it in this book.

Core competency 4 and the basic competencies.

Core Competency 4	Basic Competencies	Analysis
Processing, reasoning, and providing in a concrete and abstract field related to the development of what they have learned in the school independently, performing effectively and creatively, and capable in using the methods based on scientific rules.	4.1 Arrange the oral and written text to state, to inquire, and to respond to the expression of giving suggestions and offers, by paying attention to the social function, text structure, and language features based on the context.	Three activities in page 20 until 23 that required the students to arrange their own text or sentences about the expression of giving suggestions and offers. They are Active Conversation (page 20), Writing Connection (page 21), and Let's Create/Contribute (page 22).
	4.2 Arrange the oral and written text to state, and to respond to the expression of giving opinions and thoughts, by paying attention to the social function, text structure, and language features based on the context.	In page 42 until 46, there are several activities that ask the students to arrange the expressions of giving opinions and thoughts. The activities are Active Conversation (page 42), Writing Connection (page 43), and Let's Create/Contribute (page 45). While in Parent Connection activity (page 46), the students are asked to ask others opinion about the current issue.
	4.3 Arrange the oral and written text to state, and to respond to the extended expression of hopes/dreams by paying attention to the social function, text structure, and language features based on the context.	The activities in page 60 until 66 provide a chance for the students to arrange the expression of hopes and dreams. The activities are Active Conversation (page 60), Writing Connection (page 64), and Let's Create/Contribute (page 65). In the Parent Connection activity (page 66), the students are asked to ask the hopes and dreams of other people.
	4.4 Capture the meaning of the formal invitation text.	There is no part of the book that provides an activity to reveal and discuss the meaning behind the formal invitation text.
	4.5 Edit the formal invitation by paying attention to the social function, text	The activity of editing the formal invitation is provided in page 83 and 84. It is the part B of Let's Practice session in chapter four.

	structure, and language features based on the context.	
	4.6 Arrange the written formal invitation by paying attention to the social function, text structure, and language features based on the context.	There are two activities that asked the students to arrange their own formal invitation. They are Writing Connection activity (page 86) and Let's Create and/Contribute activity (page 87). While in Parent Connection activity (page 88) students are asked to re-write and translate a formal invitation from Indonesian into English.
	4.7 Capture the meaning of the personal letter.	There is no activity that asked the students to identify the meaning from a personal letter. But in the part A of the Let's Practice activity, the students are asked to match some sentences that usually appears in a personal letter with its purpose.
	4.8 Arrange the written personal letter by paying attention to the social function, text structure, and language features based on the context.	The activity of arranging the personal letter is only provided in Writing Connection activity (page 107).

Table 4 Core competency 4 and the basic competencies.

Core competency 4 and its basic competencies are about the skill and its practice. The goal or the passing standard for this competency based on Permendikbud number 54 (2013) about skill dimension is one must have an ability to think and act effectively and creatively either in the abstract or concrete domains according to what he or she has learned independently. Based on the analysis of core competency 4 and the basic competencies in Table 4, it can be seen that almost all of the competencies to practice the students' skills that are required are provided in form of activities. The basic competency 4.4, that is capturing the meaning of the formal invitation text, missed in this textbook. Therefore, the teachers should use develop an activity in basic competency 3.4 where there is an explanation and an example of a formal invitation, to be discussed by the students about the meaning behind the formal invitation. Another way to fulfill the missing part of this book is by adapting the activity about capturing the meaning of formal invitation from other sources.

Conclusion

The findings and discussion of this research enabled the researcher to draw a conclusion that the textbook entitled *BahasaInggris*for second grade – first semester of senior high school, is suitable to be used by the teachers in the classroom since most of the contents are matched to core competencies and basic competencies in 2013 curriculum. Core competency 1 that is related to the spiritual attitude is mentioned in chapter 1 and 5; core competency 2 is related to social attitude is mentioned in all chapter even chapter 1 and 5 do not contain basic competency 2.2 and 2.3; core competency 3 is related to the knowledge that its basic competencies are fulfilled by this book in every chapter based on the topic; and core competency 4 is related to the skill that only basic competency 4.4 that cannot be found in this book.

Based on this conclusion, it is suggested to the English teachers to use this book in the teaching and learning process in the second grade of senior high school. But, the teachers should develop the materials to relate it with core competency 1 and 2. And also, it is suggested to the teacher to do an adaptation related to the competency that does not mention in this book. For the book developers, it is suggested to add some activities in order to complete the missing part of this book. For further researchers, it was suggested to do a research in other books in 2013 curriculum in other school level to provide an information about the suitability of the books with the 2013 curriculum.

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VOCABULARY SIZE AND LEXICAL FREQUENCY PROFILE USED BY EFL UNIVERSITY STUDENTS IN ESSAY WRITING

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Abstract

By having knowledge about vocabulary size of the students, teachers may provide materials based on students' vocabulary size and may help them increase their vocabulary size when they are exposed to vocabulary items in slightly higher level than what they have possessed (Laufer and Nation, 1999). This study intends to determine the vocabulary size and lexical frequency profile (LPF) used by EFL university students. Forty-three students participated in this study and the results showed that the average vocabulary size of the students was 7402 word families and their LFP showed that 89.21% of the 1st 1000 word list were still used by the students while the ideal percentage was 75%. The finding also showed that there was no significant positive correlation between VST score and the LFP percentage. This infers that students preferred using common words to using advanced words even though they have enough knowledge of advanced words.

Keywords: vocabulary size, lexical frequency profile

Introduction

Having a bigger size of vocabulary may be an advantage when it comes to perceiving and producing foreign language. Although vocabulary alone might not be enough to determine a person's ability in mastering a language, it is undeniable that vocabulary is one of the important aspects in mastering a language (Nation, 2014). In order to produce something that makes sense, a person needs to understand how to perceive and how to use the language. A person will not be able to produce something beyond his understanding. Thus, the vocabularies used in the writing of a person display the understanding of that person in language mastery. In addition, vocabulary size is related to language skills in general. It is believed that vocabulary size specifically affects the writing skill of a language user (Laufer & Nation, 1995). This is due to the fact that having larger vocabulary size improves the variety of vocabularies used in the writing product.

Furthermore, as language users, both L2 and foreign language users are often considered having less proficiency than native speakers. However, it is possible for those non-native language learners to get closer to the level of native speakers if the learners keep improving the ability in English mastery (Hirsh & Nation, 1992). Since writing is one of the products in language which can be measured and kept as a record, it can be made as an effective instrument to measure the growth of language learners. When a language learner has an

intention to improve the ability in language mastery, that user may use writing as a method to practice the language. Even if it is done little by little, the learner can review the writing some other time.

The writing can also become a record which shows the development of the learner over time. The learner can see the gap between the oldest and the latest writing that a person has ever kept in record. In this way the learner can see how much s/he develops his/her ability in learning the language. For these reasons, it is clear that using writing as a method in language learning is beneficial for non-native language learners in order to increase their vocabulary size and proficiency in writing.

Vocabulary Size and Lexical Frequency Profile

Vocabulary refers to all the words that a person knows or uses. Vocabulary is defined as the stock of words used by or known to a particular people or group of people (Oxford Advanced Learner's Dictionary, 2000). In other words, vocabulary is an element of language which is used to express or to understand the intention of people.

Vocabulary is not usually being studied for the purpose of simply knowing the vocabulary itself, but rather in order to be used by the language user in the forms of communicating or understanding the content of language. An important aim of learning vocabulary is to bring the vocabulary knowledge of students into communicative use, where students are in a situation where there are demands upon them to make use of what they know (Laufer & Nation, 1995).

The number of words mastered by is different for every person. However, there is a standard of how many words a person needs in order to communicate or at least understand when the language is applied in daily context. The number of words known by each person is the vocabulary size that he/she possesses.

In order to measure the vocabulary size of a person in number, using word frequency is commonly used by language user. Word frequency is how often a word is used on a page of written English. For example, the word "the" is a word which frequently used in a written article. According to data in Nation (1990), the word "the" is one of the words frequently used in written English, which makes it very common in the view of word frequency. Related to this, in order to measure the vocabulary accurately, this study also used the word family system.

Word family is a group of words which include the root word along with its variations. The word "demolish" for example, includes the word "demolition", "demolishment", and "demolisher". All these words are included in one word family. Although there was no exact standard of how many word family should be known by an English native speaker, there were other studies conducted by Dupuy (1974) and Nation and Goulden (1990) which stated that there were a total of around 54.000 word families existed in the 3rd edition of Webster's Dictionary.

Nowadays, the method of using word families as the measurement unit of vocabulary size has become common and widely used. Nation and Beglar (2007) published the standard of word families needed in order to understand certain kinds of text, which was featured by many other studies at the present.

Table 1: Vocabulary size needed to get 98% coverage (including proper nouns) of various kinds of text

Texts	98% Coverage	Proper Nouns
Novels	9,000 word families	1-2%
Newspapers	8,000 word families	5-6%
Children's movies	6,000 word families	1.5%
Spoken English	7,000 word families	1.3%

Source: Nation & Beglar (2006) in JALT (2007)

By looking at Table 1, it could be concluded that in order to understand necessary language directed for children or teenagers, a language user would need to know around 6.000 word families, while in order to understand newspaper or novel requires the user to recognize around 8.000 to 9.000 word families. By this data, it is also concluded that the standard of vocabulary size an English language user should have in order to use the language in daily conversation is around 7.000 word families or more.

Moreover, the standard for non-native language learners in undergraduate student level would be 5000-6000 word families (Nation & Beglar, 2007). In this standard, it could be interpreted that a vocabulary size level of at least 5.000 word families is required for language learners in order to cope with the lesson in the education of non-native university environment.

Lexical Frequency Profile (LFP) is the amount of word family produced in a set of composition, usually in form of percentages. Laufer and Nation (1995) stated that LFP shows the percentage of vocabularies used by language users at different vocabulary frequency levels in writing. These frequency levels are divided based on the category used in a corpus. The categories used by Laufer and Nation (1995) were divided into four categories, which were 1st 1.000, 2nd 1.000, University Word List (UWL), and Not in List. Words included in the 1st 1.000 are the most common used words used by language users, while 2nd 1.000 includes less frequent words which are not included in the 1st category. UWL, now known as Academic Word List (AWL), includes the least frequent words used by language users. Not in list category includes words which are not included in the previous categories, proper nouns, for example.

To interpret LFP for an intermediate language learner, Laufer and Nation (1995) conducted a study and set the standard of LFP taken from essays. From an essay of 200 word families, 150 were in the 1st 1000, 20 were in 2nd 1000, 20 were in AWL, and 10 were in N category. After being converted to percentage, the composition had 75% - 10% - 10% - 5% accordingly. In this standard composition, 1st 1000 had the highest value because it had the most words in its list compared to other categories, while N category had the lowest percentage simply because it only consisted of unstandardized words, such as proper noun or foreign words.

Since LFP describes the variety of vocabularies used by language users in writing essays, it is believed to have a close relation to the vocabulary size of language users. Based on this belief, the main objectives of this study were to determine the vocabulary size and LFP of EFL university students, and to

determine the correlation between the vocabulary size and LFP of EFL university students.

Method

This study applied correlation design. This correlational study was conducted in English department of Teaching and Education Faculty of Mulawarman University. There were 43 students taken as the sample of study, which were taken from two classes of the fourth semester students. All participants had taken writing class in their respective classes; therefore they already had the basic knowledge of how to write a proper essay.

Before writing the essay required for this study, all participants were given a Vocabulary Size Test (VST) based on the guideline of vocabulary size test by Nation (2012). The test was 14.000 word family VST, which was given in order to determine the vocabulary size of the samples. The results of the vocabulary level test were scored by matching with the answer key. There were 140 items in the test and they were graded according to the method suggested by *The Vocabulary Size Test Guideline* (Nation, 2012). According to the guide, the total score of each test was multiplied by 100, thus the maximum score were 14.000 word families. Based on the result of VST, the vocabulary size of the students would be determined and analyzed.

After the test had been administered, each participant had to write an essay of maximum 500 words. The topic of the essay was similar to the topic they were used to in writing essay in their writing class in university. By using a similar topic, they already have enough background knowledge to write the essay, thus this study was able to focus on the vocabulary aspect alone in analyzing the essay (Laufer and Nation, 1995). To calculate the LFP of each essay, an automatic word counter application from www.lextutor.ca was used. The application automatically revealed the LFP percentage of every essay inputted to the application.

After the data of both vocabulary size and LFP had been obtained, the data were sorted and analyzed by using *Pearson Product Moment* in order to determine the correlation between these two variables. If the result of the analysis shows that there was a significant positive correlation between the two variables, then the alternative hypothesis (H_a) would be accepted. On the contrary, if the result of the analysis shows that there was no significant positive correlation between the two variables, then alternative hypothesis (H_a) would be rejected and null hypothesis (H_0) would be accepted.

Findings and Discussion

As mentioned above, the objectives of this study were to determine the vocabulary size level and LFP of EFL students, and to determine their correlation. Table 2 below shows the result of vocabulary size level from the sample.

Table 2: Result summary of vocabulary size test from the samples

Total Sample	Lowest Score	Highest Score	Average Score
43	5200	10000	7402

Source: Test result, 2016

Nation and Beglar (in JALT, 2007) concluded that the goal for English users was 8000 word family. However, as elaborated in chapter 2, initial studies concluded that non-native undergraduate students should have at least around 5000-6000 word families, while competent non-native doctoral students should have at least 9000 word families. The table above displayed that the average vocabulary size of the fourth semester students of English department in Mulawarman University were 7402 word families, which were still short on the ideal target of 8000 word families, but could be considered as adequate according to the standard.

To add more details to the result, the total participants who received scores according to the standard set by Nation and Beglar (2007) was listed in the following table:

Table 3: Amount of samples according to the VST score standard

Score Range	Total Participants	Lowest Score	Highest Score	% (of total participants)
> 8000	14	8100	10000	33
6000 – 8000	22	6100	7900	51
5000 – 6000	7	5200	5900	16

Source: Test result, 2016

As we could see from table 3, among all of the students, there were only 7 who were classified in the minimum range for undergraduate students. There were 22 students who achieved score adequately according to the standard, while there were 14 students who achieved ideal result for English learners. From the result described above, it could be concluded that 16% of the samples achieved the minimum result, while there were 51% of the samples who achieved adequate result. In addition, there were 33% of the students who surpassed the ideal target of score for English learners.

To analyze the LFP of the sample, the essays written by them were inputted to a word counter application. Table 4 below shows the summary of LFP result.

Table 4: Summary of LFP result

Value	LFP (Word Family)				LFP (Percentage)			
	1st	2nd	AWL	N	1st	2nd	AWL	N
Minimum	68	3	1	0+?	81.20	1.16	0.29	1.00
Maximum	142	20	22	0+?	97.38	8.80	6.25	10.20
Average	104	10	9	0+?	89.21	4.36	3.01	3.41

Source: Result of Data Analysis, 2016

The ideal composition for non-native learners should be close to the standard set by Laufer and Nation (1995) mentioned in the previous chapter. The ideal average percentage was to have the 1st 1000 category close to 75% and the

AWL category close to 10%. However the average result from the samples revealed that the average of LFP in 1st 1000 category was 89.21 while the other categories were less than 5%. From this result, it could be concluded that the students were using the most common words available in order to complete their essay and they occasionally used more complex words.

Table 5: The Result of *Pearson Product Moment*

	VST (x)	LFP (y)			
		1st 1000	2nd 1000	AWL	N
r Product Moment	-	0.27	-0.47	0.11	-0.02

Source: Analysis Result, 2016

The result of Pearson product moment showed that the *r* value for each category was 0.27, -0.47, 0.11, and -0.02 respectively. According to Santoso (2001) the result of this study could be interpreted that the score of VST and the value of LFP of the 1st 1000 category has a slight positive correlation, meaning that there was a low positive correlation between these two variables. Another variable which also got positive result was the AWL category, whose r value was interpreted as having a low positive correlation. On the other hand, the score of VST and the value of LFP of the 2nd 1000 category could be interpreted as a moderate negative correlation, and the N category could be interpreted as a low negative correlation.

From the result shown above, it was initially expected that the higher the score of vocabulary size test, the higher the percentage for more advanced word family category would be. However, the result had shown that the better the score of VST, the more words originated from the 1st 1000 category were used in the writing product. Taking account that the vocabulary range from this category is immensely larger than other categories since the 1st 1000 category holds the highest number of items and also the most common vocabulary items existed in dictionary, this result could still be considered as normal. On the contrary, the 2nd 1000 received negative correlation since more percentage of word family were used in its counterpart category. However, as for the most advanced word family category, the academic word list (AWL) had a positive correlation but the correlation was categorized as a low positive correlation. Even though the correlation was positive, but it was significant.

It can be concluded that achieving high score in vocabulary size test, which describes the vocabulary size level of a language user, might not always guarantee that the writing product contains vocabularies of advanced word family, as described in the lexical frequency profile. This conclusion was taken due to the usage of the 1st 1000 word family in the writing product correlated more to the VST score since this category had higher positive correlation, while the usage of AWL category also had positive correlation to VST score but was weaker than that of the 1st 1000 category. Moreover, the value of *r* table for the 43 students was 0.294. Therefore, the *r* value of the 1st 1000 and AWL categories, which both had positive value of 0.27 and 0.11, were both less than the value of *r* table and

they were not significant. Thus, the alternative hypothesis (H_a) was rejected whereas the null hypothesis (H_0) was accepted.

To identify the cause of this insignificant correlation, the result of this study was compared to the findings of a similar study conducted by Laufer and Nation (1995) with three groups of language users with different proficiency levels in English. One of the three groups had similar result to finding of this research. One of the three groups, the low intermediate level group was a class of students who studied in New Zealand but originated from countries which used English as foreign language. Furthermore, the group was still in the early period of their education in university, which made the group in similar situation to the samples of this research. The low-intermediate level group achieved 86.5% - 7.1% - 3.2% - 3.3% in their average LFP result.

Comparing the result of group from the previous study and the score of the students in this research, the average LFP (percentage) was 89.21% - 4.36% - 3.01% - 3.41%, which had higher value in the 1st 1000 and lower value in 2nd 1000, while the value in AWL and N category were relatively similar. Thus, it was speculated that the possible reasons which cause the rise of the 1st 1000 category and the decrease of other categories from the ideal result was the learning environment of the samples in the university. The participants studied in a country where English is used as a foreign language, so that complex English vocabularies were likely uncommon to be used in daily life. While in the classroom they might use English as the main language, they might not use English outside of the classroom as much as inside the classroom. The students might know words from categories other than the 1st 1000, but chose to use the simplest vocabulary items the most since it was assumed to be enough to convey the message in their essay.

Davies and Pearse (2000) in Hastuti (2015) explained that writing not only involves low-level skills of handwriting, spelling, constructing grammatical sentences, and punctuations; but also high-level cognitive skills of processing, selecting, organizing the ideas and information into rational sequence in the form of paragraphs, editing the draft, and writing the final product. Since there is a complex process which should be considered when making a writing product, it might be understandable for the writer to use the most comfortable vocabulary items for them. Because writing itself can be considered as a difficult process which involves lots of requirements, the students might not have the intention to use words which were not familiar to them, even if they knew the definition of the words.

In addition to the complex process in writing itself, other factor which could affect the result of this study was the lack of chance for the students to use more advanced words in real-time practice. Waring and Nation (2016) concluded that English learners should work on the strategies for low frequency words. If the learner intends to use English for academic purpose, then it is advised to learn general academic words, which mostly can be found in AWL category. Since there are more vocabulary items which are included in the 1st 1000 category, it is understandable for English learners to use words of this category more than the others. However, given the right environment and enough time, it is possible for

the learners to increase the use of vocabularies from other categories. The results from the sample groups of the research by Laufer and Nation (1995) could be a fine example that language practice had an immense effect on language learners.

While the result of LFP percentage of this research was similar to Group 1 in the previous research, Group 1 in the previous research was a freshmen group who came from countries which used English as foreign language. However, the environment of the sample group at that time was a university in a country where English was the main language, thus the use of English inside and outside of classroom environment was obligatory. The development of the vocabulary used in writing product could be seen from Group 3 in the previous research, where the samples from that group were students of the same university but in higher semester of their study.

The situational example above explained that learning environment could bring large contribution to the result of vocabularies used in the writing product. When language learners could take their time to use the language in daily basis, the quality of vocabulary they used would also improve.

Because the sample of this research was in the learning environment which did not require them to use English all the time, it could decrease their chance to use more advanced words in their language usage, whether spoken or written. Should the situation be a little bit different, or there was a special treatment to force them to interact more in English, there was a possibility that the result might be closer to the initial expectation.

Conclusion

This study showed evidence that even though the students have a big vocabulary size; it does not mean that they will use them all when they are writing. Most of the students still prefer to use common vocabulary items listed in the first 1000 words, rather than in the other vocabulary list such as the second 1000 words or AWL category. This implies that the high score of vocabulary size level test does not always determine the high lexical frequency profile of the writing product.

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DEVELOPING SUPPLEMENTARY SPEAKING MATERIALS FOR THE SEVENTH GRADERS

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Abstract

Speaking materials do not always suit the students' needs. This research goal is to develop supplementary speaking materials for the seventh graders that suit the students' needs. This Educational research and Development (R&D) was done using material evaluation, interview with a teacher who teaches the subject, and questionnaires distributed to 35 students in the seventh grade. The data collected were used to do needs analysis that would be as the basis of product development. According to the needs analysis, the result showed that the existing speaking materials did not suit the students' needs. Therefore, the existing speaking materials were needed to be supplemented.
Keywords: speaking, supplementary materials, seventh grade

Introduction

The use of English as the world's primary language for international communication has obviously been continuing for several decades. Therefore, English teaching has been very important (Graddol, 2006:3). According to that statement, the students need to learn English and use it as communication tool. The goals of English teaching are to develop the students' oral and written competences, to improve the nation's competitiveness in the global world, and to improve the students' understanding about the interrelationship between language and culture (national education department, 2006). Therefore, the teaching is expected to develop the students' language skill so that the students are able to use the language as a communication tool.

Students learn English at school and they have another subject which aims at improving their speaking skill. The subject is conversation. It is taught at junior high and senior high school, which is separately taught from English language teaching. The teacher of conversation subject is different from the teacher of English language subject.

Conversation subject emerges as an additional subject to train the students to speak English. The problem is that many students are smart at English but they are not good enough at speaking English. It becomes a dilemma since they are able to do some tasks or exercises in English but they find it difficult to speak English. According to the goal of the conversation subject, the teachers should teach speaking skill communicatively in the students' daily life and experience in

order that the students will be able to use English as communication tool in their daily life (Richard, 2002, p. 76).

Another problem that appears is that the conversation teachers focus more on teaching grammar and writing than speaking. It happens because they do not know what to teach and how to teach speaking. According to communicative approach, the solution for the problems is getting students speaking English in meaningful activities such as the information-gap and the role-play activities (Harmer, 2001, p. 85; Nunan, 1989, p. 39). This approach has been previously successful in ESL situations (Harmer, 2001, p. 51). Therefore, the teachers of conversation should get the students in speaking activities interactively.

Teaching speaking is also teaching listening because they cannot be separated. It is supported by Brown (2000, p. 271) who states that oral communication skills will be simply labeled as "Listening/Speaking" courses. The interaction between these two modes of performance applies especially strongly to conversation. The teaching of speaking and listening should be integrated. Therefore, in the teaching and learning process, it will be better if teaching listening is integrated in the teaching speaking.

Islamic Junior High School of Amanatul Ummah is a boarding school where the students not only study in the school but also stay there day and night. It is a modern boarding school, but the use of communication devices such as hand phone, laptop, or computer tablet is banned. The main reason is because the use of those devices is believed to make the students feel lazy to study because they will spend their time using the gadgets for any other purposes other than academic ones. The result of this research is expected to be applicable not only in this boarding school but also in other schools that have the same systems with SMPU.BP Amanatul Ummah Pacet.

According to the needs analysis and material evaluation conducted by the researchers, this school also had problems in teaching English in which the existing materials did not match the students' needs. The tasks in the existing materials got the students to write more than speak. Related to the goal of the course which was training and improving the students to speak English, the tasks for the learning should involve the students in comprehending, manipulating, producing, and interacting in the target language and the attention is focused on the meaning rather than form (Nunan, 1989: 10).

The materials for teaching and learning conversation at Islamic Junior High School of Amanatul Ummah were owned by the teacher only. In fact, there was no course book for the students. The course book should be owned by the students also to make them learn the materials –English for speaking- independently and use it in their daily life. It is supported by Cunningsworth (1995: 126) who states that course books exist to prepare learners to use English independently in real world. Therefore, course book for the students is also important in learning conversation subject.

Specification of the Product

The final products of this research were speaking materials in the form of students' course book, a teacher's book, and an audio CD for the seventh graders

of SMPU.BP Amanatul Ummah Pacet. The book was developed based on the Communicative Language Teaching (CLT) approach which focused on the learning to speak English. The book consists of five chapters in which every unit implements Communicative Language Teaching (CLT). The topics are related to the curriculum 2013. The topics are: I see many things around me, Fish can swim what about cat, who is your favourite teacher, and this is Golden my lovely cat.

The speaking materials are in the form of student's course book. The contents of the book provide the chances for students to speak English. The tasks of the book cover the speaking, listening activities, and writing activities which is integrated. The course book also covers scoring rubric for the assessment, helpful vocabulary items to help the students do the tasks.

The teacher's manual is available to help the teacher of Conversation. The teacher's manual is completed by answer key that is helpful for the teacher to teach. The last is the availability of CD to teach listening. The CD includes the listening materials.

Based on the needs analysis and the interview with the conversation teacher in term of preliminary study, the result showed that the students had no course book to learn conversation subject. Therefore, the product of this research is hoped to help the students of Islamic Junior High School of Amanatul Ummah by providing suitable course books to be used in learning conversation subject.

Method

Dealing with the objective, the suitable design for this research was Research and Development (R&D) because the method is used to develop certain product. It is supported by Borg & Gall (1983, p. 772) who mentions that educational research and development is as a process to develop and validate educational products. This research was conducted to see whether the developed materials were needed or not and to determine the students' needs in learning conversation or speaking English. Next, the researchers developed the product based on the results. Furthermore, this research was to develop conversation material in the form of course book for the seventh graders in the second semester of Junior High School of Amanatul Ummah Pacet. It covered materials for teaching conversation subject, scoring rubric for speaking assessment, teacher's manual, and CD for the audio materials.

In this research, the researchers adopted the model of development to design the product which was proposed by Borg and Gall. The model by Borg and Gall (1983:775) has ten steps. They are: Research and information collecting, Planning, Developing preliminary form of the product, preliminary field-testing, main product revision, main field-testing, operational product revision, operational field-testing, final product, and dissemination and implementation.

The researchers modified the original model of the development because of the limitation and the use of the product according to the needs of research objectives –small scale-. Borg and Gall (1996) suggested scaling down projects by limiting the project to a few steps of the R&D cycles. It was simplified into seven

models but still contained the principles of research and development. The steps can be seen in the chart below:

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┌─────────────────────────────────┐
│          NEEDS ANALYSIS         │
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│      MATERIALS DEVELOPMENT      │
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│        EXPERT VALIDATION        │
└─────────────────────────────────┘
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                 ▼
┌─────────────────────────────────┐
│       PRODUCT REVISION 1        │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│      TRY OUT OF THE MATERIAL    │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│       PRODUCT REVISION 2        │
└─────────────────────────────────┘
                 │
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┌─────────────────────────────────┐
│          FINAL PRODUCT          │
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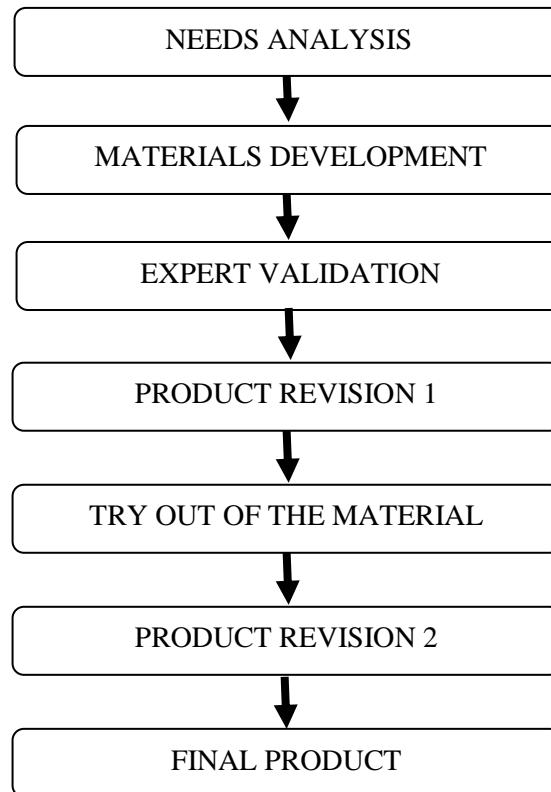
The chart shows the procedure of the development. First, the researchers conducted needs analysis to gain information about the students' needs. Second, the researchers developed the materials of the book. Third, the researchers validated the book to experts. There were two experts who validated the book. Those two experts were expert in the field of English Language Teaching. Fourth, the researchers revised the book after getting validated by the experts to get the best product. Fifth, the researchers conducted try-out for the book. Sixth, the researchers revised the product after trying out it based on the data got form the try-out. The last, after revising the product, the final product was ready to be implemented.

The speaking materials are in the form of students' course book for the seventh graders of SMPU.BP Amanatul Ummah Pacet. This research was done to develop and produce appropriate speaking materials based on Communicative Language Teaching as the approach to develop the students speaking skill.

The English Skill of the Book

Since the book was developed to provide speaking materials for conversation teaching or speaking class, the skill focuses on speaking skill. The materials and instructions trained and guided the students to improve their

speaking skill. It also has listening chapter to improve the students' listening skill. As we know, speaking and listening cannot be separated totally. Therefore, the researchers included a song to train or improve the students' listening skill.

The Contents of the Book

The contents of the book were based on the curriculum 2013 since the developed book for the school should be developed based on the curriculum 2013 (Permendikbud: 2013). The contents included three chapters of materials, speaking scoring rubric, helpful vocabulary items, and cross culture understanding at the end of each chapter.

The materials in the course book were speaking based materials which guided, trained, and helped the students to improve their English-speaking skill. The materials were divided into five chapters. The instructions in the book were dominated with getting the students to speak English. It was in line with the objective of the research that were to train or improve the students' speaking skill.

The topics of the book were developed based on 2013 curriculum (K13). According to National standard of education, the developed book should follow the curriculum 2013. Therefore, the topics of the book were related to the curriculum 2013.

The tasks of the developed book focused on training and guiding the students to do English speaking activities. It was because the main focus of the developed book was to improve the students' speaking skill in English. The tasks were developed based on the Communicative Language Teaching Approach.

The Users of the Book

The book was developed to be used by the seventh graders of Islamic Junior High School of Amanatul Ummah Pacet. It is junior high level. The school itself is a boarding school. The book may also be used by the other schools that have similar system with Islamic Junior High School of Amanatul Ummah Pacet.

The Implementation of the Book

The developed book is implemented at Islamic Junior High School of Amanatul Ummah Pacet for the seventh graders. The book is used as supplementary materials for the students to help them improve their speaking skill.

Needs Analysis

The needs analysis was conducted through observing the school –the seventh graders of Islamic Junior High School of Amanatul Ummah Pacet- to collect the data. The researchers used checklist and questionnaire as instruments to collect the data. This step was conducted to identify what the students needed and what kinds of materials that were suitable for the students in learning conversation subject.
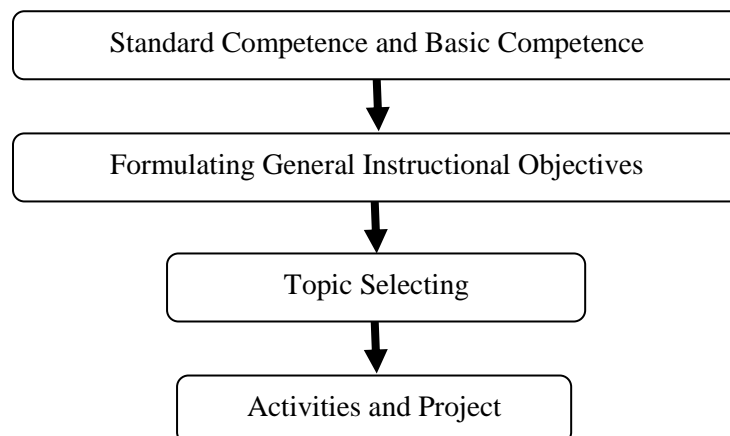
The questionnaire was given to the students of the seventh grade of Islamic Junior High School of Amanatul Ummah Pacet to gain the information about the students' needs for conversation subject learning. There were eight

classes in the seventh grade of Islamic Junior High School of Amanatul Ummah Pacet with total number 155 students. But the researchers took class A that contained 20 students. The students of class A were various. There were faster, average, and slower learners in that class.

The researchers also distributed questionnaire to the conversation teacher. There was only one teacher that taught conversation subject at the seventh grade of Islamic Junior High School of Amanatul Ummah Pacet. It was conducted to gain information from the conversation teacher about his/her views in teaching conversation.

Materials Development

In this step, the researchers developed the materials that were suitable to use as learning materials for learning conversation subject. The materials were related to the core competences and basic competence in 2013 curriculum.

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┌─────────────────────────────────────────────┐
│   Standard Competence and Basic Competence   │
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│   Formulating General Instructional Objectives │
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        ┌───────────────────────────┐
        │      Topic Selecting       │
        └───────────────────────────┘
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        ┌───────────────────────────┐
        │    Activities and Project  │
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Experts Validation

Reviewing the product using the experts is important. It is in line with Borg and Gall (1996) who states that the process of using expert reviewers for reviewing product is necessary for improving and further developing educational product. Therefore, in this step, the developed course book was validated by the experts. There were two experts who validated the developed product. The two experts were experts in the field of English Language Teaching (ELT).

The First Expert Validation

The first expert validation was conducted by the researchers. The researchers asked for help from an expert to validate the developed book. The first expert checked the content of the book, the attractiveness of the book, and the design of the book. The expert was one of the senior lecturers at State University

of Malang. He was an expert in English Language Teaching (ELT). He gave feedback in the form of comments and suggestions. The feedback was used by the researchers to improve the quality of the developed book.

The Second Expert Validation

The researchers also asked for help from another expert. This second expert was asked to check the language –the grammar, and the coherence- used in the book. The expert was one of the senior lecturers at State University of Malang. He was an expert in English Language Teaching (ELT). He also gave feedback in the form of comments and suggestions that were used by the researchers to improve the quality of the developed book.

Product Revision 1

After the researchers got feedback from the two experts, the researchers improved the quality of the developed book based on the feedbacks. It was supported by Latief (2013, p. 175) who claims that in the process of validation, qualitative data from experts' judgment are collected and used as the basis of revision of the product being developed. The researchers ensured the book was totally revised based on the feedback to get the best quality of the developed book.

Try Out of the Material

After being revised, the developed book was ready to be tried out. The trying out was for all of the contents of the book. It was done to see whether the developed book was good enough to be implemented or not.

Product Revision 2

After being tried out, the researchers possibly got some things to revise on the book. Therefore, then, the researchers conducted the second revision for the developed book. The second revision was conducted to improve the quality of the developed book and also to get the best product.

Final Product

After the second revision or all the steps of the R&D cycles, the revised product was ready to be implemented. The final product of this research was in the form of student's course book, teacher's guide, and an audio CD. The explanation of the final product will be explained in the chapter III.

Findings and Discussion

According to the interview with the conversation teacher in term of preliminary study conducted by the researchers, it was found that he/she felt difficult to find suitable course book to teach conversation subject. Therefore, a suitable course book to teach conversation subject was really needed. A suitable course book was needed to be developed to solve that problem. It was supported by the Decree of Ministry of Education and Culture No. 20 year 2003 about National Education System, stating that primary and secondary education curriculum is developed in relevance by each person or group and school

committee under the coordination and supervision of official education or regency or city of religion department office for primary education and the province is for secondary education. Therefore, a suitable course book needed developing.

. The product of the research was able to solve the problems related to the conversation subject. The result was in the form of a conversation course book that could be used as instructional materials for conversation subject. The result shows that the product was interesting and useful. Moreover, the activities and topics were suitable for them.

Results of the Needs Analysis

From the result of the questionnaire, it was shown that the book was attracting the students to learn the materials in the book while the result of the interview with the teacher showed that the book was interesting to use as a learning source to teach an English conversation subject or speaking class.

Conclusion and Suggestions

From the findings and discussions, it can be concluded that the final product was suitable for the students to learn English conversation or speaking as well as for the teachers to teach because the book trained the students to improve their speaking ability. While the topics of the book were interesting for the students because they suited what the students needed, the design was also interesting for the students since the pictures in the book were in cartoon. The availability of the colours also enhanced the students' interests to use the book as learning media.

For the conversation teachers, they have a new course book that matches the students' needs. The teachers will also have a better way to score speaking skill by scoring rubric existing in the book. The answer key will also help the teacher in teaching conversation subject better. Finally, for other researchers who want to conduct similar research, this research can be used as reference. As researchers, they must need references. They can use this research for similar research they want to conduct.

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TEST OF ACADEMIC ENGLISH PROFICIENCY (TAEP): A STEP TOWARD A FREEDOM FROM NEO-COLONIALISM IN EDUCATION

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Abstract

In the present day, neo-colonialism appears as an influential force which is aimed for political and economic purposes. In the realm of English Language and Teaching in Indonesia, such force is evident in the hegemony of a language test system, which causes an overuse of a certain test for various aims. Inevitably, our dependency on the test gives a socioeconomic impact on national spending. To be free from this, a standardized English test is highly needed. Discussed in the article is the development of Test of Academic English Proficiency (TAEP). TAEP is initiated by Language Center of University of Muhammadiyah Malang as an effort to be independent from neo-colonialism practices in education.

Keywords: TAEP, neo-colonialism, language test

Introduction

On the 17th of August, Indonesia celebrated its Independence Day. Media coverage on the day was full of flag hosting ceremonies and celebrations from all parts of the country. On the other side of the festivities, there was an interesting headline in Opinion column in The Jakarta Post Vol. 35 No. 095 which says, "72 years independent, but is Indonesia really free?" As people who work in the area of English language teaching and learning, the question has tickled us to see deeper into our teaching practices. Have our teaching practices been free from any kinds of neo-colonialism practices? Are we still dependent, somehow, on academic products made and developed by foreign countries?

English in Indonesia

Historically, Indonesia was in the past living under control of a number of countries, with Portugal, Spain, and Netherland being the longest ones to rule Indonesia. Portuguese, Spanish, and Dutch, however, left their traces only in some borrowing words. England colonization in Indonesia went on from 1811 to 1816, but their language is spoken until today. Thus, it is apparent that the spread and popularity of a language does not depend merely on the length of time the language is used, but it relies on the power of its people. Crystal (2003, pp. 9-10) argued that a language indeed gains an international acceptance through military and political power of the people, but to expand and to maintain its international status, economical power plays the most significant role.

Being the medium of the development of technology and the language used for the wide spread of information and knowledge, English has come in contact with speakers whose native language is not English. The language is not only spoken by people who come from places where the language has taken root, but it has also been used by many people from different countries. Along with globalization, English has come across different continents as it becomes the medium of the development of science and technology. The immediate consequence of the phenomena is that the language will inevitably be open to any kinds of unpredictable linguistic changes, from which varieties of English emerge and known as 'new Englishes', (Crystal, 2003, p. 142). In Indonesia, it is common to find Javanese English and Balinese English, but American English is by far the most dominant variety of English in the country.

To explain this phenomena, it is important to note that the spread of a language is also made possible by the intention of the nation to internationalize their language. Obviously, such practice is motivated by political and socioeconomic purposes. In the case of American English, Yoo and Namkung (2012) discovered the international status that American English holds is not a natural or accidental process. Rather, the spreading of standard American English is quoted in their US domestic as well as international policy and is the "result of the billion dollar effort by the US government and institutions worldwide" (ibid, 228). In Indonesia, American English, though considered as a foreign language, has been widely used in many classrooms and institutions. Therefore, the language test favoring the use of American English has gained popularity among Indonesians. When the ability to master a language is used as a standard or requirement of educational and occupational purposes, it is only natural that many people will invest their time, energy, and money to learn the language – a practice which not only benefits the learners but also the test providers.

There is not any problem regarding how American English was widely used and gained its triumph in Indonesia. It is only problematic when the practice continues into a neo-colonialism, or a modern colonization, which appears today as a "mechanism control or an influential force" (Olssen and O'Neill, 2004). Such control comes in disguise as certain products which are aimed for various political or economic purposes.

Nwanosike and Onyije (2011) observed a similar account in Africa. They reported that education has been misused for gaining colonialism purposes and that this situation has led to a situation of dominancy and dependency. In the realm of language education in Indonesia, especially in the context of English Language and Teaching, certain products such as language testing system have attained a position of dominance. There are at least two consequences from this dominance: first, any other tests other than that made by the dominant language testing system is somehow regarded as not valid, nor relevant; then, second, the language testing system which is commonly perceived as the best test is used for almost all purposes.

Dominance of a Language Testing System

As a rule of thumb, a test is not one-size-fits-all. Thus, there is no single best test. A test should be made precisely in line with the purpose of the test. However, most often various purposes of a language test are treated the same. Shohamy (1990, p. 79) argued that "most tests are developed under the assumption that all test takers have a similar background and learn the language in a similar context and for similar purposes." With the dominance of a certain language testing system in Indonesia, it is common to find such reality where a single test would be overused for several purposes at the same time: job recruitment process, college admission, and graduation requirement.

To cite an example, a test like TOEFL that is provided by a powerful language system, Educational Testing Service (ETS), has been favored by institutions, universities, and companies in Indonesia to assess one's English proficiency. The test has been used for any kind of purposes, which actually violates its own initial function, as stated by ETS:

> "…to measure the English proficiency of international students who wish to study in the United States. This is still the primary function of the test." (ETS, 1990)

Thus, TOEFL test would be appropriate for those aiming to pursue further education in American universities, but not for those who are willing to study and work in Indonesia. In Indonesia, the dependency on the test is growing larger and larger over times and this trend has caused a dependency on and the overuse of the test for various purposes, one of which in employee recruitment.

From the economic side, Yoo and Namkung (2012) reported that even though the ETS claimes itself as a non-profit organization, most of their international business are for-profit. Due to this, ETS was criticized for their competitive business operation in the guise of a nonprofit institution (ibid, 238). In Indonesia, the large dependency of products made by ETS has cause many students and job seekers to pay a great deal of time, energy, and money just to pass the tests. This leads to another dependency to purchase and use TOEFL books and CDs. Another consequency from this is that the language skill they are aiming to have is test-taking skills rather than the actual use of the language in authentic settings.

Based on the above mentioned reasons, it can be concluded that the emergence of new Englishes along with the growing dependency on certain test instrument triggers the need for a tool aimed at measuring English competence among non-native speakers of English. The present article aims at addressing the immediate need.

Discussion

The following sections discuss the method by which Test of Academic English Proficiency (TAEP) is designed. The approach employed in the present research is quantitative in nature, as it is intended to examine the quality of a test as an acceptable and appropriate instrument to measure language skills. The present research is a kind of Research and Development study.

There are four steps taken into consideration, but the main idea for developing the test is based on the purpose of the test itself, that is, to have a balance and relevant content in testing Indonesian non-native speakers of English proficiency in academic, business, and general settings. The four stages include (1) participant, (2) data collection, (3) expert judgment, and (4) try-out of the test.

1. **Participant**

The subjects of the research were classified into two groups. The first group consisted of six semester students (academic year 2013/2014) from Engineering, Accounting, Nursing, and Banking Department at the University of Muhammadiyah Malang, making up to 744 students in total. This group later participated in the pilot study. The second group consisted 1,030 graduates across all departments from different universities in Indonesia. This group later participated in the main trial for test administration.

2. **Data Collection**

The data were collected from the try-out of the test. The first try-out was conducted on August 2015. The quantitative data were then analyzed to see its item facility, discriminating power, validity, and reliability. The quantitative data were supported by the qualitative data obtained from the responses to the given questionnaire about the test they had just worked with.

3. **Expert Judgment**

According to Cohen (1993), the use of expert judgment is somewhat current trend in a language testing field. For developing TAEP, the experts were a professor in language testing and some colleagues who have completed their doctoral degree in their home country or abroad and whose major programs are in education and applied linguistics. The experts were asked to assist the test constructor through different stages ranging from giving comments and suggestions for the text selection, item writing, and item analysis. As far as the text selection and item moderation were concerned, they were given the first draft of the test developed in the present study and were invited to give comments and suggestions on it.

4. **Try-out of the Test**

The try-out of the test was done in two stages. The first stage is the pilot study or the preliminary try-out. It was then followed by the second stage, namely, the main trial.

4.1 **The Pilot Study**

The pilot study was carried out to the students of Engineering, Accounting, Nursing, and Banking Department at the University of Muhammadiyah Malang who were on the 6th semester at the time of the test. The procedure of the pilot study can be described as follows: First, the students were given test papers which had been moderated and revised. They were allowed to do the test without time limit and they might work on the test as long as they need.

This resulted in different time of submitting their responses to the test administrator which was then utilized by the test administrator to interview some of them. The interview was conducted on the following topics: the appearance of the test paper, difficulty and confusion experienced by the test takers, if any, in understanding the prompts and questions, and reasons of the students for

answering the incorrect responses. They were also invited to give comments for the improvement of the test.

4.2 Main Trial

The main trial, or the try-out, was conducted on April 2016, with the total number of participants reaching up to 1,030 students. They were the second group participants. The test-takers in the try-out were highly comparable to the prospective test-takers to whom this test is constructed. That is, non-native speakers of English. The procedure of the try-out was started with an announcement by the testers that the participants were given a Test of Academic English Proficiency (TAEP). Then, the test was distributed and the try-out participants were given 60 minutes to do the grammar section and the reading comprehension section. However, they were given extra time when they could not finish the test in the given time. After all the responses and the test papers were submitted. The participant were given questionnaire asking about the test they had just worked with.

The data of the present study were analyzed to see the *item facility* (IF) or *facility value* (FV) showing how easy or difficult the particular item is proved in the test (Anderson et al., 1995; Heaton, 1988). The formula used to compute the IF of the objective type test is taken from Heaton (1988). He asserts that the IF should range from .20 to .70.

Further, the analysis of the *item discrimination* is also done. This is intended to see the extent to which the item discriminates the test takers, separating those who are more able from those who are less able. In order to analyze the item discrimination index found in the test developed in the present study, Ebel's (1997) classification is used. He classifies the discriminating index into four groups: very good item (.40 and up), reasonably good item (.30-.39), marginal item (.20-.29), and poor item (below .19).

Then, the *empirical validity* is obtained by comparing the results of the try-out of the test with students' score on reading comprehension provided by the lecturer of the subject and the existing score of English proficiency resulted from the already standardized test. This method was done following Heaton (1988) who claims that one of the ways to establish empirical validity of a test is by comparing the results of the test with criterion measure, one of which is the teacher's scores.The computation of the correlation of the two sets of scores was done using Microsoft Excel Program based on the Pearson Product Moment formula. In addition to that, the effort to see whether or not the test has high *reliability* is done by employing the formula of Kuder Richardson (KR21).

The results of the computation of IF or FV range from .21 to .40. Based on the suggested criteria, the items of the test are acceptable in terms of the IF values. No item falls below .20 and above .70. Then, based on the application of Ebel's classification to the data collected from the try-out, it was found that there are four poor items that should be revised. The other items were considered good since the "good" test takers tend to do well on the items and the "poor" ones tend to be failed in the same items. Thus, the items can distinguish the "good" from the "poor" test takers.

The computation of the correlation of the two sets of scores using Microsoft Excel Program based on Pearson Product Moment formula results in correlation coefficient .98. This shows that the validity of the test is very high. Thus, the test can really measure what it is supposed to be measured. Finally, the internal consistency of the items (the reliability) is measured using the formula of KR21. The usual reliability suggested by Lado (in Hughes, 1989) is .90. and the result of the computation is .93. This index confirms that TAEP has a high reliability.

Furthermore, "in order for a particular language test to be useful for its intended purposes, test performance must correspond in demonstrable ways to language use in non-test situations," (Bachman and Palmer, 1996: 9). Since the sole purpose of TAEP is to assess Indonesians' proficiency in academic, business, and general English, the content of TAEP must be relevant with the settings and contexts of the purposes. Thus, the test items are made varied, yet balanced, from academic, business, to general topics.

Conclusion

August 17th of this year marked the 72nd of Indonesia independency. However, the country has not yet been absolutely free from the new kinds of neo-colonialism or modern colonization. In some aspects, including education, we still heavily depend on products made by other countries. With the spirit to be free from any kind of dependency, it is time for us to begin investing in our own people and our products. To achieve this aims, TAEP was made as an effort against control mechanism in language testing system in Indonesia.

As TAEP has passed all language test criteria, it has been legally certified and gained its registered intellectual copy rights. At national level, apart from schools and universities, TAEP had been administered by Language Center of University of Muhammadiyah Malang and the Assessment Division of *PPM Manajemen*, Jakarta, to test the English skills of applicants of Bank of Indonesia and the Financial Service Authority of Indonesia (OJK). At international stage, TAEP has collaborated with programs from *Erasmus Mundus* and been used as one of the candidate selection processes. Through the availability of TAEP, we hope to strive for mental revolution as proposed by the President of Indonesia and to be independent from all kinds of modern colonization.

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MONTESSORI APPROACH TO ENHANCE STUDENTS' SPEAKING FLUENCY: A SURVEY RESEARCH IN BOPKRI 2 JHS YOGYAKARTA

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Abstract

Indonesia is one of the countries whose government applies English Language as a subject in schools. However, most of Indonesian schools still use a traditional teaching approach. Moreover, the fact that "Indonesia's English proficiency level has not improved enough for the country's population to compete with others in ASEAN …" (Jong, 2015, p. 1) should become a big concern. Therefore, this paper attempts to introduce a new teaching approach called Montessori. Learning activities using Montessori approach could encourage students' self-confidence which influences their English proficiency skill. It is then interesting to investigate the students' perceptions of the approach to enhance students' English proficiency, especially for the speaking fluency. This study was conducted in BOPKRI 2 JHS Yogyakarta. Furthermore, this study was a survey research in which observation, questionnaire, and interview became the instruments. The result of the study showed that the Montessori approach could enhance students' English-speaking fluency.

Keywords: Montessori approach, Adolescent, Speaking fluency skill

Introduction

English language is a language which has the biggest number of users among any other languages. Nowadays, English has very important roles in this world. This is the first international language that is used in trading, education, politics, and any other subjects which can be used in connecting the world. Indonesia is one of the countries whose government applies English as one of the subjects in the school. Commonly, the approach that has been used in the school is classical approach. Furthermore, another concern is the fact that "Indonesia's English proficiency level has not improved enough for the country's population to compete with others in ASEAN as the region prepares itself for the ASEAN Economic Community (AEC)…" (Jong, 2015, p.1). Based on the fact above, it is said that the country's English proficiency is not enough improved, while the country now is facing the ASEAN Economic Community, a big challenge in the economical subject in this biggest archipelago state in the world. Indonesia has to compete with another ASEAN country in the AEC.

The fact above raised the anxiousness of the researchers to search for another uncommon approach which is better than the classical one to overcome the lack of English proficiency of Indonesia. Gratefully, the researchers met the

headmaster of Kalyca School and often talked about the Montessori Approach applied in the school. Based on the information gained from the headmaster, the researchers found that the approach is anti-mainstream and effective in teaching, including English language.

Therefore, this paper attempts to find out or report the study in a phenomenal teaching approach called Montessori. Learning activities using Montessori approach could encourage students' self-confidence which influences their English proficiency. It is then interesting to investigate the students' perception of the approach to enhance students' English proficiency, especially for the speaking fluency. This study was conducted in BOPKRI 2 JHS Yogyakarta (also called Kalyca Junior High School). Furthermore, this study was a survey research in which observation, questionnaire, and interview became the instruments. The result of the study showed that the students' perception of the students in BOPKRI 2 Junior High School about Montessori approach could enhance students' English-speaking fluency was positive. It is hoped that this study gives benefits to teachers since they would get a reference to improve their English learning process especially to improve students' speaking fluency using Montessori Approach. Furthermore, students would get a meaningful learning experience if this approach is implemented in their English subject due to the effectiveness of the anti-mainstream approach, Montessori, especially in Indonesia. Finally, this research could give a grant to further studies related to English teaching approach to increase speaking fluency skill for the junior high school which has the same major in other school.

Speaking Fluency

"Fluency has been regarded as one of essential aspects of speaking performance and as having complementary roles" (Brumfit, 1984 as cited in Koizumi 2005, p. 43). A number of researchers have similar concepts in addressing and defining speaking fluency. Fillmore in Kormos and Denes (2012) proposes fluency in extensive concepts. First, fluency is the ability to speak with few pause and to fill the time with talk. Second, being fluent also means that speaker should be able to express their message coherently. Third, a fluent speaker must know what to say in wide of range of contexts. Finally, a fluent speaker is creative and imaginative in their language use. From the notions, the researchers make a conclusion that speaking fluency comprises three aspects, namely speaking rate, comprehensibility of the language produces, and infrequent occurrence of speaking pause.

Montessori Approach

It is said that this theory was found by Dr. Maria Montessori, who was born in Italy in 1870. She was a physician and educator (as cited in Montessori, 2004, p. 1). There are three stages identified in Montessori. Maria Montessori "identified three major developmental periods: first, from birth to age six (the stage of the "absorbent mind"); second, from age six to twelve; third, from age twelve to eighteen. (Montessori, 2004, p. 49). "Adolescents are in their third plane of development, which is often said to be characterized by critical thinking and the

development of social and moral values and ideals" (Henke, 2015, p.10). Henke also mentioned that "In the Adolescent Programme at Beehive Montessori School the environment is carefully prepared to optimize student development and to provide opportunities for social interaction; as such, language is at the heart of all lessons (Henke, 2015, p.10). From the facts above, it is said that in this stage, the social factor become the focus of the stage. Language becomes the 'bridge' to connect them in their social life.

The researchers consider that in the Beehive Montessori School in Australia, they adopted the three strands in teaching language for adolescence. First, it is said that "The first strand is language lessons which are designed as individual units of work focusing on building upon the students' knowledge of vocabulary, sentence structure, grammar and punctuation in order to access a higher level of understanding and to analyze texts for meaning and intent." (Henke, 2015, p.11). In this strand, the higher order of thinking is very important. Therefore, the students are not only know about the language use, but also understand how to use it and analyze the texts for meaning and intent.

Second, Henke (2015) believes that "The second strand of our English programme is a book study" (p.11). Through book study, the students could face a lot of authors with their own writing style. In this strand, the students are able to learn a lot of variety in texts. Third, "The third strand of our English programme focuses on writing skills. In these units of work in particular, choice is an essential part of student engagement." This is very important for students because after the students analyze the texts, this is the time for them to produce their own texts. The knowledge and understanding they have got in the previous strand make them easier to produce their own texts.

Perception

Jones (1991) defined perception as the process when people select, organize, and interpret the input from their senses. It means that through perception, people try to make sense of their environment, events, objects, and other people. Moreover, Robbins (2001) adds that perception is a process in which people organize and interpret their sensory opinions in order to give interpretation to the environment around them (p. 121). Therefore, giving perception means giving opinion or giving senses of the environment around people.

Research Method

The researchers used a descriptive survey qualitative method in this study. According to Ary, Jacobs, and Sorensen (2010) as cited in Febrianara (2015, p.16), the qualitative study deals with the data in the form of words or pictures rather than number and statistics. The data collected were the participants' experiences and perspectives (p. 424). In this study, the researchers focused on the implementation of Montessori approach in BOPKRI 2 Yogyakarta JHS and the impact of students' perceptions on the implementation of it to enhance their English-speaking fluency. There were 3 steps that were employed in the research namely conducting observation in the class, conducting interview with the teacher, and distributing questionnaires. For the purpose of observation and

interview, the researchers analyzed the classroom's environment and condition during the teaching learning activity. While, distributing questionnaires was conducted in order to have the students' perspectives about the impact toward the implementation of Montessori approach.

Findings and Discussion

The chapter consists of two sections. The first section discusses how the Montessori approach is implemented in the school to teach speaking fluency in the English subject. The second section discusses the students' perceptions on the impact of the implementation of Montessori approach towards their speaking fluency in the BOPKRI 2 Junior High School Yogyakarta are.

The Implementation of Montessori Approach in the BOPKRI 2 JHS Yogyakarta

To answer the first research question, the researchers employed data from the interview and observation. According to the interview with one of the teachers, BOPKRI 2 Yogyakarta is actually well-known as Kalyca Adolescent Program. It is a Montessori program for the level of junior high school that serves children aged 12-15 years. Dr. Maria Montessori's Stage of Development claimed that children at 12-15 years are in the third stage of the development". She believed that the core in this stage is actually for developing social independence. Therefore, in this school, the students who come from the first, second, and third grade of JHS are merged into one class with the purpose to lift up tolerance, solidarity, and knowledge among each grade and develop students' social ability more and more.

Age 12-15 is regarded as transitional period in which appropriate stimulation is needed to develop students' cognitive, social, and emotional transformations. On that stage also, they have great potential and energy to do productive things (Kalyca School Website). Therefore, the school implemented various activity which encouraged the students to do a lot of productive activities both inside and outside the class. This fulfills what Lillard (2005) has said that movement and learning are perpetually entwined in Montessori education. She also expressed that in Montessori classrooms, learning is accomplished through movement. As the implementation, BOPKRI 2 JHS Yogyakarta has various and not-monotonous activities which instantly let the students to move a lot during the learning activity. They are interactive classroom, real-life class, resource person visitation, multicultural programs and extracurricular.

First, the interactive classroom provides the students an opportunity to explore their learning activity independently. Each student is allowed to enact his/her own activity and subject to learn. After choosing the subject, the students consult their schedule to the teacher and be responsible with their achievement of it. The researchers found out once more that in terms of physical order, Montessori approach varies widely with traditional school system which has very well-ordered schedule for the students. It fits statement from Lillard (2005) that Montessori classrooms do not have tightly ordered daily schedules, but are very orderly in terms of how each task is enacted by the children. According to Piaget (1950), adolescent are able to analyze situations logically in terms of cause and effect and to entertain hypothetical situations and use symbols, such as in

metaphors, imaginatively. This higher-level thinking allows them to think about the future, evaluate alternatives, and set personal goals (Keating, 1990). Therefore, the students here will be given personal time to learn some subjects independently with making use of all prepared environment available and also through classical class. Therefore, the role of the teacher is mostly as a facilitator and motivator of students' learning process, they do not play role as the only one source of the knowledge.

Still, in this interactive class, the students are encouraged to work in small groups for doing collaboration, group working, and sharing. The students must make group with whoever without worrying about gender and grades. Second, real-life class is one of the types of outdoor classroom activity. The real-life class is in a form of an integrated farming or gardening class, live in, and social work. Third, this school is also having a resource person visitation program which is inviting resource persons from various professions and companion in order to enrich students' knowledge and insights through professional's experience. Fourth, to be up holding and appreciating cultures, the students are also provided a multicultural programs which are employed historic sites visitation. The last is extracurricular. The extracurricular is considered as an obligatory extra subject for the students to take which learn about drama inside the classroom.

Building upon one-full-day observation in BOPKRI 2 JHS Yogyakarta, the researchers found considerable differences classroom activity compared to what usually happened in non-Montessori schools in real. The researchers observed that BOPKRI 2 JHS Yogyakarta had very wide classroom size in which 3 big classes full of prepared-property were merged into one class to support the Montessori teaching learning activity.

The class started at 7.30 AM. Before starting the class, all of the students were sitting down on the carpet together with the teacher. Then, they were praying while listening to Christian's spiritual song. Then the students were preparing their schedule form. All students were busy thinking about subjects and activities they want to take for that day. Some of them looked like doubtful, then they went approaching the teacher to ask for suggestions. But the rest were directly submitting their schedule form and not consulting because they were surely confident with their own decisions. After all of the students finished filling out the schedule form, they were given short command from the teacher before doing the next activity. Just few minutes after that, all students went outside the class and did real-life subject in a form of gardening. The students had their own plants to be responsibly taking care of. They were guided by a gardening teacher who was teaching them how to water the plants correctly and harvest the fruits the period comes. The gardening only took short time, then the students were able to do the interactive classroom activity. This time, the students used their time based on their taken schedule. Some of the boys were playing football on the court while some of them were going back to the class and finishing their own tasks. For students who decided to stay in the class, they were definitely free to do anything as long as it was beneficial for them. The researchers noticed that there were students who made a group discussion and did their tasks individually. None of them came to the teacher and asked for a help. Lillard (2005) said that Montessori

students already had a motto in mind "help me to do it myself", so they preferred to think and analyzed problems by themselves rather than begging for answers from the teacher. Meanwhile, they were maximizing all the prepared environment available inside the class to optimize the results. The prepared environment were computers, printer, book references, science props, etc. After some moments, all the students who had been playing football were coming to the class and eating lunch together on a dining table which were provided by the school. While some of they were eating, the rest of them were having discussion with the teacher who remained in the class since the class began. Some moment later, the English subject was started. The students who took English subject that day joined. At that day, there were 9 students who joined English subject, while the others were doing their own assignments. The 9 students were taught by the teacher who explained about Could Forming based on certain science handbook. The teacher also played an interactive English video about related material which aimed to make students grasp the idea easier. In the end of the session, the teacher wanted to test the students' understanding as well as the English speaking fluency. The teacher asked several questions based on the explanation and video to each student and all of the students had to answer all of the questions directly and orally in English. The teacher also asked some students to summarize the content of the video. The English subject actually ended up the classroom activity, but they still had drama extracurricular every Friday. Then the class was closed by having reading script practice and closing prayer. From the interview and interview results, the researchers drew a conclusion that BOPKRI 2 JHS Yogyakarta literally implemented what Montessori experts have conveyed in their teaching learning activity.

Students' Perceptions on the Impact of the Implementation of Montessori Approach in the English Subject towards the Students' Speaking Fluency Improvement

This section is divided into five parts of students' perceptions on: the students' English speaking skills, Montessori in general, advantages of Montessori approach towards speaking fluency, obstacles of Montessori approach towards speaking fluency, and the roles of the teachers.

Students' Background

Table A.1 The Questionnaires Result Number 1

1	I was lack of English speaking skills before enrolling this Junior High School, then I improve it a lot now	12.50 %	43.75 %	43.75 %

From the first statement of the questionnaires, the researchers found out that almost half of the students answered 'so-so' for the statement. The same number of the students answered no, and only one-eight of them agreed with the statement. From the result, the researchers could see that the students did not have lack of English speaking skills before entering the school. Therefore, it could be concluded that most of the students in this junior high school had good English speaking skills.

Montessori in General

Table A.2 The Questionnaires Result Numbers 2- 8

2	**In the class, I tend to learn with fun movement**	**43.75 %**	**43.75 %**	**12.50 %**
3	The class activity is not boring	56.25 %	37.50 %	6.25%
4	I always enjoy the learning process	43.75 %	56.25 %	0.00%
5	I always have strong motivation to join the class	31.25 %	68.75 %	0.00%
6	I always try to do my task by myself	43.75 %	50.00 %	6.25%
7	I rarely ask for a help from my teacher to do my task	12.50 %	62.50 %	25.00 %
8	I can get my individual freedom in this class	75.00 %	18.75 %	6.25%
14	I independently do all my tasks even though they are hard and confusing	12.50 %	81.25 %	6.25%
15	I know the reason/background why I need to learn certain chapter of a subject	50.00 %	50.00 %	0.00%

From the questionnaires about Montessori in general, almost all of the students agreed with the statements by answering 'yes' and 'so-so'. The statements in this section were about the confirmation that the learning in the class contained the characteristic of Montessori approach in general, such as: learning by movements, fun and enjoyable learning process, strong motivation in joining the class, self-reliance task, individual freedom, and also their understanding of the background of their lesson.

It is said by Lillard (2005) that "Movement and learning are perpetually entwined in Montessori education (p. 38). The fact above also confirmed what Montessori (1948/1976) said that the learning process should make the students say "Help me to do it alone!" (Lillard, 2005, p. 265). The other notion from Liliard (2005) which is confirmed is "The first is to provide sufficient background information to allow people to relate new information to their existing knowledge" (p. 226).

Advantages of Montessori Approach towards Speaking Fluency

Table A.3 The Questionnaires Result Numbers 9-13

9	**The freedom that I get makes me able to develop my confidence in speaking.**	**56.25 %**	**43.75 %**	**0.00 %**
10	I am confident in speaking English so I speak the language fluently	43.75 %	56.25 %	0.00 %
11	The prepared environment in the class give me effective and practical experience to speak	68.75 %	25.00 %	6.25 %

	English fluently.			
12	I improve my English speaking fluency, independently	31.25 %	68.75 %	0.00 %
13	I can enrich my vocabulary through the classroom activities	68.75 %	31.25 %	0.00 %

Based on the statements number 9-13, almost all of the students agreed that Montessori approach implemented in the school improved their speaking fluency both indirectly and directly. The students agreed that the classroom activities and the prepared environment could improve their independency, confidence, and vocabulary, and therefore could improve their speaking fluency. The statements above are based on the notion of Montessori (1992) that says "The child must be able to act freely in such an environment." She also says that "Individual freedom is the basis of all the rest. Without such freedom, it is impossible for personality to develop fully" (Montessori, 1992, p. 101).

Obstacles of Montessori Approach towards Speaking Fluency
Table A.4 The Questionnaires Result Numbers 16-22

16	**I have little opportunity to speak with friends during the class**	**18.75 %**	**25.00 %**	**56.25 %**
17	I find difficulties in communicating things with my friends because they have very good English skills	18.75 %	6.25%	75.00 %
18	I treat my classmates differently based on their grades in negative way	0.00%	25.00 %	75.00 %
19	I feel I have a big gap among students in different grades	6.25%	18.75 %	75.00 %
20	I feel intimidated when I speak in front of the class	6.25%	25.00 %	68.75 %
21	I have no equal time to speak in the class compared to my seniors	0.00%	12.50 %	87.50 %
22	Since I have lots of tasks to do by myself, I become more individualistic	25.00 %	56.25 %	18.75 %

In this section (questionnaires number 16-22), the questionnaires contained the statements about the obstacles that the students might feel during the implementation of the Montessori approach. The obstacles were about: the less opportunity the students have in the class, the difficulty in the communication, different treatment, gap, intimidation with the students who had different grades and speaking skill. Most of the students stated that they did not feel those obstacles. On the other hand, there was one statement that most of the students felt. 82.5% of the students felt that they became more individualistic since doing their task by themselves.

The Roles of the Teachers

Table A.5 The Questionnaires Result Numbers 23- 25

23	My teachers treat me with warmth like my parents whose I am securely attached	50.00%	37.50%	12.50%
24	My teachers are very attentive to all the students and I	62.50%	37.50%	0.00%
25	My teachers always leave the class after they give some tasks to do	6.25%	56.25%	37.50%

This part of the questionnaires was about the roles of the teacher based on the students' perception. The first two statements were about the attention that the students felt from their teachers. They were based on what Lillard (2005) cited about Montessori useful advice "…teachers show a degree of warmth and sensitivity that is reminiscent of the characteristics of parents whose children are securely attached" (p. 265). The last statement was about the style of the teacher which made the students able to do the tasks by themselves. This statement was based on Montessori (1992) who stated, "If the teacher must leave the room, the children continue working. Their normal activities go on as before, and all of them pursue their work by themselves" (p. 78). Most of the students agreed with the statement in this section.

Conclusion

Through observation and interview, the researchers found that BOPKRI 2 Junior High School really implemented the Montessori approach to teach the students speaking fluency both directly and indirectly. Through the questionnaires, the researchers found the data and concluded that most of the students had good English skill background, implemented the Montessori approach for their learning in the class, were able to feel the advantages of the implementation of Montessori approach on their speaking fluency. Furthermore, they did not feel most of the obstacles on the implementation of the approach towards their speaking fluency, and also could feel the teachers' attention. In conclusion, most of the students of BOPKRI 2 Junior High School Yogyakarta had positive perceptions on the impact of the implementation of Montessori approach towards their speaking fluency.

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MAXIMIZING THE USE OF MOBILE ASSISTED IN LANGUAGE LEARNING (MALL)

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Abstract

This paper discusses the use of Mobile Assisted in Language Learning (MALL) as one of innovative ways to maximize teaching learning process of English as a foreign language. MALL deals with the use of mobile technology in language learning which is recognized to be more personalize, spontaneous, and informal, so learners do not need to attend the classroom all the time to get learning materials. In fact, MALL can be considered as a solution to the language learning barriers in terms of time and place. Therefore, this paper explores more some applications as examples to the teachers in using MALL. Further, the way of designing MALL followed by its advantages of using mobile technologies as well as limitation and solution are offered. It is strongly believed that the use of MALL enables teachers and learners to deal with limited time and prepare them for facing future digital environment.

Keywords**:** MALL, mobile technology, teaching learning English, digital environment

Introduction

The advances in technologies in recent years, the invention of the internet, and the advent of personal computers have been signaled as the reasons of the introduction of new technologies in today's classrooms. In educational level, the use of technology in second or foreign language learning and teaching is far from new. Multiple devices such as photographs, radio cassettes, and televisions have been used to access language materials. A decade later, computer began to be used in the classroom for language teaching-assisted instruction. Afterwards, computer-assisted language learning emerged (CALL). The advent of internet in the 1990s led to the development of computer-mediated communication. In the 21st century, other technologies that hold capacity for language learning include laptop PDAs, multimedia cellular phones, MP3 players, DVD players and digital dictionaries are also being introduced. Thus, the first decade of this century has introduced Mobile Assisted Language Learning (MALL) as a new pedagogical application for language learning and teaching.

Mobile device, in educational area, can create a better environment for language learning (with emphasis on learning English as a second language and foreign language). It enriches the learning experience because the features of these devices can enhance the delivery of learning materials. As suggested by Kloper, Squire and Jankins (2002) these features include connectivity, context sensitivity,

individuality, portability, and social interactivity. Regardless of the learners' location, they can access learning materials and activities spontaneously. The learner and the mobile devices are both portable as the learner can access and be connected online. The learner has a choice whether to use the mobile device individually and personalize his/her learning to learn collaboratively with other learners (Cavus & Ibrahim, 2009). Furthermore, mobile learner environment might be face to-face, distance, online or they may be self-paced or calendar-based. One of the first projects using mobile phones in language learning was developed by the Stanford University learning lab in Spanish learning program in 2001 (Brown, 2001).

However, Kenning (2007) said that a highly fragmented experience is liable to be fraught with distraction. A fact confirmed by learners themselves in which these difficulties with time and place management and dealing with distraction, is there a means of encouraging learners to make the most of the potential of mobile learning. On the other hand, Stockwell (2012) figured out that mobile devices also bring them a range of affordances, in that they are by nature very portable, they allow almost instant internet access, they make communication accessible. The emergence of smart phones has meant that the range of affordance has expanded even further, and the various ways in which these devices in the past can now be achieved with a single device. To respond this situation related the emergence of mobile devices in education, this paper tries to explore more on how the mobile device could crush the barriers in language learning, especially in English. It emphasizes the potential of mobile device as a learning tool for students and has incorporated them into the learning environment.

The Nature of Mobile Learning

Mobile learning refers to the use of mobile devices for the purpose of learning. Ally (2009) describes m-learning as the process of using a mobile device to access and study learning materials to communicate with fellow students, instructors or institution. Typical examples of the devices for mobile learning include cell phones, smart phones, palmtops, and handheld computer, tablet PC's, laptops, and personal media players (Kukulska-Hulme & Traxler, 2005). Among of them, mobile phone is decided as the representative of mobile devices to be discussed. It is selected in particular for investigation because it is a device could be personally owned and used by students for learning. Peter (2007) states that the mobility of these devices enables ubiquitous learning in formal and informal settings, so students do not need fix locations for study, and consequently the way of learning becomes different. The aim is not to challenge nor replace other forms of interaction (face to-face in classrooms, lecture theatres and studios, or virtually in online learning environments): it is supplementary method that can support, enrich and enhance students' learning experience.

Learning that takes place outside of the classroom is very likely to take on different characteristics from learning that occurs under supervised conditions. The most obvious reason for this is that learners are balancing their time with the range of other activities in their lives, such as studying for other subjects, family matters, jobs, and so forth, meaning that the amount of time that learners are

willing and able to dedicate to undertake activities will vary from day and from student to student. In the classroom, typically for all students, and supervise the learners to not only ensure that it is done, but so that they can deal with problems should they arise.

The nature of these technologies helps in engaging learners in individualized learning experiences and in giving them great ownership over their own work. The benefits of mobile technologies exceed that what a learner can do with a device to the need for a wider review of new practices and how these relate to theories relevant to the use of mobile in learning Kiernan and Aizawa (2004) focus upon studying whether or not mobile phones were useful language learning tools and exploring their use in task-based learning. Recently, many free and commercial mobile language learning programs become available and they can be used to engage reluctant learners (Atewell, 2004). Besides, they help learners to remain more focused for longer periods.

Some people feel reluctant to use mobile phones in learning and consequently they have not been used widely in educational settings (Mcneal and Hoof, 2006). Chen, Hsieh, and Kinsluk (2008) conducted a research on the effect of using mobile phones for delivery of vocabulary materials on English learners in Taiwan. They study reveals that students enjoy using their phones because of easy access to materials and the ability to practice anytime and anywhere; in addition, some students like the screen size limitations, which make the amount of content more manageable than that of other teaching materials. Janelle Wills (2010) highlighted advantages the application provided in terms of allowing students 24-hour access to learning materials as well as teacher feedback and the opportunity to access results or submits work outside of the classroom.

The objectives of Mobile Assisted in Language Learning (MALL) are to enhance student motivation through the use of familiar technology; to increase student use of the four skills—reading, writing, speaking, and listening –in English language; to enable students to become more competent in English language and foster the use of English language for communication; to facilitate the learning process as students have the possibility to explore, analyze, discover, choose activities which are real and meaningful; to enhance interaction between real and virtual environments; to promote self-learning by fun and learner centered approach.

Advantages and Limitations of Mobile Assisted in Language Learning (MALL)

Numerous users are prompting the teachers of English Language to use mobile phone technology in English classrooms. Mobile devices are very small, smart, portable and comfortable to use. A majority of students and teachers have access to mobile phones. Learning happens at any time of the day, on working days or weekends. The learning practice is thus "mobile" with regard to location, time and also topic area and as a consequence technological tools in support of learning should be mobile too. However, people use mobiles as a mean of communication of recreational gadget and there is little awareness among the

users to use mobiles for the purpose of leaning and studying. Naven (2015) figured out some advantages and limitation of M-learning:

Some advantages are: personalizing learners' environment, providing learning experience outside the classroom, making learning process of learning enjoyable by recording, organizing over time, minting benefits of an informal learning, helping in boosting the morale of the learners, and no more forced to use PC as the only subject to have access to materials, knowledge. However, some limitations of MALL are small screen size, limited battery life, potential distraction, and communication failure due to poor network connectivity.

Application for Mobile Assisted in Language Learning (MALL)

Although Naven (2015) stated that Mobile learning has some limitation, it is still believed that people can get insight that MALL is one of the best choices in teaching and learning process. Many advantages and applications of using MALL cannot be replaced by traditional one, what we see on the above mentioned. Teacher has many variations of application to be used based on his/ her needs. Further, the limitations of mobile devices related to the size, battery and network connectivity are still possible to be solved.

Most mobile phones are equipped with functionalities including SMS, MMS, Facebook, Twitter, internet access, mp3/mp4 player, digital camera, video recorder and many can run multimedia contents including audio and video. Some mobiles have special inbuilt learning software such as e-dictionary, flash card software, quiz software, voice recording and listening. Through recording facility, learners can be guided to record their communication and after listening to their records, they can be asked to improve their weak areas. Mp3/Mp4 can be used in playing audio/video clips pertaining to English instruction. Through a memo recording feature, most phones can be used to collect language samples from TV or radio. In the following part, we are going to recognize about the best uses of cell phones in an educational setting. Internet facility can be used for the students to brow on internet, check e-mails, read online textbooks and watch lectures at any time.

Another facility which can be used by the students in learning is the feature for downloading. This feature is so important because there are many free online materials which enable students to download easily. With the availability of downloading, students do not need to carry heavy books and they could read the required e-books in any time and in any place. It is possible for students to download useful software and dictionaries. Students and teacher can also share files, so students can store reading materials from their textbooks.

Most mobile phones have camera which students could be guided to use it educationally. Students will greatly benefit from the camera in collecting scientific data, documenting information, and storing visual material. Whether they are on a field trip, a museum working in group, they have their digital cameras and take as many pictures as they can. These recorded images can be used later for assignments, edited and posted on blogs or class websites, used in digital presentations and added to Power Points. They also can take pictures of English text and upload some relevant pictures to a shared account.

Other special applications for education are also provided in certain mobile phone. Apple, BlackBerry, Samsung and others have their ways 'app store' for their mobile phones, so these applications can find their ways into the classroom curriculum. It is worth mentioning that many of these apps are free and they are usually developed to achieve the needs of digital natives (paltalk, edmodo, etc). Why not take advantage of what is already available in our cell phones ranging from a scientific calculator, a note taker, a voice recorder, etc. to make learning more interesting, energetic and beneficial.

Also, instructors can encourage their students to use their phones to deliver assessments and gage how progress his students could achieve in the learning process. However, if they do not have enough classes to go around, teacher can put their assessment and discussion questions online like polleverywhere.com. Students with smart phones can log on to the website and text their responses without paying for a text as teachers could set up a class of 32 students for free. Thus, it is a great way to make interactive students response systems by using mobile phones.

Maximizing and Designing Students' Activities Using MALL

To run mobile assisted in language learning for students, teachers need preparing and designing the activity. It is supported by Kreth (2015) that one of the most important steps in mobile assisted language learning is the preparation. Teacher must be selected in preparing the activity for the students, because it influences the successful of MALL. In designing MALL, teachers have to set the achievement first; are you focus on speaking, listening, reading or writing or some combination of the four skills? Or do you simply want students to reflect on their language use outside the classroom? Start by identifying a specific teaching objective and then structure a mobile phone activity around that. The important thing is whether there is an added value to use a mobile phone for the activity. If there is none, perhaps it is better to find an alternative.

The next step is to take stock of the resources that available. There is an enormous range of phone make and models, and the technology is always advancing. Make sure that the way of learning involved the specific skill will be achieved by the students. Many of the following absolute phones, but some require the use of more recent models using connectivity networks.

Listening

In order to achieve the objective of the lesson concerning listening skill, teacher can use mobile phone to anticipate limited time in the classroom. Here, teacher can start by preparing some audios that suitable to the topic of the lesson and share them to the class's blog or website a day before class schedule. Teacher, then, asks the students listening to those audios carefully and write down the unfamiliar words that will be discussed at the next meeting. To make sure that the students have understood what the audios talk about, teacher can ask some students to present what they have in front of the class orally. By doing this activity, students are not only expected to practice their listening skill but also their speaking skill. Therefore, the blended learning is occurred.

Speaking

Project based learning is one of popular techniques in teaching learning for foreign language. It consists of project for the students to be fulfilled in certain time (Brown, 2001). Teacher could combine the project based learning using mobile device assistance as a tool for the students in presenting the project. Teacher could ask students to make a performance in group; a recital poetry, speech, or opera. It is conducted outside the classroom activity, so students can do it anytime in anyplace they want as long as it is possible to record the performance using their phones. Students must up load the video in *you tube* channel. Teacher can use it as a final project that must be submitted by the student at the end of the semester. Teacher also does not have to attend and watch the performance directly, he could assess students' speaking skill by watching it on *you tube*.

Reading

"*Edmodo*" is one of social media which can be used by teacher to enhance students' reading skill. By providing suitable preferences related certain issues, teacher can involve students understanding in reading comprehension. Teacher may ask the students to respond about the issue raised, so they have to think critically related to the issue. Students do not have to face the problem related time in giving responses because they have flexible time and have no pressure from the others. The discussion session which allows students' responding their friends' opinions must be under teacher supervision to avoid the out of topic. Students may be asked to find and collect reading materials from any sources, doing their homework in *edmodo* feeds as long as the teacher and students have their own account and connect it to the same group.

Those activities mentioned above can be done by teacher and students using their mobile phones. The size of mobile phone that allows them to bring and use it anywhere offers the easiness to the users and it gives the opportunity to the students to learn authentic and essential materials to their needs. By using mobile device, it means teacher give students more opportunities to collaborate, engage, and interact with their peers in co-constructing meaning and knowledge. It also allows the students to be able to use what they have learn and able to communicate it meaningfully.

Discussion and Conclusion

MALL can be a potential alternative to the PC/ traditional class which are not always within reach; the mobile can be used conveniently to enrich knowledge bank and update information of the students and encourage them to communicate in a foreign language. However, there are some experts who find mobile phone as the distractors for students in learning and end up causing the interruption in teaching. It makes the teacher deal with those kind of problems by setting the time to the students to fulfill the task, motivating them that it is needed in order to preparing them to digital era in the future.

Further, it is proven the fact that mobile phones can contribute to the field of learning in various ways. Mobile companies have been updating continuously

their cell phones program to develop suitable software or application for teacher and students to use in order to gain and store information and learning stuff. However, Teachers have to maximize their ideas carefully to suit the students' characteristics in running this device as stated by Naven (2015). Therefore, it is strongly believed that mobile phone has significantly contributed in the area of learning. First, mobile learning enables students to enhance their literacy skill and to recognize their abilities. Second, it can be used to enhance both independent and collaborative learning experiences, it also enables learners to work upon their hard spots and improve their weak areas. Undoubtedly, moderate use of mobile phones may bring interest among learners and transform the learning process as it helps learners to raise their self-esteem and self-confidence.

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STUDENTS' LIVED EXPERIENCE OF USING LINE APPLICATION FOR WRITING IN ENGLISH II CLASS

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Abstract

This paper aims at discovering students' lived experience in using Line application for English writing assignments. Line application is an application in the smartphone. It can also be used in supporting teaching-learning activities. Line application is used to enhance English writing skills. The method used is a hermeneutic-phenomenology method. It reveals the description and interpretation of lived experience. The data were gathered with in-depth interview, observation, and document review. Triangulation is used for validity of the research. The research results are divided into empirical themes and transcendental themes. Deep understanding appears in each theme in order to get deep meaning.

Keywords: lived experience, line application, writing, English class

Introduction

The development of technology runs fast nowadays. One of them is the development of application in smartphone such as Line application. Development of technology gives impacts to the development of teaching-learning. "Technology has been around in language teaching for decades" (Dudeney and Hockly, 2007, p. 7). First, it encourages active learning. Students can look what they search directly in the internet in their smartphone. Second, knowledge spreads faster. Internet helps the spread of knowledge to every part of the world. Third, combination of physical learning and online learning happens. Physical learning is learning in the class. Online learning uses a good internet connection (Dudeney and Hockly, 2007, p.152). Fourth, it influences the use of teaching-learning media. The application in handphone can be used as a teaching-learning media.

Writing is one of English skills that is important to be mastered. The students try to have output from their input (Harmer, 2001, p. 250). The students create writing after they get input in the form of reading. Hence, input is important as the foundation of writing skill. The previous researches are done in lived experience in education area. There are four previous research. The first is Daniel Manaha and Jody Swilky's research (1996). It is about lived experience in writing composition. The second is Stacey Irwin's research (2005). It is about lived experience of reflection in using technology. The third is Elizabeth Campbell's research (2008). It is about lived experience in teaching and learning. The fourth is Pamela J. Hickey's research (2012). It is about lived experience in learning English in United States.

Considering the development of technology in teaching-learning and the importance English writing skill, the writer focuses the research in students' lived experience engaging in the use of Line application as learning media in English writing assignments. This study limits the scope of the research. Firstly, this study is limited in the context of Palembang. In Palembang, the research is implemented in Musi Charitas Catholic University, specifically in Management classes. Secondly, this study is limited in the use of group note. The writer focuses on the use of group note for writing in Line application.The research question in this research is: What is students' lived experience of using Line application in English writing like? The research goal in this research is to describe and interpret students' lived experience in using Line application for English writing.

Lived Experience

Lived experience relates to human science. Human science itself is directed to phenomenology and hermenutics. Van Mannen (1990, p. 1) states that "a human science research approach, showing a semiotic employment of the methods of phenomenology and hermeneutics." Hence, phenomena are gathered in this study. Hermeneutic phenomenology relates to description and interpretation. It "construct a full interpretative description of some aspect of the lifeworld, and yet to remain aware that lived life is always more complex than any explication of meaning can reveal." (Van Mannen, 1990, p. 18).

Lived experience has connection with pedagogy of teaching. Practical teaching in coordination to human being is as the part of lived experience in pedagogy. "Pedagogy is the activity of teaching, parenting, educating, or generally living with children, that requires practical acting in concrete situations and relations" (Van Mannen, 1990, p. 2). Theme is used in lived experience and has three definitions. Van Mannen (1990: 87) states them. Firstly, the theme focuses on the point of meaning. Secondly, theme is the simplification. Thirdly, theme gets the structure of phenomena.

Teaching Writing

Teaching writing has a specific model of teaching. The teaching model by Tiedt (1989, p.3) has 8 stages in teaching writing. They are oral language facility, writing fluency, narration-story, exposition-statement, sentence building, word choices, editing, and publishing.

Teaching writing has six principles according to Brown (2007, p. 402-404). The first is incorporate practices of "good" writers. The second is balance process and product. Writing needs process from making drafts to become a product. The third is account for cultural/literary backgrounds. The teacher should teach writing in English well in second language. The fourth is connect reading and writing. The students need to read before writing. The fifth is provide as much authentic writing as possible. The students' writing needs to be made authentic. The sixth is frame your techniques in terms of prewriting, drafting, and revising stages. This includes the processes in prewriting and revising.

Line application

Line application is an up-to-date application in the smartphone. Line application has several features. Russel (2016) states that it is a free message application that uses internet connection. Its users are 218 million users worldwide. It is owned by a Korean company and spread to Europe, United States, and Asia. Line application is used in the smartphone as said by Bihan. It has free calling and messaging. It also has other features, such group note. In group note, people can make note as a group.

Research Method

The research method in this study is hermeneutic-phenomenology method. Van Mannen (1990, p. 4) states that "phenomenology describes how one orients to lived experience, hermeneutic describes how one interprets the "texts" of life, and semiotics is used here to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics."

The data in this research is text. Alvesson and Skoldberg (2000, p. 61) states that "we see parts of the text as something, or more precisely as – in some sense- meaningful signs, whether we are reading a text written in letters of the alphabet or in social acts." This research is conducted in Management classes of Musi Charitas Catholic University, Palembang. The students take English II classes in 2017. They have tasks every week to write paragraphs in Line application outside the class. The classes are PM 203 and SM 201.

The participants in this study are the students in PM 203 and SM 201. In PM 2013 class, there are three participants. In SM 201 class, there are two participants. Hence, the total of participants are five participants. The instruments in this research are in-depth interview, observation, and document review. The first is in-depth interview. The interview is done one-on-one interview. Creswell (2012, p. 218) states that "one-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably." In-depth interview is conducted three times in each participant. The second is observation. The observation is done when they prepare writing in the class. Creswell (2012, p. 213) states that "observation is the process of gathering open-ended, firsthand information by observing people and places at a research site." The third is document review. Cresswell (2012) states that "documents represent a good source for text (word) for qualitative study. They provide the advantage of being in the language and words of the participants." The in-depth interview, observation, and document review are also used as triangulation of the research.

Findings and Discussion

Findings and discussion are divided into empirical themes and transcendent themes. The data from interview are written both in direct and indirect sentences. The participants' names use pseudo-names in order to keep their privacies. The pseudo-names for five participants are Fanny, Jenny, Venny, Jessy, Wilmar. The coding is made simply by using acronym of participant pseudo-name and the interview, for example Fan2 means that participant's

pseudo-name 'Fanny' in the second interview. The interview data have been triangulated with observation and document review.

Empirical themes

The empirical themes are the themes that can be seen. They are effectiveness, mobility, mobile dictionary, typing pattern, various features, and writing development. The explanation of each theme is in the following sections.

Effectiveness

All participants believe that using Line application to write English assignment is an effective way. Fanny, Jenny, Venny, and Jessy state that Line application is an up-to-date application and used by many people frequently (Fan2, Jen1, Ven1, Jes1). It makes Line application is used daily not only to submit assignment (Van2). Fanny and Jessy state that Line application is easier to be used than other applications (Fan1, Jes1). It is also easy to be controlled and not complicated to be used (Jes1). Wilmar also states that it is simple to use Line application (Wil1). From the data, it reveals that the use of Line application supports effectiveness in its using. It is up-to-date, easy, simple, and used by many people. Hence, it is appropriate to be used as a writing tool.

Mobility

Jessy states that she can use Line application anytime in different places (Jes2, Jes3). It can be used at home or outside home (Fan1). Jenny also states that if she is not in a good mood to write, she can stop writing and continue it later to type the assignment (Jen2). It means that the use of Line application does not only have impact on effectiveness, but also to students' mobility. They can write their assignment wherever and whenever since they have their application in their handphone.

Mobile Dictionary

As the students write their writing assignment in the application, they also sometimes find difficulties in vocabulary. Fanny, Jessy, Jenny, and Wilmar state that when they find difficulties to find the terms in English, they will open google translate to translate the terms from Indonesian into English (Fan1, Jes2, Jen3, Wil3). Jessy and Jenny state that 'I translate the words by using google translate and asking friends, but it is more by using google translate' (Jes2, Jen3). Wilmar states that "Line application can improve my vocabulary when I look at my friends' writing in the group notes. I learn one or two new words in a week at least." (Wil2) It means that the use of dictionary is more on electronic dictionary recently by using google translate to search the terms. Students are rare to use dictionary books. There is also vocabulary development when the students read their friends' writing in Line application to know new vocabularies.

Typing Pattern

Since the students write in the group notes in Line application, they try to type their writing. Fanny states that "I write in the paper first, then I write in

memo in handphone, then I copy the paragraphs from memo and then paste it in group notes in Line" (Fan1). Fanny states that she writes in the paper first since she is afraid to make mistake when typing in Line application directly because she is not accustomed to using backspace in the handphone (Fan2). She also sometimes makes mistake when she types faster in the application (Fan2)

Jessy also writes in the paper first, types in memo, and then copies and pastes the paragraphs from memo to group notes in Line application (Jes1). She also states that she is afraid to make mistake in typing directly in Line application and she can look up anything that needs to be added up before finally posting it in the group notes in Line application (Jes2)

Venny states that "I write in note in the handphone first for two or three times and then copy the paragraphs and paste it in Line application" (Ven1). She is also afraid that she wrongly pushes the button if she writes directly in Line application (Ven2). Jenny states that she does not write directly in Line application, but she writes in different parts and sends it to her closed friend and then the parts are joined together after she has finished to write the parts. Then, she copies and pastes the paragraphs to group notes in Line application. (Jen2). She does not write in the paper first, but directly as messages in Line application and joins the parts of paragraph since it will be difficult to find different paragraph parts that are written in differen pieces of paper (Jen2).

Wilmar states that " I write the assignment in the computer first, then I send the file of paragraphs to my own email. After that, I copy and paste in Line application. I type in the computer first in order to make it more neat. I can also type in the computer while seeing other friends that have submitted the assignment in Line application in handphone as comparison (Wil1). Wilmar states that sometimes he is careless when he pushes the button and can delete the paragraphs completely when writing directly in the application (Wil2). He also states that "The size of keyboard in computer is bigger than keyboard in handphone and it makes me more comfortable since it is appropriate with hands shape and I can move my hand freely when writing. I also get more focus to write. If I write in handphone and there is a new message, sometimes I look at that and lose my focus. (Wil2).

It is surprising that none of five participants write directly in the group notes in Line application. Fanny and Jessy write in the paper first and type in the note in handphone, then copy the paragraphs and paste to group notes in Line application. Venny does not write in the paper, but she writes in notes in handphone, and then copies the paragraphs and pastes to the group notes in Line application. Jenny also does not write in the paper, but she writes the paragraphs in different parts and sends them to her closed friend as the saving paragraphs and then joins the parts of paragraphs and copies the paragraphs and pastes them to the group notes in Line application. Wilmar writes the paragraphs in computer first and sends the files of paragraphs to his own email and then copies the paragraphs and pastes them in the group notes in Line application. Based on the interview from five participants, it indicates that they are still in the transition process to have habit in writing directly in Line application since they are afraid to make mistakes when they write directly in Line application.

Various Features

Students also get to know several features in Line application. Fanny states that she uses stickers in Line application in order to make her writing more interesting for her and friends who read her writing (Fan1). Wilmar states that using Line application also helps him that does not have good handwriting since it is typed in Line application (Wil1). He also states that "It is also economical since I do not use paper and pen" (Wil3). However, he states that "the weakness is the posting cannot be sorted based on the senders and compiled the paragraphs of one sender as one directory. I must scroll up when I want to look up my previous writings over my friends' previous writings" (Wil2). Other weakness is if there is no signal, Jessy cannot post the paragraphs in Line application (Jes2). Jenny and Venny also state that 'I cannot know the name of students that have read my writing. I only know the number of students that have read my writing in Line application (Jen1, Ven1).

It means that Line application has both strengths and weaknesses. The strengths are in feature of sticker, neat typing, and economical. The weaknesess are it cannot be sorted as one sender directory for paragraphs files, it sometimes has no signal, and it does not give any information of who has read the writing.

Writing development

Fanny tries to write the paragraphs carefully since it is posted online and other students can look at her writing (Fan2). She also tries to think critically while writing (Fan3). Venny tries to improve her grammar while writing the paragraphs (Ven2). Wilmar stated that he tries to develop his writing in different writing asignments (Wil3).

Line application has given impact to writing. The students are more careful in writing, develop critical thinking, and have an effort to have better writing continuously.

Transcendent Themes

Transcendent themes are the themes that relate to the inside of participants. Transcendent themes are motivation, punctuality, and happiness. The explanation of each transcendent theme is in the following sections.

Motivation

Venny states that using Line application motivates her since she knows how to use Line application for writing (Ven3). Jessy states that she is motivated to write when she looks her friends' writing in Line application (Jes1).

Two participants are motivated in using Line application. It is on knowledge to use Line and look at other people's writing.

Punctuality

When the students post their writing in group notes in Line application, it will appear the day and date of submission. Jenny states that "I try to be on time in submitting my writing task. I don't put off to write the assignment" (Jen2). Venny

states that "I try to write before the deadline. I submit the assignment one day before the deadline (Ven2). Wendy also states that he tries to submit assignment before the deadline (Wil2)

The information of day and date of submission in Line application makes students become punctual in submitting their writing tasks. They try to write before the deadline of submission.

Happiness

Wilmar states that he is happy to use Line application since it makes his writing become neat (Wil3). He is also happy since it builds his confidence in writing since he must be ready when he wants to post his writing in group notes in Line application (Wil 1). Venny is also happy to write by using Line application (Ven3).

It means that the task of writing by using Line application makes the students become happy. They like to use Line application.

Conclusion

Based on the finding and discussion, some conclusions can be made from empirical themes and transcendent themes. In empirical themes, they are effectiveness, mobility, mobile dictionary, typing pattern, various features, and writing development. The first is effectiveness. Line application is an up-to-date, easy, and simple application. The second is mobility. Line application can be used at any time and in any place. The third is mobile dictionary. The students use more on online dictionary than dictionary book. The fourth is typing pattern. The students are in the transition process. They do not write directly in Line application, but they write in different media firstly. The fifth is various features. Line application has strengths and weakneses in its features. The sixth is writing development. The students try to develop their writing. In transcendent themes, they are motivation, punctuality, and happiness. The first is motivation. The students are motivated to use Line application. The second is punctuality. The students become punctual in submitting their writing assignments. The last is happiness. The students are happy to use Line application. Overall, the use of Line application for English writing assignments supports teaching-learning activities. It is suggested that other educators also use Line application. They can use it to subjects other than English in which it is focused on the writing assignment by using group notes in Line application.

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IMPLEMENTATION OF GROUP DISCUSSION AND ICTS IN TEACHING AND LEARNING ENGLISH IN LARGE CLASSES

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Abstract

Numerous students in a class can be one of the biggest challenges for teachers, particularly for English or other foreign language teachers. It is because teaching English is not only teaching about language itself but also how to use the language in daily life or in real life. Giving students opportunities to use the language in classroom or called *exposure* has a pivotal role in learning English. However, a big number of students in one class becomes challenging for the teacher in managing the classroom and the students in order to every student has the same opportunity to speak, write, listen, and read in the class. This study is concerned with Information Communication and Technologies (ICTs) and Group Discussion (GD) that become one of the most effective solutions to the problem. It is believed that ICT and GD can encourage the students to learn English. Sekolah Tinggi Managemen Informasi dan Komputer (STMIK) has a numerous students in one class in which each class consists of approximately 50-60 students. This study was conducted in two big classes. The instrument in this research was a questionnaire. The questionnaire was used to get information about the students' responses of the application of FGD and ICTs in teaching and learning English. The data obtained were analyzed qualitatively and quantitatively. Based on the results, the students believed that group discussion and ICTs belong to "very good" and "good" with range score 3.11-3.44.

Keywords*: g*roup discussion, information and communication technologies, large classes

Introduction

Nowadays, all sectors such as education, company, and other sectors use English as one of the requirements to get involve to the institution. Therefore, numerous people learn English even from childhood. English as a second or foreign language is one of the main languages in the world that is learnt by people throughout the world, including Indonesia. English as an international language is needed by people for many reasons such as getting married, looking for jobs, continuing study abroad, and other reasons.

STMIK Bumigora Mataram made some policy to have English as a compulsary subject in two semesters: in the first and the second semester. It is because English as an International language is needed today, especially for free trade and ASEAN Economic Community or called MEA in Indonesia. English is used by most people throughout the world because of the demands. Consequently,

many universities formulated the rules in order to English as a compulsary subject in the university. Indonesia has a rule that English as a partial requirements for graduating from junior high school and senior high school. The University of Helsinki, Finland, states that based on its Language Policy promulgated in Finnish, Swedish, and English, 14 March 2007:

> Languages are a resource within the academic community. The University's bilingual and multilingual environment and internationalization are sources of enrichment for all and are a necessity for the international comparability of its research performance.

Similarly, According to Hang (170, p. 2009) based on Vietnam's history witnesses the blooming of each foreign language in its own era, with different reasons for prominence and slightly different effects on Vietnam". Everyone needs language and even international language that is as bridge for people to communicate and to express their feeling, ideas, and thought. However, acquiring a second language or foreign language is different from acquiring the first language in which learning second/foreign language are more complicated and challenging.

Teaching English, especially for young learners, is challenging because teachers must provide and/or use numerous strategies, media, models, and the others to attract them to learn. Moreover, when teachers teach English in big classess. Creativity and appropriate media should be paid attention by teachers. Numerous scholars believe that ICTs are imbeded in our life and it has effect to the classroom management. Many researches stated that ICTs have a crucial effect in teaching and learning process, including learning English. Based on the elaboration of the background there are two research questions: what are students' response on learning English using Group Discussion and what are students' response on learning English using ICTs? This study aims at identifying students' responses on learning English through Group Discussion and ICTs.

Literature Review

Teaching language, particularly second language or foreign language, is complicated, because either intelligent (internal) aspect and non-intellegent (external) aspect should be considered. Both of aspects have a big role in students' success in learning language. Kong (2009, p. 145) mentioned that external factors such as motivation, attitude, interests, age, methods, willingness, and character have important factors to English learning. Students' success (achievement or performance) are affected also by those external factors involving learning style and motivation. Griggs & Dunn (1984); Smith and Renzulli (1998); and Wallance and Oxford (1992) reported that "match between teaching style and students's preferred learning style will increase learner's motivation and learning" (Hiew, 2012, p.10).

Giving input has a pivotal role in teaching English. The more teachers give input, the more the students has opportunity to success. Input is one of the tools to measure the students' success in leaning English and it is one of the main factor to

improve students' performance. As Ellis (2003, p. 5) said that "language learning cannot occur without some input". Using Information and technology are supposed as one of the most effective ways to give students input in learning English.

During teaching and learning process, a lecture gives instruction and explanation by using two languages (bilingual) namely mother tongue and English. Bilingual may help students to understand well of the instruction and explanation. UNESCO (2003 cited in Philipson, 2009, p. 22-23) noted the value of mother-tongue based bilingual education as follows:

a. UNESCO supports *mother tongue instruction* as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers.

b. UNESCO supports *bilingual* and/or *multilingual education* at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies.

c. UNESCO supports language as an essential component of *inter-cultural education* in order to encourage understanding

Class Size

A certain class size and students' performance have a close relationship. Even though pros and cons appear related to the results of the research where Hancock (1996) and Kennedy & Siegfried (1997) reported that no relationship between class size and students' performance but Gibbs, Lucas, & Simonite (1996); Borden & Burton (1999); and Arias & Walker (2004) assumed on the contrary (Carpenter, 2006: 14). In real classroom, teachers certainly face and feel that class size has implication to the students' results and performance. Small class size is esasier to manage, observe, and organize than large class size. Consequently, teachers should provide other alternative methods to create good condition when they teach in big classes in order to become well-manage classroom. A well-manage classroom has a positive role in teaching English and students' performance. As stated by Freeman, Anderman, & Jensen (2007) (cited in Kazemi & Soleimani, 2016, p.88) "A well-manage classrrom generate a stress-free environment where positive learning is experienced and students feel increased sense of belonging to classroom."

Group Discussion

Expression that often to say is "two is better than one". That means learning in a group is probably more effective than alone. Discussion has a positive effect to boost and encourage the student's motivation to learn and speak. Rahman, et.al (2011, p.87) stated that "discussion is one of the most widely used and valuable methods in teaching and of social studies". Morover in large classes this method can be very usefull to be applied. It is still in Rahman et.al also described the following objectives of discussion (Gage and Berliner, 1988):

thinking critically, democratic skills, complex cognitive objectives, speaking ability, ability to participate, and attitude change.

The objectives of group discussion are relevant to the goals of teaching second or foreign languages because learning English for non-English department is focused on speaking skill and build critical thinking of the students. Group discussion can elicit and encourage the students to speak and build their cognitive skill.

Information and Communication Technologies

ICTs including music, video, pictures, slides, and the others have a crucial role in teaching and English learning process. ICT can create a good environment for communication between students and teachers or among students. As stated by Gajek (2015, p. 2) "ICT provide an environment for communication of language learners". There are some advantages using IT in teaching and learning process as follows (Floris 2015, p. 141):

1. Either students and teachers can access more quickly and the most up-date sources and information related to the materials.
2. Both teachers and students can practice English by listening the pronunciation from the their handphone or internet.
3. Many focused exercises can be found on the net for free and software can be bought via Internet or in any store and some are free.
4. There are also many discussion groups for professional development, interactive reading books for students, sound recordings for both teachers and students.
5. There are a lot materials available can be chosen in the internet by teachers and it can be downloaded freely.

Florish added that teachers or students can find and download plenty authentic materials, for instance online newspaper, webcasts, video clips, or even video sharing websites such as youtube from internet. The authenticity is based on the environment and a real life; the issues of the topic are taken from the real condition in the society as Dewi (2017, p.153) stated that "To create the classroom becomes in real life, we need to provide variety of activities from the real world outside the classroom". Then either students or teachers can select materials that fit better to their wants, necessities, and needs. Everyone can be benefited by technology for teaching and learning. Florish also believe that ICT provided by a chat room and virtual environment (second life) are able to motivate them to practice the written and spoken language without fearing mistakes.

Methods

This research is classified into a mix research because data were analyzed quantitaively and qualitatively. The data analysis is a process of organizing, sifting, summarizing, and synthesizing of the data collected until obtaining the data and driving conclusions of the research. The data collected were analyzed in different ways that were quantitative and qualitative. The quantitative data were gained from the questionnaire. Descriptive statistics are used to analyze the questionnaire of the data. While the qualitative data were obtained from the results

of comments, feedback, and suggestions were gained from the students. There are 81 students as samples in two classes namely Class A and B (students of informatic) in STMIK Bumigora Mataram.The range of the score used by the researcher is the one proposed by Suharto (2006, p. 52-53) as follows.

$$R = \frac{Xh - Xl}{4}$$

R = range Xh = highest score
Xl = lowest score   4 = likert scale (the amount)

       The data conversion range is based on the data obtained from the research. The highest score is 4 and the lowest score is 1. The calculation is as follows:

$R = \frac{Xh - Xl}{4}$

$R = \frac{4-1}{4} = 0,75$

In summary, based on the calculation, the class interval are presented in Table 1.

Table 1. Quantitative Data Conversion

Scale	Interval of the mean values	The other form of the interval	Category
1	1.00 – 1.75	$1.00 \leq \bar{X} \leq 1.75$	Bad
2	1.76 – 2.51	$1.76 \leq \bar{X} \leq 2.51$	Fair
3	2.52 – 3.27	$2.52 \leq \bar{X} \leq 3.27$	Good
4	≥ 3.28	$\bar{X} \geq 3.28$	Very Good

Adopted from: Suharto (2006, p.61)

Findings and Discussion

       A large classroom becomes one of the biggest challenges in teaching and learning language. Therefore, the author conducted a research to solve the problem by applying ICT and group discussion in the classroom.

Group Discussion in Large Classes

       Group discussion was conducted by dividing the students into ten groups and each group consisted of approximately 5-7 persons. During one semester they will study and sit down in their group. The students will provide some materials and they will discuss each other. Sometimes, the lecture provides a game to empower the groups, such as game of tree diagram. Each two groups will join competation in which they will write English words (vocabularies) as many as possible. They can discuss with their group and the group who get most words to be a winner. From the activity, each group is enthusiastic because they race to be a winner. The faster group accomplish the assignment, the better the better they will be.

Having looked at a number problems of teaching in a large class, we should consider group discussion as one part of the solution. Based on the students' responses, they believed that group discussion has a positive effect to the teaching and learning and also to the students performance. The quantitative data show that the students believe that group discussion is able to give me a big opportunity to practice English in classroom. It is suggested by the mean value of that statement is 3.44 that belongs to "very good". It is the same as statement (2), (3), and (6) with the mean value 3.36, 3.46, and 3.36. They said that group discussion also can motivate and stimulate them to learn and speak English by categorizing as "good" with mean value 3.11 and group discussion is able to help the students to comprehend the materials with mean score 3.22. The students' responses are shown in Table 1.

Table 1: Students' Responses of Group Discussion

No	Statement	Mean Value	Category
1	Group discussion is able to give me a big opportunity to practice English in classroom.	3.44	Very good
2	Group discussion is able to help me to increase my English skills.	3.36	Very good
3	Group discussion is able to make me learn speaking, reading, writing, and pronunciation.	3.46	Very good
4	Group discussion is able to help me to comprehend the materials.	3.22	Good
5	Group discussion is able to stimulate and motivate me to learn English.	3.11	Good
6	Group discussion is able to help me to enrich my vocabularies.	3.36	Very good

The Use of ICTs in Large Classes

The students are divided into groups as explained in the previous explanation. Learning English using ICTs are believed a give positive contribution to teaching and learning English. During the teaching and learning process, the lecturer used ICTs in teaching and learning through pictures, videos, and songs. The lecturer provided some pictures, videos, and songs where first of all some pictures are provided in slides to elicit them to speak. After showing pictures, the students are asked to speak or make a story based on the picture. Sometimes, the lecturer gives songs and asked them to fill the missing lyric. Then, some new vocabularies will be part of our discussion. It means that while they listening, the students also can sharpen their reading and writing and even their speaking skills because some students are asked to make sentences by using new vocabularies in the song. Afterwards, showing a some videos, for example, a video "the six blind men and the elephant" evoke their motivation in learning English. Videos as a trigger for the students to motivate them to listen, read, write, and speak. Every group has the same opportunity to get those skills. ICT-based

task: maximize the use of time in teaching and learning process because writng too much in a white board will waste the time. Therefore, by using ICT in providing explanation and task, the teachers are able to utilize the time well. The students' responses of using ICTs in large classes are displayed in Table 2.

Table 2. Students' Responses of the use of ICTs in Large Classes

No	Statement	Mean Score	Category
1	Information Communication Technologies (ICTs) are able to give me a big opportunity to practice English in classroom.	3.27	Good
2	Information Communication Technologies (ITCs) are able to make me learn speaking, reading, writing, and pronunciation.	3.28	Very good
3	Information Communication Technologies (ITCs) are able to help me to increase my English skills.	3.16	Good
4	Information Communication Technologies (ITCs) are able to stimulate and motivate me to learn English.	3.23	Good
5	Information Communication Technologies (ITCs) are able to help me to enrich my vocabularies.	3.35	Very good

In terms of the students' responses of using ICTs in classrooms belong to "very good" and "good". They believe that ICTs are able to make the students learn all skills (speaking, reading, writing, listening, and pronunciation) with the mean score 3.28 and it can enrich the students' vocabularies (3.35). Three of the statements got "good" response" with mean score 3.27, in which they stated that ICTs are able to give me a big opportunity to practice English in classroom; ITCs can help the students to increase their English skills with the total score 3.16; and they believe that ICTs can motivate the students to learn English with average score 3.23.

Related to students' responses of using videos in teaching and learning English, they responded that learning English using videos are "very good". The students believed that they are able to encourage them to learn English and enrich their vocabularies with the same mean score 3.35. Then using videos can help them to comprehend the materials with mean score 3.28. For more detailed of the responses can be seen in Table 3.

Table 3: Students' Responses of Using Videos

No	Statement	Mean Score	Value
1	Learn English using videos are able to stimulate and motivate me to learn English.	3.35	Very good
2	Learn English using videos are able to help me to enrich my vocabularies.	3.35	Very good
3	Learn English using videos are able to help me to comprehend the materials.	3.28	Very good

In terms of using songs in classrooms, it has "good" and "very good" responses. Table 4 shows that songs are able to motivate the students to learn and enrich their vocabularies with average score 3.44 and 3.38. The students' response of using song are displayed in Table 4.

Table 4: Students' Responses of Using Songs

No	Statement	Mean Score	Value
1	Learn English using songs are able to stimulate and motivate me to learn English.	3.44	Very good
2	Learn English using songs are able to help me to enrich my vocabularies.	3.38	Very good
3	Learn English using songs are able to help me to comprehend the materials.	3.12	Good

Cameron (2001) said that developing songs into language learning task can help students and teachers for language learning and teaching and Jolly (1975) stated "using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language" (Millington, 2011, pp.136-137). Playing songs in classroom evoke the students to learn because they feel comfortable listening the music while studying.

The students' responses of using picture are showed in Tabel 5. Based on the data in Table 5 show that using pictures in classroom have response from the students with "good" category. It is showed by the mean score (3.17) for being able to stimulate the students; they can be motivated by learning English using pictures (3.16), and learning English using pictures are able to help them comprehend the materials with mean score 3.15.

Table 5: Students' Responses of Using Pictures

No	Statement	Mean Score	Value
1	Learn English using pictures are able to stimulate and motivate me to learn English.	3.17	Good
2	Learn English using pictures are able to help me to enrich my vocabularies.	3.16	Good
3	Learn English using pictures are able to help me to comprehend the materials.	3.15	Good

Pictures have a positive influence to the students' motivation and performance to elicit them to speak because they have a description and guide to make sentences.

Conclusion

English as a second or foreign language is one of the main languages learnt by people throughout the world, including Indonesia. English as an international language is needed by people for many reasons such as getting

married, looking for jobs, continuing study abroad, and other reasons. A large class is very complicated and has a big challenging in teaching and learning English. Group discussion and ICTs through pictures, songs, and videos have positive effect to motivate the students, to help the students to enrich their vocabularies, and help them to comprehend the materials. Based on the students' responses, they believed that group discussion and ICTs belong to "very good" and "good" with the range score of 3.11-3.44.

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JAVANESE WOMEN TEACHERS, DISAGREEMENT STRATEGIES AND POLITENESS

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Abstract

This paper presents a study on how Javanese female teachers use politeness strategies in expressing disagreement at the workplace. The data were utterances which contain disagreement strategies collected from the data source. To elicit the required data, a Discourse Completion Test (DCT) was deployed. The data were collected from 20 Javanese women who worked as teachers and lived in Surakarta. The DTC comprises twelve scenarios which provide context of situation in which the Javanese Teachers are expected to disagree with. The taxonomy from Muntigl and Turnbull (1995) as well as theory of politeness by Brown and Levinson' (1987) were utilized as the main frameworks. The findings showed that Javanese women teachers have various strategies when they are in a non-agreement situation within an interaction i.e. the combination of Contradictions and Counterclaims, Counterclaims, Contradictions, combination of Counterclaims and Contradiction, combination of Challenges and Counterclaims, Challenges, and the combination of Challenges, Contradictions and Counterclaims. Nevertheless, they seem to be polite when they delivered their responses. Further, to soften the Face Threatening act, Positive Politeness seems to be the most preferred strategy used in expressing their disagreement, and negative politeness is the least often. This study provides more understanding of how women teachers are betrothed in a negotiating situation at the workplace regarding the use of politeness strategies.

Keywords: disagreement, Javanese women teachers, politeness

Introduction

Agreement has traditionally been characterized as the preferred response to a proposition or assessment, while disagreement as the least preferred response. The disagreement is a kind of speech act which is an applicable aspect of pragmatics; nevertheless, often it has not been allocated discrepancy. Liu (2004) stated that disagreement is inevitable in many human interactions. It frequently happens regardless how hard people try not to utilize it; when people try to avoid the unavoidable they face a very complicated condition.

In expressing disagreement, there seems to be a contradiction between disagreement and face saving. According to Rees-Miller (2000, p. 1088) disagreement occurs when a speaker S differs in what s/he considers untrue from some proposition P uttered or recognized to be embraced by an Addressee A and responds with an utterance containing the proposition or implicature which is Not P". Thus, disagreement can be considered as a contrasting point of view in

reaction to a speaker's prior position, yet, this oppositional statement "calls for some kind of reaction from the party disagreed with" (Locher, 2004, p. 95).

When people try to soften their disagreement, they often apply strategies of rhetoric which include both concepts of politeness and hierarchy. Further, Pomerantz (1984, p. 77) noted that disagreeing with other people seems not to be chosen because disagreement with other people is possibly to bring discomfort, unpleasantness, difficulties, risking threat, and insult or offence, whereas agreeing with other people can bring comfort, support, reinforcement, and perhaps social engagement, since it can show that that interlocutors are like-minded"

Atkinson and Heritage (1984:55) state that the maximum cooperation and minimum conflict in interactions are the orientation of the features of chosen/ not-chosen actions. Such understandings have been further expounded which relates the promotion of solidarity and affiliation with chosen actions and the weakening of solidarity and disaffiliation with not-chosen action. Hence, this view suggests or obviously shows the considerations of face (Atkinson and Heritage, 1984:56; Brown and Levinson, 1987:38). In addition, as is well acknowledged, the notion of 'face' has been scholarly attention particularly through Brown and Levinson's (1978/1987) politeness theory.

Politeness has been one of the most active areas of research in language use by growing interest in Cooperative Principles by Grice's (Chen, 2007). There have been theoretical and empirical articles dealing with politeness and/or the notion of face have been published in the last decades. In most of those studies, the concept of politeness is understood as a preferred strategy to avoid conflict or as a strategy to construct social interaction which is complaisant.

In addition to Cooperative Principles by Grice's, the theory of face as recommended by Brown and Levinson (1987) functions as the most prominent theory on politeness. This theory plays a significant role in the study of speech acts (Ji, 2000). There are three basic concepts in Brown and Levinson's face theory i.e. face, face threatening acts (FTAs) and politeness strategies. Further, based on these concepts, three main strategies to perform speech acts are differentiated: positive politeness, negative politeness and off-record politeness. Positive politeness aims to support or enhance the positive face of the addressee, whereas negative politeness aims to soften the violation on the freedom of action or freedom from imposition of the addressee. The strategy of off-record politeness is the flouting one of the Gricean maxims considering that the proposed meaning can be inferred by the addressee.

Further, as the participants of the study are Javanese women who are culturally regarded as having specific cultural norms for women's attitude and behavior, the combining factors of ethnicity, language strategy and politeness would provide a highlight of how the women teachers put their position in a seeming conflicting situation. This also considers the principles of Javanese politeness as proposed by Gunarwan (2004, p. 7) which comprise *kurmat* (respecting other people), *andhap asor* (being humble) meaning that the Javanese

people avoid self-compliment, *empan papan* (well mannered), and *tepa selira* (care for others).

Regarding with women as teachers, it is generally believed that schools as a formal education institution have significant roles in the effort not only to impose good character but also to provide the role models. Teachers, as Musfah (2011) stated, should be the examples for their students in both behavioral and intellectual aspects. The way the teachers apply the principles and strategy of politeness in various forms of speech acts implies their language attitude in social interaction.

Compared to other kinds of speech acts such as apologizing, compliment and response to compliment, criticizing, suggestion and advice, the studies on speech act of disagreement seems to be less studied, being inherently a FTA, the speech act of disagreement has also aroused much attention in recent years (Rees-Miller, 2000; Muntigl & Turnbull, 1998). Much attention on the studies on disagreement is on the scope of education (Rees-Miller 2000; Si Liu 2004; Nirooman 2012); and in business meeting as in (Angouri 2012). The investigation of how women in education, especially those with ethnical background such as Javanese, express disagreement is an interesting site to be deeply explored. The ethnic of Java is often regarded having prescriptive rules for women. Therefore, such investigation is interesting and the present study was designed to examine the ways politeness strategies are used by Javanese women teachers in expressing disagreement at their workplace.

Methods

The participants of this study consisted of 20 Javanese women aged between 25-40 who work and live in Surakarta, Central Java Indonesia. To scrutinize the Javanese women teachers' preferences toward choosing various kinds of strategies in expressing their disagreement, 'Discourse Completion Test", (DCT), is used. Further, in order to explore the relationship between power and politeness in the realization of disagreements, the participants were given a DCT which consisted of twelve scenarios. The DCT used here presented a brief description of certain disagreement situations. The DCT specified the setting, while the social distance between the interlocutors and their status to each other are relatively equal (colleagues). The identification of the utterances containing disagreement applied the taxonomy from Muntigl and Turnbull (1998) which proposed the four types of disagreement i.e. Irrelevancy claim (IC), Challenge (CH), Counter claim (CC), Contradiction and Counter claim. Brown and Levinson's politeness strategies then were used as the framework to analyze the responses.

Findings and Discussion

From the data analysis, 240 utterances using disagreement were figured out. The detail of disagreement is explained below:

Disagreement Strategies used by Javanese women

The disagreement strategies used by Javanese women can be divided into 7 types of disagreement strategies. The first is the combination of contradictions and counterclaims (CT+CC). The combination between contradictions + counterclaims (CT+CC) was found in 202 data or 84,2%. For example: *Kula mboten setuju, mangke dados mboten ikhlas ngoten Pak.* (I don't agree as it should make us do something by expecting the return).

Furthermore, the use of counterclaims (CC) was found in 36 data or 15%. For example, *Langkung sae ingkang celak mawon, langkung mirah.* (The nearer the better as it costs cheaper). The third one can be classified as the contradictions (CT). The use of Contradictions (CT) was found in 2 data or 0,48%. For example, *pangapunten, tapi kula mboten sepakat Bu.* (I am sorry, but I don't agree with you).

Fourth, the combination of counterclaims and contradictions (CC+CT) was found in 2 data or 0,48%. For example, *menurut kula warnanipun nggih sae, tapi kok kirang cocok kalian background-ipun. Kula pilih warni sanesipun mawon.* (I think the color seems quite good, but it doesn't look matched with the background, so I think I prefer to use another color). In addition, combination of challenges and counterclaims (CH+CC) was found in 3 data or 0,72%. For example, *napa njenengan yakin Bu milih sing niku?, kula ngangge disain ingkang niki mawon, kula kok pilih ingkang langkung ringkes.* (Are sure that you choose that Bu?, I choose to use this design as it looks more efficient).

Moreover, the use of Challenges (CH) was found in 1 data or 0,41%. For example *alesanipun napa nggih Pak, kok njenengan milih dateng Belitung, mboten dateng Bali?* (What is your reason Pak, why do you prefer Belitung to Bali?). Finally, combination of challenges, contradictions and counterclaims (CH+CT+CC) was found in 1 data or 0,41%. For example: *aksudipun napa Bu? Kula memang mboten setuju kalih aturan sing enggal niku, wong saranane mboten disediakan kok nuntut terus.* (What do you mean Bu?, indeed I do not agree with the new regulation; they do not provide sufficient facilities to meet their demand.)

Politeness Strategies used in Disagreement by Javanese women

Politeness Strategies used to express disagreement by Javanese women teachers can be divided into 4 types of politeness strategies namely:

Bald on record (BOR)

Bald on record is a politeness strategy which can directly address others as a means of expressing your needs (Yule, 1996, p. 63). Generally, when a speaker wants to do Face Threatening Act with maximum efficiency, the bald on record strategy becomes the strategy to choose (Brown and Levinson, 1987, p. 95). However, though expressing disagreement, to soften the FTA on the interlocutor, the use of Bald on record (BOR) is supposed to be avoided. In the data, the use of BOR was found in 56 data or 22,05%.

For example: *Lha sing mutuske kersane Pak kepala mawon, niku lak mboten urusane sampeyan, sing pening laporane dhewe rampung* (Let the

principal make the decision; it is none off your business, the important thing is that we complete the report*)*

"niku lak mboten urusane sampeyan (it is none of your business) as a response to someone who tried to express an opinion on a certain topic is an utterance containing FTA.

This result is in line with what Brown and Levinson (1987, p. 66) said that disagreement is a kind of threat to interlocutor's positive face, and hence, the strategy to use positive politeness in expressing disagreement is usually more preferred. Nevertheless, this result seems to show that, though in a small percentage and for various certain purpose, Bald on Record can always become a strategy of politeness for the Javanese women to choose.

Positive Politeness (PP)

Positive politeness refers to a redress which is directed to the addressee's positive face with the aim of a desire that his wants for the actions, acquisitions or values which is resulted from the redress should be regarded as desirable (Brown and Levinson, 1987, p. 101). The use of Positive Politeness (PP) was found in 102 data or 42,5%.

For example: *Nggih Bu njenengan leres, nek bocah-bocah dolanan nggih kudu tetep diawasi kabehe. Tapi ibu-ibu kados dhewe niki lak mesti gaweane ora ono entek'e, kadang yo kecolongan.*
(Yes, you are right. When the children play, we should watch them, but you know mothers like us always have never-done works to do, we missed sometimes).

Negative Politeness (NP)

Negative Politeness comprises redressive action from the addresses to the addressee's negative face, meaning that the desire to have unhindered freedom of action and unimpeded attention (Brown and Levinson, 1987: 129). Negative politeness particularly specific focuses on the function to reduce the particular imposition that Face Threatening Act unavoidably influences (Brown and Levinson, 1987: 129). The use of Negative Politeness (NP) was found in 33 data or 13,75%
For example: *Wah maaf Bu, tapi kula mboten milih sing niku (*I am sorry, but I don't choose the one).

Off record (ORA)

Off record statement may not always necessarily successful. However, when it was, it will be because there are more that have been communicated than what were said (Yule, 1996: 3). A communicative act using off record occurs when the communication is done in such a way that there is not only one clear communicative intention to the act is possible to the attribution. (Brown and Levinson, 1987: 211). Utterances containing Off record strategy are basically in the form of language use which is indirect. An off-record utterance is constructed

when a speaker says something which is either broader or actually different from what he means (he intends to be understood by the interlocutor). The use of Off record (ORA) was found in 36 data or 15%.

> For example: *Biarpun rada larang tapi kan ketok luwih apik to Bu*? (It is more expensive, but it looks better, isn't it?)

Conclusion

This research focuses on two aspects i.e. the use of disagreement strategies as well as the politeness strategies used by Javanese women teachers in expressing disagreement. Based on the data analysis the combination of contradictions and counterclaims was often used by Javanese women teachers. In this case, they disagree by both producing contradictory response and counterclaims as a way to provide more confirmation related to their statements. Further, the finding of this study showed that Javanese women teachers construct their own strategies when they are in a non-agreement situation within an interaction. Nevertheless, Javanese women teachers seem to be polite when they conveyed their responses, by much applying positive politeness. Interestingly, this research also found that Bald on record which is supposed to be avoided to soften FTA, stood as the second strategy used by the Javanese women teachers in conflicting situation at their work place. This study can provide more understanding of how women, especially women teachers, are engaged in a negotiating circumstance regarding the use of politeness strategies.

This study concentrated on the speech act of disagreement and the choice of appropriate politeness strategies by Javanese female teachers amongst their equal colleagues. The present study evaluated Javanese women's performance when performing the speech act of disagreement. The time constraint when conducting the research has led to the limitation of scope and focus of this study. The results could be more valuable if the consideration of factors such as age, gender, social distance of the interlocutors as well as the more various setting of the speech events that may affect the production of this face threatening speech act, including the application of strategies and politeness principles in the context of classroom negotiating circumstances. Further studies should be designed to should also involve cross cultural studies with larger samples and more situations to obtain more valid results.

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IMYC - REFLECTIVE JOURNALING AS A STRATEGY TO ENHANCE STUDENTS' CONCEPTUAL AND SKILLS

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Abstract

This paper explores the practice of developing a deeper understanding of students' learning through reflective journaling in learning process of IMYC. The aims are to generate lot of ideas, critical thinking and give student an opportunity to formulate personal and conceptual understanding of the subject knowledge and skills that they are learning. It links to the particular big idea or concept in a unit. By a weekly Collaborative Planning, teachers validate the implementation of reflective journaling in Kinderstation Junior High by identifying the difficulties and challenges of IMYC learning process, especially the reflective journaling session. The finding showed that reflective journaling was difficult to conduct at the first year of implementation of IMYC because the students were more familiar with KTSP curriculum which directed them to answer by choosing true or false on their final exam. Within the year, reflective journaling plans to be habituation for students.

Keywords: IMYC, teacher, reflective journaling, habituation

Introduction

Lots of studies about reflective journals have been used in language teaching and learning for many years. On that studies the reflective journals suggested that they have been applied in language classroom worthwhile as powerful tools to promote autonomy and improve students' learning. O'Connell and Dyment (2006) explored the benefits of journaling in motivating students in the process of reflecting on their own learning and improving their own writing skills. Similarly, Farrah (2012) examined the benefits of reflective journaling on improving English writing skills, increasing motivation, enhancing creativity and critical thinking among university students. Lear (2011) investigated the impact of guided reflective journals on improving certain domains of intonation as well as increasing motivation and developing metacognitive awareness. As further exemplify in some studies, reflective journals gain positive development in learning. For example : Meral Çapar (2014) conducted a study to investigate the extent to which EFL learners could reflect on their essays in an EFL writing course and whether guidance of the teacher could help them to improve their reflections. The findings indicate that with appropriate trainings, autonomy may be achieved in a writing course through enhancing reflection on the learning process (Thanh, 2016).

In the International Middle Years Curriculum (IMYC) process of learning, students write reflections regularly by responding to structured questions. This

process is called 'reflective journaling'. Through curriculum, reflective journaling can be applied. IMYC is one of many curriculums taking benefits from reflective journaling. The main goal of IMYC journaling is reflection. An example taken from the experience of O'Donell (2017), as the former Head of Middle Years in iCAN British International School, Pnom Phen, Cambodia, journaling has proved to be a truly amazing element of the IMYC. By spending one hour of the schedule each week to IMYC journaling, they found a number of unexpected and inspiring moments. In journaling, every new IMYC unit begins by exploring the Big Idea further and teasing out the students' interests, beliefs and interpretations. The purpose is to explore potential within the big idea for the group and what is going to light their fires about the concept. The iCAN British International School, Pnom Phen, Cambodia also found works well is to begin journaling sessions with discussion rather than writing. Discussions and videos lead to mind-maps, cooperative writing on mini whiteboards or post-its, adding to each other's sentences, anything that makes the journaling more connected and less onerous for reluctant writers. The aim is to generate a lot of ideas (Fieldwork Education, 2017).

This study focuses on the IMYC cycle of journaling in Kinderstation Junior High School. The IMYC reflective journaling itself is one of learning structures or process of learning in every unit that the school offered to the students. In IMYC implementation file, the last activity in every unit for a subject contains a set of journaling questions that formally support student reflection. These are merely examples of questions that can be used and should be adjusted to the language proficiency of the students. Some of the questions may be around personal dispositions, whilst others will foster International Mindedness by encouraging students to consider the perspectives of themselves, their families and others throughout different activities (Fieldwork Education, 2016)

In this study the journaling helps students reflect on the big idea on their subject learning but then taking it to a personal perspective (to formulate personal and conceptual understanding of the subject knowledge and skills). The challenge of implementing reflective journaling is helping the students to dig deeper with their learning. Even though there are a lot of evident that reflective journaling writing has widely been proved of the usefulness, somehow the effectiveness of implementation of journaling it's quite hard to be implemented with mix curriculum (International Middle Years Curriculum & KTSP curriculum). This study also looks, at further point of view from the students' point of views about reflective journaling. The research is informed by this key research questions:

How does reflective journaling writing encourage students' learning in Kinderstation Junior High?

The IMYC

The International Middle Years Curriculum is an international curriculum from United Kingdom. This curriculum is specifically designed around the critical needs of the adolescent brain, it is improving learning for 11-14 years old in lower secondary. The importance of using IMYC are mentioned below:

➢ The IMYC is specifically designed around the critical needs of the adolescent brain

➢ The IMYC inspires and engages students, enriching their learning experience

➢ The IMYC provides a rigorous academic platform preparing students well for their next stage of learning

➢ The IMYC aims to support the whole students; the development of personal dispositions and international mindedness are an intrinsic part of every unit

➢ The IMYC is flexible and practical for schools to implement (Fieldwork, 2017)

The IMYC has been introduced to Kinderstation Junior High over a year at academic year of 2016-2017. This curriculum can meet the needs of 11-14 years old brain in Kinderstation Junior High, somehow we have difficulties in implementing this curriculum because basically we need to integrate it with KTSP curriculum which has totally different characteristics. The students were assessed based on their skill in IMYC, but in KTSP students were assessed by the result of knowledge. While in IMYC provides the link between student's subject into their life and making meaning, but in KTSP they need to memorise the theories. In other words, IMYC provides hands on learning, while KTSP is classical learning.

The structure of an IMYC unit

IMYC has 30 units for three levels (Middle 1, Middle 2 and Middle 3). Each unit has a consistent structure according to the IMYC process of learning. The subject tasks in each unit has the following elements in common; Entry Point, Knowledge Harvest, Learning activities, Reflective Journaling, Assessment for Learning and Exit Point. See Fugure 1 below.

Figure 1
Adapted from (Fieldwork Education, 2016)

Reflective Journaling

Faculty Development and Instructional Design Centre of Northern Illinois University defines that reflective journals are personal records of students' learning experiences. A student' writing style for journals and logs can be informal and sometimes inappropriate. However, to help students learn more about a particular subject or content, you can require students to write more formal entries using correct terminology, facts and connections to course content (NIU, 2017)

Types of Reflections

RMIT (2006) lists six types of reflections. The following descriptions depict a reflection on university student groups and drinking. Possible student comments are in italics.

- ➢ **Observations**—At this stage a student would write about what they actually saw or their viewpoint on a particular event. For example, *At the pre-game parties outside the stadium I saw student groups guzzling buckets of beer.*

- ➢ **Questions**—Upon reflection, the student could ask the question, *Why do the all of the student groups drink together at football games but don't seem to get along when they don't drink?*

- ➢ **Speculations**—After thinking about the situation, the student could reflect, *Maybe it's possible that that student groups drink because it's easier to socialize that way. Or, maybe they think that they have to drink because everyone else does!*

- ➢ **Self-awareness**—At this point a student may place himself or herself in the situation by considering the ramifications. *I really don't think I need to drink to be able to socialize with my friends and think we would get into trouble if we decided to drink as much as the groups do.*

- ➢ **Integration of theory and ideas**—By reflecting on theories or ideas about cultural norms the student has connected the experience with what he or she has learned. The student might write, *Social norm theory explains that particular group members think other group members drink more than their group does.*

- ➢ **Critique**—This is where the student may self-reflect on or "critique" the situation by writing, *I can now reflect on my own drinking experiences to see if I really drink because my friends do.*

Based on a study prepared by The Learning Centre, The University of New South Wales in 2008, Farrah (2011) listed the characteristics of reflective writing as follow:

- ➢ your response to experiences, opinions, events or new information

➢ your response to thoughts and feelings

➢ a way of thinking to explore your learning

➢ an opportunity to gain self-knowledge

➢ a way to achieve clarity and better understanding of what you are learning

➢ a chance to develop and reinforce writing skills

➢ a way of making meaning out of what you study

Based on the reviewed literature, shows that reflective journaling as one of strategy to enhance students' conceptual and skills. The aim of this paper is to explore the practice of developing a deeper understanding of student's learning through reflective journaling and the effectiveness of the implementation.

Research Methods

The data was qualitatively collected through student's reflection in assessment of program and reflective journaling through media project proposal. Qualitative research is a broad methodological approach that encompasses many research methods. Qualitative research is popular among political science, social work, and special education and education searchers (Alasuutari, 2009). To help navigate the heterogeneous landscape of qualitative research, one can further think of qualitative inquiry in terms of 'means' and 'orientation' (Pernecky, 2016). The most common method used to generate data in qualitative research is an interview which may be structured, semi-structured or unstructured. Other ways to generate data include group discussions or focus groups, observations, reflective field notes, texts, pictures, and other materials (Baden et al, 2013). This study relies on observation data that discover meanings and patterns. The data were collected through participants' written reflection in Assessment Learning Program and Media Project Proposal.

Research setting

This research was conducted in Kinderstation Junior High or SMP Cahaya Bangsa Utama, Yogyakarta by observing the evidences of students' reflection in Assessment Learning Program and Media Project Proposal as the writer's data is the Curriculum Developer. There are 10 (ten) participants who were involved in this research. The evidences were collected from students' worksheet folders in academic year 2016-2017.

Research Participants

Initially, ten persons (students) were involved in this research (10 students from Middle 1), The participants are between 11 to 13 years old, in which 4 (four) participants were females and 6 participants were males. Two of the participants are foreigners from France and Switzerland. In this paper, the writer described the participant as follows:

Name	Gender	Age
Alpha	Female	11
Beta	Male	11
Gamma	Male	11
Delta	Male	12
Epsilon	Male	11
Zeta	Male	11
Eta	Female	11
Theta	Female	11
Iota	Female	12
Kappa	Male	12

Research procedures

According to Kerdyam (2017), Narrative Analysis is the best approach for narratives sources (e.g., written forms, literature, letters, literary works, diaries). Figure 2 shows chart layout about how to conduct this research.
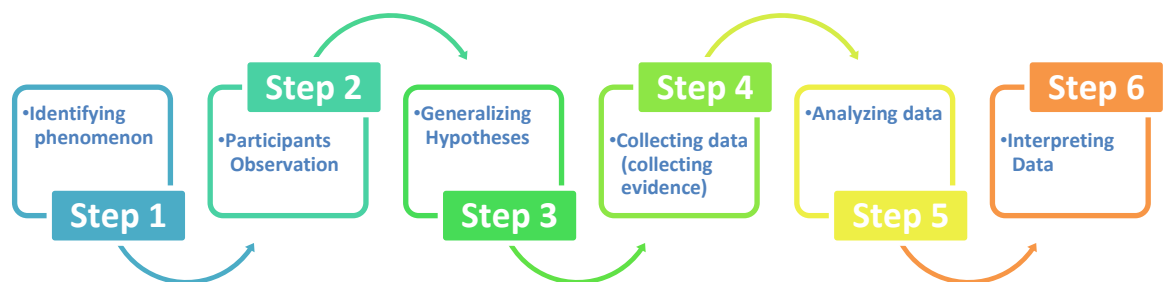

Step 1 •Identifying phenomenon

Step 2 •Participants Observation

Step 3 •Generalizing Hypotheses

Step 4 •Collecting data (collecting evidence)

Step 5 •Analyzing data

Step 6 •Interpreting Data

Figure 2. Steps of Research

The writer concerned about the students' understanding, knowledge and skill by linking their subjects through reflective journaling in International Middle Years Curriculum. This phenomenon was identified at the first implementation of IMYC in Kinderstation Junior High. Next, she was observed Middle 1 students as the one and only participants in Kinderstation Junior High for the first implementation of IMYC in academic year 2016-2017.

The hypotheses that generalised by the writer was based on Narrative Analysis approach from students' written forms in Assessment for Learning program reflection and Media Project Proposal. Then, she collected the data by collecting the students' written forms. After collecting the data, she analysed the data and, finally she interpreted it.

Finding and Discussion

This section focuses on the analysis of students' journaling at the first year of IMYC implementation; the teachers found that students have difficulty in writing journals because they had been through KTSP curriculum. In KTSP curriculum, students only need to think about true or false in their final exam. Since IMYC requires hands-on learning, dependent and interdependent learning, we need to improve our students' understanding about subjects through reflective journaling. Firstly, the students were so passive that they just did what they were asked to do and even when they were asked to write in student's reflection in Assessment for Learning Program. They did not know how to express what they have learnt over the six weeks in a unit. These situations have become great concerns for the teachers and driven them to think of solutions for the problems for the next year of implementation. The teachers are adapting the models of Reflective Journaling in IMYC learning process from Fieldwork Education. The teachers adopted the following procedure:

Subject Timeline:

Subject teachers were encouraged to read the unit planning in their timeline. The Curriculum Developer has provided it, so the subject teachers could follow the outline in the guidance. In the timeline, the subject teachers could get assisted from the journaling guided questions. These journaling questions triggered the way students think about what they have learnt both personal meaning and understanding about the topic.

Write, researching & recording activity:

Students were encouraged to write discussion or researching activity result by making a mind map or storyboard or wall display in their classroom. This activity helped them to summarise the topic that the students learnt about in each subjects. In every special task for each subject in IMYC teachers could find some questions that allowed our students to formulate ideas and thoughts based on those questions. Whilst in recording activity students were asked to share thoughts and ideas and display them in the classroom.

Reflective Journaling:

In reflective journaling, students were encouraged to write their personal perspectives, global perspectives and understanding about what they have learnt. Throughout this activity, the students were asked to design the proposal of media project or in other words the teachers called it as Exit Point preparation. This proposal does not only include the topic but also the student's disposition and the

international mindedness. Besides the proposal of media project could help students to execute the topic that they want to choose and design the method of their project, this proposal supposed to help the students to deepen their understanding. The research question of this research — How does reflective journaling writing encourage students' learning in Kinderstation Junior High (KJH) ? The data presents through 10 (ten) written forms of Middle 1 students in KJH.

By seeing the result, we could find out that not all the participants understood how to write the reflective journals in IMYC process of learning. Here are the result of some students reflective journaling based on their assessment for learning and media project proposal evidences:

Participants	Reflective Journaling	
	How does your topic relate to the Big Idea and Why this topic is worthwhile for you and others to learn about?	Student's Comment in Assessment for Learning (Social Science - Technology)
Alpha	"different acidity result different yoghurt and it can help us to choose the best yoghurt"	"when we made the gloves design, I feel like it would be better if we could choose our team mates so our design will be better because we have similar ideas or taste in fashion"
Beta	"Stop motion relates to big idea in adaptability in ICT & It's interesting"	"I am developing in technology"
Gamma	It's a movie about adaptability & I like the kind of movie"	"It's pretty hard to design with different opinion but at least it went well, though"
Delta	"we learnt 'bout adaptability & it's seem interesting"	"I like Technology"
Epsilon	"An athlete needs adaptability and I want to know more about athlete requirement"	"Gloves design was interesting, but it's need take along time for my group to decide the perfect one"
Zeta	"People work together and I really like to learn communication"	"The activity was fun but I didn't really get it"
Eta	"People need adapt in every situation & I want to know more	"I don't like my team mates especially the boys we have

	about adaptability"	different perspectives"
Theta	"I learned adaptability in science and the topic is interesting for me"	"I love Technology"
Iota	"It's interesting"	"Technology was hard"
Kappa	"Ability to cope or alter is needed and I am curious about it."	"I am trying to get the idea, but I need more time to decide and learn"

According to Beta, Delta, Theta, and Iota, the students' reflective journaling result shown something in common that they did not know how to express about what they have learnt and even they did not understand well in writing reflective journaling. Next evidences from Alpha, Gamma, Epsilon , Zeta, Eta, and Kappa's students reflective journaling also shown something in common. They could write the reflective journaling with some help, somehow they got difficulties in interpreting about "How does their topic in a subject relate to the Big Idea"

Conclusion and Suggestion

This study was an evaluation of the difficulties of implementing reflection journaling in IMYC process. The result shows at the beginning of implementation IMYC in Kinderstation Junior High, students' reflection did not help them much in consolidating the knowledge that they have learnt during the six week of a unit, because they did not know how to express their feeling and poor of writing skill since they had to face the National Exam for KTSP curriculum. Over a year, when we decreased material of KTSP and also after intensive observation and follow up the students continuously for their reflective journaling, now students have started to be able to express their feelings and gain interesting ideas in the selection of topics from what they have learnt in six weeks through reflective journaling in media project proposal. Based on the result of this study, the teachers recommend that the implementation of reflective journaling should be improved as a strategy to enhance students' conceptual and skills.

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CLUSTERING TECHNIQUE AS AN ADVANTAGEOUS TECHNIQUE IN ENHANCING EFL UNIVERSITY STUDENTS' ACCOMPLISHMENT IN WRITING DESCRIPTIVE TEXT

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Abstract

The objective of this research was to discover if EFL university students' accomplishment in writing descriptive text could be increased by the implementation of clustering technique. Action research was employed as the research method comprising of two cycles. There were 34 EFL students of English department at University of Sumatera Utara chosen as the subjects of the research. To collect the data, the instruments used were writing sheet for quantitative data, and questionnaire and interview sheet for qualitative data. The findings showed that the students' performance significantly increased and they successfully passed the minimum standard of accomplishment. The mean of students' score for test 1 (T_1) was 64, test 2 (T_2) was 73, and test 3 (T_3) was 79. The conclusion was drawn that the students' achievement in writing descriptive text could be enhanced by the implementation of clustering technique.

Keywords: descriptive text, clustering technique, action research

Introduction

Writing is taught after listening, speaking, and reading. Writing is also regarded as productive skill together with speaking. Moreover, the real fact faced by student is writing is the hardest skill to be mastered because it has some integrated parts that need to be owned by the writer.

The capability of writing as the most super power tool in communication should be owned by students. Everyone can convey their feelings, ideas, and thoughts to others. Tabatabaei and Assefi (2012:138) claim that writing plays an important role to convert knowledge, learning, and to stimulate creativity. One of the genres that should be mastered by students in the process of learning English is descriptive text. Saragih (2010:20) claims that descriptive is used to describe person, thing, or place. So, this text contains the descriptions of a particular topic such as person, thing, or place.

Writing descriptive text is not easy. Based on the writers' observation in class 15A of Diploma III of English of USU, it is commonly found that students' performance was poor in writing. There were some problems encountered by students in writing descriptive text. From the interview with the students, the problem encountered were that they are usually taught by using conventional or traditional method in the previous semester in which students are asked to write independently by looking at the textbook without having any further instruction,

guidance and variety in the technique of teaching. This brings fact that students are lack of motivation to write. Meanwhile, at least, they have to pass score 70 as the minimum grade of accomplishment. Additionally, Dirgeyasa (2014:iii) claims that the problem of writing arises when the students or the learners have to begin to produce their writing, they have difficulty in generating what ideas should be devoted in good organization of writing. He also adds note that the point stated in advance is the major problem among university students.

Referring to that matter, the writer offers clustering technique to overcome the students' problem in writing descriptive text. This technique will lead the students to create and think more creatively in writing. Previous researcher, Hariani (2013) conducted a research and the result of her research reveals that clustering technique helps students to improve their achievement in writing recount texts in SMPN 05 Kota Jambi. By considering the different sample, technique, and the genre, the researcher wants to know if the use of clustering technique in writing the descriptive text can increase the achievement of English department students of University of Sumatera Utara.

The Research Question

In relation to the background illustrated in the background, the problem is portrayed as following: "Is the application of clustering technique able to improve EFL university students' accomplishment in writing descriptive text?"

The Scope

As written in syllabus of teaching English from the English department of University of Sumatera Utara, there are some types of text that should be acquired and mastered by students. This research takes the emphasis on EFL university students' accomplishment in producing descriptive text specifically on describing personality by implementing one technique that is, clustering technique.

The Objective

In line with the research question, the objective is to investigate the enhancement of EFL university students' achievement in producing descriptive text through the implementation of clustering technique.

The Significance

The findings of this study are assumed to be relevant and advantageous theoretically and practically. Theoretically, the findings are assumed to be beneficial for the readers to broaden and to enrich their horizon in theory of learning English and can be reference for further studies.

Practically, the findings are supposed to be advantageous for:

1) English teachers, to be used as an alternative teaching resource to give more information about another technique applied in teaching and learning
2) English learners, to motivate and to enable them to improve their writing achievement
3) Decision maker, to be used as one of source of information in making a decision in education especially for teaching English

Review of Literature

Writing

Martin (1992) in Dirgeyasa (2014: xix) propounds that writing is observed as a result of teaching-learning process created through a number of stages to follow in namely modeling, deconstruction, and language understanding. Moreover, writing also involves many aspects of language such as: vocabulary mastery, words-arrangement, grammar proficiency, and constructing paragraph. The capability of writing as the most super power tool in communication should be owned by students. Everyone can freely convey their feelings, ideas, and thoughts to others.

Genre in Writing

Saragih (2012:48) explains that genre is defined as a staged, goal-oriented social process. Genre also covers social process of how to behave in the society. In addition, in accordance with Gerot and Wignell's argument (1994), types of academic genre cover spoof, recounts, reports, exposition, news item, anecdote, narrative, procedure, description, commentary, explanation, discussion, and reviews. Each genre has the differences in terms of language features, communicative purpose, and generic structure. This also leads to the fact that each genre possesses its own uniqueness and difficulty.

Descriptive Text

Saragih (2010:20) defines that descriptive text has three main parts, they are social function or communicative purpose, generic Structure, and linguistics realization. This genre has the communicative purpose to describe a particular person, place, thing, or animal. In terms of the generic stages, this genre comprises of two parts they are (a) identification; the statement describing and illustrating about the topic to be described, and (b) description, a complete description about the topic proposed in the identification part (Dirgeyasa, 2014:6). In descriptive text, the linguistic realization is focuses on specific participant, uses of attributes, declarative sentence, and simple present tense.

Clustering Technique

Coffin et al. (2005:37) asserts that clustering is a helpful technique to see a visual representation of ideas. It is also supported by Kalandadze (2007:6) explaining that clustering is a technique used to see a visual map of our ideas and able to make us think more creatively in making new association. From the theory stated in advance, it can be drawn that clustering is a helpful technique to see our mapping idea and to associate our idea and to ease seeing the ideas in writing. The example of clustering diagram is presented in the following figure.
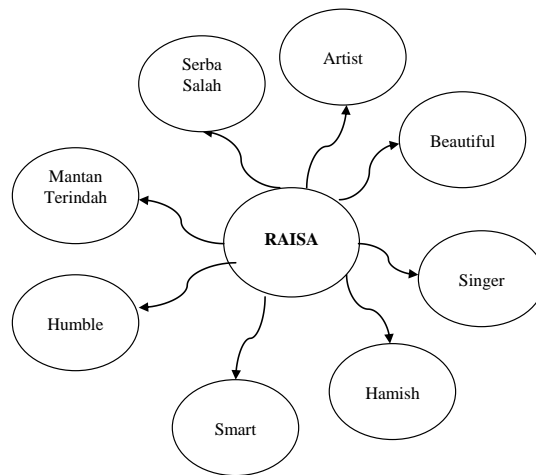
Figure 1. Example of cluster diagram

Kalandadze (2007:6) maintains that the steps to use clustering technique as the followings:

a) Start to circle what is going to be described
b) Creating a line out from the cycle and write the idea related to it
c) When it has been finished, check the connection among the ideas
d) Write based on what you have clustered.

Research Methods

Action research was employed as the research design in this study. Singh (2006:261) argues that it is a method to improve and modifying the working system of a classroom in school the current practices. Kemmis and McTaggart as quoted in Burns (2010:9) further assert that there are four stages of action research that are planning (p), action (a), observation (o) and reflection (r).

The subject of this research was EFL students of class 15A of diploma III of English of University of Sumatera Utara academic year 2016/2017. It consists of 34 students. This research was conducted from October till November 2016. The instruments used during research were interview sheet, questionnaire sheet, and recorder.

In this study, the data were obtained through qualitative and quantitative approach. The quantitative data was gained through the series of writing evaluation during the research in which students were instructed to write a descriptive text precisely on describing personality. To analyze both qualitative and quantitative data, the data analysis technique employed is cited from Burns (2010:104-105). The steps are assembling, coding, comparing, interpreting and reporting the outcomes of the research.

Two raters who are experts in teaching and assessing writing assessed the result of students' writing. The scoring technique used includes five general components or main areas such as Content (C), Organization (O), Vocabulary (V), Language Use (L), Mechanics (M) (Weigle et al., 2009). Then, the score is processed and calculated by using Ms. Excel 2010 to get the score mean. The mean score achieved by students in writing this text is used as the primary data or quantitative data.

In each test, to find out the students' score mean, the following formula will be applied:

$$X=\sum x \,.N \times 100\%$$
(1)

Where, X = the mean

$\sum x$ = The total of subjects' score

N = the number of the subjects

Next, to categorize the total number of competent students, the following formula is applied:

$$P=R \,.T \times 100 \%$$
(2)

Where, P= the percentage of those who get the points up to 70.
R= the number of students who get the points up to 70
T= the total number of the students

To obtain qualitative data, the researcher used questionnaire and interview sheet. Questionnaire was used as the personal record of the researcher and in-depth interview is used by the researcher to determine the problem during the teaching and learning processes in order to get the data in details about the lecturer's and students' behavior during and after the action implemented. In classroom action research, qualitative data are called secondary data to support primary data.

The researcher used two kinds of triangulation namely investigator and time triangulation to get the trustworthiness of the data. Investigator triangulation refers to the condition that more than one observer was employed in the same research setting. To fulfill this triangulation, the researcher was accompanied by two collaborators in the classroom, the writing lecturer and the researcher's colleague. Time triangulation means that the data are collected through different time. In this research, the data were collected from the month of October until November 2016.

Findings and Discussion

This study employed quantitative data as primary source of the data and qualitative data as the secondary source of the data. The students' mean score in taking written test was used as quantitative data. Writing descriptive text dealing with a certain topic (describing person) was provided. The questionnaire and interview sheet were utilized as secondary data. Then, the research was conducted in one class with 34 students as subjects.

The research was accomplished within two cycles. The first cycle conducted in three meetings, so there were six meetings altogether. They were tested three times successively in meeting 1 (T_1), meeting 4 (T_2) and meeting 6 (T_3). From the entire test and the teaching processes conducted, it was discovered that the students' accomplishment dramatically enhances viewed from the result of the first to the last evaluation. The students' score in the test II is higher than test I, the test III was higher than test II. The students were regarded accomplishing the

test if they got score at least 70. The percentage of the students who got the points at least 70 is illustrated in the table below:

Table 1. The number and the percentage of students' accomplishment in writing test

Test	Meeting	Number of Students	Percentage
Test I (T_1)	1	7	20%
Test II (T_2)	4	22	66%
Test III (T_3)	6	34	100%

In the Pre-Test I, there were 7 students who got score more than 70 and one of them got 90 which is the highest score. In the test II, there were 22 students who got the scores up to 70. In the test III, there were 34 students who got the scores up to 70. It explains us that all students pass the standard of the minimum score of accomplishment notably in the last evaluation. The range of enhancement during test I till test III is 80%.

The students' achievement in the three tests had variation in their score. Consequently, this variation elucidates that there is a notable enhancement in students' writing attainment. The comparison of the score is described in the following table.

Table 2. Students' score comparison based on tests administered

	Test 1 (M1)	Test 2 (M4)	Test 3 (M6)
Lowest Score	50	65	75
High Score	90	92	94
Total Score	2176	2482	2686
Number of Participants (N)	34	34	34
Mean (X)	64	73	79

In accordance with the result, it is discovered that the students' achievement in producing this text dramatically enhances. The students' score mean in the final meeting presents that the highest scores were achieved by the students in the test III. Moreover, the students' score reach the standard score after being taught by clustering technique and it has 80% as the range of improvement from 7 students to 34 students. It clearly denotes that the implementation of clustering technique significantly enhances the students' achievement in producing this genre. The process of gaining higher score is set to make the teaching process more excited, active, and enthusiastic to follow the teaching process by applying clustering technique. Furthermore, the writer also found the research in accordance to the findings of this study conducted by Hariani (2013) clarifying that there was a significant effect of using clustering technique in teaching writing at SMPN 05 Kota Jambi. The result of this study has the similarity clarifying that clustering

technique has effect in the students' achievement in writing though the research conducted by Hariani is focused on how clustering technique affects towards writing recount text while this research takes a focus on descriptive text.

Qualitative data supports the primary data. Qualitative data in this study obtained through questionnaire and interview. Related to the result of the questionnaire, it is obviously discovered that the application of clustering technique can essentially improve the performance of EFL university students in writing descriptive text. It is clearly clarified that none of the students chooses disagree and strongly disagree. The dominant students fill agree and strongly agree as their choices. It is concluded that this technique is very appropriate for the students.

Referring to the data collected from questionnaire, the conclusion can be drawn that EFL university students were very interested in the application of clustering technique in teaching-learning process and can enhance their performance in writing descriptive genre. They could focus on what they are going to write without getting lost of their ideas and this technique creates comfortable and confident of the student in expressing their idea.

From the interview, the students realized that they succeeded at making some enhancement and progresses at their writing. They were willing to make efforts to improve their skills of writing. They truly admitted that the use of clustering technique during the process of teaching-learning writing process could increase their motivation and make writing easier. The students took part during the lesson and seemed to be enthusiastic and focused on writing.

From the quantitative and qualitative data, the use of clustering technique effectively can improve the students' accomplishment in producing descriptive text.

Conclusion

After being analyzed, the result of the research elucidates that EFL university students' achievement significantly gradually enhances. The students' mean score for test 1 (T_1) was 64, for the test 2 (T_2) was 73, and for the test 3 (T_3) was 79. In the T_1, there were 7 students who got score more than 70, and successively, there were 22 and 34 students successfully got score more than 70 in the T_2 and T_3. It presents us that all students pass the standard of the minimum score of accomplishment in the last evaluation. The range of improvement during test T_1 till T_3 is 80%. The secondary data also present that the students' interest in writing increase because they could be focus on what they are going to write without getting lost of their ideas and this technique creates comfortable and confident of the student in expressing their idea. The conclusion can be drawn that EFL university students' achievement can be enhanced by the application of clustering technique. In compliance with the conclusion, the suggestions are staged as the following:

1) English teachers, to be used as an alternative teaching resource to give more information about another technique applied in teaching and learning

2) English learners, to motivate and to enable them to improve their writing achievement
3) Decision maker, to be used as one of source of information in making a decision in education especially for teaching English

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THE PHENOMENON OF *"I'M SORRY FOR MY BAD ENGLISH'*

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Abstract

Generally, people apologize after they make mistake or do certain acts which offense others. But the context in which the apology needs to be said in every culture can be different. Therefore, EFL learners may fail to use appropriate apology strategy within the context since they are interfered by their L1 culture. However, the case of Richy is a bit different. He starts his speaking by saying "*I'm sorry for my bad English*". This unique phenomenon leads me to observe and interview him to gain answer of what factors which might affect him to do so and how that act will influence his speaking. The result shows that Richy's act was affected by cultural and psychological aspects where he got pragmalinguistic failure in using his speech act of apology and tried to reach his need of safety through it. By reaching his need, he felt more motivated and gained his self-efficacy in delivering his speech.

Keywords: speech act, pragmalinguistic failure, motivation.

Introduction

Richy is a Javanese adult EFL learners joining MAINEC, a non-profit English club based in Malang. This is the second coming of Richy to MAINEC. In every meeting, there is a session where all coming members must deliver two-minute speech based on the topic given. Usually, members will start it using some fillers such as '*alright*', '*so*', '*okay*', '*well*', or even thanking '*thank you for the chance'*, '*thanks in advance'*. But Richy, he always starts it with '*sorry for my bad English*'. He is apologizing. For me, it is unique. Does apologize really need to be delivered even people do not m ake any mistake yet? Is being influent or using incorrect grammatical rules while speaking sinful? Why did he need to apologize actually? Those kinds of questions keep bothering me, and encourage me to seek the probability answer for that. Therefore, I decided to arise this topic and tried to gain as much as theoretical analysis fit to that situation to lead me to the best answers.

Apologies are a common occurrence in everyday life, particularly in the maintenance of friendships. Regarding cultural differences, people with different culture may generate different strategy in apologizing. Thus, there is also possibility that people who learn certain foreign language will apologize in a situation that they believe they have to say it based on their cultural knowledge while they are communicating with the target language. In the speech act of apology, Asian tend to apologize more than American (Gallup in Tavucis, 1991). It shows that the context of apology between those two cultures are different.

Speech Act of Apologies

Generally, the act of apologizing is called for when there is some behavior which has violated social norms. When an action or utterance has resulted in the fact that one or more persons perceive themselves as offended, the culpable person(s) needs to apologize (Istifci, 2009). So, in this case, there should be an apologizer and a recipient of the apology (Trosborg, 1995). The act of apologizing requires an action or an utterance which is intended to "set things right" (Olshtain, 1983). As Marquez-Reiter (2000) states an apology is a "compensatory action for an offense committed by the speaker which has affected the hearer. According to Bataineh & Bataineh (2006) apologies fall under expressive speech acts in which speakers attempt to indicate their state or attitude. They add that in order for an apology to have an effect, it should reflect true feelings.

Searle (1979) states a person who apologizes for doing A expresses regret at having done A so the apology act can take place only if the speaker believes that some act A has been performed prior to the time of speaking and that this act A resulted in an infraction which affected another person who is now deserving an apology. Apology speech acts have been investigated cross-culturally in order to find similarities and differences between the languages. The studies have generally been carried out in situations where learners learn the target language as their second language. The studies have shown that some learners employ language transfer from their L1, some learners approximate native speaker norms or some learners use completely different formulas different from the formulas they use in their L1 or L2.

Strategies to apologize

According to Blum-Kulka and Olshtain (1984) apologies are post-event acts which refer to an event, has already taken place or that will take place. Since there appears to be a variation of definitions of apology, researchers provided different types of apology strategies. Olshtain and Cohen (1983) classified apology strategies into five main categories, namely: explanation, expression of apology, promise of non-recurrence, acknowledgement of responsibility, and offer of repair. Blum-Kulka, House and Kasper (1989) classified apology strategies into five categories, namely: offer of repair, illocutionary force indicating devices, taking on responsibility, promise of forbearance, and explanation or account.

According to Fraser (1981) apologies are classified into nine strategies, namely: requesting the acceptance of the given apology, announcing that apology is forthcoming through clauses, stating the offender's obligation to apology with words like "I must apologize", offering to apologize, expressing regret for the offense through the use of intensifiers, acknowledging responsibility for the act, requesting forgiveness for the offense, promising forbearance from a similar offending act, and offering redress to show that the offender really regrets the offense with offers.

Previous studies

Some previous studies related to the speech act of apology in terms of cross-cultural background had been conducted. Several research studies which give huge impact on this field are conducted by Blum-Kulka & Olshtain (1984), Cohen & Olshtain (1981, 1993), Cohen, Olshtain, and Rosenstein (1986), Olshtain (1983,

1989), Trosborg (1987, 1995), and Bergman and Kasper (1993). While some latest studies in this topic have been done by Shih (2006), Istifci (2009), Ugla and Abidin (2016). In general, most of the studies were done only to see whether they use proper apology strategy in certain context. The participants were given certain situation to find out whether or not they could imply proper strategy of apology in the target language. To wrap up, the result showed that it is influenced by universality and specificity of the speech act of apology, contextual factors, and proficiency level.

All of the existing studies analyze this issue through sociopragmatics point of view. Moreover, they were conducted by intentionally giving the participants particular situations to reveal the use of the apology strategy. Here in my paper, I took the data from real context and I try to emphasize not only from sociopragmatics but also psycholinguistics perspective to reveal what factors may affect the participant to apologize before delivering English speech and how that act gives effect to speaking performance.

Research Methods

The focus of this study is to Richy, an adult Javanese EFL learner. The data were gained through observation and an interview consisted of semi-structured questions. The observation was done to give real-context description of what was happening during the phenomenon occurred. The interview is considered as an effective instrument to get invisible data that cannot be observed directly, such as feelings, beliefs, behavior, intentions, and thoughts (Merriam, 1991).

Findings and Discussion

The effect of cultural factor

Richy felt that he needs to apologize since he considered himself not fluent in English. As Javanese, it is usual for him to say that even before he tried to speak. In his culture, it can be considered as politeness. Javanese tend to feel uneasy easily. They have much worried for making other people disappointed of them. In Richy's case, he was worried for making other MAINEC's members disappointed of him because of his poor English. His awareness of his own competence made him feel uneasy to other. Those kinds of thoughts embrace him feeling guilty of himself. Therefore, he decided to apologize.

In fact, some other members took it differently. Since MAINEC is an English club, there are regular members who believe that they have to bring English culture as well whenever they speak the target language. Because of this belief, even one of them said to Richy that what he had done is not appropriate since they do not think that native English do what Richy had done.

From cultural point of view, Richy seemed fail to bring and transfer his L1 culture to the L2. This condition is what Thomas (1983) introduced as 'pragmatic failure'. He defined the term as the inability to understand what is meant by what is said. Pragmatic failure is a major source of cross-cultural communication breakdown (Shih, 2006). Specifically, Richy was facing pragmalinguistic failure that Thomas (1983) referred to communication breakdown which occurs when the pragmatic force mapped by nonnative speakers onto a given utterance is different

from the force most frequently assigned to it by native speaker of the target language, or when speech act strategies are inappropriately transferred from L1 to L2. That is, pragmalinguistic failure occurs when a learner tries to perform the right speech act but uses the wrong linguistic means (Ellis, 1994).

However, regarding to the situation when Richy spoke out his apology, it does not meet the precondition for the apology act as simplified by Trosborg (1995) such as when a person has performed an act (action or utterance), or failed to do so, which has offended another person, and for which he/she can be held responsible, the offender needs to apologize to set things right. In this case, Richy as the apologizer has not done any action yet before he apologizes which means there is no offended party. If his apology is not because of he has done mistakes or offended other people, then there should be another reason for him delivering the apology.

The effect of psychological factor

Before Richy got his turn to speak, he realized that other members spoke before him were good in English, or at least that was what he thought. That fact made him even worried of how he would deliver his speech later. He was worried that other members would consider his English was not as good as the previous speakers, and he was not ready for being judged. Being in that situation, he finally decided to apologize while began his speech to inform other that he might not be as good as the previous speakers with the expectation that they would not judge him later. Further effect of this thought was he felt save for making mistakes during his speech since he believed that other members already understood his language deficiency right after he said sorry. Furthermore, this 'safe' feeling could encourage him in speaking.

The psychological aspects rely on Richy are closely related to the self-efficacy, needs, and motivation. Before he said the apology, he lacks of belief of himself being success in delivering the speech. Whereas, if a learner is confident to his ability to perform a task successfully, he will be motivated to engage in it (Barkley, 2010). To be engaged in such an English discussion activity, learners need motivation to do that. But before going to motivation, they have to fulfill their needs first. In Richy's case, he lacks of self-efficacy since he felt that his basic need is not fulfilled yet, which is the safety. According to Barkley (2010), when the basic need of safety is not fulfilled, learners will be discouraged to actively participate in a discussion and say what they truly think since they are feeling anxious about rejection or criticism from their peers. Therefore, Richy decided to apologize as a result of his consideration that it is the way for him to get his need.

Conclusion

Apologizing as one of speech acts needs particular context and circumstance in delivering it. The use of wrong strategy in stating apology may lead to what we called as pragmalinguistic failure which is much affected by the transfer of L1 culture to the target language culture. Nevertheless, apology is commonly stated after the apologizer doing act which he or the people who deserve the apology

consider it as an offensive one. In Richy's case, his apology is not for his offensive act since he has not done anything yet. Moreover, apologizing for having bad English before speaking is not a common strategy included in apology speech acts, therefore, it should not be analyzed through sociopragmatics or pragmalinguistics only, but also psycholinguistics. Although through sociopragmatic point of view Richy got pragmalinguistic failure, but it leads him to reach his need of being safe from anxiety feeling and people's judgment which finally can encourage him to speak by using the target language.

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PROCESS OF CONSTRUCTING TEACHER IDENTITY AND CRITICAL AWARENESS ON BECOMING A TEACHER AFTER JOINING SM3T PROGRAM IN INDONESIA

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Abstract

Teacher identity construction is an ongoing process experienced by teachers in the world. Hence, this study focuses the research on teacher identity construction and critical awareness process on becoming a teacher. The participants of this study are pre-service teachers who have been experienced SM-3T program, a program conducted by the Indonesian government to send graduated students of education to teach in outermost, frontier, and disadvantaged areas in Indonesia. Researcher used quantitative method by providing   questionnaire to collect all the data needed. This study aimed to explore teacher identity construction processes and also critical awareness development on becoming a teacher after teaching in challenging areas. Briefly, the result of this study is that there are five processes of constructing teacher identity, those are: self-reflection, beliefs changes, external factors, encouragement, and critical awareness. This study also aimed to give contribution or enrich the knowledge on teacher identity construction in any further research and also to give contribution to Indonesian government in running the SM-3T program.

Keywords: teacher identity construction, critical awareness, reflection, beliefs, external

Introduction

Constructing teacher identity is the core basis to develop personal and social identity. According to Viskovic & Robson (2001), the formation of identity is from a fundamentally social character. In other words, the process of redefining the teacher identity will be addressed through exploring areas of teacher socialization.

Regarding teacher identity construction process, Indonesia has a specific program for students of education to deepen their educational services, this program is called SM-3T (Sarjana Mendidik di Daerah Terluar, Terdepan, dan Tertinggal), means students of education have the chance to dedicate their teaching service in outermost, frontier, and disadvantaged areas in Indonesia. According to Directorate General of Higher Education, Ministry of National Education, Indonesia, 2012, SM-3T program is an education service program for graduates of education to participate in accelerating development of education in the frontier, outermost, and disadvantaged regions in Indonesia for one year as a professional educator preparation that will be followed by a Teacher Professional Education Program or PPG (Operating Procedure of SM-3T Program, 2012).

The purposes of SM-3T program are to help the frontier, outermost, and disadvantaged regions to solve some educational problems especially the lack of teachers, to give service experience for graduates of education, to prepare teacher candidates having passion to educate students from frontier, outermost, and disadvantaged areas, and to prepare professional teacher candidates before join Teacher Professional Education Program or PPG (Operating Procedure of SM-3T Program, 2012).

Regarding SM-3T program conducted by the government in recent years, this study is investigating pre-service teachers' beliefs on constructing teacher identity and critical awareness after they join SM-3T program. Teacher identity is becoming important for SM-3T teachers since it is constructed as part of the process of learning to teach (Britzman, 2001). In addition, Shapiro (2010) states that teacher identity must begin to encompass the emotional realities of human existence.

Besides, this study also investigates critical awareness that possibly appear among those SM-3T teachers after they experienced teaching in special regions in Indonesia; frontier, outermost, and disadvantaged. Pre-service teachers from this SM-3T program definitely had obstacles and challenges when they ran their program in each region. These obstacles and challenges they got from SM-3T program may develop critical awareness among them related to real conditions. Capacity for critical perception can be increased by material culture pedagogy. It has the potential to help students gain greater awareness of perception as an intellectual and physical process that plays a role in both individual agency and social dynamics (Sienkewicz, 2013).

This study will examine pre-service teachers' perception on constructing both teacher identity and critical awareness after they have faced so many obstacles and challenges in SM-3T program. So, this study is aimed to answer the following research questions. First, are there any processes of teacher identity construction and critical awareness experienced by pre-service teachers upon completion of the SM-3T program? Second, what are the processes of teacher identity construction and critical awareness experienced by pre-service teachers after joining SM-3T program?

Literature Review

This study is aiming at finding pre-service teachers' perception on teacher identity construction and critical awareness. The subject for this research are pre-service teachers who are already joined SM-3T program conducted by the government. Therefore, literature review part will give the context about SM-3T program in Indonesia and explain the understanding on teacher identity, from definition to types and difficulties of teacher identity.

SM-3T Program

According to Directorate General of Higher Education, Ministry of National Education, Indonesia, 2012, SM-3T program is an education service program for graduates of education to participate in accelerating development of education in the frontier, outermost, and disadvantaged regions in Indonesia for

one year as a professional educator preparation that will be followed by a Teacher Professional Education Program or PPG (Operating Procedure of SM-3T Program, 2012).

The purposes of SM-3T program are to help the frontier, outermost, and disadvantaged regions to solve some educational problems especially the lack of teachers there, to give service experience for graduates of education, to prepare teacher candidates having passion to educate students from 3T areas, and to prepare professional teacher candidates before join Teacher Professional Education Program (PPG).

SM-3T program has been successful at least in the last five years. In 2014, the head of district offices in Talaud island said that SM-3T program in Talaud island was successful and SM-3T teachers were competent and qualified (Maulipaksi, 2014).

Delving the Understanding on Teacher Identity

Teacher identity is one of the important things to understand teachers' capacities in making change (McDougall 2009). Zambylas (2010) stated that teacher identity is constructed across difference that subverts the tradition that conceives identity as a totalizing object of vision. According to Floresa and Dayb, 2006, becoming a teacher involves the (trans)formation of the teacher identity, a process of being open, negotiated and shifting. In other terms, Frankie McKeon and Jennifer Harrison (2010) also explain that the process of becoming a teacher is not an isolated one, nor is it a totally personal one. It occurs within the socially and culturally constructed context of the world of education.

The explanation about teacher identity according to Zambylas (2010) have made the cultural myths about teacher identity—for example, the teacher is an expert, the teacher is highly professional (i.e. unemotional), and so on—aim at creating a totalizing object of teacher identity that remains little room for 'abnormal' identities. What makes identity possible is the 'politics of difference'—the fact that every identity is placed, positioned in a culture and a history (Hall, 1987).

Cate Watson (2006) added a general notion of identity as essential about a fixed and stable core of 'self'. She stated that identity is an ongoing and performative process in which individuals draw on diverse resources to construct selves. However, identity can never be something that is just interior because identity is necessarily relational, to do with recognition of sameness and difference between ourselves and others. Identity only has meaning within a chain of relationships, there is no fixed point of reference for 'an identity'. Teacher identity must begin to encompass the emotional realities of human existence. For as John Dewey told us, ''Education is not a preparation for life; education is life itself'' (Shapiro, 2010).

Discussing on the shaping of identity, Viskovic & Robson (2001) explain that identity is a becoming and the work of identity is not simply confined to one period of teachers' lives nor is it confined to specific settings. The formation of identity is from a fundamentally social character. In other words, the process of redefining the teacher identity will be addressed through exploring three areas of

teacher socialization: interactive influences between students and teacher within the classroom microculture; institutional influences related to the characteristics of the school setting; and cultural influences deriving from wider societal expectations. (Hausfather, 1997)

Hausfather (1997) – influenced by Zeichner (1987) added that the role of pupils in the development of teacher identity also provides a significant, reciprocal influence within the classroom. The forms of meaning and rationality dominant in society also affect one's socialization into the teacher identity. Cultural influences continued to challenge identity as a teacher. Maintaining a teacher identity is very important since many beginning teacher educators perceived teacher identity as part of professional credibility in the eyes of pre-service teachers and mentor teachers in schools (McAnulty & Cuenca, 2014). Fundamentally, identity itself is defined as a reflexive process rather than an immutable state, and requires time and space for that reflection. At its core might be an 'essential', or an historical, self – values, beliefs, attitudes, proclivities, temperament – that the individual holds dear as 'the real me' and is loath to compromise. The aspects of the new teacher identity focused on creating positive emotional climates both school-wide and in the classrooms. Identity is seen as 'almost social roles in movement, located in particular subject positions (Woods & Carlyle, 2002).Van der Want, den Brok, Beijaard, Brekelmans, Claessens, & Pennings (2017) acknowledge that teacher identity goes beyond the acquisition of assets and stress the importance of perceiving teachers' interpersonal role identity in relation to the daily practice in the classroom. Teachers' interpersonal identity standards represent not only one's current, but also one's ideal frame of reference concerning the teacher–student relationship in the classroom. However, most contemporary approaches agree that identity is constructed in a social context so it is shifting and dynamic. Furthermore, scholars agree that when one becomes emotionally attached to the teacher role, that role becomes part of who that person is; it becomes an organizing element in teachers' lives.

Moreover, teacher identity construction has difficulties in the process. The combination between culture and identity in the construction of teacher identity produces difficulties and tensions for teachers through the contradictory effects of history, culture and location in the process of forming a teaching 'self' (Reid & Santoro, 2006). Some studies have shown that student and novice teachers face a variety of identity-related tensions and problems that pertain to classroom management and developing a good relationship with students (Van der Want et al., 2017).

Concepts and Processes in Teacher Identity Construction

According to Gee (2000), there are four ways to understand identity: who we are by nature (Nature, N-identity), who we are based on the positions we occupy in society (Institutional, I-identity), who we are based on how others recognize us (Discourse, D-identity), and who we are because of the affinities we share with others (Affinity, A-identity). Gee (2000) alaso added that the nature perspective or N-identity is a state of being over which the individual has no control, such as being a twin or being female or male. The discursive perspective

or D-identity focuses on an individual trait or characteristic recognized through the discourse or dialog. The affinity perspective or A-identity refers to an identity shaped by an affinity group. Last, the institutional perspective or I-identity refers to components of one's identity authorized by an institution. While this four-part conceptualization may seem straightforward, Gee (2000) also recognizes that these four perspectives are not independent of each other. Alternatively, they are likened to strands of one's identity – "all present and woven together as a given person acts in a given context" (p. 101). In other words, these four perspectives focus on different aspects of one's identity, revealing which strand or strands of one's identity predominate in various contexts. As Gee (2000) acknowledges, identity strands are not mutually exclusive; rather, they are interconnected and interwoven, influencing the way each strand is enacted, perceived, and validated (Williams, Ritter, & Bullock, 2012).

Table 1. Gee's four ways to view identity.

o.	Identity Strand	Description
	Discursive-identity (D-identity)	A trait recognized in the discourse or dialog of individuals.
	Affinity-identity (A-identity)	Experiences shared in the practice of an "affinity group".
	Nature-identity (N-identity)	A state developed from forces in nature.
	Institution-identity (I-identity)	A position authorized by authorities within an institution

The search for understanding teacher identity requires the connection of emotion with self-knowledge. This way of looking at emotion and teacher identity reflects an emerging concern with the role of emotion in identity formation. It also reflects an interest in how social constructs such as individual and group identity in teaching create and maintain certain ideas about teachers' emotions (Zembylas, 2010). Considering the relationship between teacher identity and emotion, teacher identity cannot be separated from emotion as one of the resources to shape teacher identity. Therefore, educational researchers can study teacher identity in classroom and school settings where teachers are emotionally engaged in forming their identities; explore the personal, social, and cultural/historical aspects for teacher identity formation; and examine the role of power relations and teachers' agency for teacher identity formation. Identity formation and emotion are inextricably linked, informing each other and redefining interpretations of each other; the search for identity requires the connection of emotion with self-knowledge (Zembylas, 2010, see also Epstein, 1993 & Lewis, 1999). In the process of developing teacher identity, there are factors that strengthen or constrain the development of a teacher identity: the direct work environment, the wider context of education, interaction with students, and staff development activities. The work environment enhanced teacher identity when it was perceived

as collegial and supportive. In these departments, teachers felt part of a team that emphasized the value of teaching and offered opportunities to discuss educational matters with colleagues (Van Lankveld, Schoonenboom, Volman, Croiset & Beishuizen, 2017).Van Lankveld et al. (2017) also added that contact with students is described as strengthening teachers' identities. Through student reactions and feedback, academics both felt appreciated and experienced job satisfaction. They reported enjoying working with students and feeling strongly committed to them. In interactions with students, teachers sensed that their work mattered, which in turn strengthened their teacher identity. Teacher identity construction has processes that involved in the development. In psychological aspect, there are five processes that found to be involved in the development of a teacher identity: a sense of appreciation, a sense of connectedness, a sense of competence, a sense of commitment, and imagining a future career trajectory (Van Lankveld et al., 2017).

Critical Awareness

Critical awareness, or critical consciousness, is defined as an understanding of the general societal inequities that constrain human agency and overall well-being and the influences of social inequities on an individual and his or her relations with others (Freire, 1974; Watts, Diemer, & Voight, 2011). Developing critical awareness allows a person to explore the dynamics of privilege and oppression rooted in social construction (Nagda & Zúñiga, 2003). Besides, critical thinkers recognize that one cannot be an ethical person unless one learns to reason well through ethical questions, issues, and situations. The proper role of ethical reasoning is to highlight acts of two kinds: those that enhance the well-being of others - that warrant praise and those that harm or diminish the well-being of others - and thus warrant criticism (Paul & Elder, 2012). Nicholas and Labig Jr. emphasized the argument about critical thinking from Elder, Paul, and others as follows. Critical thinking is defined as a collection of strictly cognitive skills focusing exclusively on rationality (see Elder & Paul, 2004; Ennis, 1985; Halpern, 1989). The skilled approach focuses on the mastery of a core set of rationalistic critical thinking skills using formulaic strategies and procedures to help individuals reach objective truth value. The coming together of the rationalistic and skilled approaches to critical thinking is epitomized in approaches used to teach critical thinking as formal logic (Nicholas & Labig Jr., 2013).

Such awareness enables individuals to understand the meaning and consequences of belonging to and identifying with an ethnic minority group in society. Critical ethnic awareness helps to facilitate the recognition of the inherent structural challenges faced by the ethnic minority group to which an individual belongs (Kim, 2013). Thus, Winans (2012) emphasized that people should cultivate critical awareness of emotions both cognitively and experientially in order for spaces of possibility to emerge. She also added that critical engagement with difference in the place or context means asking people to interrogate something that is so fundamental to their belief structures and lived experience,

something so deeply personal, that it is often experienced as being beyond questioning.

Research Methods

   The participants of this study are pre-service English teachers from SM-3T program. They are joining one-year program of PPG-SM3T in Sanata Dharma University. There are 15 pre-service English teachers as the participants that had been experienced SM-3T program in some regions in Indonesia. These teachers are from different places, being one group to learn teacher professional education program conducted by the government. Procedures of collecting the data is the researcher provides questionnaires to be answered by the participants. These questionnaires provide some questions related to general background of the participants, their teacher identity construction changes before and after join SM-3T program, and also their reflection on critical pedagogy values from SM-3T program. Data were collected through online questionnaire and being analyzed using graphics (column graphics).

Findings

   There are five teacher identity construction processes experienced by all the participants in the findings part. From data collection method, the researcher found those processes are self-reflection, beliefs about teaching and the changes, encouragement, external factors and critical awareness. In this finding part, the researcher shows the results in pie chart form in order to make these results can be easily understood.
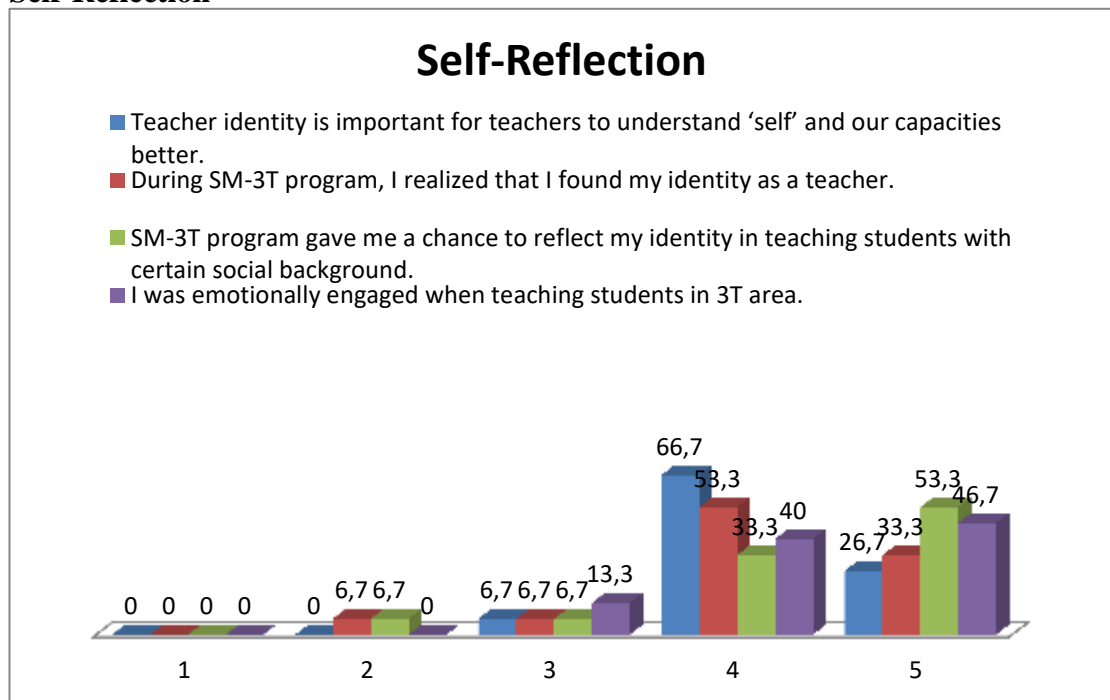
Self-Reflection

Figure 1. Column Graphic Self-Reflection

This part is describing about self-reflection experienced by all the participants as the process of shaping their teacher identity development. Form the figure above, number 1 to 5 are the scale of agreement and disagreement from the participants. Scale number 1 is indicating a strongly disagreement towards a notion or an idea about teacher identity in the questionnaire. Scale number 2 is indicating disagreement, number 3 is neutral, number 4 is indicating agreement, and the last, number 5 is indicating a strongly agreement on the notions in the questionnaire. This scaling method is constantly used in all the findings.

As presented in the figure 1, there are percentages of each notion about self-reflection in teacher identity merged into one graphic. However, the researcher presents total average percentages from this graphic as follows. There is 40% of the average from the participants choose strongly agree that they were experiencing teacher identity development process through self-reflection. Besides, there are also 48% of the participants agree about self-reflection as part of teacher identity development process, and they were experiencing self-reflection in SM-3T program. There are also 8% of the participants that choose neutral, and the rest are 4% from the participants choose disagree and 0% choose strongly disagree on self-reflection.
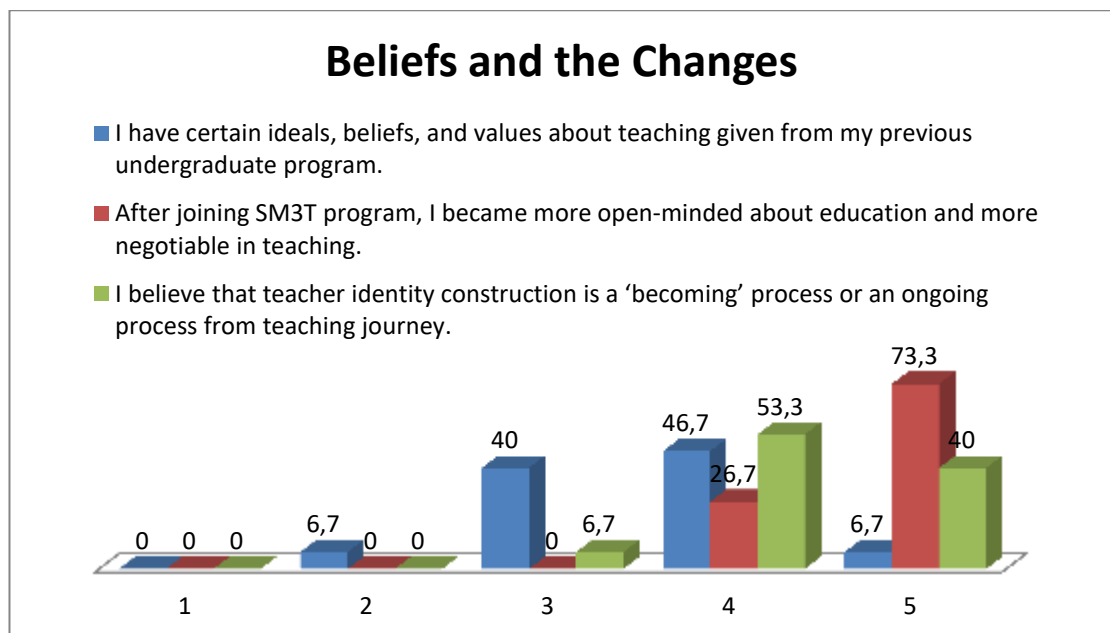
Beliefs About Teaching and the Changes

Figure 2 Column Graphic Beliefs and the Changes

Figure 2 describes that there is 40% of the average from the participants choose strongly agree that teacher identity construction needs certain beliefs and also needs changes from those certain beliefs after joining SM-3T program. Besides, there are 42% of the participants choose agree about beliefs and changes. There are also 16% of the participants that choose neutral, and the rest are 2% from the participants choose disagree and 0% choose strongly disagree on beliefs and changes in teacher identity construction process.
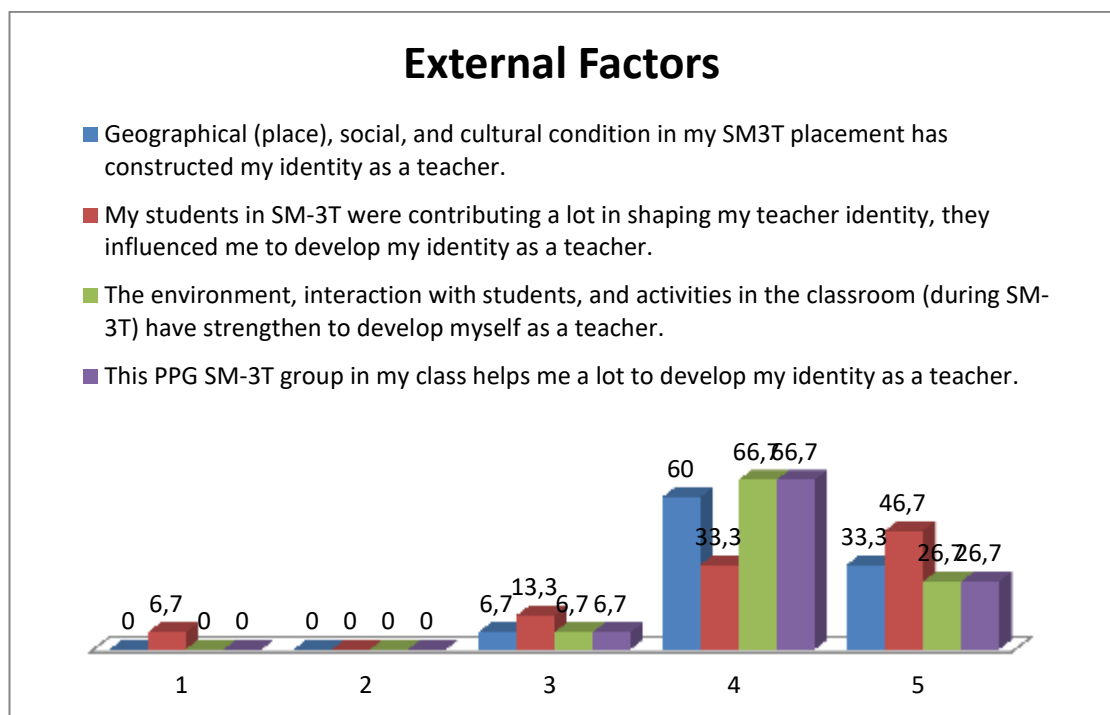
External Factors

Figure 3 Column Graphic External Factors

Figure 3 describes that there is 33% of the average from the participants choose strongly agree that external factors from SM-3T program has constructed teacher identity. Then, there are 57% of the participants choose agree, 8% of the participants choose neutral, and the rest are 0% from the participants choose disagree and 2% choose strongly disagree on the influence of external factors.

Encouragement

Figure 4 Column Graphic Encouragement

Figure 4 describes that there is 27% of the average from the participants choose strongly agree that the participants got some new senses psychologically after teaching in SM-3T program. Then, there are 56% of the participants choose agree, 15% of the participants choose neutral, and the rest are 0% from the participants choose disagree and 2% choose strongly disagree on psychological aspects
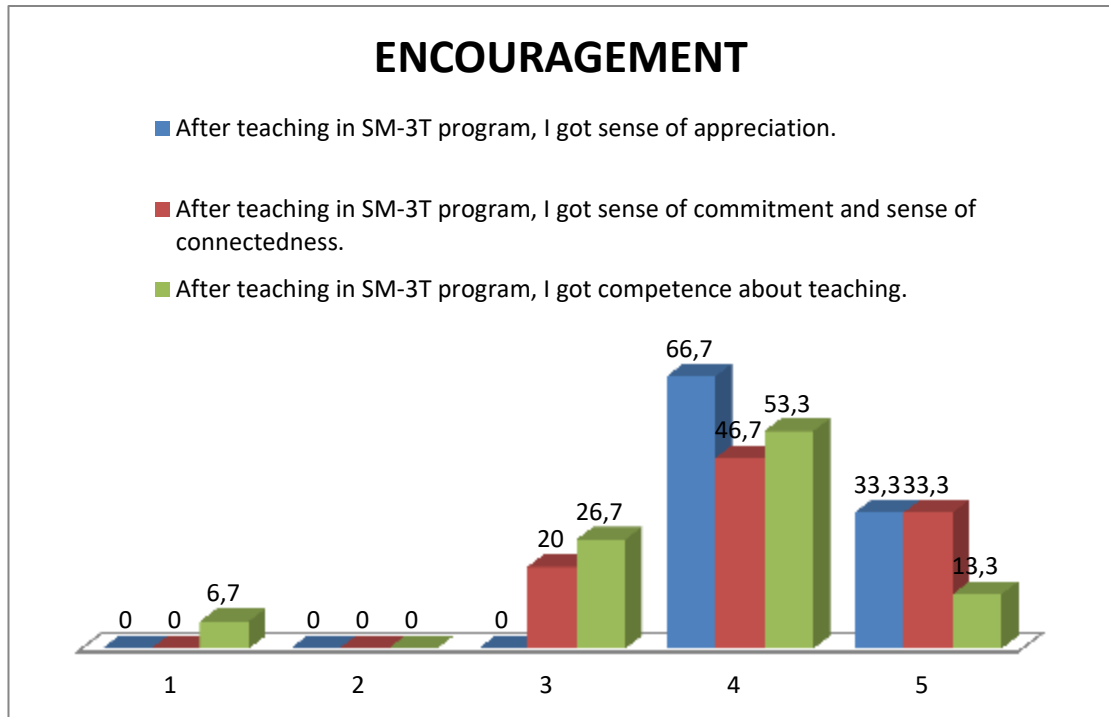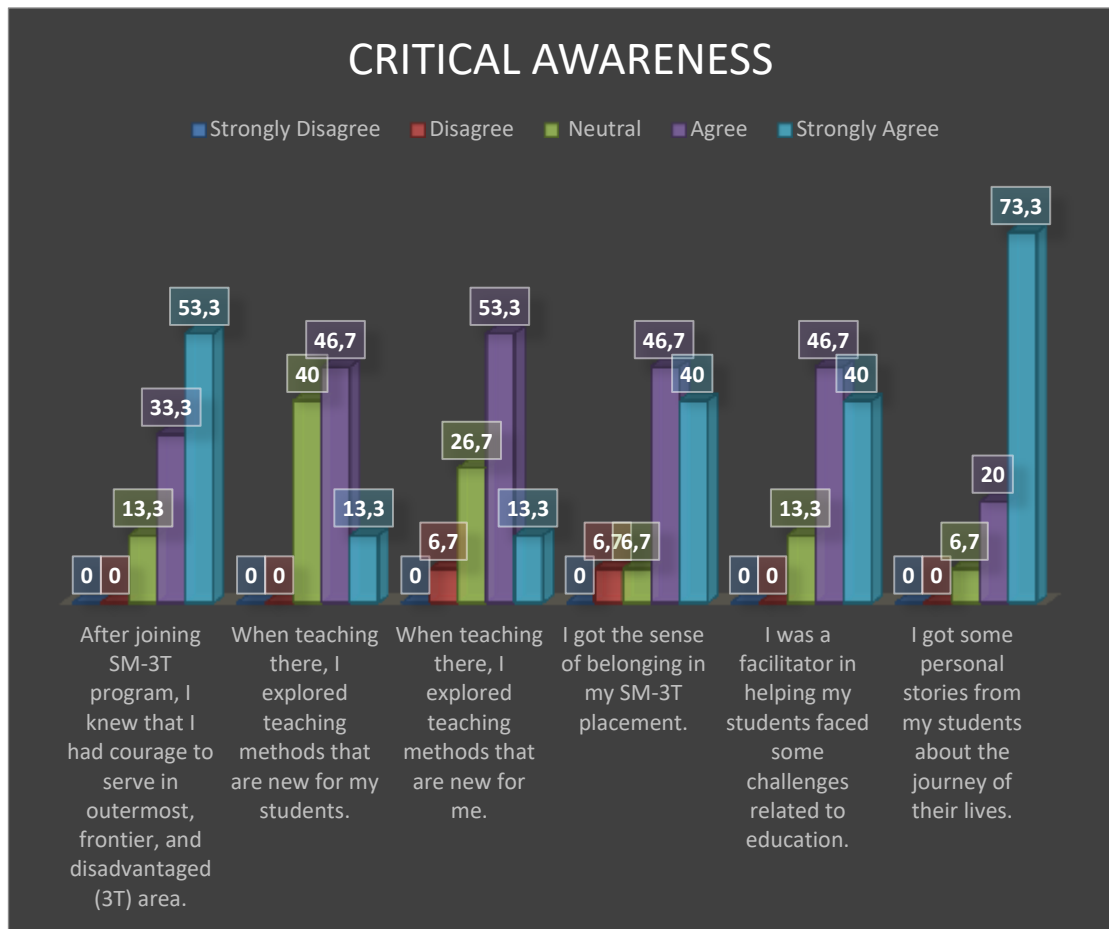
Critical Awareness

Figure 5 Column Graphic Critical Awareness

Figure 5 describes that there is 39% of the average from the participants choose strongly agree that the participants were developing their critical awareness after teaching in SM-3T program. Then, there are 41% of the participants choose agree, 18% of the participants choose neutral, and the rest are 2% from the participants choose disagree and 0% choose strongly disagree on critical awareness development.

Discussion
Self-Reflection as Part of Teacher Identity Process
Understanding self and capacities are the key to develop teacher identity and the reflective process of finding identity requires time and space (McDougall, 2009; (Woods & Carlyle, 2002). According to this belief, self-reflection is intended to be a part of teacher identity development process. From the findings in this study, the participants give positive attitudes toward self-reflection process after joining SM-3T program. Majority of the participants agree that teacher identity is important for them to understand self and capacities better. Besides, SM-3T program gave them chance to find identity in teaching and reflect their

identity. Moreover, they were also emotionally engaged when teaching students in frontier, outermost, and disadvantaged areas.

Beliefs About Teaching and the Changes

Frankie McKeon & Jennifer Harrison (2010); Floresa & Dayb (2006); & Cate Watson (2006) explain about teacher identity as a process of being open, negotiated and shifting. It is also an ongoing and performative process that can construct each of individuals. In this understanding in teacher identity, a teacher has certain belief about something and it can be changed based on the need of self-construction and self-evaluation.

External Factors that Shape Teacher Identity Construction

The majority of the participants are agreed and strongly agreed that external factors from SM-3T program have constructed teacher identity. Those external factors are: geographical, social, cultural condition, environment, students, interaction with students, activities in the classroom, and group of SM-3T itself. From these external factors, they were knowing and realizing the development of teacher identity.

The Encouragement as a Part of Teacher Identity Process

Van Lankveld et al. (2017) has explained that psychologically, there are five processes that found to be involved the development of a teacher identity: first there is a sense of appreciation felt by the teachers, second is the sense of connectedness, third is the sense of competence, fourth is commitment, and the last is imagining a future career trajectory. Researcher called this process as encouragement as the part of the whole teacher identity shaping of a teacher. The result shows that the majority of the participants (in high score of the average) are agreed that they got all the senses of this psychological processes in teacher identity development, means they experienced all the senses of encouragement. They have experienced this process during joining SM-3T program.

Critical Awareness Development in the Relation of Teacher identity

In this part, there are requirements of teachers to have critical awareness in interpreting teaching and also interpreting their own identity as teachers. According to the result, first, teacher had courage to serve in frontier, outermost, and disadvantaged areas. Second, explored teaching methods that are new for the students and teaching methods that are new for them. Third, got the sense of belonging in SM-3T placement.

Fourth, they experienced becoming a facilitator in helping their students facing all the challenges in educational aspect. Last, they got new precious stories about their students that could help the teachers reflect and interrogate something that is fundamental. However, critical awareness according to Winans (2012) means asking people to interrogate something that is so fundamental to their belief structures and lived experience, something so deeply personal, that it is often experienced as being beyond questioning.

Conclusion

As the conclusion, there are five processes included in teacher identity construction; self-reflection, beliefs about teaching and the possible changes of that beliefs considering the context of situation in teaching process, external factors that could develop teacher identity more, encouragement within self, and the last is critical awareness that come out from many aspects to construct identity as teachers. This study still has many limitations in analyzing the data. However, the researcher hopes that this study will give contribution or enrich the knowledge on teacher identity construction in any further research and also give contribution to Indonesian government in running the SM-3T program especially in constructing teacher identity.

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REVIEWING INTERPRETING FIDELITY ASSESSMENT: WHAT TO CONCERN ABOUT AND WHAT TO DO

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Abstract

This paper studies and explores one of the fields in interpreting studies, namely the basic conceptual of fidelity and its assessment for a trainee or even professional. What makes those two topics become the concern is the significance of its existence in any interpreting occasion as one of the standards of successful interpreting activity. Thus, this paper will elaborate what factors are put into stern consideration in order to have the most plausible and suitable assessment criteria, precisely here in Indonesia. Those factors, hopefully, can be the core to construct, evaluate and advance the basic concepts of Indonesian curriculum and lesson plan of interpreting training; or even more the standards and principles of Indonesian interpreter certification.

Keywords: interpreting, interpreting training, interpreter, fidelity assessment

Introduction

In bilingual or multilingual communication, for the sake of its essence of being understand each other either the speaker or the listener of what the intention is, obviously the present of a communicator as a mediator is needed. Meaning to say, the presence of an interpreter plays a significant role. As part of communication itself, interpreting can be said as the determination factor of what is intended during the communication. In other words, the success of those communications depends on how good or bad the interpreter is. Therefore, recent studies of interpreting also make their step into the field of what is called as interpreting quality assessment. This study concerns on not only the comprehension or obligatory linguistic knowledge and skill of the interpreter but also the external factors involved in such particular situation; such as the clients, the researchers, the trainers, the formal institutions, etc. Since there are many considerations from many different aspects need to take into account, then to draw such a rigor and thorough of interpreting quality assessment is a backbreaking and complex thing to do. Those situations, therefore, provoke researchers and practitioners to formulate and suggest certain conceptual model based on particular condition and focus stated above. Unfortunately, there is not yet such model in Indonesia.

A preliminary study suggested by Pinazo (2008) give the focus on the self-assessment as one of the methods applied in the interpreter trainee program which also has the concern of the self-evaluation as the appropriate way to make some improvements related to the output of its learner in terms of quality significance. There is also another previous study conducted by Pöchhacker (2001) in the field

of conference and community interpreting. He suggests the art of interpreting studies in term of the conceptual and methodological foundation concerning on the issues of quality and its assessment. However, the scope of his studies is only in the real word of interpreting, namely conference and community interpreting. Another perspective provided by Kurz (2001) that the quality of conference interpreting measured by the user satisfaction degree. Kurz emphasized the external factor of interpreter, namely the customer who hired an interpreter or the client. Performance-based assessment which is viewed from the discourse theory is suggested by Clifford (2001) in presenting the indicators of interpreting quality assessment for professionals. He argues that a lexico-semantic exercise is not fair enough to identify what competencies needed in professional interpreting. Rather, the use of discourse theory creates a more holistic interpreting understanding. Focusing only on the locating meaning at the lexical level is definitely unproductive. Therefore, to get an actual assessment instrument, the discourse theory needs to be applied. In the world of interpreting training, Fowler (2004) provides formative assessment using peer and self-assessment. It's set up a method of how the interpreter trainee should gain improvement which lead latter to a professional by peer and self-assessment. It also provides and analytical tools to be able to carry out such exercise for interpreter learner. Vermeiren (2009) explains a professional procedure for assessment of interpreter. Elaboration of such certification standards of social interpreters is mentioned in this work. The standards such as the competency based evaluation grids and expert knowledge of graders becomes the decisive and influential element of the certifying institution to give such legitimacy.

Based on the previous studies mentioned before, it could be inferred that the scope of interpreting quality assessment shows such complexity as many cases, considerations and purposes need to be take into account. Those previous studies seem partial in and only related to the field of study of their own. Pinazo (2008) and Fowler (2004) mentioned that the focus on the interpreter trainee and merely using self-assessment to provide an elaborative finding which can be useful for interpreting quality assessment, but those do not concern the external factor as preparation steps of what may a trainee, later in a professional world, should overcome. Whereas Pöchhacker (2001), although offered the conceptual and methodological foundation, he limited the domain of the study that only coped conference and community interpreting. Therefore, it may useful for interpreting studies in general on giving comprehensive factors of quality assessment to put into consideration, but it seems rather hard to be practically applied to train interpreter learner. However, still it can give benefit from them as a basic knowledge. Kurz (2001), Clifford (2001), and Vermeiren (2009) based their research field on the merely higher level of quality assessment namely performance in the insight of discourse, customer judgments, and certifying or legalizing legitimate professional interpreter, in which those can be the central issues to discussed more comprehensive as the main consideration of the goal of interpreting as a mean of bilingual or multilingual communication and socio-pragmatic interactions. In addition, despite previous studies have addressed the quality assessment of interpreting in rigor study in line with what specific field it

concerned, however it needs to draw integrated and relevant study which function as a review that possibly applicable in interpreting courses, beneficial to interpreter practitioners, and useful for formal or informal interpreting institution, specifically here in Indonesia.

This present study will review and then make particular inference of interpreting fidelity assessment in general. However, in specific occasion it may contribute to the interpreting study in Indonesia in a more integrative way when it comes to the curriculum and lesson plan to the principles of interpreter legitimation. In order to give and build clear perspective of the study, actual terminology of quality here is defined as fidelity. What is meant by fidelity here is the conceptual model of the quality of being faithful to the linguistic comprehension (including paralingusitic and extra-linguistic which predictively in the future study will be beneficial to the corpus-based interpreting studies), social interaction, and language function which regard interpreting as a professional occasion in term of bilingual or multilingual communication. In detail, the steps to take are first by reviewing what the concern of fidelity assessment phenomena which later is suitable and in line with the situation in Indonesia; the second is by inferring of what possible procedural stages to take in determining the Indonesian interpreting fidelity assessment.

Discussion
The Concept of Quality - Fidelity

The previous study of the interpreting's siblings, namely translation study, once mentioned that the core concepts in translation theory could be found in the reflection of equivalence in translation. Further, looking at equivalence guide the path directly to such discussion of how to set up and conduct the assessment quality of a translation. It could be inferred that assessment of quality is very valuable in the area of translation. Moreover, House stated that the heart of any translation theory must treasure translation quality assessment as the essential precious one (2015, p. 1). Same as the assessment of interpreting that will always occur in any situation of interpreting field therefore it needs to settle down the concept of quality and fidelity assessment in this work.

As a matter of consideration which places the interpreting act as a product, then it would be sensible to think that interpreting judgments is determined by the client. The satisfaction of the client is one of the most influential in stating how good or bad the interpreting act is. As cited by Kurz (2001, p. 404) from Wenger's *Glossary of Terms Used in the Management of Quality 5ᵗʰ ed* (1981) which is inferred from The European Organization for Quality Control stated that quality as the totally features and characteristics of a product or service that bear on its ability to satisfy a given need. It can be concluded that the quality is a customer-oriented definition. Mathematically, the concept of client or customer satisfaction quality is provided by Kurz (2001, p. 405) that he implied from Kotler and Armstrong as *Quality = Actual Service – Expected Service*.

Meanwhile, another concept of quality is also suggested by Garzone (2002), Vourikoski (2004), and Mocer-Mercer (1996). Garzone addressed the variability of norms and quality criteria that underlie any determination of quality across

cultures, space and time (Garzone, 2002, p. 115). Therefore, she mentioned quality as quality assurance which meant the sole responsibility of the interpreter, as he/she is accountable for the finished product (Garzone, 2002, p. 118). On the contrary, Vourikoski (2004, p. 88) argued that the quality of interpreting should be achieved by the cooperation of the speaker and the interpreter. Furthermore, he stated that the "sense of consistency with the original" is one crucial of high quality of interpreting. Another concept of quality is provided by Moser-Mecer (1996) who uses the term of optimum quality. She defined optimum quality as the quality an interpreter can provide if external conditions are appropriate (Moser-Meser, 1996, p. 44). It is implied that "…an interpreter provides a complete accurate rendition of the original that does not distort the original messages and tries to capture any and all extra-linguistic information that the speaker might have provided subject to the constraints imposed by certain external condition" (Moser-Meser, 1996, p. 44). Last but not least, Pöchhacker mentioned that the most important factor of qualified interpreting is the achievement of communicative interaction, with equivalence of intentional effect, appropriateness of expression and accuracy as related to the source text (2002).

Further, Pöchhacker offered a more detail perspective on quality that he adopted from Viezzi (1996, p. 12) which put the concern on the general distinction between the interpreter's perspective and the client (listeners or speakers) and the point of view of the external perspective from the researcher. Thus, Viezzi (1996) tried to depict subjective attitudes of measurement and judgments from those different various angle as in Figure 1:

Figure 1. Perspective on quality in interpreting

(◆ = communicative event, ST-P = source-text producer, TT-R = target-text receiver)
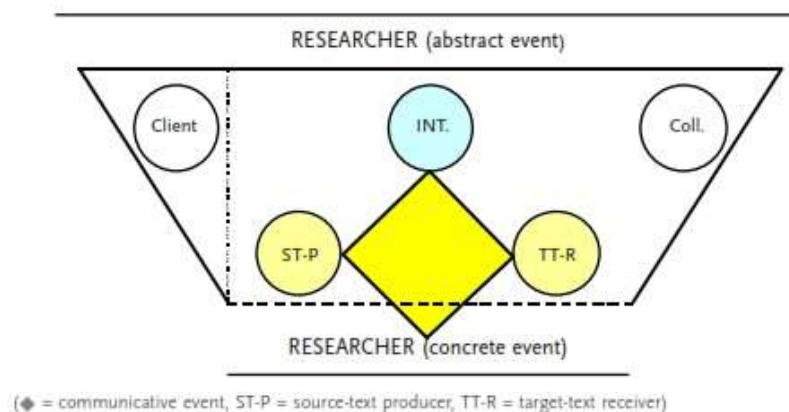
According to Viezzi, from figure 1 presented above, it is important to high light two major aspects related to quality. The first is the external researcher may scrutinize various events of attitudes, needs, or even perspectives (norms) in line with his or her previous experience and tentative question with reference to a real communicative multilingual event in particular situation. The second is by

indicating the broken line above it is meant that research on quality in interpreting event may put the emphasis on the recordable product or on the whole communicative process lies within (Pöchhacker, 2001).

Therefore, based on the inference drawn from those previous expert statements, a concept of quality, as mentioned earlier as fidelity, is trued to be illustrated and elaborated. The previous statement mentioned that what is meant by fidelity here is the conceptual model of the quality of being faithful to the linguistic comprehension, social interaction, and language function which regard interpreting in the field of communicative event (cross-lingual communication). To be precise the fidelity is the trustworthiness of the interpreting act or the interpreter to the linguistics competence in which described the overall features of language proficiency of L1 and L2 linguistically, and other paralinguistics and extra-linguistics factor; to the communicative interactions of the given situation, namely understand the context or the discourse; and to the adequate satisfaction of the costumer or client which regard interpreting as a public service. Meanwhile, the researcher has fully independent stand point where will he or she determine the focus to take into such scientific investigation. To give a clear explanation, it can be seen through the picture in figure 2 below.

Figure 2. Perspective of fidelity in interpreting
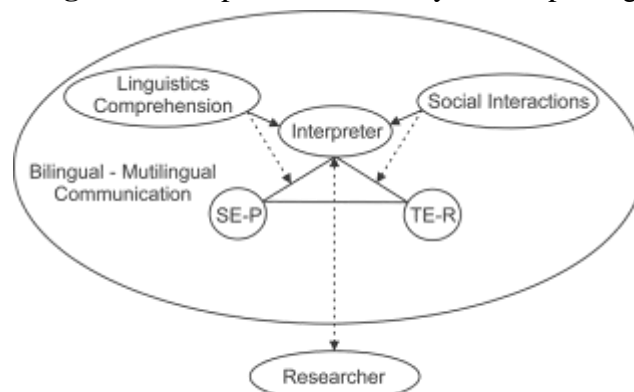
Furthermore, the quality standards of interpreting's product and service is still adopted by Pöchhacker (2001) from Viezzi (1996, p. 40). The model of quality standards ranging from a lexico-semantic core to socio-pragmatic sphere of interaction can be viewed as reflecting the fundamental duality of interpreting as a service to enable communication and as a text-production activity (Pöchhacker, 2001, p. 413). This standard can be adopted and may be modified to make applicable criteria to the later development of interpreting quality assessment, especially in Indonesia, that stretching from the trainee to the professional as matter of legitimation parameters. What is provided by Viezzi can be viewed in the picture of figure 3 as follows:

Figure 3. Quality standards for the product and service of interpreting
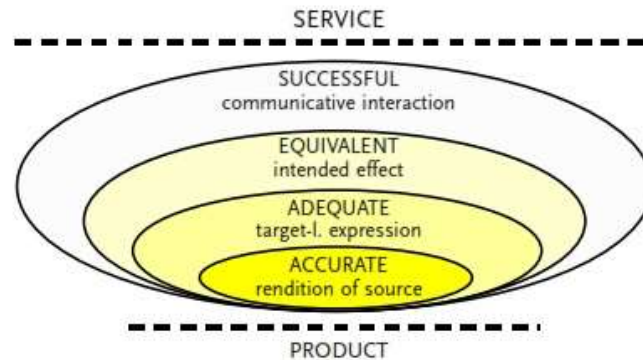
Assessment and Competencies in Interpreting

Adjusting proportional assessment in interpreting

The peer and self-assessment concerns more on the self-evaluation and copartner review of the interpreting act. As mentioned by Fowler that the students can practice on each other, using student-devised criteria (peer assessment) and upon themselves (self-assessment) (2007, p. 254). Therefore, it is more preferable to be applied in the interpreting training program which is led by a supervisor or lecturer in case giving the most appropriate correction in such class activity. Indeed, this assessment needs comprehensive structure in designing the material or lesson plan which supports to the syllabus or curriculum. However, it takes several phases in order to get the peer and self-assessment operates properly. Firstly, the preparation for peer and self-assessment has to be set up. Adopting Fowler's research, mainly there are four steps to take, namely: 1. The trainee must understand the basic of interpreting process; 2. The supervisor should make an example of peer and self-assessment works before it is done by the trainee, especially the newbie one; 3. The trainee have to be briefed about how to give and receive the feedback to the pairs orally and in written text; 4. The trainee should be trained in doing assessment for themselves and each other (2007, pp. 255-256). Afterwards, the trainee begins the practice of interpreting in an artificial situation by role playing. After taking the role play, then they are obliged to give the feedback, as the third step. Then the peers will give a feedback according to the criteria given to them, which is designed before by the supervisor; and the last step is reflection. Here are the examples of such criteria which is adopted from Fowler.

a) The target expression (TE) respects the order and coherence of the source language text
b) The TE can be easily understood by a native speaker
c) The TE is grammatically correct and free of punctuation errors
d) The TE carries the same intended meaning as the source expression (SE)
e) The TE uses the correct technical terms, using explanations where appropriate

f) The TE respects the layout of the SE
g) The TE is culture friendly
h) The TE has a similar style to the SE
(2007:259)

In a higher level of assessment designed for the professional and professional to be, then the performance-based assessment in line with the discourse theory is applied. Performance-based assessment evaluates the behavior of an interpreter who has taken an educational occasion and to measure the feasibility of the performance in order to give the legitimation to the interpreter symbolized by a certificate. For the sake of giving convincing and legitimate judgments of the interpreting performance, then it will be much more considerable if the interpreters are given the training in a real life. They have to take an internship under supervisor from governmental or formal institutions. Afterwards, the supervisor takes customer satisfaction-based assessment by using specific-designed survey and questionnaire.

Interpreting competencies

In gaining the qualified interpreting performance there will be some competencies to measure. Here some criteria of competencies that can be the basic of interpreting skill, especially in Indonesia. These criteria are simplified from several international professional interpreting associations. As mentioned in Pinazo that the standards built up by several professional associations or interpreters' accreditation organization namely *AICE*, Association of Conference Interpreter in Spain, *AIIC* professional conference interpreters worldwide, The IOL (Chartered Institute of Linguistics), and AUSIT (2008, p. 179). The criteria are the excellent skills in the working languages, Intercultural competence, the ability to deal with non-verbal elements, fluency, and negotiation skills (Pinazo, 2008, p. 179).

Prototype of fidelity assessment qualification

Based on the empirical survey conducted by Kurz (2001, p. 406) which involved *AIIC* interpreters and some delegates, there is written numbers of criteria as the quality assessment in order to measure the costumers' satisfaction. Those criteria are taken and combined with the concept of translation quality assessment provided by Nababan (2012) to draw a prototype of fidelity assessment qualification in the field of linguistics competence. As the result, it can be seen through the table bellow

Criterion	Score		
	1	2	3
Accent	The interpreter does not have any accent of the language and does not make clear and understandable	The interpreter has the same accent, yet produces unclear utterances	The interpreter has the same accent and make clear and understandable utterances

	utterances		
Voice	The interpreter has too small loudness	The interpreter has too much loudness	The interpreter has the proportional loudness
Fluency	The interpreter has low speech proportion and high portion of pauses and unidentified utterances	The interpreter has middle speech proportion and has several pauses	The interpreter has high speed proportion and has no pauses or unidentified utterances
Logical cohesion	The interpreter derails cohesive utterances and miss the overall context	The interpreter gains cohesive utterance during the rendering process, yet miss in the overall context	The interpreter gains cohesive utterance during the rendering process and overall stay in the context
Sense of consistency	The interpreter does not use the same register and there are confusing terminologies	The interpreter most of the times uses the same register yet there is difference register is used it does not provoking confusion	The interpreter uses the same register consistently and there is no unstable and new confusing terminology
Completeness	The interpreter does not render all the utterances completely and miss the intended meaning	The interpreter does not render all the utterances completely but does not miss the intended meaning	The interpreter renders all the utterances without missing the intended meaning
Grammar	The interpreter has many grammatical errors and does not share the intended meaning	The interpreter has several grammatical errors yet delivers the intended meaning	The interpreter has perfect grammatical competencies and delivers the intended meaning
Terminology	The interpreter does not understand the context and theme	The interpreter understands the context and theme which	The interpreter understands the context and theme which require

	which require specific terminologies and uses wrong register, so the intended is loss	require specific terminologies yet uses different (wrong), yet the intended meaning is still be understood	specific terminologies and use it as register and the intended meaning is gained

Table 1. Fidelity Assessment Qualification

Those scores then will be multiplied with the different scale of each criterion, in order to get the proportional final score. The scale of the criterion can be seen as follows:

Accent	1
Voice	1
Fluency	2
Logical cohesion	3
Sense of consistency	3
Completeness	2
Grammar	2
Terminology	3

Table 2. Assessment Criteria Scale

Finally, there will be final score that will be divided by the number of criteria, which is 8 criteria; and the result will indicate certain categories in which the interpreter will be classified into. There are three classifications, if the score range from 2,125 - 4, 25 it is categorized as *Beginner*, if the score range from 4, 26 – 6, 125 it is categorized as *Intermediate*, and if the score range from 6, 26 – 6, 375 it is categorized as *Advanced.* Here the example to make a clear explanation.

Accent	1	3	3
Voice	1	3	3
Fluency	2	2	4
Logical cohesion	3	2	6
Sense of consistency	3	3	9
Completeness	2	3	6
Grammar	2	3	6
Terminology	3	3	9
Final Sore			46

Table 3. The Example of Rubric of fidelity assessment

The final result will be 46 : 8 = 5,75. Indicating the final result, then the interpreter is classified as *intermediate*.

Conclusion

From the elaboration and discussion given above, it implies that the interpreting fidelity assessment cope several essential issues. It is obviously depicted that assessment has significant role in justifying the quality of an interpreter. Specifically, in educational matter, it would be very much helpful in setting up not only a grading of a routine and scheduled task for the interpreter trainee, further it will be essential for qualifying the legitimation of a professional interpreter later. From the last part of the discussion, there is also proposed a prototype of fidelity assessment in linguistics field. Hopefully, it will be applicable to assess such interpreting act not only in the educational environment but also overall interpreting act in the real life. However, this study still sets aside particular gap to explore scientifically, namely the need to set up a comprehensive curriculum and lesson plan for educational purposes.

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GALLERY WALK AS A STRATEGY TO IMPROVE

LEARNER AUTONOMY

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Abstract

During the last decade, the idea of learner autonomy has become a discussion topic and a goal among language teachers and practitioners. However, many Indonesian learners are hardly familiar with this idea. They usually just follow and try to reach teachers' learning objectives rather than setting and trying to achieve their own learning objectives. Thus, it is essential for teachers to help their learners to develop their autonomy so that they can be successful in learning language. One of the strategies to increase their autonomy is gallery walk. This paper aims to share ideas about how to implement gallery walk strategy in the classroom to improve learner autonomy. Moreover, it also explores the benefits of gallery walk as this strategy is able to build a powerful learning community, promote self-regulated learning (SRL), provide more opportunities for learning, and develop creativity.

Keywords: gallery walk, learner autonomy, Self-Regulated Learning (SRL)

Introduction

Over the last four decades, the shift of learning paradigm demands learners to learn actively, creatively, and innovatively during learning process. It changes teachers' role from a controller into a facilitator. In turn, it leads the practice to independent and autonomous learning. Learning independently does not mean there will be an absence of guidance. Instead, the learners are expected to perform with such guidance to acquire knowledge and develop their ability by their own efforts (Knight, 1996; Candy, 1991). Moreover, Thomas (2014) defines independent learning as activities undertaken outside the classroom to support the course-specific learning outcomes. The activities can be done by the learners individually or with peers without direct input from the teacher.

In a country where English is taught as a foreign language, the learners will neither get enough exposure to the target language nor have the opportunity to use it in real world. Therefore, their abilities to create and be in environments where the target language is used help them achieve their learning goals and be 'good language learners'. This term is defined by Omaggio (as cited in Wenden, 1991) as learners who are aware of their learning styles and strategies and able to adapt them for different learning conditions. Besides, they understand their strengths

and weaknesses in learning. Whenever they have opportunities to communicate in the target language, they will use them and try to think within the target language as much as possible. They are risk takers and not afraid of making mistakes. If they do not understand something, they use clues and are good at making predictions based on the existing clues. They have a good ability to understand the relationship among the language rules. They not only monitor their own learning process, but also pay attention to others and learn from them. Looking at the aforementioned characteristics, it can be summed up that good language learners are also autonomous learners.

The teachers' role in enhancing and developing the learners' learning autonomy can be very crucial. It is due to the fact that learning autonomy is not an inborn ability and must be acquired by natural means or formal learning (Holec, 1981). Furthermore, Raya, Lamb, and Vieira (2007) define it as "the competence to develop as a self-determined, socially responsible and critically aware participant in (and beyond) educational environments, within a vision of education as (inter)personal empowerment and social transformation" (p. 1). It means that autonomous learning does not only concern with individual ability, but also involves interdependence. In other words, it concerns with the development of learning environment where cooperative learning is adopted and collective decision-making is deployed. The ideas of learners help one another, solve problems in constructive ways, participate actively in the decisions affecting the whole group, and work together toward the shared goals are clearly portrayed and promoted by cooperative learning.

Cooperative learning is often utilized in the classroom to make the learners cooperate with each other to reach the learning outcomes. It is described as "the instructional use of small groups so that learners work together to maximize their own and each other's learning" (Johnson, Johnson, & Smith, 2014) (p. 3). It provides foundation for other forms of active learning, such as problem-based learning, team-based learning, collaborative learning, and peer-assisted learning. One of instructional activities promoting active learning which can also scaffold autonomous learning is gallery walk. Silberman (1996) depicts it as a presentation method where individual learners or groups display their work products and then walk around the room viewing each other's work. It allows the learners to actively work in a small group to share ideas and respond to important issues posted by others.

There have been various studies focusing on the implementation of gallery walk. Teachers and practitioners are interested to implement this strategy not only in language learning, but also in other subjects. In the field of Fiqih, the findings of a classroom action research carried out by Saifullah (2011) revealed that it improved the learners' achievement in the theme of trading. In the field of Arabic language, the results of a study conducted by Marini (2012) unveiled that it was creative to encourage the learners in learning and effective to increase their achievement. In the field of Accounting, the findings of a classroom action research done by Mariyaningsih (2014) showed that gallery walk *duati duata* (two stay, two stray) could increase the learners' learning activity and outcomes, meaning that they were more engaged and participated more actively. In the field

of English language, the results of an experimental research applied by Mulyani (2014) exposed that the learners' writing proficiency in the experimental group taught by using gallery walk was higher and better than those in the control group. In addition, the findings of a classroom action research implemented by Anwar (2015) demonstrated that the learners' speaking skills are enhanced and it brought positive and significant improvement.

The positive results of the implementation of gallery walk lead to the conclusion that it is an effective strategy to increase learners' engagement which in turn improves their learning autonomy. Thus, based on the background explained above, this paper means to share ideas about how to teach English by using gallery walk. This strategy is practical to help the learners to improve their learning autonomy.

Discussion
Overview of Gallery Walk

There are various definitions of gallery walk. It is an instructional activity in which learners get out of their chairs and interact actively as by examining, questioning, exchanging ideas, responding to peers, and formulating their own thoughts (Taylor, 2001; Barkley 2010). According to Kanthan (2007), gallery walk is one of the examples of engagement-based-approaches since this strategy tries to involve the learners to participate wholeheartedly and learn more while teachers act as facilitators and teach less. Levine, Smallwood, and Haynes (as cited in Levine, Lukens, & Smallwood, 2013) promulgate the five principles of instruction for English language learners to accelerate the learning process, promote academic achievement, and foster academic language acquisition. Those five principles consisted of focusing on academic language, literacy, and vocabulary, linking background knowledge and culture to learning, increasing comprehensible input and language output, promoting classroom interaction, and stimulating higher order thinking skills and the use of learning strategies. By referring to those principles, Levine, Lukens, & Smallwood (2013) include gallery walk into one of the strategies to promote classroom interaction. Meanwhile, Hosseinali (2011) states that employing gallery walk will promote higher order thinking skills, written and oral presentation, and team building. Hence, it covers the last principle.

The flexibility of gallery walk has been pointed out. Taylor (2001) considers it as a flexible activity since it can be conducted by using various media, such as computers, pieces of paper, or poster chart papers. Edel-Malizia (2015) states that the artifacts of gallery walk can be anything, for example open-ended questions about the materials being taught, photographs, or demonstrations of finished projects. Another flexibility is related to time allotment. It can be carried out, for example, for twenty minutes of several class periods. Nonetheless, this strategy also has some drawbacks listed by Hosseinali (2011). Teachers must be able to manage the time well since it is more time consuming than lecture. Reminding the learners to be prepared for the discussion will also save time. In big classes, some learners tend to dominate the discussion, so teachers and learners need to come to a mutual agreement about the rules and etiquette during the discussion. To prevent

the discussion to go astray from the intended topics, the teachers can add think-pair-share (TPS) session. It will also be difficult for them to assess each learner during the discussion process. They need more efforts to circulate around the classroom and gauge the learners' understanding.

Procedure of Gallery Walk

During the implementation of gallery walk, the teaching and learning process will center on the learners for they are the ones going to make posters and explain it to their classmates. Here, teachers act as a facilitator leading the learners when applying this strategy. They can circulate around the classroom, clarify questions, gauge learners' understanding, and record any misconceptions/lapses (Mulyani, 2014). Additionally, Anwar (2015) states that they can also guide the learners needing help when confronted with problems.

In applying gallery walk, there are few steps that need to be through. According to Ridwan (2016), those steps are as follows. The first step is dividing the learners into several small groups depending on the number of topics being discussed. The number of the members in each group can be varied depending on the topics to be discussed, class size, age, competence, and number of learners, and so on. Accordingly, each group is assigned to a specific topic. The topics can be taken from books or other sources. In the end, each group will have different topics as they will teach the topics to other learners in other groups. As an option, every group can also have the same topic since they have different ways of presenting and explaining the topics. Consequently, they can contrast, compare, and complement each other during the implementation of gallery walk.

The second step is asking each group member to discuss the given topic. During the discussion, they can browse the Internet to look for information related to the topics. By doing this, they will be in charge of their own learning and in turn develop their learning autonomy. This step can be done outside the class for it will take so much time to digest the new knowledge and connect it to their prior knowledge.

The third step is asking each group to write their conclusion on the flipchart and post it on the wall. Here, they have to be innovative and think critically on how to choose the key points to be explained and visualize them in the form of flipcharts. However, it is better to give the learners a freedom in representing the things they want to explain by using posters, mind maps, graphs, charts, or others as long as it can be easily understood. Later on, each group will have their own station around the classroom or in the hallway and their works will be posted there. The teachers need to make sure to look for a large room or a wide hallway to conduct this strategy so that it will not be too crowded and confusing.

The fourth step is inviting all group members to stand in front of their station. Here, the teachers need to make it clear that each group member has to understand the information presented in the posters because they will take turn to explain their topics individually. Thus, they cannot rely on their fellow members and have to really comprehend the materials to be able to present it effectively.

The fifth step is delivering instructions that all group members will visit other and observe groups' stations. In this step, the teachers need to give specific

directions at which station each group will start and what the rotation will look like so that they will not be puzzled. It will be better if they divide it into two sections. In the first section, some of the groups will be the presenters, while some others will be the viewers. Then, the roles will be exchanged in the second section so that they can learn from each other. For example, in the first section, if the first, second, and third groups are the presenters, the fourth, fifth, and sixth groups will be the viewers, and vice versa. The presenter groups need to explain their posters together at one time, while the viewer groups need to disperse to each presenter group and listen to their explanation and ask questions or confirmation or give comments and suggestions (if any). It should be noted that there should be time allocation for each presentation and the teachers need to keep the time on time and tell the learners when they need to rotate.

The visit will come to an end when all group members arrive back in their own station. As a follow up activity, the teachers can ask the learners to tell the experience and difficulties while doing this strategy and solve the misunderstanding or misconceptions occurring during the implementation of this strategy. They can also ask the learners to give feedback on their classmates' works.

The aforementioned steps above are just one of the proposed procedures for conducting gallery walk. If the teachers do not really like some of the steps, they can modify them based on their own style and creativity. What matters is that those steps need to lead the learners to be autonomous.

Advantages of Gallery Walk

Many advantages can be taken after applying gallery walk. First, it builds a powerful learning community. As argued by Chin, Kian, and Aquino (2016), this strategy promotes learners' participation in communication and exchange of ideas. Hence, the learners have opportunities to share their ideas to influence and help each other learning. It can be done by conducting group discussion so that they can draw a conclusion related to their assigned topics.

Second, gallery walk promotes self-regulated learning (SRL). SRL means the extent to which learners actively take part in improving their learning. In the end, self-regulated learners also need to be able to reflect and self-evaluate their learning. In this case, gallery walk can be considered as one of the examples of problem based learning conclusion formats that can facilitate reflection (English & Kitsantas, 2013).

Third, gallery walk provides more opportunities for learning. The learners can learn from not only the teachers but also their classmates during its implementation to understand the topics. By doing this, they can obtain knowledge on their own, utilize their skills in understanding the topics being discussed, and create a constructive attitude towards others (Ridwan, 2016). In the end, it will lead them to be autonomous learners.

The last, gallery walk develops creativity. As stated before, the learners have a freedom to present their main points through many kinds of visual presentation. It demands them to be creative in displaying their ideas so that it can be easily grasped. It is in line with Faradisa's (2017) statement in which jingle button with

gallery walk (JB-GW) model is effective to develop learners' creativity in learning English.

Based on the advantages listed above, it can be summed up that this strategy is considered to be powerful in increasing learning autonomy.

Conclusion and Suggestion

Gallery walk is a powerful strategy to improve learner autonomy. It is due to the fact that it builds a powerful learning community, promotes self-regulated learning, provides more opportunity for learning, and develops creativity. Hence, teachers are suggested that they apply this strategy to teach improve learner autonomy as it offers a number of advantages for the learners.

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HOW DO THEY READ THE TEXTS?
EFL STUDENTS' READING STRATEGIES IN DOING ONLINE READING TASKS

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Abstract

This study aims at finding out Indonesian EFL students' reading strategies in reading online texts. Anderson (2001, p. 16) classified the strategies into three categories, namely: "global strategies, problem-solving strategies, and support strategies". This research employed a descriptive study involving 22 students who were taking Basic Reading II class in the second semester of English Language Education Study Program, Sanata Dharma University. The mean scores of all three categories also demonstrate that they are heavy users of online reading strategies. They have high tendency to use problem solving strategies (mean=4.0), which is followed by global reading strategies (mean=3.8). The least preferred strategies are support strategies (mean=3.5). The surveys, interviews, and reflections indicate that online reading tasks provide opportunity for students to utilize various reading strategies.

Keywords: EFL reading, online reading, reading strategies

Introduction

Reading foreign language texts gives some challenges to students. In Indonesian context, some EFL students face greater complexity when they have to read foreign language texts. One of the challenges is the fact that their linguistic knowledge in the foreign language tend to be limited. They also have much less experience with reading exposure in L2 materials. In addition, L2 readers might find different social interpretation in L2 texts which may hinder the reading comprehension. Furthermore, these variables may lead to students' foreign language reading anxiety which might influence their performance in classes.

Reading courses are offered in the first four semesters aiming at developing students reading skills and helping them cope with the challenges they face in the classroom. Basic Reading 2, a course for the 2nd semester students, focuses on promoting students' comprehension skills. Furthermore, it aims at encouraging EFL readers to apply various reading strategies when reading various kinds of texts. When students are able to apply various strategies, they can read L2 text more effectively (Sheorey & Mokhtari, 2001; Huang, Chern, & Lin, 2009).

Some studies have investigated how students use various reading strategies when dealing with foreign texts. Malcolm (2009) investigated students' choice of reading strategies and their proficiency. She found out that students with

low proficiency tended to translate the L2 text, while students with higher proficiency tended to use metacognitive strategy. The study is confirmed by Hong-nam & Page (2014) who conducted a study involving Korean EFL students. They found out that most advanced level students use metacognitive strategy, such as global and problem-solving strategies.

In technology-enhanced learning context, Anderson (2003) adapted Survey of Reading Strategy (SORS) to find out students' online reading strategies. He emphasized that being aware of the strategies they use is crucial for both ESL and EFL learners. Huang et al. (2009) confirmed Anderson's findings by suggesting that when "learning in the online environment, students must be equipped with strategies and skills which would play a pivotal role in determining their learning effectiveness and outcomes." He explored that global reading strategy enables students to comprehend the texts better. These studies suggested that reading strategies are important to help students learn effectively.

In Indonesian context there were several studies related to reading (Masduqi, 2014; Widiati & Cahyono, 2006) Nonetheless, to the writer's knowledge, there is none or little research conducted to investigate Indonesian students' online reading strategies in reading L2 texts. Therefore, this research focuses on discovering students' online reading strategies when doing online reading "challenges" or online reading tasks. With this goal in mind, the researcher distributed questionnaire Online Survey of Reading Strategies (OSORS) by Anderson (2003), investigated students' reflection, and conducted focus group discussion.

Literature Framework
EFL Reading

L2 reading is an important activity in learning a foreign language. Besides getting new information from written discourse, students also get various benefits by reading L2 materials, such as: vocabulary, sentence structure and social contexts. Readers constantly make meaning by reading process (Day and Bamford, 2002). In English Language Study Program, Sanata Dhama University, Basic Reading II is designed to help students develop their basic reading skills, such as previewing, skimming for main ideas, scanning for details and guessing meanings from context. Furthermore, students are encouraged to utilize some reading strategies when they read L2 texts. The class implemented technology-enhanced activities, because the time spent experiencing hand-on reading activity in class is not sufficient for learners to reflect on what they read. It enabled the researcher to describe the reading strategies employed by students when reading foreign language texts in online environment.

Reading strategies

Reading strategies in EFL context have been on-going discussion among scholars. It is considered important in developing EFL ability (Day & Bamford, 2002) Furthermore, awareness of reading strategies results in comprehension of author's messages and effective ways of learning (Oxford & Crookall, 1989 in Malcolm, 2009). On the other hand, Hayashi (1999) claims that good readers are

able to "find their own way and strategy efficiently, so extensive reading is more important than teaching students about reading strategies". These different findings encouraged this current research to describe reading strategies used by Indonesian EFL students.

Reading strategies could be broken down into several types. A classification proposed by Goodman (1970 in Rafferty & Barnard, 2012) categorized two kinds of processes when we read, namely: bottom-up and top-down. The bottom up strategy includes "data driven strategies" (p. 120, Hayashi, 1999). It involves recognizing some linguistic clues such as vocabulary, discourse markers, and translations. However, the top-down strategies includes conceptually driven strategies (Keiko) involving contextual guessing and inferring meaning from the context.

Furthermore, Sheorey & Mokhtari (2001, p. 436) come up with three categories of reading strategies: "metacognitive, cognitive and support strategies". It is further developed by Anderson (2003) who classified the strategies into three reading strategies, namely "global-reading strategies, problem-solving strategies, and support strategies" (p. 16). The global reading strategies are done by previewing, monitoring, having specific goals, and evaluating the texts. When the students employ the global reading strategies, they do actions to deal with problems they face when reading the texts, such as rereading the texts, guessing the meaning of the texts, or visualizing the information in the texts. Furthermore, students also use support strategies by checking the meaning in the dictionary or translating. This study distributed the questionnaire modified by Taki (2016) to explore Indonesian students' reading strategies when reading L2 materials.

Online Reading Tasks

The implementation of Moodle, a learning management system for teacher to manage learning materials, does not only allow teachers to post reading materials, but also enable students to do online reading tasks or reading challenges in the form of reading responses. Some studies extensively show that reader responses influence reading comprehension positively. Utami, Zaim, & Rozimela (2014) found out that reader responses strategy gave positive effects to reading comprehension. Similar results were pointed out by (Granger, Black, & Miller, 2007) who indicated that reader responses played a positive role in students' reading comprehension and attitude.

Method

This research employed a descriptive study involving 22 students who were taking Basic Reading II class in the second semester of English Language Education Study Program, Sanata Dharma University. This study obtained the data from 5 male students and 17 female students. The data were collected and investigated by distributing online reading survey (Taki, 2016), investigating reflections, and conducting interview.

Findings and discussion

Table 1 demonstrated the participants' online reading strategies. Mokhtari and Sheorey (2002), Anderson (2003), and Taki (2016) shared similarities in interpreting the mean scores. A mean score of 3.5 or greater is interpreted as high. Furthermore, mean scores of 2.5-3.4 are considered medium and 2.4 or lower as low. The results of the questionnaire show that Indonesian EFL learners are proved to be high-strategy users when reading English materials. As seen in table 1, the overall mean score is 3.77 (SD=0.43). The mean scores of all three categories also demonstrate that they are high users of problem solving strategies (4.0), global reading strategies (3.8), and support strategies (3.5).

Table 1. The participants' online reading strategies

	Global Reading	Problem-Solving	Support	Overall
Mean	3.8	4.0	3.5	3.77
SD	0.2	0.2	0.6	0.43
Interpretation	High	High	High	High

The table show that the students had the highest tendency to employ problem solving strategies (M=4.0; SD=0.2). This is in line with Hong-nam and Page (2014) who mentioned that "problem-solving strategies were used significantly more than global and support strategies" by EFL learners. The second most used strategies are global reading strategies, which are more employed than support strategies. The findings elaborate the top three and the bottom three strategies in individual category.

The Indonesian EFL students prefer to read online texts by using problem solving strategies. They found that problem solving strategies are more beneficial because they were still struggling in understanding the vocabulary and comprehending the text.

Table 2. Top three problem solving reading strategies

No	Strategies	Mean
19	"When online text becomes difficult, I reread it to increase my understanding."	4.4
26	"I try to guess what the content of the online text is about when I read."	4.3
23	"I read slowly and carefully to make sure I understand what I am reading online." (Taki, 2016, pp. 16-19)	4.2

The top three problem solving strategies are rereading the text, guessing the content, and adjusting the reading speed for comprehension. When they couldn't understand the texts, they reread them slowly. One students reflected the process of rereading the text and adjusting his speed.

> sometimes I need to reread one paragraph before if I read too fast and can't connect the previous paragraph into the next.

The harder the texts, the slower they read because they want to guess the meaning of the content. One student narrated that she found unfamiliar vocabulary in the text that hindered her comprehension so she took time to understand the content of the articles. None of the problem-solving strategies (9 items) were employed at the medium level (mean 2.5-3.4) or the low level (lower than 2.4). This finding of the current research is in line with those of previous studies (Alhaqbani & Riazi, 2012, Sheorey & Mokhtari, 2001, and Hong-nam & Page, 2014) that EFL students have the tendency to use problem solving strategies because they still encountered some linguistic difficulties and took some actions to solve the problems.

Besides problem solving strategies, students also utilized global reading strategies. They employed metacognitive strategies like previewing the text, predicting the meaning and evaluating the articles.

Table 3. Top three problem solving strategies

No	Strategies	Mean
5	"I first scroll through the online text to see what it is about before reading it."	4.2
8	"When I read online, I guess the meaning of unknown words or phrases."	4.1
2	"I critically evaluate the online text before choosing to use the information I read online." (Taki, 2016, pp. 16-19)	4

When they read articles in the Internet, they tried to predict what the texts are about. They were also able to predict the meaning of the vocabulary from the surrounding context. And they were being critical by evaluating the texts with their background knowledge or other texts. This reflection by a student also demonstrates that she utilized this type of reading strategies:

> I used predicting strategy on the second reading challenge because I already read some articles about discrimination of women rights. So, I just need to predict and make sure the information that I got before is accurate with the information on the newest article.

The excerpt shows that she predicted and evaluated the text. This is in line with the result of the surveys that the learners are also high users of global reading strategies (17 items out of 18 items).

The least preferred strategies were the support strategies. However, it should be noted that items 28, "using reference materials such as using dictionary", is also the most employed method to understand what the students read. It may also play role in slowing down their reading speed. The online reading challenges offered them more opportunities to access the World Wide Web. Besides using online dictionary, they also used Google translate to understand several sentences in the text. They felt that the digital tools helped them in comprehending the text. Table 4 shows the three highest strategies in the support reading strategies.

Table 4. Top three support reading strategies

No	Strategies	Mean
28	"I use reference materials (e.g., an online dictionary) to help me understand what I read online."	4.6
31	"I print out a hard copy of the online text then underline or circle information to help me remember it."	4.2
33	"I go back and forth in the online text to find relationships among ideas in it." (Taki, 2016, pp. 16-19)	4

The bottom three strategies belong to the support strategies. They tended not to participate in online chat with their peers (mean=2.5) and read aloud in class (mean=3). In the interview, they mentioned that they preferred to ask their fellow friends directly, because they would get direct answers. Moreover, one of the bottom three strategies is reading aloud, which means the students preferred to read texts silently.

Table 5. Bottom three reading strategies

No	Strategies	Mean
39	"I participate in live chat with native speakers to solve my problems."	2.3
40	"I participate in live chat with other language learners to solve my problems."	2.5
32	"When online text becomes difficult, I read aloud to help me understand what I read." (Taki, 2016, pp. 16-19)	3

Unlike the other strategies, students tended not to participate in chats with native speakers. This is the least used strategy in the survey (mean=2.3). The possible explanation for the low usage of this strategy is that they didn't have much access to the native speakers. It is easier for them to directly ask their peers or their teacher.

Conclusion

The survey suggests that in general the Indonesian EFL students were high users of reading strategies. The most preferred reading strategies are the problem solving strategies. The students encountered problems which slow down their reading speed so they reread the L2 materials, guessed the meaning of the content and adjusted their reading speed. The learners tended to be more aware of these reading methods than global reading strategies. However, they also utilized metacognitive strategies by previewing the texts, guessing the meaning from the context, and evaluating the texts critically. It is thought provoking to note that the students also relied much on the digital tools like dictionaries and Google apps. However, the bottom three strategies were categorized as support strategies. They had the tendency not to employ reading aloud strategy. Moreover, they preferred asking questions to friends and peers directly instead of using chat applications to get direct answers.

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STUDENTS' PERSPECTIVE: THE IMPACT PREVIEW TOWARDS LEARNER AUTONOMY IN EFL LEARNING PROCESS

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Abstract

Teaching in the 21st century deals with the new methods which are always developing, including learner autonomy. Learner autonomy has become popular since the 1990s in which several countries has begun applying it in schools including those who study EFL (English as foreign language). However, asking students' opinion about learner autonomy helps the teachers identify the students' learning problems and give the preview so both the teacher and the students can solve the problem if it still exists in the future. Asking what the students want may have the long effect for the teaching 21st century so that is the reason that this study is created.

Keywords: EFL, students' perspective, learner autonomy

Introduction

Teaching and learning process in the 21st century always deals with the developed class condition. Back to the previous era in the 20th century, teacher is the most common center or it's called as teacher centered. There are so many corrections about the teaching and learning process of this. Teacher is still just giving task, homework and another kind of exercises that make the students passive.

In line with the developing era, the learning process changes into student centered or can be simplify as learner autonomy. Learner autonomy means students are more in charge for their studies. (Benson, 2013) cited in Jacobs, Shan, 2016, students take control for important aspects more for their learnings. They are growing out through the learning that they have chosen.

Learner autonomy helps students to study for what they need more detail and aim for a more accurate target. However, there are also positive and negative impacts for learner autonomy. The gaps occur when students are distracted from something more important because there is no guide for them especially in this 21st century. Applying the learner autonomy class deals with students whose responsibility involved in their materials, they can get the materials from wherever the sources are. Furthermore, for those who expect learner autonomy want to find the sources from website or browsing will deal with things that distract them. Then, the students' perspective about the stereotype of teacher's role in learner autonomy becomes complex.

There are many misinterpretations about the teacher's role in learner autonomy like the lack of contribution in the process of studying. If so, there is a question that needs to be answered, i.e. whether the class will be able to be held if there is no teacher in class even if the learners are autonomous or not.

Therefore, this study also describes and analyses the learner autonomy problems and clearing the stereotype of the teacher's role in class while the process of studying which is still believed that all of the process in class is contributed by the students' decision.

the existence of teacher during the studying process of learner autonomy are not be disregarded (Rosalba, 2006). Otherwise, the class and the collaboration between students and teacher are hard to be promoted. However, the teacher will find that the students come from many different backgrounds, who some are able to be autonomous and the rest also are not capable to be the ones due to the ability of each other is different. Therefore, students may find difficulties when they are learning as autonomous students. So, this one is the example of preview that the students' opinion will be visualized according to theirs.

Research Methods

The researchers use the strategy of collecting the data by using questionnaires. The reasons why the researchers prefer questionnaires are that it is easy to collect data, efficient, and does not spent much money. Yet, it can grasp large scale of data and can be analyzed quickly (Taguchi, 2010) cited in Borg, Hasan, 2012, p.9. This study requires the department students as the subject of the research. Furthermore, there are 10 students who consist of 9 females and 1 male who have been studying between $2^{nd} - 6^{th}$ semester. The students are from Faculty of Education and Teachers Training who have taken English as foreign language as the subject. The researchers use students who learn language as the main subject because it will fit the questionnaires which refer language learners which are related to autonomy learner. They are given the questionnaires about their own opinions towards learner autonomy which are emphasizing their personal perspectives.

Discussion

The following table describes the result of the questionnaire:

No.	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	Autonomy means that learners can make choices about how they learn.	0%	0%	10%	70%	20%
2	Individuals who lack autonomy are not likely to be effective language learners.	10%	20%	40%	30%	0%
3	Involving learners in decisions about what to learn	0%	0%	20%	70%	10%

No.	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	promotes learner autonomy.					
4	Learner autonomy means learning without a teacher.	0%	40%	0%	60%	0%
5	Confident language learners are more likely to develop autonomy than those who lack confidence.	0%	0%	10%	70%	20%
6	Learner autonomy allows language learners to learn more effectively than they otherwise would.	0%	0%	40%	50%	10%
7	Learner autonomy can be achieved by learners of all cultural backgrounds.	0%	0%	40%	40%	20%
8	Learner autonomy cannot be promoted in teacher-centered classrooms.	0%	50%	40%	10%	0%
9	Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	0%	10%	70%	20%	0%
10	Learner autonomy cannot develop without the help of the teacher.	20%	40%	20%	20%	0%
11	Learner autonomy is promoted by activities that encourage learners to work together.	0%	30%	30%	40%	0%
12	Learner autonomy is promoted when learners are free to	0%	20%	30%	50%	0%

No.	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	decide how their learning will be assessed.					
13	Learner autonomy requires the learner to be totally independent of the teacher.	10%	30%	40%	20%	0%
14	Co-operative group work activities support the development of learner autonomy.	0%	10%	20%	70%	0%
15	Learner autonomy is promoted when learners can choose their own learning materials.	0%	10%	20%	70%	0%
16	Learner-centered classrooms provide ideal conditions for developing learner autonomy.	0%	30%	30%	40%	0%
17	Out-of-class tasks which require learners to use the internet promote learner autonomy.	0%	0%	30%	70%	0%
18	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	0%	40%	30%	20%	10%
19	The teacher has an important role to play in supporting learner autonomy.	0%	30%	40%	30%	0%
20	To promote learner autonomy,	0%	0%	40%	60%	0%

No.	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	learners need to develop the ability to evaluate their own learning.					

The data above based on respondents' answer which they have believed of students' perspective about learner autonomy be like. It can be assured that learner autonomy determines more about the decision of studying process because 70% respondents agree and strengthen by 20% ones who have answered strongly agree at the first statement. In the third statement, 20% respondents felt unsure with their answers, 70% agreed, and 10% answered strongly agree that students are in charge for making decision for what they are going to learn can make them to achieve learner autonomy. In other words, they agree that students are given choices what it looks like to held the class. It is strengthened by the majority answer at the fifteenth statement (70%) that agree if learner autonomy can be promoted if the students can choose their own materials, while the rest (20% respondents are unsure with the answers and 10% ones answer disagree).

Moreover, the eleventh statement has reactions that learner autonomy enables the students to work together: 30% disagree, 30% unsure, and 40% agree, as the previous statements, which making decisions about the course and study look like requires the students to have to share opinions to determine the choice. It is related with the statement number twelve which students are free to decide how their learning will look like which gets response 20% disagree, 30% unsure, 50% agree (the majority agree about this). Plus, it is also related to the fourteenth answer which major students agree that co-operative group work activities (including making decision, choosing the course, etc.) help the development of learner autonomy (which 70% agree, 20% unsure, and 20% disagree). Students can share their own opinions to contribute of achieving learner autonomy without regarding where the students come from, this is based on the seventh statement in which 40% respondent give the answer "unsure", while 40% agree, and 20% are strongly agree. Therefore, as students, they have responsibility for gaining knowledge so they have self-motivation to keep learning.

Confident language learners have chance to develop autonomy learner higher than those who do not (statement number five), which has response 10% are unsure, 70% agree, and 20% are strongly agree. Therefore, at eighteenth statement, several students answer by 40% disagree if motivated language learners are more developed for learner autonomy than those who are lack of motivation, while 20% agree and 10% strongly agree with the statement, and the rest are unsure. However, for those students who are easily distracted are not yet competent due to their lack of motivation to become learner autonomy.

It is true that motivation has its own role to determine the process, see Ramos (2006, p.185), who says that one of the elements of autonomy is motivation which determines whether learner autonomy can be promoted or not. 40% respondents disagree and 60% agree that learner autonomy means learning without teacher (the fourth statement), while 30% ones disagree and 40% are unsure for their answers, and the rest agree that the teacher has an important role to play in supporting learner autonomy (the nineteenth statement). Plus, in statement number 10, 20% and 40% respondents answer strongly disagree and disagree, while the rest (both 20% respondents answer unsure and agree) believe that learner autonomy cannot develop without teacher's help statement number 10.

However, (Dam, 2003) (cited in Borg, Hasan, 2012, p. 35) says that the teachers are in charge more for developing learner autonomy. In other word, teacher is important elements for achieving the learner autonomy class. It is stated that majority students based on the data believe that teacher is not really essential, if so, there would be a disorder or the learner autonomy that can not work well. In addition, teacher can be not only facilitator but also the motivator. According to (Luz, 2015), students' reaction toward the process of learning depends on how engaged they are with their teacher.

Motivating students deals with the establishing interaction or relationship between students and teacher. Close relationship between teacher and students affects the students' performance and perception so they can understand for their tasks as students. So, students are aware of their responsibilities as learner autonomy because there is already trust between teacher and students. It also fulfils the teachers' role so they will not feel lack of contribution.

Furthermore, the teacher's role is very essential and also it has responsibilities which cannot be disregarded. According to (Yan, 2012) teacher's role as facilitator means that students not fully learn their materials by themselves, they are as autonomous also need teacher's support to reach the achievement as high as possible. Teacher encourages the students to study more active and autonomously, without seeking advice and guidance from the teacher, the process in class will not be much efficient and the system goes disorder. Assisting the students to use their best potential when they make plan is the contribution of the teacher in order to make the role of students and teacher collaborate each other. (it is related to the data at the thirteenth statement in which learner autonomy must be independent from teacher has got many disagree answers and unsure, 10% strongly disagree, 30% disagree, 40% unsure, the rest agree).

A teacher is also able to be the source guide for them whenever they get difficulties in learning by providing them source materials such as useful website, news, magazines, and so on. Teacher can be the evaluator for the result of students' learning so the the purpose of learner autonomy which tends to student-oriented can be fulfilled succeeded. At the statement number eight, 50% respondents disagree, 40% ones are unsure, and 10% agree that autonomy learner cannot be achieved by teacher-centred classroom. At the ninth statement, 10% respondents disagree, 20% agree, and the rest are unsure that

learner autonomy denies the traditional ways of teaching. And at the sixteenth statement, 30% respondent disagree, 40% agree, and 30% are unsure that learner-centred class can achieve the conducive class while the process of studying.

However, according to (Yan, 2012, p. 559) there are still some teachers who are not ready to adapt the new environment because teachers nowadays are used to learn with teacher-centred classroom so they have to shift into the new method. Teachers need transition from teacher-centred into learner-centred to achieve learner autonomy. Despite the fact that learner autonomy is student centred, the students take the responsibility based on their decisions. Because the majority respondents answer that learner autonomy goes into learner-centred, there are benefits from learner-centred that can be gained by the students, according to (Yan, 2012, p. 558) this method can explore the creativity of students and can make them not depending on the teacher. Making them independent and as the researcher.

In statement number two, which is the language learners who are not effective have less chance to be learner autonomy. This statement is answered by respondents which the results, 30% agree about this statement, 20% disagree, and 10% strongly disagree, and 40% percent answer unsure. There is close to an equilibrium for this statement, the major students who agree about this one believe that there is an effect if the skill language learner is related to learner autonomy. It is strengthened according to (Ramos, 2006) he says that the ability of proficiency in language learning determines the successful of achieving learner autonomy.

In the sixth statement, learner autonomy helps language learner to study more effective which has reactions by respondents (40% are unsure, 50% agree, and 10% are strongly agree about this statement), some say that learner autonomy tend to class which identical with science subjects because it takes research and discovery for the students to study, however, this data say that major students agree if learner autonomy are suitable for language learner. It is also explained by (Ramos, 2006, p. 186) which learner autonomy is applicable for language learner in which they can meet their own needs for social, self-expression, and communication because the students are shaped and enhanced of their skills individually and co-operatively.

The seventeenth statement which students requires internet for out-of-class task that can achieve learner autonomy gets 30% unsure answers, 70% agree, the major students believe that using internet for finding their own need for learning purpose also help them to be autonomous because it helps them to improve their analysis skill to find the materials by their own. Lastly, statement number twenty which states that learner autonomy needs the ability to evaluate for their own learning gets response 40% unsure, and 60% agree, the majority agree because evaluating for their learning is necessary in order to make the learner autonomy better, it is also related with previous statements for making evaluation, students need teacher too as evaluator so they can collaborate well.

Conclusion

Learner autonomy always deals with student habit. Even though learner autonomy demands the students who are in charge for the study process, they still need teacher most in order to reach the goal more effectively. Teacher's role is as important. It needs process for students to be totally learner autonomy because it is not easy for them so establishing the relationship between teacher and students and figuring out for their own role are important. It is clear that teacher's role gives so much contribution in learner autonomy class. The students' perspective also give the problems preview of autonomy learner so the teacher or students have clear problem solving whenever they face such problems which are coming.

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PERSONALITY DEVELOPMENT OF MALEFICENT AS SEEN IN ELIZABETH RUDNICK'S *MALEFICENT*

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Maleficent is a fiction novel of a fairy tale which tells about Maleficent, one of the main characters in the novel. She tries to discover humans and the meaning of true love. Her personality develops when she faces some experiences with a princess named Princess Aurora. Thus, this study is aimed to know about how Maleficent is described in the novel and her personality development along with the conditions or factors that influence her changes. Using Hurlock's theory (1974), this study found that Maleficent undergoes the personality development. In the beginning of story, she is described as a depressed, bad-tempered, impatient, wicked, and spiteful fairy. Her personality develops after she meets Princess Aurora. She becomes a caring and loving, regretful, brave and strong fairy. The factors that influence her personality development are the changes in significant people, the changes in self-concept, the changes in roles, and the strong motivation.
Keywords: personality development, *Maleficent,* Elizabeth Rudnick

Introduction

This study analyzes a novel entitled *Maleficent*. *Maleficent* is a 2014 novel which tells about the story of Maleficent, who is a young and powerful fairy. She lives in the Moors, a forest with a corrupt kingdom. She meets and falls in love with Stefan who is a human. The king does not like Maleficent because Maleficent tries to retreat him. Maleficent has emotional experiences on having complicated relationship with a human and trying to break her own curse. Those several experiences can develop her personality. Therefore, this study is aimed to know how Maleficent is described in the novel and how her personality is depicted in the novel.

Review of Related Literature

In this part, the researcher will explain the theories used to answer the problems appeared in the study. They are theory of critical approach, theory of character and characterization, and theory of personality development.

Theory of Critical Approach

Rohrberger and Woods (1971) propose that there are five approaches in literature. They are formalist approach, biographical approach, sociocultural-historical approach, mythopoeic approach, and psychological approach (pp. 7-11). In this study, the researcher uses psychological approach. Rohrberger and Woods (1971) define that psychological approach aims to analyze the pattern of character's behavior, thoughts, actions, or motives (p. 13). In addition, Kennedy

and Gioia (2005) argue that a psychological approach normally focuses on the analysis of the character's motivation or behavior in the work. Moreover, Barry (2009) states that a psychological approach focuses on unconscious motives and feelings which come from the author or the characters depicted in the work. Therefore, this approach can be used to explain and evaluate many kinds of literary work related to the character development in the story.

Theories of Character and Characterization

a.   Theories of Character

Rohrberger and Woods (1971) classify a character into protagonist and antagonist (p. 20). A protagonist character becomes the focus of attention in the story and leads the plot of the story. Meanwhile, an antagonist character has the opposite roles with the protagonist character. In addition, Perrin (as cited in Arp and Johnson's 2009, pp. 164-165) divides characters into two major characters according to the development of the character. They are dynamic character and static character.

First is dynamic character. A dynamic character is considered as protagonist character who significantly leads the plot of the story. Protagonist character can change due to the several conflicts which are encountered on the character's journey. The change may be positive or negative (p. 165). Moreover, Griffith (1986) states that dynamic character can be mentioned as round character which has several changes on the self-development through the story (p. 61).

Second is static character. A static character does not have any changes in the story. This character does not develop so that the personality remains the same at the end of the story as it appears in the beginning (p. 164). Moreover, Griffith (1986) states that static character can be considered as flat character which does not have any changes through the story (p. 61).

b.   Theories of Characterization

Murphy (1972) states there are nine ways to identify how the characters described in the story: 1) personal description: the author describes the characters' appearance from how the characters look like such as face, skin, or eyes and the way they wear clothes, 2) character as seen by another: the author describes the characters through the opinions or views from other characters, 3) speech: the characters are described through the way the characters speak or say the dialogue or the language that the characters use in the conversations, 4) past life: the characters are described through the characters' life experiences in the past, 5) conversation of others: the characters are described by providing explanation what one character says about another character, 6) reaction: the characters are described by displaying the way the characters' reactions to the events of the story, 7) direct comment: the author describes the characters by giving comments explicitly and giving chances for the readers to imagine the characteristics of the characters from the meaning of the author's comments, 8) thought: the author describes the characters by giving the readers certain information about what the characters think and feel, and 9) mannerism: the author can describe the characters implicitly or explicitly about the positive or negative characteristics or manners that the characters have (pp. 161-173).

Theory of Personality Development
a.   The Meaning of Personality
Hurlock (1974) defines that personality is what a person is, how a person thinks and feels, and what is included in someone's total psychological makeup. Those will be revealed through his or her speech and behavior (p. 6). In other words, personality is dynamic process of human which gives contribution on the human's behavior.

b.   The Personality Pattern
Hurlock (1974) explains that personality pattern is composed of traits or specific qualities of behavior which characterize the individual's unique adjustment to life as shown in his behavior and thoughts. Two components in personality pattern are self-concept and traits (p. 19). Self-concept can be meant as someone's way of thinking about him or herself. It focuses more on how and what a person looks like. In addition, traits can give contribution on someone's behavior to create the better self-concept.

c.   Changes in Personality
The feeling of having the awareness in someone personality is good because it will affect someone's motivation in changing his or her personality. Both mind and action can be correlated between one and another. Hurlock (1974) states that the awareness of developing the personality normally comes from parents, friends, teachers, and others who say about his or her bad personality (p. 119).

d.   Characteristic of Personality Change
Hurlock (1974) states that there are three characteristics of personality change. They are changes for better versus worse, changes for quantitative versus qualitative, and changes for slow versus rapid (pp. 120-122).

e.   Conditions Responsible for Personality Change
Hurlock (1974) states that there are several conditions responsible for personality change. They are physical changes, changes in the environment, changes in significant people, changes in social pressure, changes in roles, strong motivation, and changes in self-concept (pp. 124-127).

Method
In this study, the researcher analyzed one of the main characters in the novel, Maleficent. First, the study focuses on the psychological aspect of the character so that the researcher chooses the psychological approach. Second, the researcher uses theory of character and characterization. The theory of character is used to find out what sort of character Maleficent is. The theory of characterization is used to know how the author describes the character in the story. There are three major theories of character and characterization. Those theories are from Perrin (1959), Rohrberger and Woods (1971), and Murphy (1972).

After describing Maleficent's character and characterization, the researcher analyzed her personality development. Her personality development was divided into two sections; a good fairy into a bad fairy and a bad fairy into a good fairy.

The findings were supported by a theory from Hurlock (1974). It is used to reveal the changes in Maleficent's personality along with the conditions or factors that influence her changes.

Findings and Discussion
A.   The Description of Maleficent
Maleficent is considered as the protagonist character referring to the definition of protagonist character stated by Rohrberger and Woods (1971). Based on Perrin (as cited by Arp and Johnson's 2009, pp. 164-165), there are two major characters according to the character development; dynamic character and static character. In the novel, Maleficent is regarded as the dynamic character. It is because she undergoes some changes due to several events she encounters during the story that influence her personality development. Griffith (1986) also mentions that dynamic character can be said as round character which has several changes on the self-development through the story. Referring to his definition of round character, Maleficent is considered as a round character because her personality changes in the story. Therefore, it can be said that Maleficent is a protagonist, dynamic, and round character since throughout the story she is one of the main characters and undergoes some changes.

A.   Maleficent's Personal Description
In the beginning of the story, the author gives direct comments on how Maleficent's character is when she was kid. The author shows that she is a happy, smart, and independent little fairy in the story. Those are shown in the passages below.

> As the years passed, Maleficent grew to be a striking, happy faerie child (p. 30).
> She was a quick learner and proved to be lively and independent at a very young age (p. 30).

Second, the author describes Maleficent's appearance by giving personal description. It shows how Maleficent looks like such as her face, skin, eyes or the way she wears clothes. Besides, the author also makes another character, Stefan, to describe Maleficent's appearance. Thus, it can be said that the description of the main character can be seen by another character. In the story, Maleficent is shown as a fairy who has beautiful horns and wings.

> She nodded, and he gently touched the wing, "They're beautiful." (p. 46)
> Next Stefan looked up at Maleficent's horns. "Are they sharp?" he asked (p. 46).
> "They're majestic," Stefan continued. "That's the word. They are far and away the most majestic horns that I have ever seen." (pp. 46-47)

From the explanation of Maleficent's personal description above, it is clearly shown that Maleficent is described as a good fairy in the beginning of the story. Everything goes well until she meets Stefan. He is the one who introduces her about love.

B. Maleficent's Initial Personality

After Maleficent meets Stefan, she knows what love is. However, he betrays her by taking her wings as the evidence of her death. Thus, she becomes uncontrollable and her personality changes from a good fairy into a bad fairy.

1. Depressed

Maleficent begins to be described as a depressed fairy. The author gives some thoughts on how Maleficent becomes depressed as she is betrayed by Stefan.

> Shock and horror filled Maleficent as she realized what had happened. That she had been betrayed. That Stefan had taken her wings. That he had lied. Stolen her heart and her wings. As grief overtook her, she let out an anguished cry (p. 67).
> …, Maleficent let darkness take hold of her heart. She lay there for hours, occasionally feeling the flapping of phantom wings. She wanted to stay there until her heart stopped. There was nothing left for her in this cruel world. So she closed her eyes and waited for the end (p. 71).

The quotations above show that Maleficent feels terrible after having the moment. It indicates that she feels depressed because she believes in human's love easily.

1. Bad-Tempered

Maleficent begins to be described as a bad-tempered fairy. The author shows her bad temper by giving some thoughts. Those indicate that Maleficent has a bad temper because of Stefan's betrayal.

> … Robin observed the scene, hovering in the brush. He wanted to fly to Maleficent's side, to comfort her, to tell her one of their old jokes, to make her face crinkle in a familiar smile. But he knew it would be pointless. Maleficent had grown embittered and dark (p. 92).

The quotation above shows that another character, Robin, describes Maleficent is having a bad temper. He knows that she has changed a lot as the consequences of trusting a human. He has told her that humans cannot be trusted but she never cares about it.

> … And what she saw on the queen's neck was a stone from the jewel pond - another precious item Stefan had stolen from the Moors. *How dare he!* Maleficent's hands twitched eagerly (p. 99).

The quotation above also proves that Maleficent gets angry when she knows Stefan has stolen one of the precious jewels in the Moors. She begins to get angry because the betrayal is not only about her but also her world, the Moors. Having the negative thoughts in her mind makes her bad temper becomes worse.

2. Impatient

As the story goes on, Maleficent becomes an impatient fairy. The author gives direct comments that Maleficent's impatience is clearly shown in the story.

> "Tell me," Maleficent said, instantly on the alert.
> "I've been to the castle," Diaval began.
> Maleficent sighed. "I know," she said, trying to remain patient. "I sent you there. Tell me what you saw."
> "I saw nothing," he answered, running his hands through his hair. "But I heard …" He coughed nervously. "There's been a …" His voice trailed off.
> "What?" Maleficent demanded. She was growing impatient.
> "A … um …" He looked down at his feet, then up, his eyes meeting the intense stare of Maleficent's. "There's been a …" He pretended to see something on his shoulder and flicked at it.
> That was it. Maleficent couldn't take any more. "*Speak!*" she commanded (pp. 93-94).

The quotation shows that Maleficent becomes impatient whenever she wants to know about what Stefan does in the castle. It shows that she is getting jealous and angry that Stefan still hurts her feelings in that way. Her impatience becomes worse as she knows that the betrayal is clearer due to the lost of her wings and Stefan's ambition of becoming a king.

3. Wicked

As Maleficent is betrayed by Stefan, she feels jealous when Stefan becomes a king, gets a wife, and soon has a baby. Therefore, after knowing that Stefan will have a baby, she becomes wicked. She has a bad plan with the baby.

> Whipping around, Maleficent angrily threw up her arms and addressed the crowd. "Listen well, all of you," she intoned. "The princess shall indeed grow in grace and beauty, beloved by all who know her …"
> … She wasn't finished. Not quite yet. There was one final part to her gift. "But before the sun sets on her sixteenth birthday, she will …" She paused and looked around the room for inspiration. Her eyes landed on one of the presents brought for the baby. She continued. "… prick her finger on the spindle of a spinning wheel and fall into a sleep like death. A sleep from which she will *never* awaken." (pp. 103-104)

Maleficent shows her wickedness by cursing Stefan's daughter. She wants to show her power to everyone, including cursing the baby. She is being wicked because she is jealous that she will probably never have a baby at all.

> "All right," Maleficent replied, shrugging as she threw the king a bone. "The princess *can* be woken from her death sleep, but only by" – here she paused and narrowed her gaze so that the next words she spoke pierced Stefan to the core –"True Love's Kiss."
> She almost laughed when she said the words. She had learned from Stefan that things like true love did not exist. "This curse will last until the end of time. No power on Earth can change it." (p. 105)

The quotation shows how Maleficent tries to make everyone becomes afraid of her by adding the curse which is the true love's kiss. She does it because she knows that true love does not exist. She also feels satisfied that her unbreakable curse will bring Stefan into madness and lead the kingdom into destruction.

4. Spiteful

Maleficent has very big roles to protect her world, the Moors. Her parents used to be the Moors' guard when she was a kid. Until one day, her parents were dead because of humans' attack. Since then, she will even do everything to save the Moors.

> But Diaval continued to glare at her, silently chastising her for what she had done. A part of her wanted to try to explain to him that she wasn't being mean to the baby. She wanted to tell Diaval how badly Stefan had hurt her and how much it still ached, every day, and that was why she had done what she did (p. 109).

The quotation above shows that another character, Diaval, also describes Maleficent as a spiteful fairy. It shows how Diaval knows the feelings of anger inside of Maleficent's heart. He knows that she does such terrible things in order to show her disappointment and anger toward Stefan.

C. Personality Development of Maleficent

After having the betrayal, she decides to give a curse to Stefan's baby named Princess Aurora. However, she always looks after her since the princess was still a new baby born until she is approaching her sixteenth birthday. Using Hurlock's theory (1974), the researcher analyzed Maleficent's personality development along with the factors that influence her changes.

1. Caring and Loving

Maleficent's personality starts to develop. She becomes curious about the princess. It makes her to be a caring and loving fairy as the result of being depressed and impatient. After cursing the baby, she cannot avoid her curiosity

what happens to the baby. Her curiosity leads her that she becomes more caring and loving toward the princess. Moreover, her caring is also shown when she calls Aurora with another name.

> "Curious little beast," Maleficent muttered as she watched Aurora (pp. 142-143).
> Leaning over the princess, Maleficent felt a small smile tug at the corners of her lips. "Good night, beastie," she said gently before turning to go (p. 157)
> … And as she had done every night for many nights, she pulled the covers up gently and whispered, "Good night, beastie." (p. 167)

Her personality is growing because there is a factor which might affect it. According to Hurlock (1974), changes in significant people can give great impact towards individual's personality development. In this story, the significant one who gives great changes to Maleficent's personality is Aurora. Aurora shows her kindness towards Maleficent.

> "I know who you are," she said, causing Maleficent to raise an eyebrow. "You're my faerie godmother."
> "Faerie godmother," she repeated slowly. "You've been watching over me my whole life. I've always known you were close by." (p. 154)

The quotation above shows that Aurora shows her kindness by considering Maleficent as her fairy godmother who always protects her since she was a kid. The change of Maleficent's personality becomes clearer as she realizes that true love does exist which is a true love of a mother and daughter (pp.230-231).

2. Regretful
In the beginning of the story, the author describes Maleficent as a fairy who does not care about what she does even though her actions are very bad. However, when she knows that the curse finally happens to the princess, she recognizes and feels regretful for her mistakes.

> Filled with regret, Maleficent spent the next day sitting listlessly by the wall. The thought of seeing Aurora's innocent face that evening was heart-wrenching. She felt this new, intense need to protect the girl from the ugliness of the world, but ironically, she was part of it (p. 171).

Hurlock (1974) states there are some conditions which can influence someone's personality. One of them is self-concept. Self-concept means that individual must be able and willing to see herself as she actually is. In the story, after Aurora finally pricks her finger on the spindle of a spinning wheel and falls into a deep sleep, Maleficent starts to reflect for what she has done.

… "I will not ask you for forgiveness. What I have done is unforgivable. I was so lost in hatred and revenge. I never dreamed that I could love you so much. You stole what was left of my heart. And now I've lost you forever." She paused, wiping a tear. "But I swear, no harm will come to you as long as I live… and not a day shall pass that I won't miss your smile…" (p. 229)

The quotation shows there starts to be changes in Maleficent's personality. Maleficent's realization leads her to regret for what she has done and apologies to herself and Aurora. She is even ready to risk her own life in order to protect Aurora.

3.   Brave and Strong

Maleficent starts to be brave as she comes to Stefan's castle to break Aurora's curse by bringing Prince Philip in order to give the true love's kiss. By coming to the castle, she is ready to face the situation that she might have.

Maleficent continued to stare straight ahead, barely registering Diaval's words. "Then don't come," she said absently. "It's not your fight." Using her staff, she lifted the sleeping Philip and began to move (p. 214).

The next
… Maleficent grabbed her staff and scrambled to her feet. As the blood rushed back to her limbs, a wave of dizziness hit her, forcing her to steady herself on herself on her staff for a moment. Taking a few deep breaths, she waited for her head to clear. Then she stood up straight. Adrenaline flooded through her as she took in the chaos around her (pp. 242-243).

The passage shows that she tries to be braver when she has to fight with Stefan. The one thing that she wants to do right now is for the sake of Aurora. She tries to hide the pain and shows her fearless during the battle. As the result of her bravery, she gets something that she has been taken away from her for long time.

Behind her, Maleficent heard a whoosh, and then she felt something she hadn't felt in many, many years. It was a feeling of comfort, of wholeness. It was a feeling almost as strong as the love she felt for Aurora. A smile began to spread across her face as she slowly turned around. There, hovering in the air, were her wings (p. 249).
There was an earth-shattering crack and Maleficent disappeared in a magical explosion of light. When the light faded, Maleficent and her wings were one once more (p. 250).

Those quotations explain that she gets her wings back. After Aurora's curse is broken, she finds Maleficent's wings inside of the castle. Then, she decides to set the wings free and magically the wings turn back to their owner, Maleficent. That is why Maleficent becomes stronger when she does the battle with Stefan and the army. The return of her wings makes her more powerful as she should be.

Based on the changes of Maleficent's personality, the impact of being brave and strong for Maleficent is influenced by two factors. Referring to Hurlock's theory (1974), the first factor is changes in roles. It can be explained when someone has the better changes in roles than before, the individual's personality can be developed better.

The second factor that influences Maleficent to be brave and strong is strong motivation. According to Hurlock's theory (1974), the change in individual's personality can be affected if there is strong motivation to change it (p. 127). The motivation comes from herself and people around her. The motivation which comes from Maleficent herself happens when she realizes what she has done to herself, Aurora, and her surroundings. Another motivation comes from other people. The first person is Aurora. Because of Aurora's kindness, Maleficent's heart becomes softer than before. The second person is Diaval. He is described as Maleficent's wings. By having Diaval as her wings, Maleficent begins to motivate herself that she can be a good fairy. It is because of Diaval's supports which can make her feels comfortable whenever she is with him.

Conclusion and Suggestion

Maleficent is one of the main characters in the novel. In the beginning, she is described as a depressed, bad-tempered, impatient, wicked, and spiteful fairy. She becomes a bad fairy when she knows that the one whom she loves has betrayed her by taking her wings. After having the incident, she starts to have bad temper. She always shows her anger towards her surroundings. It makes her getting more impatient to face the situation happens around her. As the result, she also becomes a wicked and spiteful fairy because she is full of anger and revenge.

Maleficent is described as a protagonist, round, and dynamic character as she experiences some events which influence her personality development. The first Maleficent's personality development is that she becomes a caring and loving fairy. Second, Maleficent begins to regret and change her self-concept as she realizes her mistakes. Third, Maleficent becomes a brave and strong fairy.

Future researchers can analyze Aurora's roles in changing Maleficent's personality. Besides, future researchers can also analyze the other main characters in the novel such as Aurora or King Stefan. Another suggestion is about the relationship between fairy and human depicted in the novel since the author writes a fantasy novel about fairy tales.

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