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Table of Contents

THE MULTIMODAL ANALYSIS OF MARKETIZATION: A CASE STUDY OF UNIVERSITY PRESIDENT WEBPAGES Kaiwen Liu.....	6
MULTILINGUALISM AND HANDWRITTEN SIGNATURE: THE CASE OF PALASTENIAN ARABS IN ISRAEL Deia Ganayim, Shireen Ganayim	17
IMPLEMENTATION OF STUDENTS’ EXPERIENTIAL ENGLISH LEARNING THROUGH TECHNOLOGY: CASE STUDY Patrick Chi-wai Lee	23
ZOOM INTERVIEWS AS ENGLISH LANGUAGE TEACHING MATERIALS Brittany Ober.....	35
‘MEMERIZING’ LANGUAGE LEARNING: EDUCATIONAL CONNOTATION OF IMAGE-MACRO MEMES Pietro Luigi Iaia	43
SEMANTIC PERSPECTIVE ON ADJECTIVES OF QUANTITY IN BANGLA Nandini Bhattacharya	54
THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS’ PUBLIC SPEAKING SKILLS FOR A SUCCESSFUL PERSUASIVE SPEECH Arida Susyeta	63
READINESS AND CHALLENGES OF ONLINE LEARNING FOR LECTURERS IN FOREIGN LANGUAGE LEARNING Hamamah, Ressi Maulidina Delijar, Fariska Pujiyanti, Reza Kurnia Syahputra	71
ANALYSIS OF THE MYTHICAL LANGUAGE AS A REFLECTION OF LOCAL WISDOM IN MINAHASA Jeane Angela Manus	78
STORYJUMPER: CREATING A DIGITAL STORYTELLING FOR CHILDREN Hertiki	85
ORAL COMMUNICATION DIFFICULTIES: A REVIEW AT AN ESP CLASS SETTING Titien Indrianti.....	96
DEVELOPING DIGITAL LEARNING MATERIALS FOR BUSINESS ENGLISH STUDENTS Kun Mustain, Af’idatul Husniyah, Zubaidi, Uyun Nishar, Yustika Ardianti	105
MINDFUL LEARNING IN POETRY: BEING CREATIVE AND PRODUCTIVE IN THE PANDEMIC OF COVID-19 Kadek Sonia Piscayanti.....	119



EXPLORING POTENTIALS OF CORPUS LINGUISTICS AND DATA-DRIVEN LEARNING FOR ENGLISH TEACHING IN POLITEKNIK NEGERI BANJARMASIN Nur Fitriah	126
THE CONSTRUCTION OF CULTURAL IDENTITY AND URBAN SPACES: JAKARTA IN WAHYU MENULIS PUISI Lailatus Sholihah, M. Yoesoef	131
TEACHING INTEGRATED-SKILLS INSTRUCTION TO IMPROVE STUDENTS' LITERACY AWARENESS BY USING VIDEOS AND ENGAGING TECHNOLOGY Athiyah Salwa, Novita Kusumaning Tyas	138
ANALYSIS OF TASTE OF NATIONALISM IN ACEH'S ORIGINAL SPEAKERS: A CASE STUDY IN EAST ACEH Muhammad Yakob	150
IMPLEMENTING TELEGRAM BOT FOR FACILITATING EXTENSIVE READING Irwan Sulistyanto	158
LEXICAL ERRORS MADE BY FOURTH SEMESTER STUDENTS OF UNIVERSITY OF KANJURUHAN MALANG Umi Tursini, Andri Prasetya	167
IMPLEMENTING "ESA" TEACHING STRATEGY TO IMPROVE THE ESP STUDENTS' ENGLISH SPEAKING SKILL Nur Salam, Henny Purwaningsih, Aulia Nourma Putri	184
POLITENESS STRATEGY BY INDONESIAN EFL LEARNERS AT ENGLISH COURSE OF SURAKARTA Diyah Murti Hastuti, Agus Wijayanto, Muhammad Arif Maulana	191
PARENTS' EXPECTATION IN TEACHING AND LEARNING IMPLEMENTATION IN ONLINE CLASS Mega Safitri	199
STUDENTS' ABILITY IN TRANSLATING TEXT FROM ENGLISH TO INDONESIA Desi Andriani, Dian Anggraini	209
ANALYSIS OF LOCAL-NATIONAL SYMBOLS: LINGUISTIC LANDSCAPE IN SURAKARTA, INDONESIA Dwi Purnanto	217
LITERARY APPRECIATION LEARNING AS AN APPROACH FOR CHARACTER AND MENTAL STRENGTHENING OF CHILDREN IN FACING THE COVID-19 SITUATION Tessa Dwi Leoni	224
ELT UNDERGRADUATE PROGRAM ALUMNUS' PERCEPTION TOWARDS PROJECT-BASED LEARNING EXPERIENCE Annisa Larasati	232
CLASSIFICATION OF THE EFFECTIVENESS OF INDONESIAN SENTENCES IN STUDENT THESIS Syamsul Ghufroon	243



THE CONCEPT OF <i>HONNE</i> AND <i>TATEMAE</i> IN JAPANESE LANGUAGE COMMUNICATION	
Esther Hesline Palandi	255
TOPONYM IN BENGKULU AS ETHNOHISTORY SOURCES	
Irma Diani	263
THE POLITENESS OF SPOKEN LANGUAGE OF LECTURERS IN THE LEARNING ACTIVITY AT STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO	
Shely Nasya Putri	275
E-SELF CORRECTION AS A PROCESS APPROACH AVOIDS STUDENTS FROM A 'SELFISH' WRITING PRODUCT	
Ike Dian Puspita Sari, Chindy Hanggara Rosa Indah	283
THE EXTENSIVE LISTENING: MEETING POINT BETWEEN LEARNERS' AUTONOMY AND THEIR QUALITY OF LISTENING COMPREHENSION	
Valentina Dyah Arum Sari.....	291
INVESTIGATING GRADUATE STUDENTS' CHALLENGES OF WRITING FOR SCHOLARLY PUBLICATION: A GENRE KNOWLEDGE PERSPECTIVE	
Masyhudi Lathif	298
THE TEACHER'S ROLE AS A FACILITATOR TO IMPROVE STUDENTS' ORAL COMMUNICATION SKILL	
Lia Agustina.....	305
COMPARING PRE-RECORDED ONLINE LECTURE AND LIVE ONLINE LECTURE AT STATE POLYTECHNIC OF MALANG, BUSINESS ADMINISTRATION MAJOR	
Dhimas Dwi Nugraha Hadistya.....	311
EVALUATION OF STUDENTS' SATISFACTION AND PERCEIVED LEARNING TOWARDS THE ESP TEACHING AT ACCOUNTING DEPARTMENT	
Subekhi Hadi Purnomo, Rita Darmayanti.....	317

THE MULTIMODAL ANALYSIS OF MARKETIZATION: A CASE STUDY OF UNIVERSITY PRESIDENT WEBPAGES

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ABSTRACT

With the pressure of increasing competitiveness, many scholars noticed that universities are undergoing the process of marketization which is manifested in the shift of authority relationship between administrators and students. The current study aims to examine how and to what extent the trend of marketization has influenced the authority-holders' discourse in universities. The research examined both verbal and visual resources employed in the 'Message from president' webpages in three Asian university websites. By adopting the social semiotic multimodal analysis with particular attention paid to interpersonal functions of the text, image and hyperlink, the study reveals that for some universities, the power of president is reallocated to be student-oriented and the relationship between president and students tend to be more equal while the other universities maintain the president's superior authority and reinforce the hierarchy through web-based communication. The result indicates that despite the trend of marketization, university identities and the authority relations are intertwined with other factors such as political intervention, source of fund, types of institution, cultural and historical background.

Keywords: *university president, marketization, authority, multimodal analysis*

INTRODUCTION

The undergoing process of marketization has transformed almost all aspect of our lives, even the more financially independent and stable entities are susceptible to the marketization. Universities, which was regarded as gate-keeping public institutions, gradually changed into more market-oriented entities. The academic hierarchy which indicates academic elites has absolute authority over students has shifted to a more equal power distribution. Despite the extensive research on the impact of marketization on various discourse practices (e.g. Han, 2014; Morrish & Sauntson, 2013; Teo, 2007), how the market ideology is presented in universities' website has not received due attention (except for Zhang & O'Halloran, 2012; Zhang & O'Halloran, 2013). I argue in the current study that the multiple semiotic modes employed in the university's president webpages illustrate the emergence of marketization and show the conflict of the different identities.

The study observes the webpage, "Message from president" (hereafter MP), from three prestigious university websites as a case-study to illustrate the tension exists in the contemporary academic system. MP that now routinely appears on university websites is a special discourse style or communicative event for presidents to state their ideologies and visions. It can be viewed as a platform to reinforce president's authority and power while it can also function as a platform in a university's marketing strategy, for example to provide a concrete image of the administrative authority for the purpose of narrowing the distance of students and administrators. Therefore, the analysis of how the MP webpages are constructed and what semiotic modes are employed would shed light on the understanding of the extent to which marketization has influenced the university's identity.

The paper is divided into four sections. I will first provide a brief description of the current situation in higher education with the focus on the tendency of marketization. Second, I would discuss the leadership of the university president within the framework of the elite discourse. In particular, I would highlight the two kinds of eliteness the university president traditionally possesses. I will then generally introduce the universities that are further analyzed and sketch the theoretical framework of systemic functional theory (Halliday, 1978, 1994) and multimodal analysis and explain the reason of adopting the framework. In the end, the implicature of the study will be discussed.

Context of the Study

With the pressure of globalization and increasing competitiveness, many universities are faced with the transformation to corporate or entrepreneurial model (Zhang and O'Halloran, 2013), which means they have to 'market' themselves and attract more fee-paying students. As a result, most of universities nowadays have shifted from the previous elite education which allows a small amount of selected people to achieve higher academic expertise to diversified system of education which includes more people to be equipped with general education. As the highest administrator, the university president apparently possesses legitimate privilege and power. His or her ideology and discourse styles would exert huge influence on the collective identity and the future direction. Therefore, to understand the marketization and the president's potential power would facilitate our interpretation of the semiotic modes in the president webpage.

Marketization of University

Fairclough (1993), in his seminal paper, first hypothesizes that the university discourse has been colonized by business discourse. He notes the traditional function of university is considerably undermined for the reason that universities are required to self-finance and compete for more funds from private sources. Therefore, students would be treated as customers and the authority relationship between universities and talented students seems to be reversed. Fairclough also points out that the most salient feature of marketization is the increase of conversationalized discourse which implies a relatively informal and equal relationship (Fairclough, 1993). This type of rhetorical discourse is now used in general description of the universities' activities (e.g. Morrish & Sauntson, 2013) and the expectation of students (e.g. Ashehave, 2007; Teo, 2007). In this case, students are not regarded as passive information receivers but rather equal and collaborative interlocutors (Han, 2014) while the administrators "obliged to engage in self-promotion and marketing more intensively than in the past" (Morrish & Sauntson, 2013, p. 61).

The notion of the marketization of higher education is supported by a number of applied linguists, especially CDA linguists. Teo (2007) compared the prospectuses from two Singapore universities through both visual and verbal means and identified that university identities have shifted from authoritarianism to egalitarianism. In the similar vein, Han (2014) examined the discourse genres in ceremonial speeches and found the presidents integrated more conversational discourses in order to satisfy students' emotional needs rather than maintaining the traditional authoritative and normative discourses.

Considering the significant role of visuals in communicative event, especially in web-based interactions, many scholars took multimodal discourse analysis approach to investigate the affordances of different semiotic modes. Zhang and O'Halloran (2012) investigate how the university identities and the colonization of market ideology are manifested hypermodally in the university homepages. In the following diachronic study (Zhang & O'Halloran, 2013) of the discourse change in the National University of Singapore website, they further support the previous result that universities are becoming a "global knowledge enterprise (p.483)."

Andersson and Machin (2014) analyze the images in the university brochure and reveal that nowadays universities are presented visually as vibrant and lively places. It indicates that universities tend to market themselves as a easy and happy experience and prefer to identify themselves as egalitarianism rather than authoritarianism.

The marketization of academic discourse has been extensively explored in recent years. However, most studies focus on textual features without considering the interaction between verbal text and visual sources. The multimodal discourse analysis is employed in small amount of studies investigating academic discourse. And even a fewer studies investigated the impact of web-mediated interaction on the construction of university identity. Moreover, most of previous research (Kheovichai, 2014; Morrish & Sauntson 2013; NASTI, VENUTI & ZOLLO, 2017; Sanigar, 2013) took universities in UK as an example to illustrate the marketization process, ignoring the fact that how universities identify themselves is contingent on cultural, social, geographical even political factors. More research should be conducted in various cultures and countries to find the interrelationship between the marketization of higher education and other social and cultural variables. What is the most important is that the previous studies address the impact of marketization on universities as a whole, overlooking the fact that people in a university have different powers and responsibilities. For those who has superior authority and power in a university, how they perceive the marketization of academic discourse and how they identify themselves would exert significant influence on the collective identity and more directly present the tension between authority discourse and conversational discourse.

Academic Elite Discourse

According to Marcus (1983), elitist are characterized as excellent, superior and privileged and his or her status is established and accepted by people outside or inside the groups. The most significant feature of elite discourse or elite style are the implicit authority and power. Eliteness is not necessarily viewed as a material or measurable status but as a symbolic and ideological representation. Drawing on this conception, university president has achieved two different eliteness, academic and administrative (Jaffe, 2017). In academic setting, leadership is not assigned to those who have trained through practical experience or internships. Usually, the academic leaders were professors who have been committed to researching and teaching for years and have become academic authority in certain areas. In the purpose of acknowledging their academic success, they are selected as administrators which implies ‘upward’ trajectory (Gmelch & Buller, 2015). Therefore, being president in a university indicates that they are qualified as both academic authorities and leaders.

In the globalized world, an increasing proportion of communicative situations are web-mediated. A considerable amount of universities designed their homepages. “Message from President” is a special discourse event reserved for the authority-holders. By highlighting the administrative title “president” rather than the person who are currently the president, it indicates the hierarchical relationship in which president possesses higher position and occupies symbolic leadership. Trow (1985) points out that academic leadership should fulfil symbolic function, “to express, to project, indeed to seem to embody, the character of the institution, its central goals and values, in a powerful way”(p. 143). In this sense, the university president should align himself with the university’s identity and leverage the power to reinforce the vision and fundamental ideologies of the university. As Chaffee and Tierney point out “leaders can nurture and influence organizational culture through the strategies that they implement” (p.22). However, in the analysis of the Singapore university’s homepage, Zhang and O’Halloran (2012) consider the MP is used as a way to narrow the distance between the president and student in order to better promote the university identity. Yet they did not further explore the discourse of MP nor provide evidence to support their claim.

Although the studies on the discursive practices of MP discourse are scant, I argue that it is significant to investigate the semiotic modes including verbal text and visual resources employed in the MP webpage. Since university presidents are regarded as the highest authority in the university and the pattern of discourse is closely related to the social power the speaker possesses (van Dijk, 1995), the weight the authority discourse carries indicates that MP is less likely to be eroded by the trend of marketization. A close analysis of these deviants which mitigate the authority and power would demonstrate the tension between authoritarianism and equalitarianism and how the president negotiates the challenge.

METHOD

Social semiotic multimodal analysis of MP webpages

The previous studies investigating the marketization on academic discourse focus primarily on textual resources such as lexico-grammaticals features and overall organizations. The proliferation of the web-mediated communications which combines visual resources and navigational resources comparatively has received less attention. The new type of communication enable us to convey meanings through the interaction between wide range of semiotic texts such as image, color, clothes, posture, layout and hyperlink (Kress & van Leeuwen, 2006). Thus the pattern and use of linguistic texts has changed and the importance of visual resources has been gradually recognized. The authority and power are not presented only through the means of verbal text but through various semiotic modes such as posture, clothes and even avoidance of certain modes. Therefore, it would be unreliable to construe meanings solely through verbal or literal text and we have to ensure that other semiotic resources such as image, posture, clothes, layout, color which convey information that cannot be expressed in words are taken into account.

The approach adopted in this study is Michael Halliday's (1978, 2004) social semiotic theory on the ground that it is applicable to not only linguistic mode but also other semiotic modes such as image and visual design (Kress & van Leeuwen, 2006). The social semiotic theory highlights the discursive practice of discourses and focuses on the systematic analysis of discursive features (Wang, 2016). The semiotic resources are not regarded as separated entities but an ensemble "to produce a total effect that is greater than the sum of the individual elements of contributions" (Royce, 1998, p.27). Different semiotic resources can be analyzed according to a common theoretical framework and their functions can be labelled and categorised broadly into three 'metafunctions' (Halliday, 1994; Halliday & Mathiessen, 2004): (a) ideational (talking about experience and describing events and states); (b) interpersonal (establishing and maintaining relations); (c) textual (organizing meanings into coherent and cohesive units).

Since the current study is intended to examine the authority relation imposed by presidents with emphasis on the hierarchy of administrator and students, I will mainly focus on the interpersonal function of the multiple semiotic modes on the ground that it highlights the purpose of interaction and how the relationship is established and manifested. The multimodal analysis would provide holistic view of the social construction of authority.

The study would undertake a comprehensive semiotic analysis of multimodal resources on the three president webpages to examine the authority relation between president and students. I would first look at the verbal aspect including the discourse genre, lexical and grammatical features and the text organization level. Moreover, detailed information such as titles will also be discussed. Then the focus will turn to visual resources including the color of the webpage, image (Kress and van Leeuwen, 2006), clothing (Owyong, 2009) and posture. The layout and overall design of the webpage will also be discussed, including the proportion of image and text and the number and content of hyperlinks.

The Universities

The three university websites under analysis are Chinese University of Hong Kong (hereafter CUHK), National University of Singapore (hereafter NUS) and the University of Tokyo (hereafter UT). The reasons of choosing the three universities as case study can be generalized as following: first, they are all prestigious universities in the world with similar rank and are recognized as top universities in Asia; second, despite the similar economic situation in three countries, the universities are embedded in different cultural and historical backgrounds which also play significant role in the identity construction and selection of semiotic resources.

NUS is Singapore’s oldest and largest university, which aims to be a ‘global knowledge enterprise’(Wong, Ho, & Singh, 2007). The university announced its vision “toward a global knowledge enterprise — building synergies between education, research, and entrepreneurship” (Zhang & O’Halloran, 2013, p. 470) in 2001. It clearly shows that NUS has transformed into market ideology in order to facilitate their economic development. They aim to equip students with the practical skills and empirical experience.

As the top university in Hong Kong, a place with diverse cultures and traditions, CUHK aims to combine Chinese tradition with modernity and to bring together China and the West. In the five-year plan, CUHK aims to nurture students as global leaders, which indicate that the university is fully aware of the impact of globalization and emphasizes the practical outcome of higher education.



Figure 1. The NUS ‘message from president’ (captured 2 August 2020)

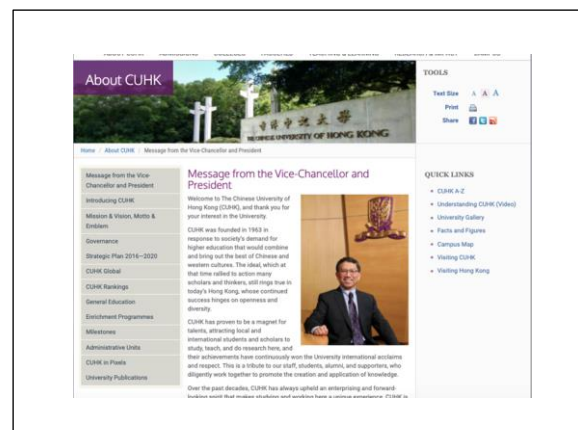


Figure 2. The CUHK ‘message from president’ (captured 2 August 2020)

University of Tokyo is regarded as the most prestigious and oldest national university in Japan. Since it is fully public-funded national institution, UT does have the pressure to raise fund or market itself. Moreover, the university positioned itself as a research-oriented university and emphasizes the importance to raise students’ awareness of public responsibility and a pioneering spirit. In addition, the university was required to increase the leadership and the

power of the university president (Yokoyama, 2006). The policy change may also reflect in the use of verbal and visual resources in the MP.

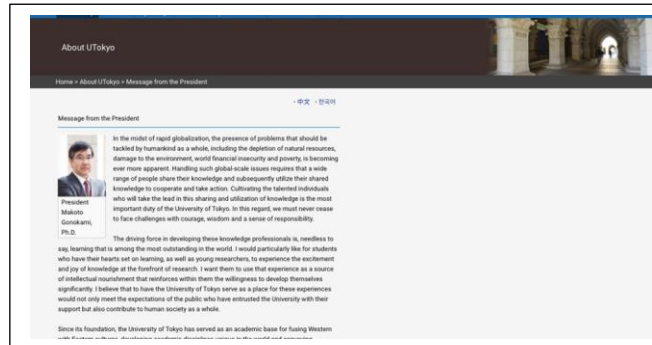


Figure 3. The UT 'message from president' (captured 2 August 2020)

FINDINGS AND DISCUSSIONS

Multimodal analysis of MP webpages

The investigation into the different semiotic modes and the quantity of each semiotic modes in three university webpages may reveal how they identify themselves and how they negotiate with their diverse identities. The study would first analyze the reading modes including visual and verbal resources, and the latter discussing the navigational modes in each webpage. The possible explanations for those differences will be presented in the end.

Visual Resources

The NUS MP webpage is adept at deploying the power of image in demonstrating the identity of the president. It is the only MP webpages under investigated using multiple academic and non-academic images to illustrate the experience of the president. The MP webpages not only display the formal frontal horizontal pictures of the president but also emphasizing president's participation in various social and academic activities including his participation in a marathon and charity. Rather than being president-centered, most of the images implicate that his is a full supporter and facilitator. It may reinforce the idea that the president is not the presentation of authority and power. In contrast, the president is a guidance who support and encourage the development of students.



Figure 4. The president's life (captured 2 August 2020)

The image of president from CUHK is more formal and lack of showing the multi-dimensional perspective of the president. However, comparing with the image from TU, the smiling face and more relaxed posture indicate a more intimate relationship with the viewers. The badge of CUHK is in the right corner of the image, above the president, suggesting that the ideal of the university is more significant than the power of the present president who is a guardian protecting the ideology of the university. The image from UT is a typical formal close

photo of the president alone. It shows no posture or facial expression, which undermines the interpersonal relationship and intimacy between the participants.

The size and proportion of visual resources are quite different. NUS employs large proportion of images to display president's multiple identities and experiences, aiming to establish an intimate interpersonal relationship between the president and viewers. The image in CUHK is much smaller without introduction of presidents other characters and personal details. It tends to show the president's warm welcome and his relationship with the university by his relaxed, welcoming posture and the badge of CUHK. However, the hierarchy of power is still clearly displayed. The image from UT takes the least portion of the MP webpage. The verbal resource takes the main portion of the webpage, suggesting that the appearance of the president is not necessarily important and there is no need to establish intimacy between president and viewers, which greatly heightens the authority of the president.

Verbal Resources

The language used in the UT and CUHK MP webpage is formal, falling within the genre of administrative discourse, while the linguistic choices in the NUS are far less formal, functioning to build a close relationship with visitor.

First, the formality of the UT and CUHK MP webpages is shown by its self-referencing style. UT and CUHK are repeated several times in president's statement. The addressing of itself by its full name is a generic feature of administrative documents and creates a kind of objective image of an institutional to visitors. In contrast, the president statement in NUS lessens the formality by using "we" "ourselves" to shorten the interpersonal distance.

Second, the text found in CUHK and UT can be categorized into authoritative discourses on the ground that text is mainly about ideological education and moralizing, which demonstrate a hierarchical relationship between president and graduates. However, their focuses are slightly different. The CUHK MP webpages emphasize the ideal of the university, that is to "combine and bring out the best of Chinese and western cultures". While the UT MP webpage puts more emphasis on the importance of serving national interest and of complying with national ideologies. For instance, "We will press forward with academics that contribute to the peace and welfare of all society and humankind". The imposing directives in UT MP webpage tend to regard students as passive participants, leaving little room of negotiability, for example, "I want them (students) to use that experience as a source of intellectual nourishment that reinforces within them the willingness to develop themselves significantly." In contrast, despite the ideological statements frequently appear in CUHK MP webpage, the statement includes text to establish personal rapport with students. For instance, "I invite you to browse our website to learn more about ..." "you are welcome to join us in this noble project". The president use "I" to position himself as equals and to create a sense of belonging. The statement also introduces the basic structure and special features of CUHK, the president may identify himself as a guide who connect the students with university, rather than the owner or the one who defines the university.

In contrast, the MP webpage of NUS uses quite limited verbal resource to reinforce the identity of president. The most salient verbal text is "**GETTING READY FOR THE FUTURE**", written in capitalized bold letters. It targets at potential students and implicates the responsibility of the president is to facilitate the development of students. The importance of authority and the responsibility from students are further mitigated. The following text uses a simple and short sentence to elaborate the ideal of the university, addressing the staff as "we", "ourselves", "our" to shorten the distance between authority and students.

The Navigational Mode

One of the salient features of university webpages is the navigational function by clicking on related webpages which is convenient for viewers to build an holistic knowledge for the

university. The number of links and the content of links may disclose how the university identify the relationship between president and students and how the president relate to identity of the university.

The MP webpage in CUHK has the highest number of clickable items which all orient to the introduction of the university including its history, global position, academic and educational achievements. The arrangement of the links is in accordance with the verbal and visual sources which all embed the identity of president in the university context. The president seems to be the tangible symbolic representation of the university. Another navigational style is the clickable plain text (name of the president) linking to the bibliography of the president at the bottom of the president statement. Although the name is in blue which may heighten the affordance of clickability, it is in normal font and size which is not as salient as other links. The arrangement may indicate that the real experiences and qualification of the president is far less important than the representational function of the university. Therefore, the authority of the president is partially hidden from the viewer and the authority of the university is reinforced by strengthening the relationship between president and the university.

The MP webpage in UT has the least number of navigational style and link. The only salient link is in blue text, directing to the “the policy declaration of the president of the university of Tokyo” which involves a series statement regarding to the formal policy and future plans of the university. Another linkage is the switch of languages including Chinese and Korean, which is also displayed in blue plain text style. It indicates that the design of the webpage has taken the viewers’s background into consideration.

The MP webpage from NUS adopted a different navigational style, navigation image. The icon would turn into a clicking hand when the icon moves on the image, indicating its clickability. Unlike the CUHK, NUS emphasizes more on the unique personalities and experiences of the president. The clickable images illustrating specific activities the president participated links to the photo album in instagram. Instead of promoting the ideal of university, the NUS president webpage aims to shorten the distance between students and the presidents by demonstrating the “human” and “normal” side of the president.

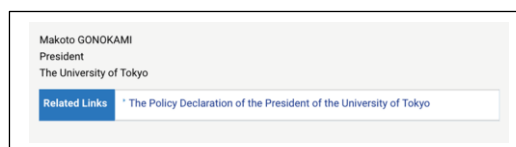


Figure 5. The hyperlink in UT (captured 2 August 2020)

A Socio-Cultural Interpretation of the MP Webpages

The reasons behind the distinct arrangement and content of the MP webpages from three universities may be historically and culturally related. Therefore, the present study makes an attempt to interpret the underlying differences in the presentation of the three webpages.

High Context Versus Low Context

How explicitly the meaning is presented is the essential factor differentiating “high context” and “low context” culture (Hall, 1976). Hall explained due to the shared experience and ideologies in high context culture, people tend to express their meaning implicitly. While people in low context country would prefer explicit expression on the ground that they have less shared knowledge enterprise and expectations. Typically, most Asian countries are defined as high context culture. However, with the diverse economic development and the pace of globalization as well as geographical and demographical features, countries display different

degree of explicitness which lay a great influence on their choice of semiotic modes in the MP webpages.

The MP webpage from UT maintains higher degree of implicitness since it emphasizes a strong sense of national responsibility rather than an introduction of the university or the president, which means that viewers already equipped with certain knowledge of the status and prestige of the university and the president. On the contrary, the MP webpages in NUS and CHUK provide more information on the president and universities. Despite the fact that CUHK focuses more on introduction of the university history and background, leaving the identity of president unexplained, the clear navigational styles shows the arrangement of the webpage is viewer oriented. The design of the MP webpages in NUS has a strong sense of viewer-friendliness. The colorful and diverse images and short, easy sentences demonstrate their intention to narrow the gap between the president and the viewers. The multiple modes create a more dynamic and real presentation of the president which greatly undermine the authority of the elite.

Marketization

The marketizational process among universities has been noticed by many scholars during the recently years. Due to the economical and globalizational pressure, many universities has changed their identities and maketized themselves (Fairclough, 1993). Since higher education in Singapore has shifted from elite education to a more diversified educational programme, the universities have to compete for educational resources and students from the globe (Zhang & O'Halloran, 2012). The MP webpage in NUS adopted diversified modes to enhance the intimacy between the university and students and advertise its vibrant, colorful and student-centered college life. The president is not identified as a gate keeper who strictly screens out the less proficient students but an active participant and facilitator who engages in various activities and becomes one of the supporters to help creating a better future for students.

On the other extreme, UT seems to pay the least attention in establishing rapport with students. The administrative discourse fashion, solemn expression of the president, the image of tall, thick building, the lack of navigational links and president bibliography, and the repetitive statement of social and national responsibilities all indicate that the university maintained high authoritative statue in Japan. It may attribute to its extremely low enrolment rate and high government financial support, which ensures that the university have abundant student resource and spared the need for marketization. As for CUHK, owing to its geographical and historical factors, marketization would be crucial in attracting more outstanding mainland students. Therefore, the detail description of the university history and organization would be an ideal way to promote its image among mainland students.

CONCLUSION

By exploring the interpersonal function of semiotic modes in three MP webpages, this study makes attempt to provide general theoretical and practical implication for higher education professionals and administrators. First, given the increasingly important role of web-based communications, this study will provide additional evidence into how the power and authority are constructed multimodally and how the market ideology permeates into the academic discourse. To my knowledge, there is no study conducted on the 'message from president' webpage despite a growing number of researches in higher education. The current study may raise people's awareness that the president identity and power may have changed to various degree under the pressure of globalization and marketization. It will bring significant impact on all the stakeholders in the education system, for example what is the expected outcome of university education may vary from different universities. Second, the current study may have practical implications for administrators in education. By identifying the means of

presenting authority or mitigating authority, the administrators may be more conscious of the ways to present themselves especially in web-mediated communication. They should be more prudent in not only word choices but also the images which can greatly facilitate the interpretation of textual meanings and sometimes, they can express the meanings which cannot be put into words. Third, as for those who design the university homepage, this study would be a practical guidance of how to select and organize information in accordance with the president identities.

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MULTILINGUALISM AND HANDWRITTEN SIGNATURE: THE CASE OF PALASTENIAN ARABS IN ISRAEL

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ABSTRACT

People tend to craft a signature that is clearly distinguishable from others' signatures and thus difficult to forge. This highlights the important meaning associated with signing one's name on a document and, thus, supports the premise of a strong relationship between signatures and identity. We hypothesize that signing one's name in his mother tongue reflects one's identification with his social group. In this research, we examined the relationship between the vitality of language and identity as reflected in what language do Palestinian Arab students of higher education in Israel sign their own handwritten signature. In the reality of Israel, there are strong pressures towards 'Hebraization' among Palestinians. This places a further burden on them, as Hebrew is the dominant language in the public sphere of Israel. Do Palestinian Arabs sign in Arabic, their mother tongue and native first language (L1) but still the language of minority for Palestinian Arabs in Israel? In Hebrew, their second language (L2) but the language of the dominant majority on Israel and the language of most official documents if not all? In English, the third language (L3) for those in Israel? Or in a symbolic logographic manner? In the current study we have asked 843 Palestinian multilingual Arab students of higher education in northern, central, and southern Israel to sign their own handwritten signature. Their signatures were classified based on the signature language into Arabic, Hebrew, English and Symbolic-Logographic (difficult to be classified into a specific language). As in Figure 1 about 81% of the signatures were not in Arabic the native first language. The findings were unpredictable and may trigger further investigation of the interplay of multilingualism and majority/minority language interplay.

Keywords: *Handwritten Signature; Identity; Multilingualism; Palestinian Arabs in Israel*

INTRODUCTION

Handwritten signature plays an important role in life. The act of signing one's name is a highly expressive behaviour (Kettle & Häubl, 2011) – people tend to craft a signature that is clearly distinguishable from others' signatures and thus difficult to forge (Bensefia, Paquet, and Heutte, 2005; Kam, Kishore, Gabriel, and Robert, 2001).

Although there are numerous ways in which people may present their identity to others, signing one's name has distinct legal, social, and economic implications (Harris 2000; Häubl & Kettle, 2011). People believe that the unique manner in which they sign their name reflects their personality and character traits (King and Koehler 2000).

This highlights the important meaning associated with signing one's name on a document and, thus, supports the premise of a strong relationship between signatures and identity.

Social identities are based on individuals' tendencies to classify themselves and others using a series of social categories, including nationality, religion, ethnic group,

sex, income, seniority etc. The group identities that emerge as a result of these classifications create the distinction between “us” (“in-groups”) and “them” (“out-groups”) (Brown, 2019). The key to identity development is found in the conditions that facilitate such development. Since solidarity is a pre-condition for identity development, identities may develop under different conditions or circumstances. When *language* is the factor of solidarity, identity will be based on this factor. Based on our overall theoretical account we hypothesize that signing one’s name in his mother tongue reflects one’s identification with his social group.

In the reality of Palestinian-Israeli conflict, there are strong pressures towards ‘Hebraization’ among Palestinian-Arabs in Israel (Amara, 2018). This is so since Palestinian-Arabs in Israel use Hebrew in central areas of life such as in the workplace, in communications with government offices, in health institutions, higher education, the media, etc. Diglossia a well-known phenomenon in Arabic-speaking countries, places a further burden on Palestinians especially in Israel, as Hebrew is the dominant language in the public sphere, including among Palestinians citizens of Israel (Amara, 2002).

A useful framework for the investigation of the vitality of the Arabic language in Israel is the model of ‘ethnolinguistic vitality’ (Ehala, 2016, Ehala, Giles & Harwood, 2016; Smith, Ehala, & Giles, 2018). The model proposes a group of societal variables, providing structural factors which promote or impede the long-term maintenance of the language of an ethnic group. The variables are clustered under three main headings: (1) status factors; (2) demographic variables; and (3) institutional support factors.

Status factors include the group’s economic wealth, social status, and the symbolic status of its language (Amara, 2010). Palestinian-Arabs in Israel, who constitute an indigenous and national minority, are considered a minority of low socio-economic status (Smootha, 2005). The passing of a “nation state” law in Israel that affords exclusive rights to Jewish people and removes Arabic as an official language (Haseeb, 2019). Thus, an examination of status factors reveals that the Arabic language in Israel has a low level of vitality.

The demographic variables concern the number of speakers of a certain language within a particular area, the geographic distribution of a language minority group, and the number of mixed inter-language marriages (Amara, 2010). There are roughly 1.8 million Arabs in Israel, making up about a fifth of the state’s population. They are mostly Palestinians and their descendants who remained in place after the 1948 war between Arabs and Jews. Hundreds of thousands of others were displaced or fled. As for the second factor, geographic distribution, the Palestinian-Arabs in Israel live principally in three areas: The Little Triangle in the centre of the country, the Galilee in the north, and the Naqab (Negev) in the south. The third factor is the number of mixed inter-language marriages. There are very few cases of mixed marriages between Hebrew and Arabic speakers in Israel (Arraf, 2003). Similar to status factors, the analysis of demographic factors indicates a low level of vitality of Arabic language for Palestinian-Arabs in Israel.

Another set of factors which significantly affect the vitality of a language relate to the institutional support which the language receives (Amara, 2010). At the national level, Hebrew is the most dominant language and serves as a lingua franca for both Palestinian-Arabs and Jews in Israel. Thus, an examination of institutional factors reveals that the Arabic language in Israel has a low level of vitality.

The 'ethnolinguistic vitality' model argues that the greater the vitality possessed by ethnolinguistic groups, the more they will be able to preserve their collective social identity and maintain their native language in various domains of life. In contrast, those ethnolinguistic groups that have little (or no) vitality may lose their unique collective identity and native language (Amara, 2010).

In this research, we examined the relationship between the ethnolinguistic vitality of the Arabic language and the Palestinian-Arab identity expression as reflected in handwritten signature of Palestinian Arabs in Israel. We asked in what language do Palestinian Arab students of higher education in Israel sign their own handwritten signature. Do they sign in Arabic, their mother tongue and native first language (L1) but still the language of minority for Palestinian Arabs in Israel? In Hebrew, their second language (L2) but the language of the dominant majority on Israel and the language of most official documents if not all? In English, the third language (L3) for Palestinian Arabs in Israel? Or in a symbolic logographic manner that cannot be classified into either language?

METHOD

Participants

843 Palestinian Arab students of higher education in northern, central, and southern Israel agreed to volunteer for the study. The Palestinian Arab students were 343 males and 500 females. All participants aged between 19-30 years.

Procedure

The Palestinian Arab students were asked in Arabic to sign their handwritten signature on a blank A4 paper that was returned to them after recognizing the language of their signature. Some of the participants were asked to explain their choice of their signature language in order to get a preliminary qualitative understanding the reasons behind their choice of signature language.

FINDINGS AND DISCUSSION

The signatures were classified based on the signature language into Arabic, Hebrew, English and Symbolic Logographic (difficult to be classified into a specific language). Our findings revealed that 19% of the signatures of the Palestinian Arab students were in Arabic their native first language (L1), 37% were in Hebrew their second language (L2), 19% were in English their third language (L3) and 25% were in a symbolic logographic outlay. Thus, 81% of the Palestinian Arab students of higher education in Israel have signed their own handwritten signatures in a language the is not their native first language (L1). In addition, they have chosen to sign their own handwritten signature in Hebrew their second language (L2), the dominant language and the language of the Jewish majority in Israel.

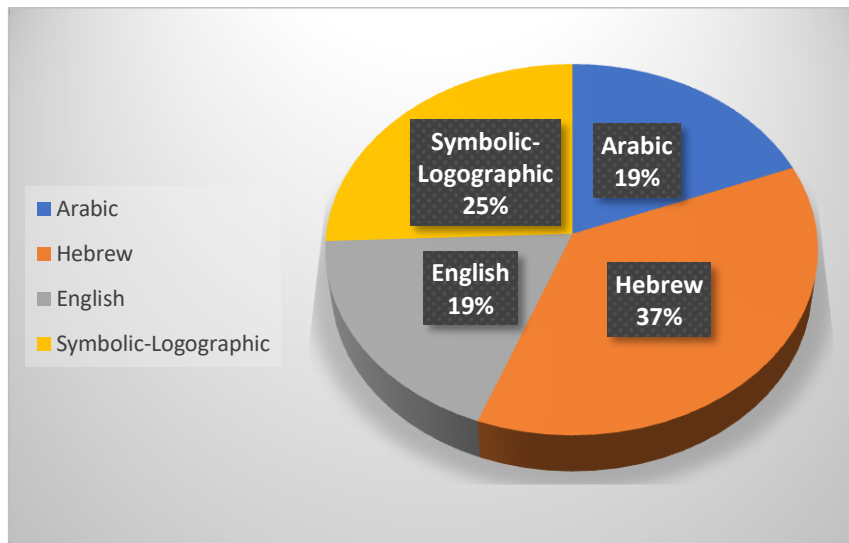


Figure 1. Percentage of Handwritten Signatures According to Language

Based on our overall findings we argue that higher percentage of Palestinian Arabs signing their names in Hebrew their second language (L2) and not in Arabic their first native language (L1) reflects the high vitality of Hebrew the language of the majority in Israel and the low vitality of Arabic the language of the minority. According to the model of ‘ethnolinguistic vitality’ (Ehala, 2016, Ehala, Giles & Harwood, 2016; Smith, Ehala, & Giles, 2018) the status factors, the demographic variables and the institutional support factors impede the long-term maintenance of the Arabic language of the Palestinian Arabs in Israel. This is especially evident when considering the ‘Hebraization’ in the reality of Palestinian-Israeli conflict (Amara, 2018). The general explanation Palestinian Arab students gave when asked why they signed their handwritten signatures in Hebrew was because almost all the official documents they used to sign were in Hebrew and not in Arabic. However, the Palestinian Arab students how signed their names in Arabic intended to do so maintaining their first mother tongue (L1) and their Arab identity. The Palestinian-Arab students who signed their names in English their third language explained the English made their signatures look modern, unique and impressive. Finally, Palestinian Arab students who signed their names in a symbolic logographic layout said that this made their signatures look “stylish”.

Since the act of signing one’s name is a highly expressive behaviour (Kettle & Häubl, 2011) and since there are numerous ways in which people may present their handwritten signature we believe that the strong relationship between signatures and social identity is revealed in the signature language. Consequently, reflecting one’s identification with his social group.

CONCLUSION

Yet, despite the pervasiveness of handwritten signatures in human life, the current study had provided insight into how the language of signing one’s name related to the language vitality in general and to the Palestinian Arabs in Israel as a minority in special. The present research made it clear that 81% of the signatures of Palestinian Arab

students were not in Arabic their native first language (L1) but mostly in Hebrew their second language and the language on the majority in Israel. We argue that the policy of 'Hebraization' had succeeded to undermine the Arabic language of Palestinian Arabs in Israel even their handwritten signatures believed to be the most special and unique expression of identity. The low percentage of signatures in Arabic is a consequence of the low vitality of Arabic in the context of Israel impeding Palestinian Arabs from maintaining their ethnic language.

Future research is needed to explore in deep and details the correlation between demographic variables such as age, gender, religiosity, and social identity as reflected in the language of handwritten signature. Additionally, a qualitative investigation of the explanations and justifications of choosing handwritten signature language other than the first native language. This will make several key contributions to our understanding of language and identity behaviour and their relation in the Palestinian Israeli context. Finally, from a practical standpoint if multilingual Palestinian Arabs in Israel wish to maintain their native first language (L1) they must practice Arabization against Hebraization in order to keep their Arabic Language vital.

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IMPLEMENTATION OF STUDENTS' EXPERIENTIAL ENGLISH LEARNING THROUGH TECHNOLOGY: CASE STUDY

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ABSTRACT

This is a case study, attempting to showcase the implementation of “students’ experiential English learning through technology” for a module titled “Business English” for degree students in a tertiary institution in Hong Kong. This study primarily aims to report on the uses of technology tools covering websites, WhatsApp, social media and other applications, etc. for promoting students’ *hands-on practices* across various topics throughout the module, particularly when compared with traditional learning activities of in-class paper-pencil English writing and textbook case-study discussion. This study adopted experiential learning tasks for students in class, purposefully embracing the framework of “experiential learning theory (Kolb, 1984; Kolb and Kolb, 2009)”. Specifically, given different core module topics including *Informative and Persuasive Writing, Diversity in Business, Job Searching Process*, etc., students were expected to use their smartphones in class to (i) browse and evaluate existing fund-raising projects from *on-line websites* (e.g. Kickstarter.com) for getting to know a persuasive message that may drive ones to be a “backer” for a project, (ii) text a teacher an informative message via *WhatsApp* for immediate feedback, (iii) examine authentic comments on real culture diversity cases from the public via *social media* such as “Instagram” or “Pinterest”, and (iv) conduct hands-on trials of personality or aptitude test *applications* when understanding job searching process, etc. In summary, this case study has pointed to the results that students’ experimental English learning through technology can be realised across different module topics, and it is not necessarily through the traditional paper-pencil writing tasks and textbook case studies, and the technology tools range from websites, WhatsApp, social media and applications, etc., In addition, the students’ hands-on experiential approach appears to play a role of transforming the challenge of students’ distracted use of smartphones in class into the very best use for their English learning through technology.

Keywords: *business English, experiential learning, learning through technology*

INTRODUCTION

When it comes to teaching and learning business English, there are core topics clearly stated in a course syllabus. Traditionally, those topics include informative message, persuasive message, culture and diversity in business, communication and technology, etc. Without a doubt, technology develops very fast and this definitely has an impact on business English communication; hence the topic “technology” must not be excluded. It is not uncommon that there is a single topic on “technology” covering definitions and technological applications in business across countries. However, in this study, one focus is to showcase the practicality of “integrating” technology into teaching and learning business English. In other words, those topics are well-designed to be taught by integrating numerous technology tools into teaching and learning business English and this purposefully embraces an experiential learning theory.

According to Kolb (1984: 41), “experiential learning is the process whereby knowledge is created through the transformation of experience”. Beard & Wilson (2013: 39) also state that “experiential learning often has formalized processes where people take time out to reflect on what has happened during an activity.... In effect, formal and experiential learning processes have varying elements of each other and learning might be considered more of a continuum of authenticity”. In this study, the framework of “experiential learning” (see Kolb 1984; Kolb & Kolb 2009; Kolb, Malinen 2000; Kolb, Boyatzis & Mainemelis 2001; Beard & Wilson 2013) is adopted and this theory is to be briefly reviewed in literature review section. What follows is to list out the two main goals of this paper.

1. To showcase the practicality of integrating technology into teaching and learning business English
2. To record students’ narrative responses on experiential English learning through the use of technology

Literature Review

Experimental Learning

Hutton (1989: 51) states that “experiential learning is learning that is rooted in our doing and our experience. It is learning which illuminates that experience and provides direction for the making of judgments as a guide to choose and action”. In addition, Beard and Wilson (2013: 16) explain that “The insight gained through the conscious and unconscious internationalization of our own or observed experiences which build upon our past experiences or knowledge” (see Norma, 2010; Lisko & O’Dell, 2010; Mccarthy 2016; among many others). In experiential learning theory proposed by Kolb and Kolb (2009), there are six propositions that the foundational experiential learning scholars shared. Those propositions are briefly and directly quoted (2009: 43-44) as follows:

1. Learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning.
2. All learning is re-learning. Learning is best facilitated by a process that draws out the students’ beliefs and ideas about a topic so that they can be examined, tested and integrated with new, more refined ideas.
3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world.... In the process of learning one is called upon to move back and forth between opposing modes of reflection and action and feeling and thinking.
4. Learning is a holistic process of adaptation. It is not just the result of cognition but involves the integrated functioning of the total person – thinking, feeling, perceiving and behaving.
5. Learning results from synergetic transactions between the person and the environment.
6. Learning is the process of creating knowledge. Experiential learning theory proposes a constructivist theory of learning whereby social knowledge is created and recreated in the personal knowledge of the learner.

Specifically, Kolb (1984: 3-4) clearly states that:

[The experiential learning model] offers a system of competencies for describing job demands and corresponding educational objectives and emphasizes the critical linkages that can be developed between the classroom and the ‘real world’ with experiential learning methods.

Kolb and Kolb (2009: 44) further elaborate the experiential learning model as (see McLeod 2017):

[it] portrays two dialectically related modes of grasping experience – Concrete Experience and Abstract Conceptualization – and two dialectically related modes of transforming experience – Reflective Observation and Active Experimentation.

[it] is a process of constructing knowledge that involves a creative tension among the four learning modes that is responsive to contextual demands. This process is portrayed as an idealized learning cycle or spiral where the learner ‘touches all the bases’ – *experiencing, reflecting, thinking and acting* – in a recursive process that is responsive to the learning situation and what is being learned. Immediate or *concrete experiences* are the basis for observations and *reflections*.

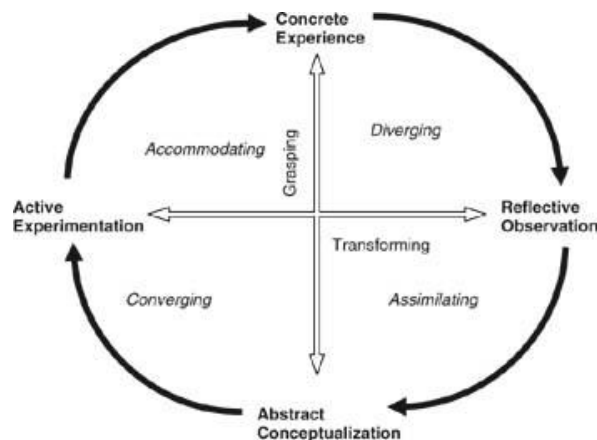


Figure 1: Experiential learning cycle (source: Kolb and Kolb (2009: 44))

Kolb and Kolb (2009: 309-10) also point out that:

The experiential learning cycle is actually a learning spiral. When a concrete experience is enriched by reflection, given meaning by thinking, and transformed by action, the new experience created becomes richer, broader, and deeper.

Concluding this section is to have highlighted the core notions of experiential learning derived by Kolb (1984) and Kolb & Kolb (2009). The notions include: Concrete Experience, Abstract Conceptualization, Reflective Observation and Active Experimentation. When taking those four core notions of an experiential learning framework into account, the method has embedded active experimentation and

reflective observation by specific task design and interview questions, embracing the notions of abstract conceptualization and concrete experience. The next section is to explain the method with specific task design, targeting at achieving the two goals of this study.

METHOD

Hand-on Experiential Learning Approach Through Four Technology Tools

This study firstly aims to showcase the practicality of integrating technology into teaching and learning various topics of a module. Hence, this study has purposefully employed four designated technology tools for students in class, and this is basically to have embraced the framework of “experiential learning” – learning from doing (Kolb 1984; Kolb & Kolb 2009).

Task design:

Specifically, given four different topics of the module titled “Business English”, students in class were carefully guided to employ the four specific technology tools when learning the following contents. Students in class were expected to:

Topics: Informative and Persuasive Writing Skills

Technology tools: On-line websites and WhatsApp

Tasks:

- i. browse and evaluate existing fund-raising projects from on-line websites (e.g. Kickstarter.com) for getting to know whether a persuasive message can highly drive ones to be a “backer” for a project
- ii. text the teacher an informative and promotional message via WhatsApp for immediate feedback in class

Topic: Diversity in Business

Technology tool: Social media

Task:

- i. examine the public’s authentic comments on culture diversity cases via social media (e.g. Instagram, Pinterest, Facebook, etc.)

Topic: Job Searching Process –Aptitude and Personality

Technology tool: Applications - aptitude tests

Task:

- ii. conduct hands-on trial version of aptitude test applications for understanding a job searching process

Individual interviews

To achieve the second goal of this study, a qualitative 20-minute interview was conducted with 5 randomly selected students (3 male and 2 female) who went through this experiential learning approach. It should be noted that the sample size is not large, but it is worth investigating and collecting narrative responses from students who experienced the use of all four technology tools namely websites, WhatsApp, social media and applications. The goal of this qualitative interview is to collect the users’

perceived values when integrating technology into learning business English (not to evaluate the effectiveness of this method). Those five questions included:

1. Do you like the way of integrating that specific technology tool into your learning? Why and why not?
2. What impressed you the most when you were learning each topic with the uses of authentic materials such as real business cases?
3. What is your perceived value when integrating technology into learning?
4. How do you feel about this experiential learning approach when compared to the traditional approach of paper-pencil writing tasks and textbook case studies?
5. Any further comments?

FINDINGS AND DISCUSSION

Practicality of integrating technology into teaching and learning

Authentic Fundraising Websites: Learning Informative and Persuasive Writing Skills

Conventionally, students in class are introduced the functions of writing this type of persuasive messages. Students are expected to learn how to pitch in words and finally target at getting the audience to act. The structure of a direct persuasive message generally lays the foundation of (i) asking immediately for the information or service the writer wants, (ii) give readers all the information and details they need to act on the writer's request, and (iii) ask for the action the writer wants. Very commonly, students are given a writing task and then asked to write on paper for completing a selling task. However, in this study, when integrating technology into teaching and learning this topic, students were guided to explore authentic fundraising websites and to investigate how appealing a real persuasive message was, and to what extent that persuasive message was well-accepted by the public. Specifically, one of the authentic fundraising websites is 'kickstarter.com' and it is a platform from which the public can read those written descriptions of business products or services. In this task, students in class were expected to find out if the public can be highly convinced to be a 'backer' for that business idea. Interestingly, this is not necessarily a physical product; it can be services or a mix of a product and service such as a 'downloadable' song produced by an enthusiastic song-writer. For instance, the following is one extract from many business ideas:

Why This Project?

I believe that music can change people's lives. Being an independent artist, I get to experience the impact of my music at grassroots level up. I get messages from fans most weeks commenting on the impact a song has made on their life.

I want to write honest, vulnerable and hopeful songs that work as a bridge between Kingdom and culture. This project was written in the middle of our year of turmoil. Out of this I feel I have a fresh message to share that I believe will help people.

(source: kickstarter.com)

In class, students in pair or individually were guided to use their smartphones to browse from those fundraising websites and to target at one business idea. Students were required to give critical comments on those English written descriptions which could lead to a small or big number of backers, with respect to the writing style or other visual

communication strategies, etc. It should also be noted that, other than written descriptions, the product or service itself does play a role when eliciting the public responses to be a backer.

WhatsApp Messenger: Acquiring Informative and Persuasive Writing Skills

In the same vein, students in class were expected to use their smartphones to WhatsApp their teacher an informative and persuasive message for immediate feedback from the teacher. To begin, there is a writing task sheet focusing on the topics of “planning and writing an informative and persuasive message”, then students were instructed to send a short text message through WhatsApp to their teacher acting as a potential customer. More specifically, sending out the WhatsApp message is to introduce a cafe and persuade customers to come.

Writing Task

Plan and Write:

Create your cafe name

Think about what core messages (e.g. selling points related to products/services) should be included in this short text message

Something about your cafe:

free wifi, coffee, cakes (lemon tarts, chocolate muffins, etc.)

location: address: 18 XXXXX

Make up any further details about your café

After sending out a WhatsApp message to their teacher, students were expected to get immediate feedback in class. Feedbacks are on grammar, spelling and writing skills, etc. The following is an extract from one student sample writing shown on the teacher’s WhatsApp messenger.



Figure 2: One student’s sample writing on WhatsApp messenger

Social Media: Looking into Culture Diversity in Business through Real Business Cases

When learning international business, culture diversity in business is generally included. Particularly, cultural differences such as religion and races play a role when

promoting a business product internationally. The traditional teaching and learning approach for this topic is based on company studies on textbooks. For instance, in history, the toothpaste brand “Darkie” was reported to be discriminate against the black and it was then re-branded as “Darlie”. Students read those case studies and are expected to understand how people reacted to the culture diversity and business in the past. However, in today’s world, there are evidences on social media for the public to commend or criticize on incidents related to culture diversity in real business. As we know, social media tools cover Facebook, Twitter, Instagram, etc. A simpler definition comes from Tadros (2011: 85) who wrote “Social media are any media that help integrate technology into the lives of people for the purpose of communication”. In addition, Manuguerra & Petocz (2011: 65) report that they have compared social media with university e-learning and email systems, lecture slides and handwritten assessment tasks, and the results reveal that students in their study “have expressed a desire for more varied forms of communication and more vibrant learning methods” (also see Falloon, 2019; Baker, Lusk & Neuhauser, 2012).

In this study, social media platforms such as Facebook, Instagram are used. Real company studies on social media platforms were targeted and students particularly were directed to study the public’s comments on business cases related to culture diversity. Very specifically, one company named “H&M Fashion” had launched promotion campaign for their ‘hoodies’ by an advertisement themed “like a monkey in a jungle”. H&M is an international fashion company and a series of advertisement included one picturing a black kid who wears an H&M hoody showing words ‘like a monkey in a jungle’. This style of writing stirred controversy over race discrimination and this led to the facts that the public had posted loads of comments, positive or negative, on Instagram. Given this real case background, students were guided to look into the social media ‘Instagram’ and then to focus on what comments posted for this incident, and students were also asked to share their points of views on this. Among many comments posted on Instagram, here are some:

“woke up this morning shocked and embarrassed by this photo. I’m deeply offended and will not be working with H&M anymore...”

“I think I would rather not add oxygen to this fire. It’s precisely why they did it”.

At the end, students also found that H&M apologized for ‘coolest monkey sweatshirt ad featuring black child’. The apology from H&M includes: "We sincerely apologize for offending people with this image of a printed hooded top"; “we believe in diversity and inclusion in all that we do and will be reviewing all our internal policies accordingly to avoid any future issues”.

Applications: Experiencing Practical Aptitude Tests when Job Searching

To teach and learn job searching process in business, we found that it is also common to have aptitude tests during a job interview process. An aptitude test measures one’s ability to reason and learn new skills, and it is used to screen applicants for jobs. Various kinds of aptitude tests are introduced to students, covering personality tests, verbal tests and reasoning tests, etc. Conventionally, in class, types and goals of those aptitude tests are explained to students. Sample questions in an aptitude test are shown on textbooks for students’ understanding. However, in this study, experiential learning of various aptitude tests through real applications in business should be promoted. As

such, a trial version of a real business application, among many others, <https://www.practiceaptitudetests.com/free-aptitude-tests/> was introduced to students; students were guided to try various tests including personality, verbal and reasoning tests. Students experienced what would be asked in an aptitude test as it is in a real job interview, and they also understand the possible interpretations of their scores of those aptitude tests.

To conclude, the above section has clearly showcased the implementation of those teaching and learning tasks through the uses of four specific technology tools namely websites, WhatsApp, social media and applications.

Students' Narrative Responses on Experimental Learning through Technology

What's next is to report the narrative responses from those five randomly selected students who went through the experiential learning process. Those students are anonymous and their responses to those interview questions were selected here.

Using Authentic Fundraising Websites -

Student A (male):

That business idea is very interesting and it does appeal to me very much, and it is clearly presented with clear pictures. I know nothing about those fundraising websites till my teacher told me this.

Student B (female):

On this fundraising website, I like this product the most and the creator clearly states the product details such as colour choices, raw materials, etc. I can see how people write to appeal to the viewers! Much fun.

Student C (male):

The product descriptions clearly appeal to me: "You love to sing. You love to laugh. You might even be moved". I myself can choose many projects that appeal me. So much to explore!

Student D (female):

The written description employs many "I" pronouns or this is to reveal how the creator feels about himself when composing the song album. I also feel what he feels after viewing his words.

Student E (male):

Through this on-line website, I like this way of understanding how a persuasive message is! It's much more interactive and fun seeing those real business ideas, rather than working on boring writing tasks as my teacher told me to do so in the past.

Using WhatsApp Messenger -

Student A:

I like using my smartphone to WhatsApp my teacher my promotional message, rather than putting words on paper. I can easily correct any writing mistakes via WhatsApp!

Student C:

It looks like a real task – sending out a promoting message via this way. I also received many promotional messages via email or WhatsApp.

Student D:

In our everyday life, it's so common to get these selling texts via our email or phone. So this is good for me to experience of sending a text via WhatsApp. In today's world, everyone should know how to use technology to promote their business.

Student E:

Experiencing this via the technology is better than that via paper-pencil writing task for it seems we are doing our school work! But it seems we spent much time on typing WhatsApp messages, without much discussion with my teacher.

Using Social Media -

Student A:

I don't really see anything wrong about those words used in the ad. But I am not the black so I may not fully understand that. Everyone should know the power of social media.

Student B:

Truly, we should be very careful in using words related to culture and discrimination when promoting any products internationally. Using social media to access the real case study is far much better than reading a case study from our textbooks. Sometimes, I feel like those case studies were made to fit into our theories.

Student D:

*When reading those critics or comments on Instagram, I found out this is much 'real' to understand the topic of culture and diversity!
It has taken much time for me to read those comments myself, but sometimes I don't know those comments as they are slangs.*

Student E:

H&M is an international business, and they should have a strong sense of word and connotation: monkey and black. Don't know why that can happen like this! We can't explain this!

Using applications: Aptitude Test –

Student B:

I tried this number test and it's very interesting, I got the score 7 which shows that I am excellent in number. I can imagine one day I need to do this test when I apply for a job after graduation.

Student C:

I used my phone to try this test, and that's not boring and interactive. Funnily the scores did reveal something about me in which I don't fully agree.

Student D:

That verbal test is very difficult, and I got quite low scores as a result. The result shows that I am not very good in logic. Oh no!

Very glad that my teacher introduced this app. to me as I have no idea about these kinds of apps which can test people's personality or logics

Student E:

Using this trial version application is good for me to experience the aptitude test. I feel like I learnt more than that through our teacher's explanation.

Overall, students' responses reveal that they like the way of integrating those specific technology tools into their learning. The reasons are due to having fun, hands-on and interactive practices. What impressed those students most appears to be the authentic use of materials; students stressed that the use of technology tools can put them into 'real use', rather than doing in-class exercises or case study from books. Moreover, students responded that they perceive that integrating technology into learning is a 'trend', and even this kind of experiential learning should be highly promoted for the good sake of students' learning. Admittedly, some responded that the use of technology tools could set the hurdle to reduce the interaction chance between the teacher and students for students themselves can directly access the specific technology tools. Lastly, the interviewed students clearly accept the experiential learning approach while they also are used to the traditional method of paper-pencil writing tasks and textbook case studies.

Table 1: Summary of Integrating Technology Tools into Teaching and Learning

Topics Covered in Business English	Traditional Paper-Pencil and Textbook Case Study	Integrating Technology into Teaching and Learning Business English
Informative and persuasive writing	In-class writing exercises	Websites: Real fundraising projects (e.g. kickstarter.com)
Informative and persuasive writing	In-class writing exercises	WhatsApp messenger: Sending out a promotional text to a teacher who acts as a potential customer
Culture diversity in business	Case studies from textbooks	Social media: Authentic business cases related to culture diversity (e.g. Instagram)
Aptitude tests for job searching process	Sample aptitude-test questions shown on textbooks	Applications: Access trial aptitude tests (e.g. https://www.practiceaptitudetests.com/free-aptitude-tests/)

CONCLUSION

In summary, this study has pointed to the results that students' experimental learning of business English through technology can be realised across different topics, and this is not necessarily to be conducted through the traditional paper-pencil writing tasks and case studies from textbooks. Instead, the technology tools range from websites, WhatsApp, social media to applications, etc. In addition, students' hands-on experiential learning approach appears to play a role of transforming the challenge of students' distracted use of smartphones into the very best use for students' English learning

through technology (see Park 2011; Mehdipour, & Zerehkafi, 2013; Kafyulilo 2014; Breunig 2017). Further research on benefits and challenges when using mobile devices for enhancing students' learning can be conducted.

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ZOOM INTERVIEWS AS ENGLISH LANGUAGE TEACHING MATERIALS

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ABSTRACT

Due to the COVID-19 pandemic, many English language instructors quickly shifted to a remote teaching context in early 2020, which transformed the traditional classroom into the somewhat unfamiliar “Zoom room.” Many teachers completed trainings to adapt to remote teaching quickly and, with time, have begun to develop improved methods of using Zoom (or other online platforms) for educational purposes. One of these methods is to record interviews in Zoom with guest speakers who are experts on course themes. These interviews can be used to write authentic listening materials that incorporate elements of intensive and extensive listening (EL) and that are customized to the content, language level, and needs and aims of a particular class. This paper begins with the context and background of how Zoom interviews fit into the online English language classroom as a form of EL. Next, the author presents a review of recent literature on EL, including its challenges and benefits. Then the author describes the process of selecting and inviting guest speakers and recording Zoom interviews and provides suggestions for creating teacher-written listening materials to accompany these Zoom recordings. Then a possible sequence for materials based on a Zoom interview will be shared using specific examples from a lesson the author wrote and used in her classroom. Finally, considerations and other suggestions for implementing EL and interviews will be discussed. The focus of this paper is on practical classroom applications based on the existing literature of EL listening materials development and professional teaching experience.

Keywords: *extensive listening, listening materials, Zoom*

INTRODUCTION

In an integrated-skills Intensive English Program (IEP), inviting guest speakers to the classroom allows learners to engage in authentic live listening and to practice asking questions. Guest speakers bring different voices to the classroom and enliven course themes by illustrating real-world connections. However, during the COVID-19 pandemic, many IEP classes around the world pivoted to remote instruction, whether synchronous or asynchronous. Teachers, always fast on their feet, quickly modified their delivery of instruction and thought of new ways to foster language learning online. Zoom (or other online platforms and tools such as Google Classroom or Panopto) provide an alternative way for guest speakers to join classes and open up possibilities for course materials development. (For the sake of ease, Zoom will be the online platform mentioned and discussed in this paper, though many of the practical applications below can be utilized with other platforms.)

Zoom is an inherently flexible modality. As there is an option in Zoom to record meetings, teachers can plan ahead for their courses by inviting guests who are experts on course themes and interviewing these experts well in advance of the first-class session. This allows the teacher to craft and ask interview questions that incorporate

vocabulary and grammatical structures that occur in the thematic unit during which the guest will speak. In turn, students will hear the target language structures from the unit integrated in a natural-sounding manner in the interview. The recorded interview then can be used as an authentic listening text, and the teacher can write materials that incorporate principles of intensive listening in the classroom and extensive listening (EL) for additional, relaxed practice at home.

The materials that teachers write to accompany the recorded Zoom interviews provide flexibility, creativity, and the ability to customize. Pre-, while-, and post-listening components can be developed and adjusted to the particular needs of the learners in any given class. Common activities in intensive listening—main idea, detail, inference, and discourse questions—can be completed in class with the assistance of the teacher, and the interview can be listened to again at home with an emphasis on EL activities, which include making predictions, engaging in metacognition, implementing strategies for listening, and comparing old and new cultural or thematic knowledge.

In Zoom interview materials, the teacher can also include exercises that purposefully review and make use of recently learned and practiced grammatical structures and lexical items. Again, by subtly incorporating and highlighting target language, teachers provide learners with another chance to recycle, remember, and, hopefully, retrieve language for their own use.

Teachers can also expand the listening lesson based on the Zoom interview by connecting to other language skills. Students can synthesize the interviews with related readings, or they can write a summary-response essay on the content of the interview. The teacher can invite the guest speaker to a follow-up live class session to field student questions based on the interview. Learners can research, report, and present on themes related to the interview, or they can interview each other using the questions that the teacher asked the guest as models. The possibilities for how to expand Zoom interview materials are endless and can be tailored specifically to the students in the course.

Lastly, the recorded Zoom interviews and materials can be saved for future iterations of the same course, and further developed and adapted if necessary, ultimately saving precious planning time for teachers in the future.

In short, swapping live guest speakers for recorded Zoom interviews, instead of qualifying as a pitfall of the remote classroom, should be considered a compelling affordance that can be positively exploited to promote authentic communication and meaningful language learning.

Literature Review

Zoom interviews allow the teacher to mix the overriding principles and typical practices of intensive listening and EL. Intensive listening, also referred to as active or “critical listening,” has three components that students need to become aware of and practice: basic understanding (main ideas and details), inferential understanding (attitude, intention, function, context), and organization (rhetorical structure) (Boyd, 2005, p. 91). Most teacher-written materials and listening textbooks focus on these crucial categories when listening is practiced in the contemporary classroom. However, intensive listening clips used in conjunction with textbooks tend to be short (about 3-7 minutes), and Ockey and Wagner (2018) find that “most EFL textbooks tend to minimize or even ignore the use of unscripted spoken language,” and instead use

listening texts that typically contain language deliberately scripted for the book chapters and voices standardized and polished for the listening tracks.

Real-world speech, in contrast, is unscripted and “ephemeral”—it does not exist in writing nor last forever on a recording (Siegel, 2014, p. 22), so it is no wonder that students often feel underprepared to exit the safe space of the English language classroom and gallivant into the wider English-communicating world with full confidence. In fact, students say unscripted speech is “too fast” and often feel negative emotions while listening, including frustration, anxiety, and nervousness (Renandya & Farrell, 2011). Additionally, some students struggle with unfamiliar accents or unfamiliar academic or informal vocabulary. Students may also face difficulties comprehending the grammatical simplifications and shortcuts made by speakers or have trouble processing connected speech (Chang, 2012). And, as anyone who has attended one of the many recent professional development webinar offerings knows, even remote, synchronous EL in the L1 is cognitively taxing; “distraction,” one of the top ten listening issues found by Renandya and Farrell (2011) can occur in Zoom rooms all too easily.

To meet these challenges, EL acts as a useful complement to intensive listening. In defense of his book, *Listening in the language classroom*, Field (2010) makes clear that intensive, “small-scale” listening activities should “feed into more extended listening” (p. 332); the two types of listening connect in important ways. EL is defined as listening/viewing that provides students with a lot of input from self-selected authentic texts that are enjoyable, at or slightly below the listening level (Ober & Boyd, 2016). That “lot of input” matters. EL provides additional exposure to the target language in the skill that most students feel they need additional practice. Chang and Millet (2014) indeed confirm that “abundant input and consistent practice are essential to improving listening fluency” (p. 38); students’ intuition about their listening needs is correct. EL gives students the chance to listen beyond what a language class can allow by providing more input in self-managed out-of-class study.

With EL, students can control the listening track at home, by rewinding, pausing, or even slowing down the audio, which helps them gain confidence and become independent. Chang (2012) states that self-selecting texts for EL further increases learners’ autonomy and independence and that habitual engagement in EL leads to gains in listening fluency.

EL can also be used to increase a learner’s exposure to English-speaking voices from around the world. Galloway and Rose (2014) used listening journals so that students could hear a range of Englishes and then write reflections on the experience, which “helped the students challenge preconceived stereotypes” of what English sounds like, and exposure to various Englishes “was proposed to aid future comprehension” of many voices (p. 393). Listening to various Englishes is an important skill for many current learners of English who will be communicating with other L2 speakers of English in academic and professional contexts.

At the language level, students can begin to notice features of pronunciation and grammar especially if teachers make these pronunciation features as part of their EL target questions (Ivone & Renandya, 2019; Stephens, 2011). Pamuji, Waring, and Kurniawan, (2019) found in their qualitative study that a large amount of EL input (4-5

hours a day) led to gains in vocabulary acquisition and subsequent use. Even if students cannot listen to this amount of listening text at home, the more EL, the better.

Another exciting reason to use EL is metacognition. Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) write, “Reflecting on our thinking as we engage in learning a language, for example, can help us to adopt appropriate ways to learn it more effectively” (p. 435). Many students ask their teachers for faster and more efficient methods to learn English, and carefully structured EL sequences can help to make this happen. Vandergrift & Goh (2012) suggest making students familiar with metacognition by explaining and modeling metacognition and by writing metacognitive questions into language learning materials. Metacognition in listening asks questions that require students to think about how they listen. For example, after hearing a long text, students think about what they have understood, what they have not understood, and what specific strategies they can rely on when they listen to the text again (Vandergrift & Goh, 2012).

Additionally, teaching and practicing listening in the remote context presents new challenges to an already perceived-as-difficult skill. So much of what people listen to now includes a very specific visual component—the Zoom screen—either in Speaker or Gallery View. Hamden & Al-Hawamdeh (2018) note that visual cues improve listening performance, but it seems that students must now learn the very specific skill of interpreting and making use of the at-times incomplete or even nefarious visual clues of Zoom. (for example, a student may wonder, is my classmate closing their eyes because I am boring, or do their eyes hurt from the computer’s blue light? Are my classmates laughing because I said something silly or clever?) Recorded interviews allow for sustained listening practice with visual support in the new classroom modality and can even be exploited as models for Zoom body language norms.

With all of these points in consideration, to prepare students with a more well-rounded experience of listening for academic or professional purposes, teachers can combine intensive listening and EL principles and activities in complementary and supportive ways. As Lai, Zhu, and Gong (2015) write (citing Baumer et al., 2001, p. 92), “When examining the nature and impact of out-of-class learning, we need to consider not only the quality of activities, ‘but also the influence of the quality of learning opportunities’” (p. 282). Zoom interviews are one way to expose students to long authentic listening texts that can be modified and manipulated for maximum in-and-out-of-class opportunities and benefits.

PROCEDURE

How to conduct Zoom interviews and write materials

Zoom interviews are recorded by the teacher and an invited guest speaker who holds expertise on a course-related topic. Examples may include members of the local community, such as librarians, city council members, other teachers at neighboring institutions or programs, or people working in various disciplines. A teacher may also call on people from their personal network (located anywhere in the world, thanks to the internet) who work in fields related to class themes. These people may include lawyers, museum curators, writers, artists, business executives, coaches, and more. Considerations for whom to invite include the language level of the students, the speed at which the speaker usually talks, the density and specificity of the information to be

presented, and the speaker's sociocultural background. It is beneficial for students to hear voices that are different from the teacher's because over time students may become used to the teacher's voice, thus making listening comprehension somewhat easier. Listening in the real world necessitates hearing and understanding unfamiliar voices; much like choosing a TED talk from a speaker of English whose accent is different from the teacher's, inviting a guest speaker can provide important practice for English language learners who want to communicate proficiently in many different contexts and for a variety of reasons.

Once the teacher has selected a speaker and the speaker has agreed to be interviewed, the teacher writes the interview questions. Sending the questions to the interviewee in advance gives the person some time to think about what they might say and is generally appreciated.

Next, the teacher interviews the guest on Zoom. The teacher sets up a meeting, sends the link to the guest, and makes sure the meeting is being recorded to the Zoom cloud. If the interview is not "perfect," Zoom allows for editing, but it is helpful to remember that interviews that mimic the spontaneous speaking patterns, repetitions, hesitations, stutters, and pauses of authentic speech have value in their authenticity. There is no need to focus on a perfect take.

When the interview is finished, the teacher ends the meeting, and the platform will finalize the recording.

The next step is to log into the Zoom interface to watch the interview and begin to consider what types of listening questions and expansion activities to include in the materials and the sequence in which they should flow. Activities to consider may include making predictions, activating schema, and answering main idea, detail, inference, or discourse questions. The teacher may want to expand the listening lesson with practicing skills in synthesizing with other course materials, summarizing, paraphrasing, practicing grammar, vocabulary, and discussion, or any other activities that connect with student learning outcomes.

EXAMPLE: ONE POSSIBLE SEQUENCE

In this section of the paper, one possible Zoom interview sequence will be presented. The interview was conducted by the author of this paper for use in an integrated-skills IEP, the American Language Program at Columbia University.

Zoom Interview: Kaitlyn, a former college athlete

For an intermediate (CEFR-level B1) class that was investigating the theme of women in sports, Kaitlyn, a former college basketball player was interviewed on Zoom. The interview was about 23 minutes long. Kaitlyn received the interview questions before the Zoom recording, and the questions focused on Kaitlyn's past college basketball career and her current professional career in education administration.

One of the themes of the women in sports course unit was how the lessons learned via sports (such as sportsmanship, resilience, positive thinking, and goal setting) can be applied to other areas in life. The teacher asked Kaitlyn about this explicitly. The teacher also asked Kaitlyn questions about what it was like to be a woman playing a sport that is typically thought of as "male" in American culture. These questions were

included in the interview to allow students to review course themes and to hear from a speaker who had direct experience with them.

At the language level, the grammar to be practiced during this week of the course was phrasal verbs. The teacher wrote questions that deliberately used phrasal verbs, such as, “Did you have any sports heroes when you were *growing up* that influenced you?” and “Did you know you wanted to play basketball when you were *applying to college*?” The teacher also incorporated vocabulary from the unit, such as *lead by example*, *responsibility*, and *significance*, into the interview questions.

Then the teacher listened to the interview and began to plan the materials. The sections that are included are as follow.

Previewing and making predictions: In this part of the lesson, which was completed as a set-up for the next phase, the class listened to the first minute of the Zoom interview and took notes about what they learned about Kaitlyn. Before leaving for the day, they shared and discussed what they heard and made predictions about what they would hear next.

Extensive listening: For homework for the next class, the learners were given a worksheet with all of the interview questions printed in the order they occurred. Learners were asked to watch and listen to the Zoom interview at least two times. On the first listening, students wrote down whatever they heard as the answer for each interview question. After listening one time, they answered a few questions about metacognition (what they heard, what they missed, and how it compared to their original predictions). Then students made a plan for listening again and played the video a second time. On the second listening, they wrote additional details under each interview question using a different colored ink so that they could easily visualize how their listening comprehension improved from the first to second listening. Students discussed their answers and listening experiences in small groups the next day in class.

Details: In class, the teacher replayed a section of the Zoom interview and students answered True and False questions.

Inferences: The teacher replayed seven short excerpts of the listening text, and students answered multiple choice inference questions about the meanings of unfamiliar vocabulary words.

Discussion: The class discussed the interview in small groups and then as a whole class.

Grammar: The teacher isolated all of the times Kaitlyn used phrasal verbs in the listening text and created a review and practice lesson on phrasal verbs. First, the class reviewed the form, meaning, and use of the grammar, and then they checked the definitions of the phrasal verbs Kaitlyn used. Then students worked with a partner to use these phrasal verbs in sentences orally. Then they identified phrasal verbs in a short two-paragraph reading. Finally, students were asked to write a paragraph responding to Kaitlyn’s interview for homework, and they were required to use at least three phrasal verbs and highlight them in the text.

CONCLUSION

Indeed, in the example sequence presented above, the teacher was able to connect the content of the Zoom interview to course themes and invite a new voice into the classroom. The teacher carefully wrote interview questions with vocabulary and

grammatical structures that were planned as part of the curriculum for the unit in which the interview would be shown. This ensured the repetition of grammar and vocabulary in the listening text so that students could encounter the target language again in a seemingly natural way. The teacher also wrote pre-listening, while-listening, and post-listening items customized to match the needs of a particular class and facilitated the blended practice of intensive listening and EL through the task types chosen. Finally, the recorded interview was archived for future use and will be modified as necessary in subsequent iterations of the course.

The overall experience was positive, and students were actively engaged in the learning materials and lessons. While setting up these materials can be time consuming, the work is worth the effort when students are using target language to communicate.

Considerations and Suggestions

One limitation of Zoom interviews is that they do not allow for student choice of listening text, as is usually the case with EL. However, if pure EL is used in the class for regular at-home practice, perhaps by using EL journals or EL groups, then practicing EL as part of the Zoom interview sequence may feel more comfortable for students because they habitually listen to longer texts of their own choosing.

If Zoom or another online learning platform cannot be used in the classroom due to a lack of technology, many of the ideas presented above can be conducted in different ways. For instance, students can conduct their own interviews with classmates on the phone, or in the current pandemic context, with people they can safely encounter in-person. This facilitates question-writing, authentic speaking and listening, note taking, and reporting back the content of the interview in either the spoken or written modality, or both.

If recording interviews is not possible due to a lack of willing guest speakers, the teacher can set up “interview listening groups,” where students work together over the course of a semester and choose a podcast with which to regularly practice EL. The audio content of a podcast shares many characteristics with recorded Zoom interviews in that podcasts usually do not contain planned and polished audio and are often of a length longer than what is presented in traditional textbook listening tracks.

No matter how EL and Zoom are used in English language teaching and learning, there are many exciting methods and ideas in regard to listening pedagogy. IEP classes were turned upside down during the COVID-19 pandemic, but teachers and students are resilient, creative, and still curious about learning. Rather than running remote classes in the exact same manner as in-person classes, teachers have thought of new methods and modalities to deliver instruction. Zoom interviews are one way to bring variety to the remote classroom, and these interviews allow for many possible applications and adaptations to meet the current needs of English language learners.

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‘MEMERIZING’ LANGUAGE LEARNING: EDUCATIONAL CONNOTATION OF IMAGE-MACRO MEMES

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ABSTRACT

This paper reports on an experimental study regarding a novel application of image-macro memes, or those highly dynamic multimodal compositions that propagate online, mostly for humorous purposes. Their popularity and areas of application are increasing, and these text types now represent an important part of human community and social life. And yet, despite their transformation into a “mainstream phenomenon”, memes still deserve more recognition from scholars. For these reasons, this article focuses on a case study elaborated at the University of Salento, which is meant to introduce an adaptation of the multimodal composition of image-macro memes for didactic purposes. In the first part of this research, a number of Italian undergraduate students of foreign languages and literatures produced a corpus of memes that were presented, in the second phase, to three groups of high-school students. In the subjects’ creations, the distinguishing features of image-macro memes, such as the particular interaction between pictures and words, the adaptation of the conventional oppositions between ‘possible/impossible’, or ‘expected/unexpected’ cognitive scripts, or the representations of culture-bound pop icons, are exploited to help recipients learn the appropriate pronunciation of English words, as well as the meaning of some false friends. After illustrating the multimodal composition of the memes under analysis, this paper enquires into the high-school students’ reception. They were asked to interpret the multimodal composition of the memes and, then, to evaluate their educational potential.

Keywords: *discourse hybridization; humorous discourse; image-macro memes; language learning; multimodality*

INTRODUCTION

This paper illustrates a novel application of image-macro memes, or those text types that are usually created and shared over the Internet, which are characterized by peculiar interactions between images and words in order to produce “typically a joke” (Davison, 2012, p. 122). The innovative adoption presented here was implemented at the University of Salento in the context of an orientation project addressing high-school students, called “POT Prometheus”. In it, the selected team of researchers (including the author of this chapter) had to prepare and deliver a series of lectures that prevalently focused on their current investigation topics and interests. The approach under discussion aims to adapt the multimodal composition (Ferdig and Pytash, 2014) of memes for didactic purposes, and it is tailored to recipients that are accustomed to Internet navigation, as well as to producing and consuming the specific text types. The main objective is to enquire into the possibility of advancing the canonical strategies for the education of foreign language learning, along with the conventional research path about text reformulation (Grundmann and Cavaille, 2000) and genre and discourse hybridization (Zhang, 2018). The texts that were produced in the course of “POT

Prometheus” are meant to expand their basic and almost exclusively humorous usage (Knobel and Lankshear, 2005), trying to provide students with an engaging tool that could assist them in the acquisition of further knowledge about foreign languages, concentrating on some of their trickiest characteristics.

After the upcoming, essential literary review, this paper will examine a corpus of memes presented to three groups of secondary-school students. Finally, the discussion of some of the subjects’ reactions to the objects of analysis will represent an opportunity to anticipate the findings of an ongoing study about the reception of the multimodal creations.

Literature Review

From a general perspective, the noun “meme” in the technological field labels a “piece of culture” that “gains influence” and propagates itself “through online transmission” (Davison, 2012) and imitation (Dawkins, 1976; Bulatovic, 2019). Its final form is represented by a “highly dynamic” (Leskovec *et al.*, 2009), “relatively complex [and] multi-layered” (Laineste and Voolaid, 2016) multimodal combination of images and texts (Vickery, 2014), which guarantees “openness to editing, recycling” and re-interpreting the original versions (Laineste and Voolaid, 2016). It follows that strategies of intralingual, interlingual and intersemiotic renderings are activated at the time of adapting the source versions (Iaia, 2019a), depending on the expectations about the addressees, but also on the main perlocutionary effects and communicative scenarios associated with each reformulation. The imitation feature is therefore paramount in the construction of memes and the identification of their potential uses, for the more samples are authored out of imitation, the more memes spread. So far, this situation has favoured their transformation into a “mainstream phenomenon” (Çalışkan, 2012; see also Moreau, 2018) that is no longer limited on specialized humour websites (Häkkinen and Leppänen, 2014). In fact, memes are contributing to the transformation of online interactions in web-based platforms (Börszei, 2013; Laineste and Voolaid, 2016).

As a result, senders are urged to devise the most useful communication strategies from a recipient-based perspective (Taecharungroj and Nueangjamnong, 2015) to “encourage social interactions” through user-generated content (Mills, 2012, p. 289). And yet, despite the increased interest towards their application, memes still deserve more recognition from scholars (Blank, 2013). Hence, this study is conceived as a research product serving a twofold function. Firstly, it proposes new tools helping teachers and students carrying out their daily tasks, by means of novel applications of famous text types, which can provide relief while increasing one’s secondary culture. The text types that are found in this paper also stem from a recipient-based position, entailing that the examples that will be commented below are tailored to the envisaged viewers, namely native-Italian secondary-school students trying to increase their knowledge of English. At the same time, this paper represents a way to shed light on the new strategies of explanation and popularization through discourse hybridization (Cavaliere, 2015; Iaia, 2017; Zhang and O’Halloran, 2014), which appear in those ‘hybrid’ documentaries such as *Rare Anatomy* (Iaia, 2017), or sitcoms like *The Big Bang Theory* (Berti, 2013; Iaia, 2013), where humour alternates with linguistic and multimodal strategies of reformulation, metaphorization and explanation to make specialized knowledge more accessible to general audience.

The rationale behind working with memes and digital technologies is that the latter have the potential “to support and shape a pedagogy” that has several positive qualities, from being “more active” and “participatory”, to employing “personalised, flexible and inclusive” instruments (Lai, 2011). Besides, the addition of humour “can create a positive learning environment” (Baysac, 2017), where communication between students and teachers affect students’ involvement and the amount of information that they can absorb (Purnama, 2017) – and when it comes to memes, the previous consequences can be triggered by exploiting their ‘imitation value’.

The following section will introduce the “Memerizing” approach; then, the phases and results of the experimental study carried out by involving three groups of Italian secondary-school students will be illustrated.

METHOD

“Memerizing Language Learning” is the second research output of the “Memerizing” model that was devised at the University of Salento. The first one was created for the development of the multimodal instances of popularization, when it was presented at the international conference “Specialized Language and Multimedia”, held in Lecce in February 2019. Called “Memerizing Popularization” (Iaia, 2019b), the earlier application of the Model consisted in producing and presenting to general viewers a corpus of memes that resorted to hybridization between humorous discourse and medical discourse to make specialized knowledge about some medical conditions more accessible to laypersons.

“Memerizing Popularization” and “Memerizing Language Learning” have a cognitive-functional and communicative nature. Accordingly, the linguistic and extralinguistic features of the multimodal composition of memes reflect the features of implied receivers. The cases that are presented in this paper are thought of as tools helping Italian secondary-school students learning more about English. Hence, they focus on the explanation of some false friends and the pronunciation of some words, choosing the objects of description from those groups of elements that are considered the ones representing a tougher challenge for Italian speakers. This approach confirms the communicative rationale behind the production of the text types belonging to the “Memerizing” model, supporting an active interaction between addressers and addressees. Both are considered as members of a “community” (Luhmann, 1992), who have to work together. As for their interaction through memes, although senders and receivers may not exchange messages in real time, communication is pursued on an asynchronous level (as is typical of online exchanges) and may result from viewers’ evaluation of texts. By way of example, the frequency of re-interpretation and imitation of the “Memerizing” text types would indicate the success of each creations. In other words, if a meme is so popular among learners that they start producing alternative versions, positive appraisal can be deduced. This evaluation strategy can work when these texts are sent over to students in actual classroom scenarios. As concerns this paper, assessment of the creations’ effectiveness is determined by the initial results of a reception study, which started by collecting anonymous data from the participants to the “POT Prometheus” project.

The activity at issue is characterized by two main phases. In phase 1, a number of Italian undergraduate students of foreign languages and literatures produced memes that

had to help the acquisition of the appropriate meaning of some false friends, along with the correct pronunciation of some words. In phase 2, the university students' inventions were presented to three groups of secondary schoolers. The latter also had to respond to an anonymous questionnaire submitted over an online platform. Subjects were asked to watch the memes under discussion before commenting on their interpretation. The questionnaire includes both close-ended and open-ended questions, and at the beginning participants can indicate their education and level of English knowledge, so as to help us investigate the effects of multimodal composition from the perspective of language learning.

The earlier results of the above questionnaire are illustrated at the end of the following section, after examining the eight memes exemplifying the “Memerizing Language Learning” model.

DISCUSSION

Memes about False Friends

The first group of memes is produced to help implied receivers – native Italian speakers – infer the right meaning of false friends. The authors of the following texts adapted the conventional multimodal composition of image-macro memes, so as to allow recipients obtain the information that they need to learn what the selected verbs and words actually mean. In general, the memes belonging to this study actualize a multimodal instance of inferencing, according to which the spatial arrangement of words and pictures, as well as the position, expression and attitude of who or what is depicted in them, are meant to guide the reading and interpretation processes. Memes 1 and 2 below originate from the adaptation of the ‘confused cat’ pattern for didactic purposes:

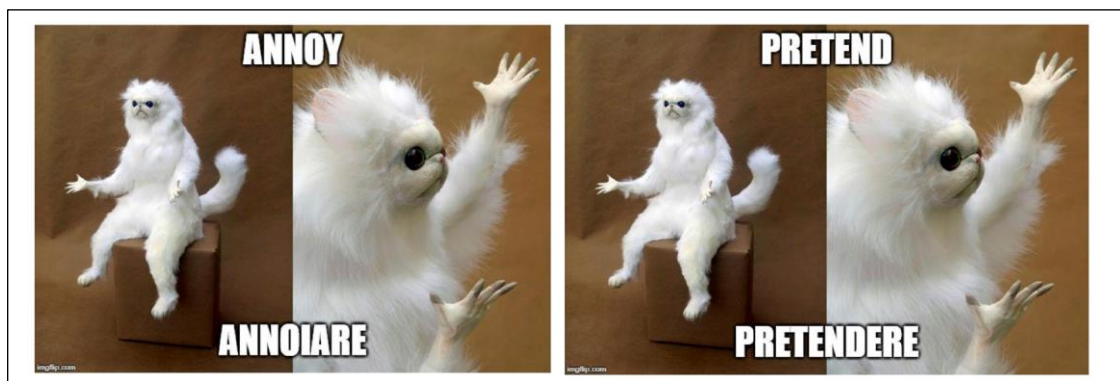


Figure 1. Memes 1 and 2

From the perspective of discourse hybridization, ‘language learning’ and ‘humour’ interact and as concerns the latter, the ‘expected/unexpected’ and ‘possible/impossible’ schema oppositions (Attardo, 2001) are exploited. On the one hand, such oppositions are associated with the fact of finding Internet-based messages in an alternative context – namely, education; on the other hand, the contrasts also serve the function of attracting the students’ interest, by showing them the counterfactual representation of a puzzled animal, whose reaction is due to the possibility of choosing the wrong meaning

of a word. And in fact, “annoiare” (‘to bore’; meme 1) and “pretendere” (‘to insist’; meme 2) are not the appropriate Italian renderings of “annoy”. Receivers can infer that semantic dimension thanks to the multimodal actualization of the vertical juxtaposition that is activated by the interaction between the extralinguistic and linguistic dimensions. The cat’s face is meant to signify that the object of explanation (i.e., the verb appearing at the top of the memes) is followed by the (conventionally) expected but wrong Italian counterpart. This produces a multimodal actualization of the thematic/rhematic positioning of the main pieces of information, which is exploited for the creation of the other examples that are shown below, thus confirming the importance of imitation to share and replicate the original versions of these particular text types.

A case in point is represented by meme 3, where the represented participant changes – one finds a man instead of a cat – but the cognitive and multimodal processes that have just been explained are maintained. At the same time, the grounds of memes 1-3 can be adapted to pursue the perlocutionary effects by means of alternative paths. This happens in meme 4, which conveys the authors’ intentionality by indicating the correct meaning of the objects of explanation:



Figure 2. Memes 3 and 4

Discourse hybridization follows the same criteria, although the linguistic choices depend on the overall structure and communicative value of the messages. Precisely, meme 3 adapts the composition of examples 1 and 2, whereas a culture-bound pop icon is included in meme 4. The ‘Two Spider Men’ scene exemplifies the selection of an alternative approach to pursue a different perlocutionary effect, leaving the fundamental role of multimodality at the time of determining receivers’ inferencing. In fact, the two versions of the superhero evoke equivalence between the represented participants. What is more, since the words “brave” and “coraggioso” are superimposed on the two characters, this would suggest that the two words represent the same thing, eventually revealing to students the right meaning of the English adjective.

Another example of image-macro memes that represent a culture-bound pop icon is in meme 5.



Figure 3. Meme 5

Discourse hybridization encompasses ‘language learning’, ‘humour’ – through the activation of the “normal/violation” and “expected/unexpected” oppositions – and ‘cinema’. The inclusion of the reference to Leonardo DiCaprio from the 2013-movie *The Great Gatsby* is actually a proof of the extreme importance that intertextuality has in the production, consumption and dissemination of memes. As is described in the literary review (within the “Introduction” above), memes are peculiar type of texts relying upon the creation of virtual communities of practice, whose members have in common interests or knowledge of specific aspects of pop culture. This trait is vital for the determination of the success of some creations, for replicability – which is what triggers a ‘viral’ diffusion – is a direct consequence of the accessibility of the represented participants to the implied receivers. Indeed, the previous examples do confirm this feature, insofar as memes 1-3 depict the ‘confused cat’ and the ‘confused man’, both popular framework of other creations, whereas meme 4 resorts to one of the most famous fictional characters. Additionally, the reference to other media and audiovisual texts confirms the role of “self-referentiality” (Mangiron 2010) to trigger the receivers’ amused response and activate that sense of community that is typical of online interactions through media such as memes, short videos, or video games. Besides intertextuality, the imitation and adaptation of the conventional structure of the text types under discussion are revealed by the reproduction of that vertical juxtaposition that is found in the three examples above. The object of explanation is, again, followed by its meaning, although a sort of functional adaptation, rather than imitation, is found in meme 5. First of all, the message at the bottom of the frame includes the right meaning of “terrific” and not the wrong one, as happens in memes 1, 2 and 3. Secondly, the English word is part of a whole sentence, which is expected to lead to a case of ‘multimodal compensation’ between DiCaprio’s face and what is written, the latter being thought of as if it were the character’s utterance. It follows that the message should be interpreted by considering the man’s satisfied expression, attributing it to the denotative dimension of the captions. The gist of the interpretation process is that Jay Gatsby knows the appropriate meaning of the adjective – namely, he knows that when people tell him “you are terrific”, they do not mean that he is a “terrifying” or “horrific” person (the wrong meaning of the false friend, which Italian native learners may presume). They find, instead, that he is “great” or “wonderful”. In order to access the appropriate inferencing, addressees have to follow the vertical development of the

multimodal composition, associating the above sentence with the actor's face, and then both with the written ending.

False friends are only one of the two classes of objects of explanation. The other is represented by the pronunciation of some words, as is now going to be illustrated.

Memes about Pronunciation

Three memes are dedicated to the explanation of the correct pronunciation of some words. In them, discourse hybridization is activated between 'language learning', 'Phonetics' and 'cinema', thus corroborating what was said in the previous section about intertextuality in the examined text types. Pronunciation is not signalled through transcriptions by means of the International Phonetic Alphabet. This is justified by the fact that these memes address general viewers, who may not be able to read more technical transcriptions. Hence, pronunciation is communicated by inserting different stressed vowels in the written messages that open and close the multimodal compositions of memes 6-8 below:



Figure 4. Memes 6, 7 and 8

In compliance with their essence of being an adaptation of the conventional structure of image-macro memes, the examples preserve the realization of the vertical juxtaposition of words and pictures, which is meant to trigger the appropriate interpretation. As concerns the extralinguistic dimension, the 'cinema' discourse is visible thanks to the representation of the character of Hermione, from the *Harry Potter* series. Her inclusion is not strictly dependent on the topic of the memes or on the disciplines or objects of explanation. She was picked because of her posture, which is meant to indicate that she is acting like a teacher. Due to the latter intentionality, Hermione is expected to be considered by recipients as someone that is explaining how

to pronounce words, thus reminding viewers of being in class – and, in fact, the right pronunciation is foregrounded and precedes the non-standard one.

The eight texts presented above were the objects of the series of lectures involving three groups of Italian high-schoolers. Those recipients were also the participants to the earlier phases of an ongoing reception study, which is briefly explored in the following section.

Earlier Results of Reception Study

The three groups of secondary-school students, who were involved in the “POT Prometheus” project at the University of Salento, were submitted an anonymous questionnaire to evaluate the function of the texts that they had watched. After giving some preliminary information, such as their age and previous knowledge of English, they had to reply some open questions, revealing what aspects of the multimodal compositions they appreciated, and adding their general impression. This reception study is still in progress, with the intention of expanding the range of subjects by involving students from other schools and regions (the respondents, to date, mostly come from the Apulian district of Lecce, where the University of Salento is located), as well as participants of different age and having different levels of English knowledge.

The data collected so far indicate that students appear well-disposed to deal with English through memes. In fact, they appreciate the possibility of creating other versions of the sources, confirming the value of imitation for the success of these text types. One of the qualities that subjects praise is – as one of them claims – that “[t]hese memes provide a scientific definition”, which is a practice “that you don’t usually find in these texts”. According to another respondent, “Hermione’s image and the other images will help” students remember the things that they read. The latter evaluation is validated by another comment. The author acknowledges that he “didn’t know what” a word means before watching the creation on the part of our university students. Finally, general consensus is communicated about the inclusion of culture-bound pop icons and images from movies and other audiovisual products, as can be read in the following answers: “The animal’s image is perfect!” and “I’ve watched DiCaprio’s face on other memes, and I love associating it with false friends”.

So far, the results seem promising indeed, but only further research will complete the research hypothesis testing and will attest the positive response that is emerging.

CONCLUSIONS

This paper has reported on the “Memerizing” model, which was devised at the University of Salento as a way to propose innovative, receiver-based strategies of specialized-knowledge reformulation, such as connoting memes as tools that can help students and teachers. This model exploits those processes of genre and discourse hybridization whereby modern sitcoms, documentaries and video games try to produce multimodal compositions that can make specialized knowledge or objects of explanation more accessible to general audience. The focus on recipients is paramount in the development of modern strategies of education and popularization, such as the “Memerizing” model, and is evident from the tendency to choose those structures that are more likely to attract viewers before increasing their knowledge.

Development of this research coincides with enhancing the production and descriptive framework of “Memerizing” strategies, even by borrowing tendencies and methodology from other technological fields. Under this light, an important contribution may come from the ‘IFTTT’ approach that is used in technological automation. The label ‘IFTTT’ means ‘If This Than That’ and, after collecting more examples of “Memerizing” strategies, its application could be adopted and adapted to illustrate the reasons that guide authors towards triggering peculiar interpretations on the part of viewers. This approach would be rendered as ‘If This [specific meme is produced by senders] Than That [specific interpretation would be prompted in receivers]’. Besides the “Memerizing” model, though, the elaboration and production of innovative pedagogic strategies are essential to cope with the development of educational settings and teaching techniques. The diffusion of knowledge, in fact, has become multimodal and even portable, taking the shape of something that can be propagated through online communities and networks. And propagating alternative text types online can hopefully contribute to a qualitative improvement of the features and aims of the exchanges that take place over an Internet connection.

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SEMANTIC PERSPECTIVE ON ADJECTIVES OF QUANTITY IN BANGLA

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ABSTRACT

In various approaches to the structure of natural language, adjectives are categorized as modifiers of quantity and quality. The notable research on the semantics of adjectival quantification includes Kayne (2005), Szabolcsi (2010), Morzycki (2013), Cinque (2014), Coppock et al. (2020) etc. Solt (2009, 2015, 2016) has examined the syntactic distribution and semantic features of the adjectives of quantity in English. According to Solt (2009) “Adjectival quantity words” or “Q-adjectives” (e.g. *many, a few, a little, less, most* etc.) occur in a varied range of syntactic structures (e.g. quantificational, predicative, attributive, differential or adverbial positions) and evidently entail several semantic features. The Adjectival quantification in natural language comprises proportional (*most, more than half*) and degree (*much, less*) modifiers. The Adjectival Quantity words in Bangla occur in various syntactic positions and encode a range of semantic features. Some of the quantificational adjectives in Bangla are /ɔnek/ (many); /ektuk^hani/ (a little bit); /ɔlpo/ (less) etc. Moreover, this paper highlights the issue of scope ambiguities that arise when the Adjectives of quantity and quantifiers occur together in Bangla. Therefore, this paper aims to provide a comprehensive semantic mapping of the Quantity Adjectives in Bangla and examine the differences between the semantic distribution of quantifiers and Adjectives of quantity in Bangla.

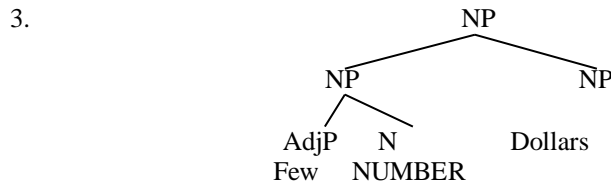
Keywords: *Adjectival Quantification; Language; Linguistics; Semantic Perspectives; Syntax-Semantics Interface*

INTRODUCTION

The structural distributions of quantificational adjectives are much broader than other attributive adjectives and they not only quantify over a set of entities or objects but also they quantify over differential and comparative entities/objects and “sets of degrees” (Solt, 2009). The adjective quantity words in Bangla encode a range of semantic features. (e.g. existential quantification, modifiers of comparative adjectives, partitives etc.). Therefore, the adjective quantity words diverge from other attributive adjectives (e.g. *tall, numerous* in Hackl (2000)). They are not restricted to the determiner or degree modifiers that they modify. Examples of quantificational adjectives in English are *many, few, much, little* etc., in French are /beaucoup (de)/ (many), /peu (de)/ (few), /moins (de)/ (less), trop (de)/ (much) etc. Other than that in South Asian languages, such as in Hindi, examples of quantificational adjectives are, /bahut/ or /bahut sara/ (much/a lot of), /t^hoḍā/ (little), /kuch/ (few) etc, and in Indonesian, these are /banyak/ (many), /beberapa/ (some), etc. (Dalrymple and Mofu, 2012). Quantificational adjectives in Bangla include a range of adjectival quantity. For example, /ɔnek/ ‘many’, /beši/ ‘more’, /kœkta/ ‘a few’, /kɔm/ ‘less’, /kic^hu/ ‘some’, /ektu/ ‘a little’, /ɔlpo/ ‘a little’ etc.

Literature Review

among related questions. Kayne (2005) puts forward an analysis of Q-adjectives *many* and *few* as modifiers of an unpronounced noun number:



Szabolcsi (2010) cites Landman’s (2004:33) proposal on Adjectival Quantification. Landman claims that numeral expressions are not determiners but cardinality adjectives. Following this hypothesis, in a phrase like *two dragons*, a set of Dragon (x) does not denote a set of individuals, as in First-order logic. The set of Dragon(x) denotes the set of all the dragon-sets. Then the “cardinality adjective” *two* picks out those dragon-sets that have two elements respectively. However, the problem arises when “this is combined with a null determiner or a closure operation that existentially quantifies over sets whose cardinality is specified by a non-increasing numeral expression” (Szabolcsi, *loc. cit.*), for example, *at most two dragons*. Contrary to this, Partee (1986), Winter (2000, 2001), and others claim that numerals are essentially cardinality modifiers, irrespective of whether they are adjectives or nouns.

Solt (2009, 2016) has explored the structural distribution of adjectival quantity words and argued that the “Q-adjectives” occur in broader range of syntactic positions in contrast to “ordinary quantifiers (cf. *every/most/no student(s)*).” The quantifiers in natural language generally occur as determiners but not as predicates. She has also pointed out the differences between the semantic distribution of quantifiers and “Q-Adjectives” in English. According to Solt (2009) “Adjectival quantity words” or “Q-adjectives” (e.g. *many, a few, a little, less, most etc.*) occur in a varied range of syntactic structures (e.g. quantificational, predicative, attributive, differential or adverbial positions) and evidently entail several semantic features. The Adjectival quantification in natural language comprises of proportional (*most, more than half*) and degree (*much, less*) modifiers.

According to Szabolcsi (2010) counting quantifiers occur as Predicate Operator (PredOp). Bagchi (2014, 2017) has proposed the analysis of ‘scalar’ quantification of /onek/ (many) in Bangla and gives an account of where it occurs also as a “quantifier adjective”. Some of the other notable research on the semantics of adjectival quantification includes Kayne (2007), Solt (2015), Szabolcsi (2013), Morzycki (2013), Cinque (2014) etc. In this study, the various examples of Adjectival Quantity Words in Bangla are discussed and their syntactic and semantic analysis is examined.

METHOD

The research methodology is largely deductive with some induction based on the data which is collected adequately based on the research questions. The empirical data is primarily drawn from my linguistic judgements as a native speaker of Bangla with ample additional examples, compiled in consultation with other native Bangla speakers as well as from textual sources when needed. The data is verified against the introspective judgments of the Bangla speakers located in both Delhi and Kolkata in

India, including both monolingual and multilingual speakers. Moreover, the data also includes relevant reference data collected from mass media (such as audio and video interviews and podcasts). Necessary textual data is collected from literary texts and newspaper and blog articles in Bangla.

FINDINGS AND DISCUSSION

Syntactic Positions of Adjectives of Quantity Words in Bangla

The Adjectival Quantity words in Bangla occur in various syntactic positions and encode a range of semantic features. The distribution of quantificational adjectives is broader than that of quantifiers or other kinds of adjectives (attributive adjectives, partitive modifiers etc.) Bangla adjectival quantity words can also occur with indefinites and quantifiers. Some of these adjectives of quantity words in Bangla in different syntactic positions are instantiated in the following:

4. **onek lok** mela_{te} eseche
 onek lok mela -_{te} eseche
 many people fair -loc. come.perf.3rd.
 'Many people have come to the fair.'
5. bati _{te} **ektukhani** du_{dh} ache
 bati -te ektu khani du_{dh} ache
 bowl -loc. a little bit milk be.aux.pres.
 'There is a little bit of milk in the bowl.'
6. ami **onek khūje kichu boi** pelam
 ami onek khūje kichu boi pelam
 I much search.perf. some book find.perf.
 'I have found some book after searching a lot.'
7. Ramer **onek kom** bond_{hu} ac^he
 Ram -er onek kom bond_{hu} ache
 Ram -gen. many less friend aux.
 "Ram has much fewer friends."
8. aj **aro olpo lok** melate ashbe
 aj aro olpo lok mela -te ashbe
 today much a little people fair -cls. come.fut.
 'Today, much lesser people will come to the fair.'

These are the examples of Adjectival Quantity words in Bangla, in example (3) and (4), we can observe that Adjectival quantity words are further modified by quantifiers like /kichu/ (some) and /aro/ (a little more). As these following examples show, the adjective quantity words in Bangla can occur in various structural positions:

- | | | |
|-----|--|--------------------|
| 9. | onek lok mela _{te} eseche
onek lok mela - _{te} eseche
many people fair -loc. come.perf.3rd.
'Many people have come to the fair.' | [Quantificational] |
| 10. | Ramer bondhu onek
Ram -er bondhu onek
Ram -gen. friend many
'Ram's friends are many.' | [Predicative] |
| 11. | Ramer onek bondhu ache
Ram -er onek bondhu ache
Ram -gen. many friend be.pres.
'Ram has many friends.' | [Attributive] |

12. **eksor ñek kòm** chele klase esheche [Differential]
 eksor ñek kòm chele klas -e esheche
 hundred many few boy class. -loc. come.perf.3rd.
 ‘Many fewer than 100 students have come to the class.’
13. **ami ñek khūje** kichu boi pelam [Adverbial]
 ami ñek khūje kichu boi pelam
 I much search.perf. some book find.perf.
 ‘I have found some book after searching a lot.’

The above examples illustrate the syntactic distribution of the Adjective Quantity word /**ñek**/ (**many**) in various types of syntactic phrases in Bangla, and how this Q-Adjective (Solt,2009) encodes the different scope readings of these phrases.

Bangla adjectival quantity words can also occur with indefinites and quantifiers. In Bangla we can observe several quantificational indefinites that quantifies over entities/individuals, time and place. The quantificational indefinites include, /*keu*/ (someone), /*karo*/ (someone’s), /*kauke*/ (someone+ acc.), /*kic^hu*/ (something), /*kono*/ (someone), /*kothao*/ (somewhere), /*kòk^hono*/ (sometimes), /*kono din*/ (someday) etc. Following are the examples of Bangla sentences that include both adjectival quantity words and quantificational Indefinites or modified numerals:

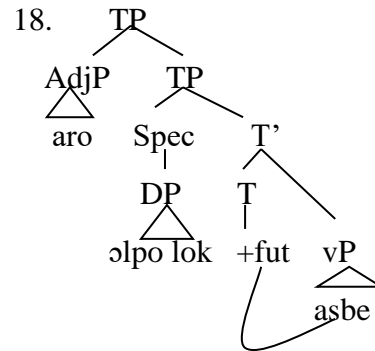
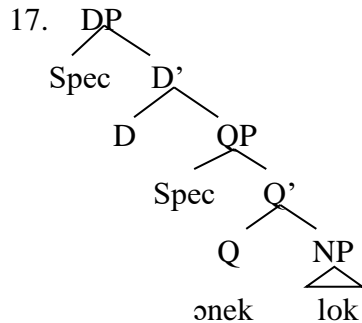
14. **aj aro** lok melate as^hbe
 aj aro lok mela -te as^hbe
 today much people fair -cls. come.fut.
 ‘Today, more people will come to the fair.’
15. **ami ñek k^huje ekta** boi pelam
 ami ñek k^huje ek -ta boi pelam
 I much search.perf. one -cls. book find.perf.
 ‘I found one book after searching a lot.’
16. **Ram kauke dōšer opore** nōmbor đayəni
 Ram kauke dōš -er opor -e nōmbor đayə ni
 Ram anyone ten -gen over -loc. marks give.perf. neg.3rd
 ‘Ram has not given anyone more than 10.’

In these examples, adjectival quantity words have scope relations with quantificational indefinites in Bangla. Quantificational indefinites are ambiguous between their quantificational status and referential function (Fodor and Sag, 1982). So, the “scalar interval” (Szabolcsi, 2010) of the quantificational adjectives in relation to the referential function of indefinites will be significant to look into. For my study, I will investigate into the quantificational adjectives in Bangla and examine how the scope ambiguities between the quantificational indefinites, quantifiers and cardinal numerals in Bangla can be resolved by second-order predicate calculus. Therefore, my proposed study will seek to arrive at a semantic account of the interaction between indefinites on the one hand and quantificational adjectives or modified numerals on the other, in Bangla.

Syntactic Structure of Adjectives of Quantity in Bangla

The structure of the quantificational adjectives are ambiguous between when they occur as arguments of nominals in direct cases (e.g.1 &2) as opposed to when they

occur in isolation in adjunct position (e.g. 3&4). The derived syntactic structure of the AdjP in example (1 & 4) is the following (Bhattacharya (1999), Kayne (2005)):



Semantics of Adjectives of Quantity Words in Bangla

The adjective quantity words in Bangla, such as /onek/, /aro/ etc occurs as comparative marker when they modify the quantificational or degree adjectives. (e.g. 4& 8). In these instances, the Q-adjectives behave different than quantificational adjectives [+adjacent, ±count]. It is reported that the Sanskrit counterpart of /onek/, i.e. /oneka/ is also used in the learned register of Telugu (Bagchi, 2017). There also a reduplicated form of /onek/, i.e. /onekanek/ which is used in Formal register of Bangla to encode distributive plurality.

Issues of Plural Agreement in Adjectival Quantification in Bangla

The adjective quantity words in general do not ‘Agree’ with the nominals. However, in some instances there are overt plural agreement marker /-ra/ (Biswas, 2013), for example:

19. onek chelera jara boita poreche setar prosonsha koreche
 onek chele -ra jara boi -ta poreche setar prosonsha koreche
 many boy -plu.rel. book-cls. read.perf. corel. admire aux.perf.
 ‘The many boys who have read the book have admired it.’
20. olpo lokera ei sinemata dekheche
 olpo loke -ra -i ei sinema -ta dekheche
 a few people -plu.-foc. this cinema -cls. see.perf.3rd.
 ‘Only a few people have seen this cinema.’

The implicit concord between the adjective of quantity with the nominals of kinds can be observed in the example (2). In the adjectival phrase /ektukhani dūdh/ the quantity adjective occurs with mass noun. Similarly, /ektu/ ‘a little’ also occurs with mass noun. However, /onek / occurs with both mass noun and count nouns, as for example, /onek lok/ ‘many people’, /onekta dūdh/ ‘a lot of milk’. Here, the classifier /-ta/ and /-khani/ occur with these adjectives of quantity when they quantity over the mass nouns and they encode the nominals as i-sum object. (Winter& Scha, 2015).

CONCLUSION

Therefore, this study aims to provide a comprehensive distribution of the Quantity Adjectives in Bangla. Some of the quantity adjectives occur as direct

quantificational modifier whereas, others occur as comparative marker in adjunct position. This study also highlights the key structural differences between quantifiers and Adjectival quantity words in Bangla. Some of the quantificational adjectives occur with overt plural marker and classifier. In addition to that, the adjectives of quantity in Bangla encode a range of semantic properties, such as scalarity, plurality and unrestrictive quantification.

Suggestions for Further Research

The adjectives of quantity words in Bangla have the semantics of degree predicates, both of the properties of quantifying determiners and of (ordinary) adjectives. This paper highlights their occurrence in quantificational, predicative and attributive positions, but also at differential positions. The similar semantic analysis which is required to capture the differential use of Quantity-adjectives also accounts for the operator-like behaviour of *few* and *little*. This study illustrates the semantic notions of degrees and scales in the semantic analysis of quantity expressions with cross linguistics data. There are a number of ways that natural languages encode quantity, such as, via expressions that denote degrees and those that denote generalized quantifiers over degrees (or equivalently, predicates of scalar intervals). Further research on this topic of inquiry can thus build on to recent findings showing the relevance of semantic perspectives to the structure, distribution and interpretation of adjectives and other lexical items.

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THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS' PUBLIC SPEAKING SKILLS FOR A SUCCESSFUL PERSUASIVE SPEECH

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ABSTRACT

The COVID-19 pandemic has challenged all teachers and students for a more collaborative and creative way in achieving the learning outcomes set in the beginning of the semester. This also has brought a significant change in English classrooms. On one hand, the teacher cannot closely and directly assist as well as monitor the students when they are doing the tasks while on the other hand the students also need sufficient time and guidance to prepare and finalize the project before they upload their persuasive speech to YouTube. The Classroom Action Research (CAR) conducted in this Public Speaking Class described the implementation of the Project-Based Learning (PBL) in two cycles with six major steps (project preparation, planning, acting, observing, reflecting, and project evaluation). Students' questionnaires, peer evaluation forms, and grades were the instruments used for data collection. The results from the pre-test and post-test have shown students' public speaking skills improvement as the average score pre-teaching was 67.6 while post-teaching after the first cycle completed was 74.4. The results of the second cycle post-test rose significantly to 82.8. Yet, it showed that the success indicator was accomplished. It can also be concluded from the results and discussion that PBL can also be effectively employed in this distance learning era to be a recommended active learning model as it does not only improve public speaking skills but also promotes the integration of social and technological skills.

Keywords: *Persuasive speech, Project-Based Learning (PBL), public speaking skills,*

INTRODUCTION

COVID-19 pandemic has turned the world upside down and challenged all teachers and students to take the necessary steps and do whatever it takes to ensure that the learning outcomes set at the beginning of the class are still possible to be achieved. As students were scattered, they were asked by their parents to go back to their hometown and being away from school, learning activities including the English Public Speaking class had to be modified. Yet, a more communicative learning approach is employed to provide learners with various opportunities to speak confidently to achieve the targeted goal even though they are not learning inside the classroom with the teacher's assistance (Halimah, 2018; Salim, 2015). Considering the fact that students might have difficulties in practicing the language, speaking English can be very challenging as well as frightening for students. This then leads to students' anxiety in learning English as a foreign language (Duxbury and Tsai, 2010). Kayi (2006) stated that speaking English is the productive skills in the oral form and this skill will be beneficial for the learners they will need this for communication. Having authentic language learning situations is significant and should be sensibly prepared to aid

students' in developing their communication skills while they are becoming independent learners (Alharbi, 2015; Leong & Ahmadi, 2017).

Project-Based Learning (PBL) is then chosen as the most appropriate strategy to solve this problem as it deals with student's projects or activity which aims to improve students' public speaking skills. Furthermore, it also functions as a means of learning for students to enhance their knowledge, competency, and attitudes (Bell, 2010; Patton, 2012; Poonpon, 2011; Maulany, 2018). Yet, this project work is assigned to be done both individually and cooperatively which requires students to investigate the assigned topic and creatively present it as the final product to be published online referring to what Patton (2012:13) has stated that PBL is a method that facilitates students in designing, planning, and carrying out the project that exhibits the project results. “

Furthermore, PBL utilizes complex tasks that are based on stimulating questions or problems which require students to exercise their skills in designing, planning, problem-solving, decision making, communicating, collaborating, and terminating in the final authentic products or in this case persuasive speech presentations (Patton, 2012). In PBL students are engaged in focused communication to accomplish their project work as authentic activities so that they could use the language in a fairly natural setting and participate in eloquent activities which require them to sharpen their English language skills (Bell, 2010; Brown, 2015).

Other issues experienced during project preparation are students' confidence and anxiety when they are delivering their speech while in delivering a persuasive speech, they need to show confidence and ability to engage and convince the audience (Kayaoğlu & Sağlamel, 2013). Hence these projects also aim to assist students in improving their self-confidence and easing their anxiety to be a better public speaker who is able to speak confidently, naturally, and convincingly.

Literature Review

According to Patton (2012), students are in charge of designing the project and do the necessary planning to enable them to carry out the project in PBL. In this method, it is believed that when students are given the liberty to decide their own project, they would be more actively engaged in the project and in the learning process as a whole. Bell (2010) further elaborated on the stages of implementing PBL. The first stage is speculating as the teacher provides the options/alternatives of initial project topics to be discussed further with the students to venture potentials that will lead to the project. The second stage is designing activities for the project which refers to organizing the project's activity structure such as forming the group, assigning the role, and gathering related information. The next stage is conducting the project activities meaning that students carry out what they have planned and designed in the preliminary preparation. In this stage students also have discussions and consultation both with their peers and the teacher. The last stage is the evaluating stage which refers to the assessments and evaluation of project organization, problems, or challenges encountered during project preparation, students' attitudes toward it, self-evaluation as well as evaluation from others.

Meanwhile, Poonpon (2011) shared the similar stages of PBL which starts with the essential question (teacher is also in charge of organizing resources including providing alternatives for topics and deciding strategies for grouping). Then, the second

one is the project launching in which the students' interests are stimulated by the introduction of project description followed by the project's structuring which includes determining the rules, making the timeline, and designing the suggested procedures for the project. The next stage is creating the project as in this study, the project is delivering a persuasive speech. The project conclusion is the last stage in which the students have the opportunity to present their final product and the teacher could conduct assessment and evaluation. This stage is followed by self-reflection on the project progress and learning process. In this stage, students are stimulated to share their thoughts and feelings about their project's strengths and weaknesses.

Bas (2011) and Bell (2010) claimed that there are various advantages of PBL implementation in learning English, such as it provides contextual and meaningful learning activities, PBL creates an optimum setting for students to practice the English language, PBL requires yet encourages students' active participation in carrying out the project and engagement in learning activities as a whole process, PBL boosts students' motivation, interest, and enjoyment, PBL promotes and improves students' collaborative skills through the social learning process, Last but not least, PBL also provides a great opportunity to improve students English language skills and proficiency. Hence, Poonpon (2011) and Susyetina (2019) found that doing a semi-guided speaking project can help students to be more conscious of their English proficiency and encourages students to advance their English skills in real-life situations.

METHOD

This study employed a Classroom Action Research (CAR) as it aims to improve students' public speaking skills in delivering a persuasive speech posted on YouTube. There were eighteen students involved as the subject of this study. They were in their second semester of English Language Education Department (ELED) at Universitas Kristen Duta Wacana (UKDW) Yogyakarta. Referring to Creswell (2012) on educational research which comprises planning, conducting, and evaluating quantitative and qualitative research, this study adapted the cycle model by Ferrance (2000). CAR employed here is the classroom research carried out to disclose students' problems in learning speaking and solving that problems, as well as to improve students' presentation and success in delivering a persuasive speech. First, observation is done to collect data on students' attitude, speaking, and involvement during the project work and the online/distance learning. Then, the students did the online questionnaire in order to get the information on students' problems and learning motivation in the public speaking class. At the end of treatment, the questionnaire was employed to examine the changes and improvement of students' speaking skills and motivation. Pre-test and post-test were conducted to examine and measure students' speaking skills improvement. To analyse the quantitative data collected, a statistical descriptive method was employed to find out the mean, minimum and maximum score of the pre-test, post-test 1 in the first cycle, and post-test 2 in the second cycle.

The study was conducted in two cycles in six months from April - June 2020 with six major steps. The first was the preliminary preparations as students completed the self-assessment form and wrote their speech outline. Then in the second stage, students did the planning for their speech draft and compiled references to the related

topic. The teacher assigned speech draft review as a pair work and submitted the completed rubric to make sure that each student contributed to their partner's work in a constructive way. The third stage was having a speech simulation and followed with speech observation in stage four. After conducting the online observation, students then write reports and reflect on the notes they got from the peer evaluation and the teacher's feedback in stage five. Finally, in stage six, students did the evaluation, they revised and finalized their video to be uploaded to YouTube. Students' self-assessment questionnaires, peer evaluation forms, and grades were the instruments used for data collection. Figure 1 shows the details of activities conducted during the implementation of PBL.

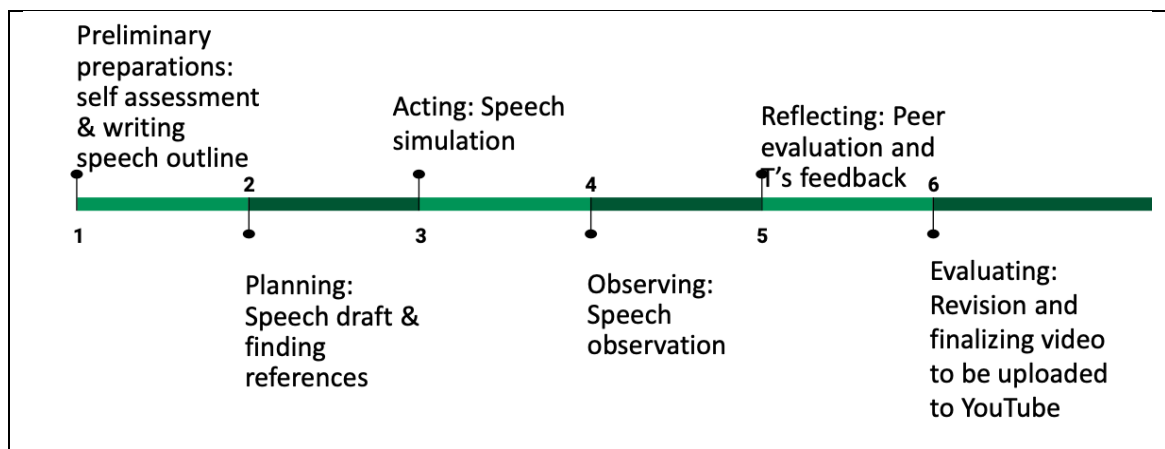


Figure 1. The Implementation of PBL

In determining students' success, students' video presentations are examined based on their attained score. Referring to the pre-test result, 22% of the students got the score below 60 implying that they were not able to reach the lowest passing score that is $C \geq 60$, while the mean score was 67.6 with score range of 0-100. Hence, this study aims to facilitate students in upgrading their public speaking skills and scores by getting a minimum score of 60 © to be administered as a success.

FINDINGS AND DISCUSSION

In this study, it was found from the pre-test results that the students not only lack vocabulary and grammar but also lack the self-confidence to speak in front of the audience even when the students have to record their speech and publish it to the public. Other problems faced by the students are pronunciation, fluency, body language, gesture, and mastery of subject matters or comprehension. Some students added that they are also afraid of being judged and laughed at. The pre-test was about making an introduction video and it was found that some students were still struggling in improving their public speaking skills as they are poor in vocabulary and grammar. It can be observed from Table 1 that the mean of both components was 62.3 points.

Table 1. Mean of Speaking Components in the Pre-Test

No	Components	Score
1	Pronunciation	65.4

No	Components	Score
2	Grammar	62.3
3	Vocabulary	62.3
4	Fluency	76
5	Comprehension	72

As shown in Table 2, there were only two students who got A- while more than half of the class population were still struggling to succeed. Based on the pre-test video, actually, some students had the potential needed but they lacked motivation, and some were still having problems in expressing their thoughts and persuading people in English with the appropriate strategy.

Table 2. Students' Pre-Test Score Percentage

Range of Score	Grade	Frequency	Percentage
≥ 90	A	-	-
≥ 85	A-	2	11%
≥ 80	B+	3	16.7%
≥ 75	B	4	22%
≥ 70	B-	2	11%
≥ 65	C+	1	5.5%
≥ 60	C	2	11%
≥ 55	D	4	22%

After discussing further with students regarding the results of the pre-test, observation result, and student self-assessment, it was revealed that students were more motivated and showed more effort in improving their public speaking skills. They carefully and eagerly followed the instruction and did their assignments by referring to the six stages of PBL shown in Figure 1. These findings were aligned with the previous studies conducted by Bas (2011), Hung and Huang (2012), and Poonpon (2011). This study also showed notable development in students' speaking skills and scores as an outcome of the PBL implementation. This development was confirmed by the significant rises in the scores attained from the pre-test to the post-test of cycle 1 then to the scores in the final test/ post-test of cycle 2.

Table 3. The Students' Score Achievement in the Final Test

	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
Pre-test	65.4	62.3	62.3	76	72
Post-test 1	70	70,4	70.3	82	79,3
Post-test 2	81	80	81	87	85

The students' improvement can be observed from the results of pre-test, post-test 1, and post-test 2. These results highlighted the benefits of implementing PBL. The mean score of the pre-test was 61.32 points, yet students showed significant improvement on post-test 1 which mean score was 74.4 and 82,8 in post-test 2. It

confirms the fact that PBL implementation in this public speaking class was fruitful to advance students' public speaking skills, especially in this study when the students were delivering persuasive speeches.

Table 4. Students' post-test score percentage in the second cycle

Range of Score	Grade	Frequency	Percentage
≥ 90	A	6	33%
≥ 85	A-	5	27.8%
≥ 80	B+	3	16.7%
≥ 75	B	3	16.7%
≥ 70	B-	1	5.5%
≥ 65	C+	-	-
≥ 60	C	-	-
≥ 55	D	-	-

Table 4 shows the successful implementation of PBL that there were more than 60% of the class population who got A and the rest got B even though there was still 1 student (5.5%) who got a B-. All the students passed the class and not only have they improved their public speaking skills but they also improved their digital literacy skills as they were using various applications and inducing their own creative ways in preparing their persuasive speeches and video presentation. They have been practicing ways as independent learners in which the teacher's role was more facilitative and consultative. Thus, the data above has shown the potential alternatives to deal with students' problems in public speaking, namely grammar, pronunciation, fluency, comprehension and mostly in vocabulary. Students' grade has been better and they have gained more self-confidence, engagement, and motivation as portrayed in Picture 1, some examples of students' projects posted on YouTube.

The Final Project

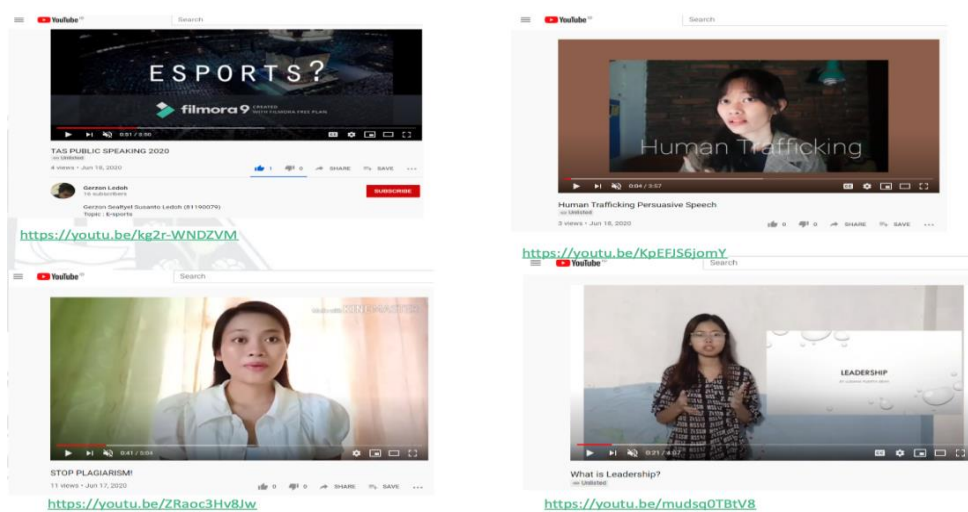


Figure 1. Samples of Students' Projects Posted on YouTube

CONCLUSION

It can be concluded from the results of the study that this implementation of PBL could improve students' public speaking skills, which includes pronunciation, grammar, vocabulary, fluency, and comprehension, as well as students' academic achievement. Students were able to complete the project, from understanding the task and constructing ideas to collaborating with others and finding solutions to optimize their project. The students' score improvement observed in cycle 1 showed that the score increased from 67.6 in the pre-test to 74.4 in cycle 1 then increased 8.4 points to 82.8 in cycle 2. This also confirmed that the success indicator has been surpassed. All students from this class passed and showed positive responses to PBL by actively participating in the learning process and activities from the first cycle to the second cycle. This PBL technique could boost students' learning motivation and confidence. Hence, this PBL technique could be recommended to be employed in the public speaking class as an alternative to teachers and students.

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READINESS AND CHALLENGES OF ONLINE LEARNING FOR LECTURERS IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

Nowadays, the application of technology in teaching and learning process is inevitable. This was intensified due to the increasing issue of the COVID-19 pandemic spread throughout the world. Although integrating technology in education is beneficial, the application of learning technology poses diverse challenges for lecturers. This encouraged us to conduct a research aiming to reveal the readiness of lecturers in the application of online learning in a Foreign Language class; and to find out the challenges faced by lecturers in implementing online learning in a Foreign Language class. The data in this research are taken in the form of questionnaire and interviews with the lecturers selected by purposive sampling and snowball sampling methods. The results showed that most lecturers are ready to teach in Foreign Language class in terms of readiness in using certain platforms, preparing online materials to be easily understood by the students, managing classroom, and making sure to have stable internet connection. Some challenges, including how to make certain course in language skills and how to assess students, are still faced by the lecturers. The results of this research will give input to faculty management so that management can create strategies to provide solutions that can help overcome the problems.

Keywords: *Foreign Language, Learning Technology, Online learning*

INTRODUCTION

The rapid progress in the industrial era 4.0 demands the development of all aspects of human life, including in the field of education. Phenomenon in the field of education is a new challenge because education is no longer focused only on teaching material, but also its management methods in which education is adjusted to meet future needs (Nusantara, 2018). Fulfilling the intended future needs is education that is integrated with technology in accordance with advances in the era of the digital revolution. The use of technology in education requires teachers and learners to be active and creative, so that in this case the use of technology does not contradict with the goals of national education as stated in Act no. 20 of 2003.

Although there are many benefits that can be obtained through integrating technology in education, in reality, the application of technology in learning is not always easy (Muslem, Yusuf & Juliana, 2018; Yunus, Lubis & Lin, 2009; Rabah, 2015; Syamsuar & Reflianto, 2018). The difficulties that arise are very complex and diverse, not only from teachers but also from learners. Syamsuar & Reflianto (2018) state that the challenge in the world of education in the industrial era 4.0 is the difficulty of instilling educational values in students because of the rapid flow of technology. Another challenge according to Rabah (2015) is the lack of support from institutions in terms of infrastructure, equipment, learning resources, and financial

assistance. The challenge from the teacher's perspective is also because of the limited time for teaching and learning activities, but it is not balanced with the availability of facilities and balanced knowledge (Muslem, Yusuf & Juliana, 2018).

On the other hand, if the use of technology in learning is applied properly and appropriately, it will be very useful and help both teachers and learners. For example, the use of an LMS or Learning Management System will facilitate the learning process anywhere and anytime, so that learning is not limited by space and time in class alone (Suryani, 2010). In addition, the technology that is used appropriately will ease the work of the teacher in providing grades and assignments, because it can be done automatically by the system. By applying technology, the need for learning reference sources becomes more accessible.

The application of technology in learning these days is increasingly unavoidable. This has been intensified due to the increasing issue of the COVID-19 pandemic that has spread throughout the world. The rapid spread of the virus has made the Indonesian Government oblige students for SfH (Study from Home) and lecturers for WfH (Work from Home). Through the Circular Letter of the Ministry of Education and Culture No. 262/E.E2/KM/2020, the government emphasized that the learning process be carried out online or offline to reduce the rate of spread of this virus. Therefore, in this emergency condition, the learning process in higher education is recommended to be implemented with a particular approach, such as project-based learning.

By considering the challenges and benefits of using technology in learning system as described above, this study intends to find out the readiness and challenges faced by lecturers in the process of teaching and learning foreign languages integrated with technology.

Literature Review

Challenges in Implementing Online Learning

Learning is a combination composed of human elements, materials, facilities, instruments, and procedures that influence each other to achieve learning objectives (Hamalik, 2014). The implementation of online learning poses several challenges for lecturers and students. Some of these challenges occur not only in the learning process but also outside the learning process.

Obstacles that can occur in the learning process include a decline in the effectiveness of the delivery of material caused by several things. First, because students do not need to open books and search for material manually but by accessing it directly on a search engine, the effectiveness of the material presented decreases because students rely on search engines rather than grind their own knowledge (Silviyanti & Yusuf, 2015). Second, according to Komalasari (2013), the effectiveness of learning decreases due to the absence of face-to-face activities from online learning methods. This results in a lack of interaction regarding understanding of the material. Despite the use of video chat, it was still not comparable to attending face-to-face class. As a result, the student question and answer activity to the lecturer concerned became less effective. This is because good learning process occurs when students ask questions and get clarification — but with online learning methods, this becomes difficult or impossible to do.

Obstacles outside the learning process that can occur include: (1) the lack of digital literacy to access online learning media is a weakness in online learning, even though education has been previously given about the procedures for using these media. This becomes an obstacle for lecturers and students (Muslem & Abbas, 2017; Silviyanti & Yusuf, 2015); (2) Access to internet connection is often insufficient for both lecturers and students (Silviyanti & Yusuf, 2015).

METHOD

The data reported in this article are the findings of the questionnaire entitled "Online Learning Readiness for Lecturers and Students in Foreign Language Learning" was developed to collect data in this study. This questionnaire was modified from a research conducted by Napitupulu (2016). The number of questions asked for each lecturer is 35 questions in the form of a Likert scale with the provisions of the choice of SD (Strongly Disagree), D (Disagree), U (Usual), A (Agree), SA (Strongly) Agree).

The questionnaire was distributed to participants via Google Forms. This study uses an online questionnaire because it is faster and more convenient in reaching geographically dispersed populations, facilitating a faster data collection process (Creswell, 2002).

The data collection process was carried out by using the snowball sampling technique. Snowball sampling involves a process in which the researcher identifies potential individuals who match the needs of the research, in this context, lecturers, then distribute questionnaires to them and ask the participants to pass on to their peers. The questionnaire is sent via email or WhatsApp. This sampling method is suitable for this study because it allows the selection of participants according to the appropriate selection criteria to answer research questions (Bryman, 2012).

Respondents involved in this research are 75 people and came from state and private universities from all over Indonesia. Respondents involved in this study were respondents aged 24-63 years and consisted of lecturers in the following study programs.

Table 2. List of Study Program

No.	List of Study Program <i>Study Program</i>	<i>Respondents</i>
1	English Literature / English Language Education	32
2	Chinese Literature	6
3	Japanese Literature / Japanese Language Education / Japanese Language and Culture	18
4	French Language and Literature	5
5	Other majors	14

FINDINGS AND DISCUSSION

This research was conducted to obtain data related to readiness and challenges of online learning for lecturers in foreign language learning. Based on the research that has been done, the findings obtained are as follows.

Readiness of Lecturers in Online Learning in General

Table 3. Readiness of Lecturers in Online Learning in General

General Online Learning		
No.	Aspects	Average readiness scores (1-5)
1	Lecturers are ready to provide material so that it is easy for students to understand through e-learning	3.9
2	The use of e-learning makes it easy for lecturers to provide material to students	3.8
3	Lecturers are not stumped when speaking in front of the camera	3.7
4	Before the Covid-19 pandemic, Lecturers were already using an e-learning platform in teaching and learning activities in class	3.4
5	Lecturers do not find any difficult to apply e-learning for online teaching and learning activities.	3.4
6	Lecturers enjoy teaching online rather than offline	2.9
	Average aspects of online learning	3.6

From table 3, it can be seen that the highest score of lecturers' readiness in online learning (in general, not to mention specifically foreign language teaching) is on the aspect that lecturers are ready to provide material so that it is easy for students to understand through e-learning with an average of 3.9. While the lowest readiness score is in aspect teachers enjoy teaching online rather than offline with an average of 2.9. This means that although most teachers are ready for the material preparation in online learning, they actually prefer teaching offline.

Readiness of Lecturers in Facilities and Environment

Table 4. Readiness of Lecturers in Facilities and Environment

Facilities and Environment		
No.	Aspects	Average readiness scores (1-5)
1	Lecturers apply e-learning according to course hours	4.1
2	Lecturers have adequate computer equipment to carry out e-learning	3.9
3	Lecturers can manage e-learning anywhere (via smartphones, laptops)	3.8
4	Lectures ensures that there are no distractions when conducting teleconferences with students	3.6
5	Lecturers have fast and stable internet access wherever they organize e-learning	3.5
6	Lecturers have a special meeting room that is used during e-learning so that they are not disturbed	3.1
	Average aspects of online learning	3.7

From table 4, it can be seen that the highest score of lecturer' readiness in facilities and environment is on the aspect that lecturers apply e-learning according to course hours with an average of 4.1. While the lowest readiness score is found in the aspect that lecturers have a special meeting room that is used during e-learning so that they are not disturbed with an average of 3.1.

Readiness of Lecturers in Foreign Languages Online Learning

Table 5. Readiness of Lecturers in Learning Foreign Languages Online

Foreign Languages Online Learning		
No.	Aspects	Average readiness scores (1-5)
1	Lecturers use chat applications to discuss with students about course material	4.1
2	Lecturers look for learning materials on the internet	3.9
3	Lecturers give additional assignments after the teleconference	3.9
4	Lecturers make their own material that is taught to students	3.9
5	Lecturers feel they can create interesting and easy to understand creative content	3.3
6	Lecturers have no difficulty in preparing foreign language proficiency learning materials (writing, reading, listening / listening, speaking) online	3.1
7	Lecturers have no difficulty teaching foreign language skills (writing, reading, listening / listening, speaking) online	2.7
	Average aspects of online learning	3.5

From table 5, it can be seen that the highest score of lecturers' readiness in learning foreign languages online is on the aspect that lecturers use chat applications to discuss with students about course material with an average 4.1. While the lowest readiness score is found in aspect, lecturers have no difficulty teaching foreign language skills (writing, reading, listening / listening, speaking) online with an average 2.7. From the table of lecturer readiness scores above, it can be seen that lecturers are most prepared in preparing the facilities and environment, then preparing for online classes in general, and most recently preparing for learning foreign languages online. It can be seen also that lecturers do not enjoy online learning and find it difficult to teach language skills online.

Lecturers Challenges

Lecturers feel that the most difficult foreign language proficiency courses to teach online are as follows in table 6:

Table 6. Foreign Languages Courses

No.	Foreign Languages Courses*	Respondents
1	Writing	32

No.	Foreign Languages Courses*	Respondents
2	Speaking	29
3	Listening	27
4	Reading	13

* respondent can choose more than one, so that the total can be > 75

Lecturers feel that preparing the following foreign language course material is the most difficult to do online, are as follows in table 7:

Table 7. Foreign Languages Courses

No.	Foreign Languages Courses*	Respondents
1	Writing	24
2	Speaking	21
3	Listening	18
4	Reading	11

It can be seen from table 6 and table 7 that writing course is the most difficult subject in teaching and preparing material for lecturers. There are several reasons for lecturers having difficulty teaching writing courses, including:

1. Related to giving feedback. Writing course requires sufficient time to check student work results because this course focuses not only on student writing ideas, but also language use, so that lecturers need more time to be able to provide corrections. Lecturers also feel too tired to correct sentence sentences & students because they have to keep looking at computer screens or cellphone screens.
2. Regarding foreign languages that have orthographic characters such as Japanese (Kanji) and Chinese (Hanzi). In these two foreign languages, the order in which the script is written can affect the accuracy of writing which can also change the meaning, so that writing courses are somewhat difficult to do online. There is no special application or software that can be used to teach students to write orthographic characters because the current platform is not easy enough to teach writing.
3. Another challenge is that the limited connection and internet data also have an impact on audio quality so that listening and speaking activities are less clear. Online classes are also less interactive because students often turn off the camera so it is difficult to ensure that students have or have not understood the material presented by the lecturer (because the camera is turned off) and the measurability of the results is very difficult to obtain.

CONCLUSIONS

This research concludes that the lecturers do not have serious difficulties in creating interesting and understandable course content, finding, and preparing the materials including the assignment after teleconference. Among all language skills, writing is the most difficult course in terms of teaching and preparing materials for

lecturers due to: 1) difficulties in giving feedback, 2) difficulties in teaching orthographic characters (in Chinese and Japanese), 3) and technical challenge (connection, internet data, and audio quality).

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ANALYSIS OF THE MYTHICAL LANGUAGE AS A REFLECTION OF LOCAL WISDOM IN MINAHASA

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ABSTRACT

Everything present in human life is seen as a form or sign that must be given meaning (Hoed; 2011). Culture is a complex whole involving everything we can observe in humans as social beings (Masinambouw; 1998). Myth or folklore is a cultural product of human creativity that needs to be given meaning through language structures such as words, phrases, sentences, to create a work in the form of a story that is read, understood, and understood by readers. The structure in the language of myths or folklore needs to be studied because it can reveal the patterns of community life which are a set of signs and symbols that contain messages or noble values. Levi Strauss (1963) with the theory of Structuralism states that the meaning revealed through human activities exists in cultural phenomena. Strauss' structuralism (1963) was heavily influenced by language. For him, myth is the same as language. Myth contains messages that are revealed in the story. Just as language is composed of elements such as phonemes, the myth also consists of smaller units called mitemes. The meaning of myth is obtained from the myths which are arranged into one unified whole. This is what underlies this research using Strauss's theory in analyzing the structure of mythical language. Through the analysis of the forms and signs of language structures in myths or folklore, it is hoped that the present and future generations need to know more about the messages contained as noble values. This study will use a qualitative descriptive method with data collection techniques through interviews and literature studies. Interviews can be conducted openly and privately or in a directed and undirected manner (Endraswara; 2009). Myths can be a means to explore noble values through existing messages that are relevant today and in the future.

Keywords; *form, myth, sign, structuralism*

INTRODUCTION

Language as a means of communication is very important in human social life. Masinambow (1998) states that culture is a complex whole involving everything we can observe in humans as social creatures and language is included in it. Language is one component of culture, this shows a very clear relationship between language and culture. The science that studies signs in human life, namely semiotics. This means that everything present in our lives is seen as a sign that must be given meaning. Hoed (2011).

Myth or folklore is a cultural product that needs to be preserved and even preserved because it is one of the riches of a region. The regional Minahasa, known as Tanah Toar Lumimut, is divided into four Minahasa ethnic groups, namely Toulour, Tontemboan, Tonsea, and Tombulu. Folk stories or myths in the Minahasa community which are very well known are the Toar and Lumimut myths, stories with geographical, social, economic, and religious themes that elevate the early life of people in Minahasa. The folklore that is believed and developed in the Minahasa community,

which tells of the early life of the Minahasa people will be analyzed through the form of language in myths. The existing Minahasa folk tales, are connected with the meaning of Minahasa culture so that a study is obtained to enrich the study of language theory which has implications for cultural preservation through the study of Minahasa language and culture in general.

Cultural values that are reflected through language texts in Minahasa myths or folklore need to be preserved because they contain noble values and national wisdom. As a cultural owner, it is appropriate to participate in preserving local cultural values in particular to preserve local cultural values typical of Indonesia which are rich in cultural diversity and contain noble values and national wisdom, more specifically for the people of North Sulawesi who have unique arts and culture. which should be introduced and preserved. This is what makes researchers interested in researching the topic of language preservation through analysis of the form and meaning of the structure of mythical language as local wisdom in Minahasa.

Based on this background, the problem to be answered in this study is describing the form and meaning of language structures in myths or folklore in Minahasa and providing input to local governments in preserving myths or folk tales so that they can survive amid the globalization era that makes regional cultural products are increasingly being eroded and even almost extinct. Thus, this research is expected to support the preservation of regional culture in North Sulawesi in general as well as the preservation of language, arts and culture that is rich in local wisdom.

As previously stated, this research is deemed necessary to explore the form and meaning of language structures in myths or folklore, one of which is the song of Dewi Karema about Toar and Lumimuut because several papers in the seminar discuss the tombulu oral tradition which is almost extinct so it is expected to pass. The results of this research can be used as material for deeper study to produce a product that can be read by various generations as an effort to preserve language, art, and culture in an effort to preserve local culture.

Literature Review

In accordance with the research topic, namely language preservation through analysis of the form and meaning of the structure of mythical language as local wisdom in Minahasa, this chapter will explain several related terms such as language and culture seen from the definitions and concepts put forward by language and culture experts. Sir Edward B. Taylor as quoted by (Zu & Kong, 2009, p. 112) states that culture is a part of human life that includes systems of knowledge, belief, art, morals, laws, and one's abilities and habits. and Kong (2009) underline cultural characteristics that can be learned, given, transferred, or integrated into ways of life, social values , and norms so that culture is dynamic or easy to change.

Wardhaugh (1972) said that the function of language is a means of human communication, both written and oral. Language functions can also be seen from the point of view of the speaker, listener, topic, code, and speaker's message. Halliday (1973) in Chaer and Agustina (2004) states that language can be used to convey thoughts, ideas and feelings both actual and imagined. Nababan (1984) states that culture includes all aspects and elements of human life.

Masinambouw (1985) states that language and culture are two systems inherent in humans. Culture is a system that regulates human interaction in society, while language is a means for the interaction to take place. Koentjaraningrat (1970) said that language can reveal people's culture and means it can reveal knowledge obtained from social behavior. Silzer (1990) in Chaer (2001) states that language and culture are two bound phenomena, or a piece of currency which on the one hand is a language system and on the other is a cultural system, then what appears in culture is reflected in language or vice versa.

Taylor in Zu & Kong (2009) states that culture is part of human life which includes knowledge systems, beliefs, arts, morals, laws, and one's abilities and habits. Folklore as a manifestation of culture has elements of story formation. The elements in this folklore do not stand alone but are related to one another. The existence of a relationship in folklore can be known as the meaning and benefits of society. Myths are folk prose stories that are considered true and sacred by those who have stories. Myths were confirmed by the gods or demigods. Events occur in other worlds or in a world that is not as we know it.

Now and happened in the past. Legends are folk prose whose characteristics are similar to myths, namely that they are considered having actually happened but are not considered sacred. In contrast to myths, legends are characterized by humans, although sometimes they have extraordinary qualities and are often also assisted by magical creatures. The place where it occurred in the world as we know it today because the time in which it occurred was not too past. On the other hand, fairy tales are folk prose that is not considered true by the owners of stories and fairy tales who are not bound by time or place. Bascom in Danandjaya (1997).

According to (Van Peursen, 1976) in Sukendar (2008) Myth is a story that is not only limited to reports of past events but also provides certain guidelines and directions to a group of people. Hoed (2011) in his book explains that signs or forms (which are reflected in someone's cognitive) and meaning (or content, which is understood by humans using signs) thus what is in our lives is seen as a form or sign that has meaning.

METHOD

This study uses a qualitative descriptive method because this research seeks to explore, understand, interpret, and at the same time explain the form and meaning of the language structure of Myths in Minahasa culture which is associated with language, social, cultural, and artistic realities, and economics. There are two stages to be carried out, first collecting myths or folklore in Minahasa through interview visits with people and also with literature studies. Then analyze the language structure of each existing myth or folklore, using the theory of Structuralism Levi Straus (1960). According to Strauss, language is a sign of the rules of the social system, which can see socio-cultural phenomena that express art, rituals, and life patterns. Strauss views social phenomena such as myths, folklore, traditional clothing as a part of linguistic symptoms, so it can be concluded that social phenomena contain certain meanings. The interview method was chosen as a data collection tool because as stated by Rubin and Rubin (1995, cited by Lichtman, 2006), interviewing is "a great adventure" and therefore "it brings new information and opens windows into the experiences of the people. you meet"(p. 118). Interviews can be conducted openly and privately or directed and not directed

(Endraswara; 2009). Interview participants will be drawn from several informants from academia, religion, and society in general who are scattered in several locations who meet the requirements both in terms of professionalism and educational background.

FINDINGS AND DISCUSSION

The following is a synopsis of the folklore, the myth of Toar and Lumimuut (quoted from Denny Yuriandi's book (2015) entitled Folklore from North Sulawesi).

Once upon a time, in the Wullur Mahatus mountains, there was a large, well-shaped rock. At that time of the dry season, the sun's hot rays were scorching hot, shining its rays towards the rock. Because it was so hot, the rock started to sweat, and suddenly broke apart. It turned out that from inside the broken rock appeared an exquisite woman known as Karema. Karema then prayed, asking "Opo Kasuruan Wangko" or God Almighty, to show him where he was. Karema also prayed that Opo Kasuruan Wangko could make friends for him. At that time, without waiting long, a beautiful woman appeared who later became Karema's friend.

Karema gave the beautiful woman the name, Lumimuut because it was created from a sweaty stone. Karema gave a message to Lumimuut, that someday there will be many offspring, therefore Lumimuut must be diligent and tenacious in working. One day Karema ordered the moss to do something. In full obedience, all of Karema's orders were obeyed. Lumimuut was ordered to face the south so that she could become pregnant. He also followed the order, but it had not yielded any results. He was also not pregnant. Furthermore, by Karema, he was ordered to face East, West, and North. All Karema's orders were obediently followed, but had no results. Then Karema read a prayer at Opo Kasuruan Wangko asking that Lumimuut be pregnant. After praying, Lumimuut was ordered to face the south again. Not long after facing south, a very strong wind blew, hit and filled Lumimuut's entire body. He also felt something strange happening to him. It turns out that Karema's wish was granted, and Lumimuut was pregnant.

Lumimuut was well guarded by Karema. Not long after, Lumimuut gave birth to a baby boy named Toar. Toar grew up to be a handsome man, strong and well built. He was educated and nurtured by Karema until he reached adulthood. Toar is a brave man who is not afraid to face the threats of wild beasts that live in the forest. When Toar grew up, Karema said to Lumimuut and Toar, "Now the time has come for both of you to roam around the world." Lumimuut and Toar were given sticks with the same shape but different types of plants. Toar is given a stick made from the tu'is tree while Lumimuut from the tawaang tree.

Karema gives a message, if during your wanderings you meet someone who carries a stick like this, pay close attention to the stick you carry. If the size is the same, it is a sign that you are still bound by siblings. If it is different, it means that you are not tied to siblings and may form one household. When this happens, your descendants will be separated by mountains, hills, forests, but there will still be a desire to be united. Karema's mandate becomes their provision for their journey.

In their wanderings, they both live separately. Toar walked towards the north and Lumimuut went south. On the way, it turned out that the stick under Toar was getting longer, while Lumimuut did not keep getting longer than before. The two of

them kept on walking, crossing forests, lakes, hills and through vast grasslands. Toar and Lumimuut continued walking, separated by a great distance. But in the end after wandering around for a long time, somewhere, at a time, unexpectedly the two of them met. But no longer know each other, because they have long been apart. They both still carry the stick that Karema gave them. Then the two of them compare the sticks that they always carry with them wherever they go. It turned out that their sticks were not the same length, meaning they were not brothers, as Karema had given her message before wandering off. Finally, Toar and Lumimuut agreed to live together as a family. According to the story, by Opo Wailan Wangko, they were given a very large number of descendants who then inhabited the previously empty lands in the Minahasa lands. It is said that according to this story, Toar and Lumimuut were the first or the original Minahasa people.

Table 1. Structure Analysis of Toar and Lumimuut Myth

Column I	Column II	Column III	Column IV	Column V
Karema comes out of Batu which divides				Toar and Lumimuut into husband and wife
	Karema and Lumimuut spoke at the door of the cave.		Mother inserts for seeding and an egg under the right armpit, Father inserts a shell filled with seeds in the left armpit	
Karema facing southwest comes a girl				
Lumimuut facing southwest gave birth to a son (Toar)		Karema facing north, east and south seen rivers flowing into the sea		Husband and wife produce many offspring
	Karema and Lumimuut came out of the cave to pray		Toar and Lumimuut went around the earth, Toar to the right, Lumimuut to the left.	
Lumimuut was born on the opposite hill covered in rainbow colors		Lumimuut was placed by his father and mother in a boat to the sea		

The table above summarizes the syntagmatic and paradigmatic analysis of the myth language structure. Miteme is structured by looking at a series of words as one concept and related to other sentences in a story. Based on the structural viewpoint, the essence of phenomena is the meaning relations of signs with other signs. The structure of language in Myths is the smallest element in myths called mitemes. Miteme can take the form of words or sentences.

Myths or folklore as a cultural product of a region, especially in Minahasa, deserve to be maintained and even developed to be preserved because the culture is also a nation's wealth. It is our duty as citizens to be able to preserve regional cultures through activities in the community, or socialization in schools and can even be used as teaching materials as local content so that it is hoped that the younger generation can still recognize cultural products from the past our ancestors.

CONCLUSION

The theory of structuralism (Strauss) is used to analyze the myths in the mythical stories of the Minahasa area and is arranged in a syntagmatic and paradigmatic way. The mitemes are grouped into events and not events. The relationships that exist in storytelling lead to our understanding in understanding what is contained in a story. Language reflects society itself as well as culture. The sentence structure used in forming the story can reflect the community of speakers. Research and studies on culture are very necessary so that the products of every community culture are maintained and even preserved as the nation's wealth.

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STORYJUMPER: CREATING A DIGITAL STORYTELLING FOR CHILDREN

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ABSTRACT

StoryJumper is an interactive website that helps teachers in creating stories for young learners. It is free and available on the internet. This web digital narrator tool allows teachers to create their own stories and publish it for public. Both teachers and parents can write and illustrate short stories for the young learners. StoryJumper is also an easy platform for the children. It provides various tools for story creation and it is student friendly. During this pandemic, the children are not allowed to come to school, however the teaching-learning activities still must go on. To cope with this situation, both teachers and parents must work hand-in-hand together. One of the ways in helping the children to keep on studying from home is using the StoryJumper. Through this difficult situation, the author involves the eighteen teacher trainees of semester eight to take part in this study. These teacher trainees are prepared to teach English for the children. They make a digital storytelling with their own ideas and publish it online. Data were analyzed based on the interview, questionnaire, and students' work sample. Finally, StoryJumper lets the teacher trainees improve their creativity in creating the story and the technology skills.

Keywords: children, digital storytelling, storyjumper

INTRODUCTION

The COVID-19 pandemic has shocked everyone in the world. Globally, everything must be stopped, schools shut down, workplaces closed and some projects have been delayed. However, students keep on continue studying through online learning and video calls with their teachers. It is one of the best alternatives for students and teachers to keep safety at home. Many schools and universities were not ready for the online classes, anyway. The students who study from home through online learning, they felt to be more stressful because most of them had difficulty in using the online program. The online classes took out the benefits of socializing with their friends and being stuck with assignments. Another disadvantage for online classes is the workload is larger than the regular classes.

Besides, it seems that COVID-19 will last awhile in Indonesia compared to China. In China, it only took months for the government to stabilize. In other words, it was a fast government response, instant lockdown and people follow the rules and the policy of quarantine. Another problems that faced by students and teachers during the COVID-19 pandemic is an internet connection. In this situation, the government should work hard in supporting the education sector by facilitating networks for online teaching.

Personally, the author felt that the online classes are a great alternative to normal in-school classes. The presence of COVID-19 will automatically change the education in the future. Even, the Education and Culture Ministry has prepared some program to

help students and teacher for online learning, especially for those who do not have internet access. Likewise, the program of *TVRI's Belajar di Rumah* and the *Guru Berbagi* platform will support class teachings for good. As time goes by, the online classes will be an excellent substitute for normal classes.

Thankfully, there are some alternatives to online learning in which young learners in less fortunate situations could participate. As pointed by Weck and Yen (2016), a platform called StoryJumper, providing creating technology platform in education that helps to publish the children's story book in a simple way. Both children and parents can work together in creating their own story book during this pandemic. Everyone can be a writer. StoryJumper is one rated site for creating story books. It is a set of tools for authors, parents and children in illustrating and writing short stories for young learners. StoryJumper provides a program for the students to use their imaginations, especially in brushing up on their skills to begin as a writer. Moreover, this platform helps teachers and students in sharing their creation with the class. It is framed to direct and review students' work. Other than that, it also provides strong privacy control as well.

StoryJumper was launched in 2009 for the first time, which allows authors to create fairy tales, adventure stories, photo books, calendars, and treasure maps. Thus, StoryJumper has lots of options and templates for all users. In addition, StoryJumper is a free website where all the tools are provided for everyone who wants to create and publish an amazing story. Everyone can print a small size copy for free. However, StoryJumper has other options if the author would like to make the story more like a real book. It has three options with different price: hardcover book, a paper pack and unlimited digital book. For this reason, the author is intended to share ideas on how to create digital storybooks using StoryJumper.

Literature Review

Weck & Yen (2016) believed that StoryJumper can be a leading education tech platform in publishing story book for children. StoryJumper is a Web digital narrator tool for young students, which is available for free on the internet. In other words, it is an interactive website that gives kids and authors fun tools for writing and illustrating stories. StoryJumper is a platform for sharing books on the internet and it is free to use. StoryJumper also provides the readers to read books already created from the library section. These are the steps how to use StoryJumper:

1. Click on <https://www.storyjumper.com/> webpage.
2. Click sign-up on the home page.
3. Create a FREE account (sign in with Google, Login with Facebook or Choose a username).

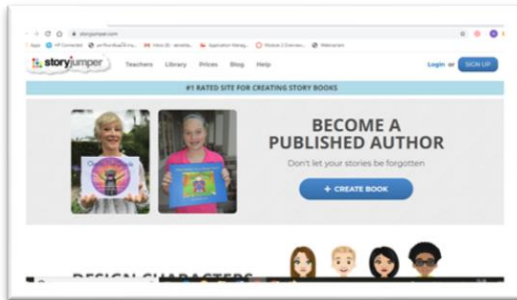


Figure 1. StoryJumper Webpage

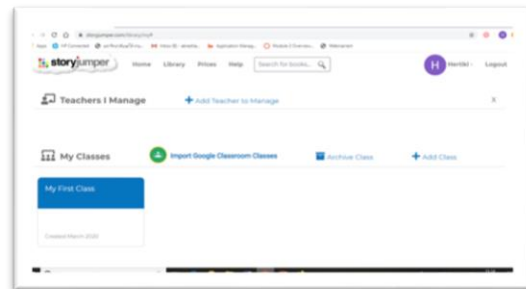


Figure 2. StoryJumper Login

4. Import Google Classroom Students

It aims for managing course work and grades for students in the Google Classroom classes. It also views the course work and grades for classes.

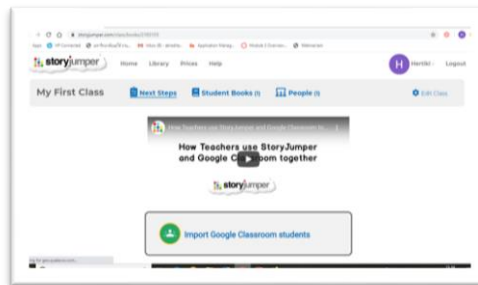


Figure 3. Import Google Classroom Students

5. Choose “My Classes” and “My First Classes”, if you want to create a story book for the first time.

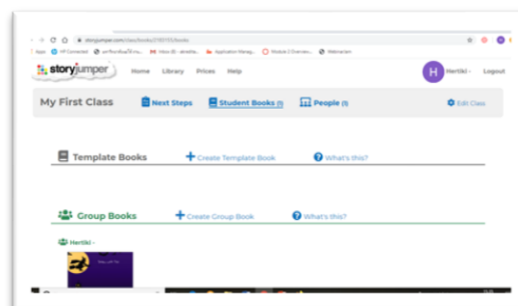


Figure 4. Import Google Classroom Students

6. After choosing the create template book on “My First Class”, the students may pick type of book. There are five options: Blank, ABC’s of ____, All About We, Hero and The Monster Each category has its own design, except for the blank one. Either students or teachers, they may design their own StoryJumper based on the template book.

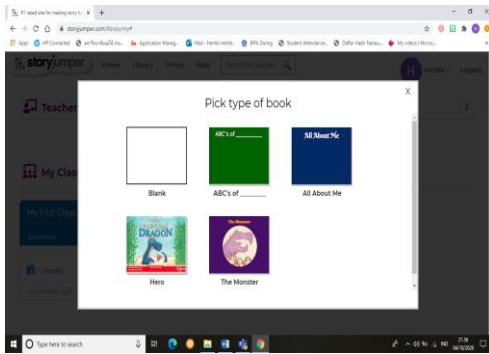


Figure 5. Pick Type of Book

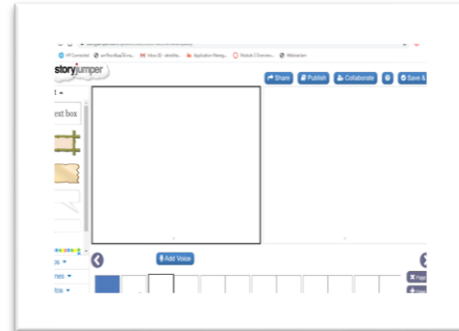


Figure 6. Blank Template

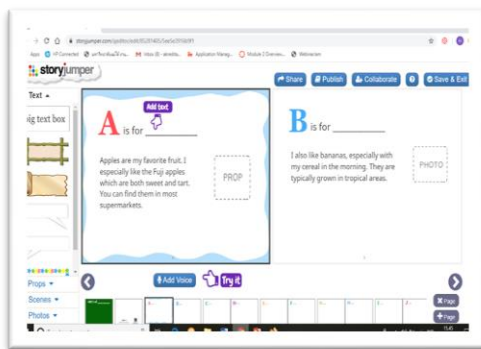


Figure 7. ABC's of _____

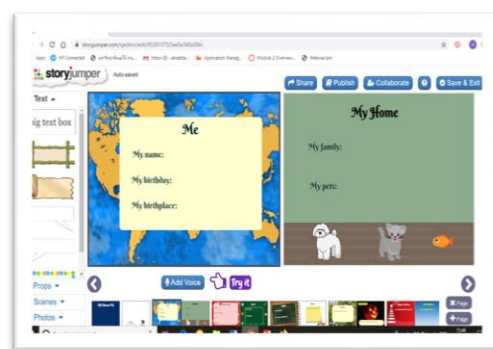


Figure 8. All about Me Template

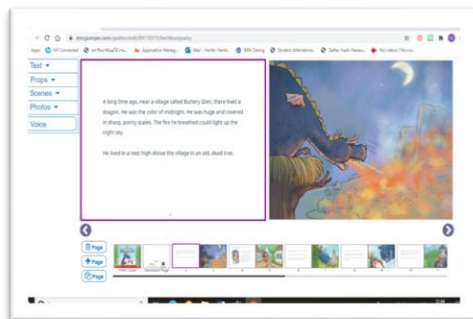


Figure 9. Hero

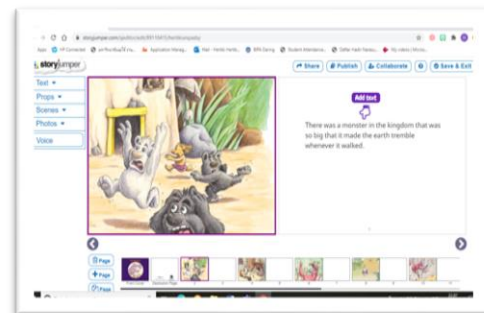


Figure 10. The Monster

In addition, for the Hero template, the children can make their friend as the Hero of this book by inserting the name. Also, for the Monster template, the children may create their own story based on the pictures given.

- Once the students chose the template book, they can write the title of the book, author's name, and also design the color of the cover. After finishing the cover, the students may write dedication messages for the reader.

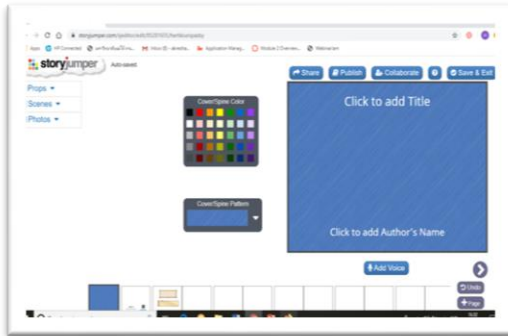


Figure 10. Cover of the Book

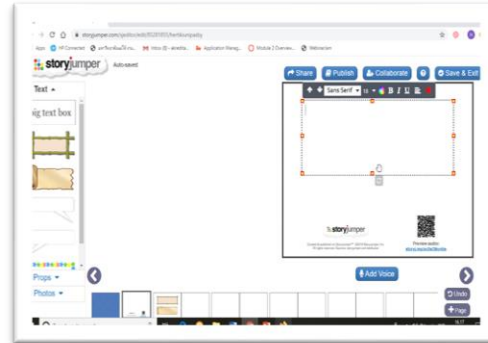


Figure 11. Dedication Message

8. Before writing the story, the students must learn some fruitful information: how to write a text for the story, how to put the props (the design characters), how to put the scenes, how to add photos, and record for the voice reading.



Figure 12. The Story for StoryJumper

9. As the students finished writing the story, they may change the privacy level into public and share the link with the public, family and friends.

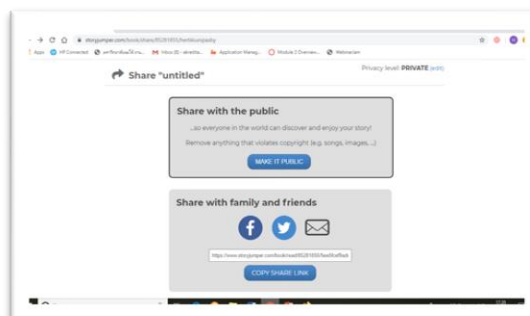


Figure 13. Share the Link

Strengths and Weaknesses of StoryJumper

After knowing all the steps how to use the StoryJumper, there are also several advantages and disadvantages in choosing StoryJumper as an alternative media for

storytelling. These are the advantages of using StoryJumper: (1) create a story about anything by using engaging graphics, (2) help the students to write and illustrate their own stories, (3) it is an app that bring stories to life, 4) it is a great tool for writing centre either on an iPad or computers, 5) it can be as reading centres for the children. Yee & Zainuddin (2018) mentioned also in their research that StoryJumper improved the reading skills among Year 4 primary students in Malaysia. The pupils showed positive improvements in terms of their understanding and responses in reading skills. Another research by Damavandi, Hassaskhah, & Zafarghandi (2018) mentioned that there was a significant difference between EFL learners' writing development before and after receiving the treatment (stories produced via *StoryJumper*). Overall, the learners had positive experiences in using StoryJumper and it considered as a pedagogical tool for the EFL learners' writing enhancement. Moreover, Joanie (2015) pointed out that StoryJumper can be fit for different levels. It offers a selection of background and illustrations with new characters and different expressions. The StoryJumper is a safe tool for the students, and the teacher can control the students' work.

On the other hand, there are also some weaknesses of using the StoryJumper. The disadvantages of using StoryJumper are: (1) a limited variety of scenes and props to use, (2) the readers spend the amount of money for those who want to order a book version of it. Another weakness is when the teacher wrote the story, the StoryJumper does not provide the grammar and spelling checker. Also, it is quite easy to use, but it still needs the help from the teacher, especially for the younger students.

How to Integrate StoryJumper in an ESL Class

StoryJumper is a media that can be integrated into different topics and it is also adapted to the level of English. Some teachers use StoryJumper as a project in creating the story. It can be for a writing activity and also integrating information and communication technologies (ICTs). Pertiwi (2017) also figures out that the students had a lot of fun in creating the StoryJumper project individually. The students have the desire of improving their computer (ICTs) and English skills at the same time. Another example of Joanie (2015), a teacher in an elementary school who teaches grade 5 and grade 6. At first, she uses this StoryJumper to introduce new topics such as sports, fruits, and also for checking student understanding (listening and reading). While in high school, Joanie (2015) also uses StoryJumper on her writing class. She asked the students to create a novel. In short, StoryJumper has lots of fun possibilities.

METHOD

The method for this research is a descriptive qualitative method. The author focuses on obtaining data through interview, questionnaire and teacher trainees' work sample. In using this method, the author tried to get teacher trainees' perception towards to StoryJumper. The products are in the form of online digital storytelling. Furthermore, the StoryJumper products were developed based on the theme so that the reader can gain new knowledge. It aimed to accommodate the young learners in learning English and make the learning easier.

As stated by Romiszowski (1984), the StoryJumper-based teaching media is really appropriate for young learners. Aldoobie (2015) supported Romiszowski's

statement that StoryJumper can be an effective way in creating teaching product for online environment. Before designing a product, there are some phases: (1) the learners' characteristics and their learning styles, knowledge attitude, and intelligences; (2) the learners' competence during the learning process; and (3) the learning materials in develop the competencies. For this stage, the students (teacher trainees) who join the TEYL class tried to design the media using the StoryJumper and focused some several aspects such as content, characters, and the backgrounds. The data were gathered from interview, questionnaire and their work sample. The example of the StoryJumper, created by Nadia (teacher trainees who joined the TEYL class) is presented on figure 14.

Thus, at the first time Nadia tried to design the StoryJumper in which characteristics, background and the attractive colors, and related to the theme of "I Love My Garden". She followed all the steps, starting from the beginning in creating digital storytelling using StoryJumper. After the teacher trainees finished creating the digital storytelling, the author whose role as the lecturer also validates the media and story such as choice of colors, background of music, the display of the products, spelling, the choices of vocabularies and the grammatical mistakes.

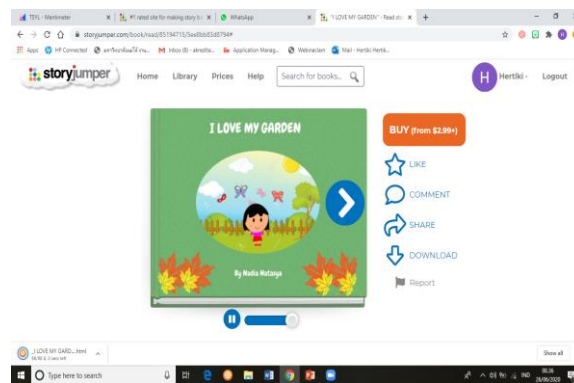


Figure 14. I love my garden

Participant

The participant of this research were eighteen teacher trainees from private university in Surabaya, Indonesia. They were chosen because they are prepared to teach young learners. These teacher trainees were given interview and questionnaire to know their obstacles and feedback in applying the StoryJumper for teaching young learners.

FINDINGS AND DISCUSSION

Findings

The teachers' obstacles and feedback in using StoryJumper can be shown from the table below.

Table 1. The teachers' obstacles in using StoryJumper

No.	Name Teacher Trainees	Obstacles
1	Nadia	When I open the internet, sometimes I have difficulty to access the StoryJumper. Also, it switches off suddenly.

No.	Name Teacher Trainees	Obstacles
2	Joko	Sometimes I can't play the sound that I already recorded.
3	Imamah	The features from hand phone and laptop are different. I got confused.
4	Kristiana	Applying this StoryJumper is complicated because I need to prepare the draft of the story before using it.
5	Ika	There are still many difficulties in using StoryJumper.
6	Ariadne	For me, StoryJumper as the new thing for me and I am eager to learn more.
7	Ninin	When I finished my story, I cannot download it because I need to pay. Feels so sad.
8	Rizka	I still have difficulties in applying the StoryJumper, so I ask my lecturer most of the time.
9	Rizki	Maybe I need more time to practice since it is new apps for me.
10	Muhammad	I should be more aware with the technology especially something like StoryJumper.
11	Niswaton	I must be patient in learning this StoryJumper because there are many things I have to learn.
12	Alfi	I need to see the tutorial on YouTube once I have difficulty in operating the StoryJumper.
13	Nabilla	I don't know how to use the StoryJumper and Google Classroom together.
14	Yosep	It took a lot of time for designing the characters.
15	Anisa	I need to learn more how to use the props and scenes.
16	Rio	Sometimes it took me more time to decide the skin tone, hair, eyes, eyebrows, mouth.
17	Shanti	The pictures that provided in the StoryJumper are limited.
18	Elly	The types of StoryJumper book have only four options.

Table 1 shows that the obstacles in using the StoryJumper have three themes. The first one is related to the device learning such as internet connection, the ability in operating the StoryJumper and the software itself. Second, it is about the understanding in applying the StoryJumper. StoryJumper is a new thing for the teacher trainees. The last one is more to the time management

Table 2. The Teachers' Feedback in Using StoryJumper

No.	Name Teacher Trainees	Positive Feedback
1	Nadia	A great platform to improve the love of reading and writing for children
2	Joko	A great way for kids for reading books and use technology at the same time
3	Imamah	Nobody like reading, but through StoryJumper I do like reading. Amazing turn around time.
4	Kristiana	A great and innovative educational tool.
5	Ika	Pretty outstanding for children. Everyone can join, play, sing and read some bedtime stories.
6	Ariadne	It was easy to use the program and I can't get over StoryJumper.

No.	Name Teacher Trainees	Positive Feedback
7	Ninin	I used the StoryJumper for writing lesson. I loved it and had so much time in making the story.
8	Rizka	I was so happy and can't believe it. I did the StoryJumper.
9	Rizki	The media are excellent in helping teachers to deliver the materials, and it is very easy to use.
10	Muhammad	I use this StoryJumper for my students
11	Niswaton	I had fun and enjoyed using StoryJumper. I can use it for writing.
12	Alfi	Fantastic service, efficient and quick. My book looks brilliant too.
13	Nabilla	Great picture quality and I was surprised to find the QR code to share with my students for the listening narrated story.
14	Yosep	It is truly easy to use and such a beautiful end product.
15	Anisa	The best technology to make my dream come true as a writer.
16	Rio	I am a teacher and plan to use and also recommend StoryJumper to all my students. Thank you StoryJumper!
17	Shanti	I am thrilled with the book and definitely will make more and more.
18	Elly	It is a super easy creation process. The finished product is superior quality and absolutely beautiful.

Table 2 shows several feedbacks from the teacher trainees. Though they have difficulties in operating the StoryJumper at the first time, they end happily with the results. StoryJumper is still new for them, so they need more practice in using the StoryJumper. The teacher trainees still need to be guided by the lecturer. However, the teacher trainees learn to be more aware of the technology.

Discussion

As the results, the teacher trainees' stated that StoryJumper is still a new thing for them. Some findings found by the author. There are two points: teachers' obstacles in using the StoryJumper and the feedback after creating the story using StoryJumper. The findings will be discussed below.

The Teachers' Obstacles in Using Storyjumper

StoryJumper becomes something new in the classroom, and the teacher trainees must be able to implement it into the classroom. According to Tinio (2002), ICTs can be effective if we know how to use it in a good purpose. It is difficult to learn something new like StoryJumper. Of course, these teacher trainees might face some obstacles when they implemented it.

Device for e-learning

In applying e-learning, everyone needs a device to help the process of learning run smoothly. Some obstacles that involve with device for e-learning:

1. Internet connection

Every place for sure has a different strength of internet connection. Internet connection is the most essential part and it will affect to the learning process. If the connection runs effectively, so the teacher trainees do not have any problem with the internet connection.

2. Ability in operating the StoryJumper
The ability to operate the StoryJumper is needed to know by the teacher trainees. It can show how far these teacher trainees understand in operating the device.
3. The software
It is a kind of software that provided in the device. The device must have the StoryJumper apps to support the learning process, otherwise the learning process cannot be run.

The Understanding in Applying The Storyjumper

Every teacher trainees must have a good knowledge and understanding of StoryJumper. It meant that the assumption of the teacher trainees toward StoryJumper is fundamental. They should know how to apply the StoryJumper and have the awareness toward the technology. They should study this StoryJumper to make it accessible in the teaching-learning process. However, StoryJumper is essential to be learned.

Time Management

Time management is one obstacle that must be overcome. Personal time management refers to habits, rules and recommendation on how to use time effectively. The time of learning can be obtained by online and offline learning. Based on the finding, the teacher trainees mentioned that applying StoryJumper needs more practices.

The Teachers' Feedback in Using Storyjumper

Obstacles might come in e-learning classes, especially when you use the new platform like StoryJumper. The eighteen teacher trainees said that "practice makes perfect". By practising more and more, it can help them to know more about the StoryJumper. Practising is not only learning about how to apply the StoryJumper but also learn the teaching method. It totally will help the teacher trainees to have positive feedback and keep their good attitude

CONCLUSION

During this pandemic, the demand of integrating technology and learning session is very essential. Teachers still need to learn how to create suitable media to be implemented in their learning. Based on the results, the StoryJumper can be trusted in helping teachers and students. Also, the media are good in delivering the materials and very easy to use. From this research, the teachers could use StoryJumper while developing an ICT-based teaching media because of its benefits to achieve the learning outcomes and its practicality. All in all, the StoryJumper are fun and attractive in many ways.

The suggestion for the future researchers can develop the pre-test and post-test in reading achievement by using the StoryJumper.

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ORAL COMMUNICATION DIFFICULTIES: A REVIEW AT AN ESP CLASS SETTING

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ABSTRACT

Oral communication, referred to as speaking, is one of the language skills predominantly noticed when one acquires a foreign language. Nevertheless, for foreign language learners, oral communication or speaking perhaps is a tough task to do. It is frequently spotted, thus, that the students are hesitant to do so. The inhibition is resulted from several factors. This study particularly investigated what becomes the source of students' difficulties in performing oral communication. Students' perspectives were emphasized on. It was intended to reflect on the students' point of view in seeing their own oral communication problems in English. An ESP (English for Specific Purposes) class setting, particularly the Business Administration students was selected to be the focus of the study. It was found that both affective and cognitive factors turn out to be the difficulties. Fear to make mistakes in speaking English became mostly referred factor. The next difficulties were caused by the students' negative attitude on their speaking proficiency. Other factors were of their nervousness and reluctance. Their lack of language capacity in grammar, vocabulary and lack of knowledge on the topics and difficulties in expressing ideas and thoughts were the last points they viewed.

Keywords: *Difficulties, English for Specific Purposes (ESP), Oral Communication*

INTRODUCTION

Nowadays, communication role in any human interaction is essential. Communication has become a tool of social interaction either to bring about or to continue relationship (Kelvin-Iloafu, 2016). In workplace, for instance, communication enables the interaction between members of the working team (Bucata & Rizescu, 2017). All elements of communication allow interpersonal connections to manifest good management activities within internal and external scopes (Bucata & Rizescu, 2017). The role of communication, thus, cannot be neglected to achieve people's life goals. As a matter of fact, communication is closely linked to one's ability of a verbal language. People who know a language are thought to be the speakers of the language (Ur, 1996). English is regarded as the language of the world used by the speakers of different languages (Rao, 2019). When people are frequently in connection with people worldwide, they must be able to communicate or speak the English language (Ingram & Sasaki, 2003). Therefore, English takes a crucial function in today's communication age (Bhattacharya, 2017). In a situation when a person acquires better English communication, they open more opportunity to be employed and paid well (Bhattacharya, 2017).

In reality, performing oral communication in English is seen as problematic especially for non-native speakers of English. It is not as easy as what people may think. Many studies have indicated speaking or oral communication problems among students learning English as a foreign language (EFL). Sawir (2005) asserts that speaking or oral

communication is one of mostly referred skills, which is thought to be difficult among the other language skills. It makes sense, however. Oral communication, as a matter of fact, involves numerous skills resulting in its specific difficulties to appear (Afshar and Asakereh, 2016), English has no exception. Hojati and Afghari (2013) cited in Afshar and Asakereh (2016:113) mention that speaking or oral communication skills require a number of linguistic and non-linguistic factors such as grammar, vocabulary, pragmatic variables, affective factors, and so forth, but when combined, create the problems of speaking skills. Sawir (2005) emphasized the fact that speaking difficulty is admitted by students themselves. In the English for Specific Purposes (ESP) classrooms, the problems of oral communication seem to be visible as well. In many vocational schools and colleges in Indonesia where English has not become the students' study subject, English itself in general sense, may provide inconvenience to many students. It is frequently noticed that the students are shy to speak up, read when having a presentation, uneasy to speak, inarticulate, and so forth. Sometimes, it is also found that students are quite fluent but producing inadequate accuracy of English, like: mispronouncing, and making clear grammatical mistakes.

It makes sense, indeed, that such problems may appear. English in most Indonesian contexts is not communicated daily and frequently. Despite the bilingualism or multilingualism background of most Indonesian people, unfortunately, none does deal with English. Instead, most Indonesian people speak Indonesian as their official language used in schools and offices, and other local language/s used in their region. A study by Siregar (2020) found that the English teachers made use of trans-linguaging method when teaching English in vocational schools in Medan. It, in turn, results in the minimal direct exposure to the target language (Shumin, 1997 cited in Afshar and Asakereh, 2016:113).

The present study needs to investigate the English oral communication difficulties faced by the students of Business Administration Department, Politeknik Negeri Malang, in their ESP classroom. The students' perspectives are figured out to view difficulties felt by them.

Literature Review

Communication, as a matter of fact, involves an interaction between or among persons/parties and a process of exchanging ideas, opinions, facts, feelings, values and information (Prabavathi and Nagasubramani, 2018; Iksan, et al, 2012). Oral communication or speaking, more specifically, is one kind of a productive skill in language learning (Nunan, 2003). Thus, its elements entail the speaker, the receiver, communication channel and feedback (Iksan, et al, 2012). Oral communication itself can be carried out through several activities, such as: presentation, discussion, interview, conversations, speeches, and so forth (Prabavathi and Nagasubramani, 2018).

In most of English as a Foreign/Second Language (EFL/ESL) learning, English speaking skill is more preferred to measure one's success in language learning (Leong & Ahmadi, 2017). Speaking has become a parameter of successful English instruction in the classroom (Richard, 2008 cited in Ariyanti, 2016). Therefore, in higher education levels, the ability to communicate clearly and effectively, especially in speaking is emphasized to be the required skill for graduates (Iksan, et al., 2012). It relatively makes sense, since one of the paramount objectives in tertiary education level is to prepare its

graduates for the workplace. In the meantime, the mostly applied communication in the workplace is those of: speeches, presentations, discussions, and aspects of interpersonal communication (Agarwal and Garg: 2012). The emphasis of the oral communication, however, is on both accuracy—clear, articulate, grammatically and phonologically correct and fluency—flowing and natural (Brown, 2001).

Unfortunately, speaking English is seen as not trouble-free. A variety of factors has been identified to contribute to its difficulty especially in the side of learners. Henter (2014) mentions cognitive factors: language aptitude and learning strategies; affective factors: attitudes, motivation, anxiety; metacognitive factors; and demographic factors as influential ones to be the speaking problems. Bhattacharya (2017) has distinguished speaking factors, like: linguistics, affective, listening ability, topical knowledge, mother tongue, classroom environment, and teachers.

Most indicated factors requiring attention are of affective factors. As pointed out by Bui and Intaraprasert (2013), attitude, such as: lack of self-confidence and motivation towards speaking English has strongly affected the successful oral communication. Similarly, affective factors as: anxiety, shyness, feeling afraid of making mistakes, lack of self-esteem and motivation are problems mostly encountered by learners (Ur, 1996; Henter, 2014); Ariyanti, 2016; Bhattacharya, 2017). Mahmoudi and Mahmoudi (2015) have indicated internal factors of speaking problems into cognitive and affective elements, and external factors into environmental and curricular variables.

In terms of cognitive factors, Bhattacharya (2017) finds factors of linguistics perspective, like: pronunciation, grammar, and vocabulary. Mahripah (2014 as cited in Leong and Ahmadi, 2014) also considers some linguistic elements as contributory factors of speaking problems. The linguistic elements are such of phonology, syntax, vocabulary, and semantics.

Some other external factors are also drawn from some previous studies. The learners' problems can be due to the lack of English learning experience and practice, insufficient exposure to English communication, the emphasis of grammatical-oriented instruction in the classroom, no communicative teaching and learning practice (Sawir, 2005).

Lack of facilities of language laboratories, insufficient speaking courses, and education system are also factors contributing to speaking difficulties as mentioned by Afshar and Asakereh (2016).

As speaking is regarded as a vital element in the EFL learning, the teaching of speaking has been paid attention a great deal (Ur, 1996; Crosling and Ward, 2002; Kassim and Ali, 2010). According to Brown (2001), all necessary concepts of the target language, meaningful context and automacy, and pronunciation are of important points to consider in teaching speaking (Brown, 2001). Besides fluency, teaching speaking incorporates the teaching of English mechanics, functions, pragmatics and social interaction (Kürüm, 2017). In addition, Kürüm (2017) also states that typical speaking activities in a foreign language classroom usually comprise awareness raising activities, controlled activities and autonomous activities.

METHOD

This study is a quantitative design. The data were taken from the freshmen (the first-year students) taking Business Administration as the population. There was a total of around 420 students, grouped into two study programs, namely Diploma III Business

Administration and Diploma IV Marketing Management. Each study programs holds 7 classes. To make it simpler, a purposive random sampling procedure was deployed. It was obtained two classes, entailing one class from Diploma III dan the other one from Diploma IV.

In the data collection stage, there were questionnaires distributed to the student samples. The questions on the questionnaire elicited the respondents' problems in performing oral communication. Two domains of factors, affective and cognitive, were enquired to the students. The questions in regard with the affective factors entails points of students' anxiety, attitude, and motivation in speaking English. The questions related to the students' cognitive factors include the students' aptitude, like: students' comprehension, pronunciation, vocabulary, idea expression, and English skills.

In the analysis, the responses were organized in a tabular form by showing the percentage of each option they indicated as their problem. From the tabulation, it was known the typical communication difficulties faced by the students.

FINDINGS AND DISCUSSION

The Difficulties Related to Affective Factors

From the affective factors, it was found that most students (65%) always faced fear anytime when they had to communicate in English. This fear also occurred when they were assigned to do so in front of the class (63%). The students' fear might relate to their lack of confidence to speak English (56%). The students held a belief that they did not have an ability to speak English (51%).

Related to what the students perceived about the encouragement from their surroundings, it was found that most students did not bother with the atmosphere around them. Shyness was not of their difficulty to communicate in English, as indicated by 64% students. They, even did not feel worried to be laughed by their friends when making mistakes in speaking English as said by 62% students. Sixty eight percent (68%) students had no worry if their friends would see them differently (arrogant) when speaking English. The worry about being criticized by the lecturer when making mistakes in speaking English was not intended either by 55% of the students.

The feeling of reluctance in speaking English because of friends not being supportive had not been seen as the difficulty by majority of the students (75%). Similarly, they did not think the family and the lecturer (88% and 89% students) were the sources of their English oral communication difficulties. The topics to discuss did not become the problem affecting their hesitation to speak English as mentioned by 83% students. Finally, as said by 69% students, they would be willing to communicate in English when they were ready with their English.

The following is the table of the percentage informing the students' difficulties in conjunction with the affective factors.

Table 1. The Students' Oral Communication Difficulties Based on Affective Factors

No	Statements of Affective Factors	%
1	I am always afraid to make mistake anytime I have to communicate in English	65
2	I feel afraid whenever asked to speak in front of the class	63
3	I have no self-confidence to speak English	56

No	Statements of Affective Factors	%
4	I always feel that I have no ability to speak English	51
5	I am always nervous to speak English	62
6	I don't feel shy to speak English	64
7	I don't feel worried to be laughed by my friends when making mistakes in speaking English	62
8	I don't feel worried to be seen as arrogant when communicating in English	68
9	I don't feel worried to be criticized by my lecturer when making mistakes in speaking English	55
11	I am reluctant to speak English because my friends at campus are not supportive	25
11	I am reluctant to speak English because my family is not supportive	12
12	I am reluctant to speak English because my lecturer is not supportive	11
13	I am reluctant to speak English because the topics being discussed are not challenging	17
14	I will be willing to speak English later when I feel that my English is getting better	69

The Difficulties Related to Cognitive Factors

In the view of the Cognitive Factors, it was admitted the students faced difficulties understanding the native speakers' language (mentioned by 71% students). Besides, 80% students claimed they faced difficulties in comprehending the spoken English with specific accent. On the contrary, they did not find difficulties in understanding the spoken English of the non-native speakers as told by 53% students.

All the language elements, entailing pronunciation, vocabulary, and sentence structure or grammar were seen as the crucial problems by most students. About 63% students confessed that their pronunciation was bad. They (79% students) also found problems with their limited vocabulary which might impede their speaking English. Then, the students' difficulty dealt with the inability in expressing ideas and opinions in English as mentioned by 81 % students. The most troublesome element to inhibit their speaking English was their grammar mastery (claimed by 87% students). In addition, the source of the students' problem in speaking was due to the fact that the students (81%) needed time to think the expressions in Indonesian first before translating them into English. Lack of background knowledge of the topics being discussed was also the point claimed by most students (51%) as the difficulties in speaking English.

Most students preferred other skills, like: listening, reading, and writing to speaking. The responses indicated that 70% students could listen better than speaking. The students (80%) also said that they were able to comprehend English reading texts better than speaking English. Likewise, seventy percent (70%) students asserted they performed better in writing than in speaking English.

The table of the cognitive factors contributing the students' speaking difficulties is presented below.

Table 2. The Students' Oral Communication Difficulties Based on Cognitive Factors

No	Statements of Cognitive factors	%
1	I encounter difficulties in comprehending the native speakers' spoken language	71
2	I encounter difficulties in comprehending the spoken English with specific accent	80
3	I encounter difficulties in comprehending the spoken English of the non-native speakers	47
4	I encounter difficulties because my pronunciation is bad	63
5	I encounter difficulties because of my limited vocabulary	79

No	Statements of Cognitive factors	%
6	I encounter difficulties because I cannot express ideas and opinions in English sentences	81
7	I encounter difficulties because of my incorrect grammar	87
8	I have difficulties in speaking English because I always think in Indonesian first then translating the sentences in English	81
9	I am reluctant to speak English because I have no background knowledge on the topics	51
10	I am able to listen to English better than to speak English	70
11	I am able to comprehend English readings better than to speak English	80
12	I am able to write English better than speaking English	70

FINDING AND DISCUSSION

The students' inhibition in speaking English occurs either in the classroom, especially in front of the class or outside the class. The belief about their low proficiency to speak English dominantly leads their lack of confidence. This finding is relevant with a study by (Bui & Intaraprasert, 2013) signifying that the students do not want to speak because they lack self-confidence towards their speaking ability.

Factors like being laughed by friends, being accused as arrogant and being criticized by the teacher are not of the causes of the students' speaking inhibition. Such facts are in accordance with the claim that the students have no troubles with the support from their surroundings, such as: from friends, family, and lecturer. It is, thus, proven that the students feel no threat with the atmosphere around. The fact in the present study is in contrast with other studies that frequently highlight the students' fear of being criticized and laughed by the teacher or friends to be the drawback of oral communication performance as in the study of Leong and Ahmadi (2016); Ariyanti (2016); and Bhattacharya (2017).

The students do not signify the topics of discussion in the oral communication are troublesome. Normally, the topics selected in the class are not of something far from their daily situation. It is confirmed, then, that the students are eager to speak when they feel prepared with their English proficiency. Again, it indicates their lack of confidence.

The students are not at ease to understand the spoken English by native speakers. This fact is even verified by the students' difficulties in comprehending the spoken English with certain accent. It somehow can indicate their low ability in listening comprehension skill. As signified by Bhattacharya (2017), listening takes vital role to promote speaking skills. The students, however, say that they are able to understand English spoken by the non-native speakers. Such a fact shows contradictive to each other. Since the respondents of this study are of Indonesian citizens having familiar with the lecturer who is also Indonesian citizen, they may regard her as the non-native speaker. It is admitted that in many situations the lecturer tries to adjust her language to her Indonesian student. Trans-languaging can be a method to adjust the situation when the students cannot understand the point intended by the lecturer. The apt to employ trans-languaging in a foreign language learning has ever been investigated in the vocational schools in Medan by Siregar (2020).

They get troubles in producing correct English. Most of them hold problems of incorrect pronunciation, grammatical points, and limited vocabulary. They frequently try to think about the Indonesian expression and sentence structure, and then simply

translate the ideas in English. In many ways, this effort does not work out well. As a result, their English sounds awkward and weird. Those factors absolutely hamper the students to speak up. In addition, the students also confirm that they are willing to speak English when they are certain with their English proficiency. The problem of anxiety in the present study is in line with Battacharya's study (2017) claiming that the learners' inhibition in speaking is related to linguistic factors comprising: pronunciation, grammar, and vocabulary and affective factors, and affective factors of anxiety, shyness, and fear of making mistakes.

There also exist problems of lack of background knowledge encountered by the students. Even though the students do not have problems with the topics assigned for their communication practices in the classroom, they view themselves as still lacking of background knowledge. This thing contributes their inhibition to speak, as well.

Referring to the four language skills, it seems that most students are more competent in coping with receptive skills of language, that is, listening comprehension and reading comprehension compared to speaking. Surprisingly, most students are also likely to prefer writing to speaking.

CONCLUSION

In regard to the students' speaking problems, it is revealed that the problems of speaking English indeed occur. There are two main problems identified. The first problem is dealing with the affective factors, entailing the students' anxiety, attitude, and motivation. Meanwhile, the second problem is regarding the cognitive factors, comprising the students' speaking skill in English.

The majority of students experience anxiety. Their anxiety is associated with fears of making mistakes in pronunciation, vocabulary, and grammar. Most students are fearful to speak English either in the classroom or outside the classroom.

Most students are also lack of confidence. They are less confident because they feel that they have no sufficient capacity to speak English. They also tell that they are nervous and shy to speak English.

However, most students do not worry about the support from their surroundings. They positively mention that they are not afraid of being laughed by their friends when making mistakes in speaking, not afraid of being accused as arrogant by the environment, and not afraid of being criticized by their lecturers. All the people around them seem to be supportive to them.

The students claim as well that their problems are due to their lack of knowledge on the topics being discussed in the speaking activity. Nevertheless, they mention that the topics to discuss are already appealing.

It is also obvious that they encounter problems in pronunciation, grammar, and vocabulary. The students tend to think about sentences in Indonesian version first, then they simply translate them into English resulting in awkward and peculiar sentences.

They also find difficulties in comprehending the spoken English of native speakers. This problem appears probably because it has something to do with their accents. However, the problem does not exist when the speakers are those of non-native ones.

The students tend to prefer dealing with listening and reading comprehension to dealing with speaking English. In addition, they also more prefer to have writing skill to speaking skill.

Recommendation

Given the facts of the findings in the present study, it is highly recommended that the students should be given more exposures to English speaking through a variety of speaking activities, like: out loud reading, storytelling, role playing, discussion, meeting, presentation, and so forth. Since one's proficiency in English is initially indicated by their performance in speaking the language, the atmosphere where they can practice oral communication in English at ease is supposed to be provided. It, somehow, may also enhance their confidence and familiarity with English spoken language. In conjunction with the students' problems in the components of vocabulary, grammar, and pronunciation, it is of a high necessity to be given attention in the teaching of those language components. Vocabulary, grammar, and pronunciation should be inserted even though it does not mean that there is much allotted time to teach them. The teaching of English components is expected to aid the students with more competences in speaking English.

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DEVELOPING DIGITAL LEARNING MATERIALS FOR BUSINESS ENGLISH STUDENTS

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ABSTRACT

The demand from the future workplace has shifted the way teachers manage the classroom, from focusing more on the delivery of learning materials, to operate on varied resources to bring out new ideas and solve real life problems. The present research aimed to develop and evaluate an e-book and a website containing self-study materials for Business English students that is in accordance with their curriculum and suitable for their English proficiency level. The research utilized ADDIE Model to develop and evaluate the digital materials with four main stages namely, Analyze, Design, Develop, Implement, and Evaluate. The e-book consisted of ten topics chosen based on the needs analysis and literature reviews. The evaluation was carried out by one English teacher and 13 Business English students as users, each of them filled in surveys to evaluate the website. The results revealed that the Business English speaking website provided varied sources and varied tasks for them to learn and practice their speaking skill independently, making them more autonomous in their learning process, although some of its features need more improvement. The students also reported that the website and the e-book were well-designed with various tasks and authentic materials which can help them enhance their speaking skills as they have more materials and exposures to Business English vocabulary.

Keywords: *Business English, speaking skill, website development, Business English speaking, autonomous learning*

INTRODUCTION

Students are expected to master broader skills in order to operate in the digital era (Keane, 2016). The aforementioned skills include creativity, communication, collaboration, and critical thinking, or is better known as 4C's which supports the traditional reading, writing and arithmetic mastery (Keane, 2012). The demand from the future workplace has shifted the way teachers manage the classroom, from focusing more on the delivery of learning materials, to operate on varied resources to bring out new ideas and solve real life problems.

To achieve this goal, that is to aid students with the currently demanded skills, governments and schools incorporate technology in the classrooms, especially in the higher education settings, where students are expected to work along the technology and gain broader knowledge and information. This attempt is in accordance with previously conducted researches which highlighted the advantages of using digital technologies and online platforms to aid students' learning process, such as Facebook (Shih, 2013), Google Docs (Suwantarathip, 2014), and Twitter (Harmandaoglu, 2012; Tur and Marin, 2015).

In the vocational education setting where the present research will take place, teaching and learning with technology and internet were also encouraged to help

students comprehend more discipline-specific knowledge which are highly valued in their future workplace, however only few students were motivated to learn English beyond the classrooms. Direct classroom observations revealed that such reluctance might be addressed to several factors. First, students did not really know how to use technology and internet to enhance their English skills as they have limited knowledge on useful websites to learn English. Secondly, students found the materials available online might not suit their English proficiency level or might be different from the topics they learnt in the classrooms.

For the said reasons, it is deemed important to develop online learning materials which suit the students' English level and cover the topics they learn in the classroom as an attempt to equip students with the digital skills they need in the near future and at the same time achieve the learning outcome set by the teachers. The present research aims to report the development process of a speaking simulation website for Business English students as well as exploring the students' perceptions on using the simulation website to enhance their speaking skill.

Literature Review

The Development of English Language Teaching

There has been a long-running debate about teaching and learning practices that have the most advantages in a second language classroom. In the 50s up to 70s, the world of language teaching had been dominated by the Audiolingual method (Skehan, 1996). It had been claimed that learning a second language has much to do with learning the main structure and pattern of the language, and therefore, isolated grammar practices were seen as the fastest way to learn a new language (Shortall, 1996).

The Audiolingual method offers techniques in which enable teachers to control the classroom and ensure that students have learned the structure (grammatical structures) of today's lessons (Rivers, 1968). Simply put, the Audiolingual method linked the structuralist view and the Behaviorist theory, in which "form" is the main focus, and students will learn whatever "form" being presented in the classroom (Shortall, 1996, p.32). However, in 1959, Chomsky offered a different perspective on how people acquire their first language that led to a major paradigm shift in language teaching (ibid). Language acquisition was no longer seen as a product of repeating the same pattern but requires creativity and uniqueness of individuals (Richards, 2001).

Although the Audiolingual method offered a "comfort zone" for teachers, criticisms were evident in language classrooms; very little development is shown on students' language attainment, and only gifted learners benefited from this method (Stern, 1983). It was clear that teachers cannot determine how students develop their language as their development is processed through 'natural' processes in which teachers and learners cannot simply pick what they want to learn (Ellis, 1994). In the late 70s, the Audiolingual Method became less prominence. From this point onwards, various alternative methods and approaches emerged which highlighted the functional aspect of language, such as Total Physical Response, Silent Way, Suggestopedia, etc. These alternative methods and approaches did not gain as much attention and more like "coming" and "disappearing" one after another (Richards, 2001).

Only in the 1980s, a new era of language teaching began with the emergence of Communicative Language Teaching (CLT), which pay attention to functional

communication and social interaction in a language classroom (Richards, 2001). During this period, Krashen (1981) also marked another paradigm shift by distinguishing acquisition and learning, and therefore, language teachers need to expose learners to use the language communicatively, rather than to practice through repeating the language. Along with the growing popularity of CLT, the notion of Task-based Learning surfaced, widely known as an extended version of CLT. Instead of focusing on “experience-based” learning, TBL offered “task” as a form of learning that focuses on meaning.

In TBL, meaningful tasks are given to the students where students solve the task, and only when they complete these tasks, the teacher discusses the language being used, makes adjustments and also corrections (Harmer, 2007). Rather than teaching language explicitly, using it as a tool to transmit messages is considered the most effective (Krashen and Terrel, 1983). In TBL, learners are also encouraged to analyze the relationship between form and meaning by referring to their language and applying it to a new target language (Willis D, 1996).

Given these advantages, TBL also raises some concerns. One critical problem in using TBL in a language classroom is the unlikeliness to achieve long-term progress. Students work on the task by using the language they have to express the ideas and solve the problem under a time pressure. Students focus on delivering the meaning and often rely only on prefabricated chunks just to get across the meaning and solve the task, without doing much effort to develop their interlanguage (Shortall, 1996).

The Changing Face of Language Learning

In the past, most learning occurred mostly inside the class. This affected most of the teaching approaches and teachers’ beliefs on the best way to learn a language. As a consequence, teachers and schools focused more on the delivery of learning materials, how to create more learning opportunities in the classroom, and how to motivate students to learn more in the class (Richards, 2015).

Nevertheless, technology and internet have changed the way learning occurs. Nowadays, students learn not only in the classroom, but also outside the classroom with the help of technology and internet. Such shift allows more opportunities to interact with native speakers, to engage in meaningful communication, which are to share ideas, feedback and comments through online platforms and media. Lankshear and Knobel (1997) and Jones and Hafner (2011) argued that these learning opportunities are more likely to be interactive, social, and multimodal which are significantly different from what happened in the past.

Consequently, classroom learning has also shifted its focus, from focusing mostly on the learning process in the classroom to give more opportunities for students to learn beyond the classroom by giving them tasks that require online inquiry and give them guidelines to useful additional materials, and from focusing on language structure drilling to create more meaningful interaction tasks for authentic purposes.

Online Technologies to Assist Language Learning

Internet as a major resource of various written and verbal texts offers unlimited opportunities for the students to be engaged in authentic interaction (Richards, 2015). Gathering data and information from the internet to accomplish tasks is especially

meaningful and motivating as students will use the internet to gather information to do their daily tasks (Linder, 2004).

Online technology is now also integrated in the process of learning, whether within or beyond the classroom. Web 2.0 is especially popular among teachers and students since it can assist students' learning process. Luo (2013) conducted a research on 43 studies on the use of Web 2.0 to assist language learning and revealed the various platforms widely used by teachers and students. Wikis and blogs are commonly used to boost students' writing skills. For speaking skills, some common platforms used are video conferences and podcasts. For collaboration and boosting motivation, social networking tools are more preferred. In the recent years, Web 2.0 also provides mobile version which is easier to be accessed and can enhance students' performance.

Luo also revealed the many benefits gained by incorporating digital technology in the classroom. For example, it can promote affective learning by enhancing students' motivation, interest and enjoyment during the learning process (Ernest et al, 2012; Gebhard, 2012; Kessler, 2009; Liou & Peng, 2009; Martinez, 2012). Another benefit offered is to enhance collaborative learning through various platforms available, such as wikis or other networking sites (Ernest et al, 2012; Kessler, 2009; Lee, 2010; Matthew et al., 2009; McWilliams et al., 2010). In addition, incorporating digital technology can also foster learning community by building a sense of community and belonging among users, as revealed in many studies (Lee, 2011; Harrison & Thomas, 2009; Mills, 2011).

Aside from promoting affective learning, collaborative learning, and learning community, digital technology can also boost students' performance. Blogging, for example, can enhance students' reading skills (Ducate & Lomicka, 2008). Voice blogs, can improve students' speaking skills and public presentation skills (Sun, 2012). another important benefit gained through the use of digital technology in the classroom is its support to metacognitive learning as reported by Hafner & Miller, 2011, Lee, 2011, and Kessler, 2011. Nevertheless, it is crucial to also pay attention to the nature of digital technology which can bring a huge amount of disruption to the actual process of learning.

The Underpinning Theories of Technology-Assisted Classrooms and Implications on Pedagogy

Most of studies conducted on technology-assisted classrooms used constructivism as the underpinning theory. This theory takes into account students' prior knowledge, students' engagement during the learning process, and also all their learning experiences in shaping their new information and knowledge (Thomas, 2009). Interactive learning environments bring out students' autonomy and offer more flexibility for the learning process (Kessler, 2009).

The incorporation of technology in the classrooms also brings various implications on the pedagogy. It is crucial to pay attention to the level of familiarity of the students to the technology being integrated. Not all students are digital natives, and it is possible that not all the students are familiar with the procedure and steps to use the technology in their learning process. For this reason, teachers should be able to align students' level of familiarity to the technology in the language learning process (Thomas, 2009).

The integration of technology to the learning process does not also guarantee students' autonomy. Teachers should always provide detailed guidance and scaffolding so that students can gain the best advantage of the technology in their learning process (Matthew et al., 2009). Teachers should not expect to gain the best advantage of this incorporation without putting efforts both from the students and also the teachers (Kessler & Bikowski, 2010). Adequate preparation and training for technology-incorporated classrooms should be done for this incorporation to run smoothly.

Autonomous Learning and Self-Directed Learning Materials

The rapid development of technology has made a new demand in the future workplace. In the era of uncertainties and more complex tasks, graduates of higher education are expected to be able to deal with ambiguous situation and make decision accordingly using their analytical thinking as well as their creativity to solve the problem. This demanded skill requires students to learn skills beyond the classroom as such skills would not be sufficiently developed within the school given that the real problem occurs in real context would mostly be uncertain, complex, and mainly involve high risks, something which would be difficult to be imitated in the classroom settings.

For such reasons, autonomous learning is crucial for students of 21st century. Autonomy is often described as one's capability to take responsibility of the decisions they made and the actions they did (Widodo, 2017). Becoming autonomous means that students do not need to be directed by the teachers to learn anything with their own pace.

As long as they are given sufficient learning materials, autonomous learners would be able to use those to enhance their skills without being told to do so by, for example, the teachers. Autonomous learning should be promoted especially to higher education students since they need to deal with complex tasks in their workplace, skills which they should master outside their classroom.

Teachers, on the other hand, should equip students with self-directed learning materials which vary in terms of proficiency levels and topics, so the students can use the materials when they graduate from one level to another level, and they can also avoid boredom while doing the independent study. Self-directed materials should also be carefully designed so that they can facilitate students and help them to cope with demands from real working places.

The Teaching of Speaking and Teachers' Reliance on Course Books

The teaching of speaking has considerably changed over the years, from teacher-centered learning to students-centered, from grammar-focused teaching to communicative teaching, and from teaching students to imitate to teaching them for discourse. Overall, the changes were the results of the changes in beliefs and methods to teach and learn English (Macknish & Tomas, 2018).

Although there have been a lot of changes and development in the teaching of speaking, some teachers may still prefer using textbooks to teach speaking. Using textbooks may not be the perfect fit for their context, but often teachers had no time to prepare for the lessons, or they feel that they have insufficient linguistic knowledge to develop their own teaching materials which makes course books more preferable. This seemingly easy option, however, should pay attention to the criticisms given to those

who use course books for teaching speaking: namely being too prescriptive and decontextualized (McGrath, 2013). Others pointed out how textbooks lack authenticity, un-engaging, irrelevant to the students' needs and provide inappropriate contexts for the students (Macknish & Tomas, 2018).

Although course books encounter lots of criticisms, it does not change the fact that course books are facts of classroom life (Thornburry, 2013) and that only a few teachers come into a classroom without course books (Or Bird, 2001). In regard to this, course books, in fact, bring several advantages for teachers, such as providing neatly organized lessons and at the same time save teachers' time and labor, offering varieties of tasks and linguistic supports, being learning aids for students, and providing structures for teachers which make it easier to keep track of what has been taught and learned in classroom (Mc Grath, 2002).

However, these advantages also pose some serious drawbacks which are paradox to the central role of course books in today's classroom. While it is true that coursebooks may save teachers' time and labor, they also tend to hamper teachers' ability for innovative exploratory teaching as they prefer a shortcut by simply picking a unit in coursebooks to be taught (van Lier, 1996). Another criticism is addressed to tasks and linguistic supports in course books as they are not selected and negotiated with learners' evolving needs (Colder, 1990).

Whilst these pre-packaged materials may support learners in some way, these pre-packaged tasks and linguistics in course books will be far away from being able to help learners acquire the language and meet their needs (Alwright, 1990).

Such drawbacks usually draw teachers to adapt or modify existing textbooks to be more relevant to their context. Technologies have made the teaching of speaking more varied with a lot of sites allowing the users to upload their recording, using their own pictures for stimulus, or even offer learners an experiential learning through augmented reality or virtual speaking simulation. Although available, such technologies are barely relevant to the context where the current research takes place, or if available, they are quite expensive for the teachers of the students. It appears that there is a need to develop a customized supplementary material using technology which is relevant to the context, such as what is proposed by the current research.

METHOD

This research is conducted using ADDIE (Analyze, Design, Develop, Implement, Evaluate) Model which included evaluation of the users' perspectives which will be analyzed using thematic analysis (Braun and Clarke, 2013).

The first step to conduct the research is to analyze the performance gaps, or in this context, identifying students' needs and their performance gaps. This first step will be done through surveys and unstructured interviews with the students. The results of the survey and interviews will then be used for the basis of the second step, which is to design the appropriate testing methods for the desired outcome.

Next, authentic learning materials and guidance are developed or combined based on the previous design. Supporting media which can help enhance students' learning performance are also created in this step. The implementation step is where students and teachers are prepared for the implementation of the website. The last step is evaluation which is crucial to collect students' feedbacks for a better design of the website.

Concept	Analyze	Design	Develop	Implement	Evaluate
	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
Common Procedures	<ol style="list-style-type: none"> 1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan 	<ol style="list-style-type: none"> 7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment 	<ol style="list-style-type: none"> 11. Generate content 12. Select or develop supporting media 13. Develop guidance for the student 14. Develop guidance for the teacher 15. Conduct formative revisions 16. Conduct a Pilot Test 	<ol style="list-style-type: none"> 17. Prepare the teacher 18. Prepare the student 	<ol style="list-style-type: none"> 19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	Analysis Summary	Design Brief	Learning Resources	Implementation Strategy	Evaluation Plan

Figure 1. ADDIE Model adapted from Branch (2009)

Next, authentic learning materials and guidance are developed or combined based on the previous design. Supporting media which can help enhance students' learning performance are also created in this step. The implementation step is where students and teachers are prepared for the implementation of the website. The last step is evaluation which is crucial to collect students' feedbacks for a better design of the website.

Table 1. Evaluation Phase

Steps	Sampling	Purpose	Data Collection Method	Data Analysis
Qualitative Research: conducting semi-structured interviews	10 second year students of Business Administration	To investigate students' perspectives	Semi-structured interviews	Thematic Analysis

In the evaluation phase, 10 students will be involved to try the website. The students will be semi-structured interviews to gain in-depth insights. The results of the interviews will be coded and categorized using thematic analysis.

FINDINGS AND DISCUSSIONS

Digital Materials Development

In this current research, there are two materials developed, namely e-book and website. The e-book consists of 10 topics related to Business English, such as business meetings, business presentations, business trips, and small talks. "English for Business" was designed to improve students' English skills by adapting digital materials to suit the needs and the context of Polinema students.

This book was developed for self-study materials for B2-C1 EFL learners and is also available online on our website: <https://wespeak.id> or on our Canvas LMS course through this URL: <https://canvas.instructure.com/enroll/4FRCKD>. This e-book

discussed phrases and expressions commonly used in business context by highlighting global business culture and ethics. To make it easier for students to view videos or audios, the digital materials and references in this e-book can be accessed by clicking the link available in each section, or by scanning the QR Code for users who prefer to print this book.

warm up



A. You are going to see a clip demonstrating impressive negotiation skills from the movie "The Wolf of Wall Street" starring Leonardo DiCaprio. Scan this QR Code or click this link:
<https://youtu.be/4TK1BX9H3KI>



Answer these discussion questions based on your opinion and record your answer.

1. Was Jordan Belfort (DiCaprio) able to secure the deal with his client? Why do you say so?
2. What makes his manner assuring?
3. What are some negotiation skills that you learned from the clip?

Record your answer here: <https://vocaroo.com> or by scanning the QR Code above.





A. Watch the following video using this link <https://www.youtube.com/watch?v=BK0iP55Aqrg> or by scanning this QR Code. Do you find this scene funny? Why? What aspects of corporate life is it making fun of?



record your answer



wespeak
Home [Business Communication](#) [Workplace Communication](#) [Contact](#)

SECTION B

Read these two emails confirming meetings and record your opinion about it!

Which email is formal and which one is informal? Why do you think so? Record and upload your answer below, and leave the link of uploaded audio on the comment section.


Record & Upload Your Answer Here 

Figure 2. E-book Materials

To practice speaking, students are advised to record their speaking on Vocaroo.com, where they can store their recordings for three months for free or download the audio once they finished recording. Some practices can also be done online through the source website by clicking the link in each exercise. To make it easier for student, the materials are also available in the form of website through this link: www.wespeak.id.

The website comprises two main themes, namely “Business Communication” and “Workplace Communication”, with each theme consisting of five topics. The two themes contain various materials and exercises and also allow students to simulate and practice their speaking through Vocaroo.com. Students can then check their own recording to check their grammar and word choice. Students are also provided with authentic materials for warm-up, mostly from youtube videos. The short videos will help students brainstorm and get to know the materials they are going to learn. The materials also provided exercises in various forms to help students familiarize themselves with vocabulary related to business and workplace communication.

E-book Evaluation

Graves (2000) and McGrath (2013) offered a framework to develop or adapt effective teaching materials as follows:

1. The materials should target learners’ instructional, professional, and/or personal/affective needs.
2. The materials should have a clear focus.
3. The materials should have appropriate proficiency level and allow teachers to differentiate in contexts.
4. The materials should be integrated with other skills or uses of technology.
5. The materials should incorporate speaking activities with assessment.
6. The materials should be able to engage learners.
7. The materials should be authentic.
8. The materials should be updated.
9. The materials should develop students’ intercultural and critical social awareness.
10. The materials should have a lot of variations for example in terms of groupings, purposes, learning styles, and nature of materials.

Teachers should be aware the need to contextualize their teaching materials so that the teaching materials could be engaging and interesting for the students. In the current research context, the speaking simulation website is seen as relevant to address students’ needs and to provide them with opportunities to learn speaking at their own pace. The current materials development was evaluated by one teacher who taught English for Business and was also evaluated by 13 students who were the potential users. The result of the evaluation from the teacher is as followed:

Table 5.1 Evaluation from the Teacher

Statements	Strongly agree	Agree	Fair	Disagree	Strongly disagree
The instruction for each task and content is clear		√			
The materials present language in a simple, meaningful manner	√				
All tasks are transferred from real life	√				
The texts are authentic		√			

Statements	Strongly agree	Agree	Fair	Disagree	Strongly disagree
There is a fine balance between content and content related tasks	√				
The materials provide content knowledge from relevant areas		√			
The unit sticks to the same topic, does not jump from one to another		√			
Each content has a reference (to show where it is taken and learners refer to further information)		√			
The topics are up-to-date		√			
They aim at real daily language in business context		√			
They focus on daily speech patterns (social language)		√			
The topics are interesting		√			
The materials try to raise cultural awareness		√			
The materials are not in conflict with our culture		√			
The materials utilized an integrated-skills approach		√			
The tasks are not piled up, there is a logical organization		√			
The tasks are organized from simple to complex	√				
There is smooth transition from one task to another		√			
The tasks foster cognitive involvement of learners		√			
The tasks foster cognitive involvement of learners			√		
They provide contextualized grammar practice stemmed from the content		√			
The book is visually attractive	√				
The digital materials are easy to access	√				

After revising some parts of the book to improve the quality of the e-book, the e-book was given to 13 students to be evaluated and given feedback. The result of the feedback is as follow:

Table 5.2 Results of the Questionnaire

Statements	Very poor	Poor	Fair	Good	Very good
Do you think the design is attractive?			8.3%	33.3%	58.3%

Statements	Very poor	Poor	Fair	Good	Very good
Do you think the language used is suitable to your level?				41.7%	58.3%
Do you think the topic is interesting?		7.7%		30.8%	61.5%
Do you think the materials are up to date?				33.3%	66.7%
Do you think the tasks are challenging?			7.7%	53.8%	38.5%
Do you think the book is suitable for self-study materials?			15.4%	38.5%	46.2%

Most of the students think that the e-book has a very good design, with some of them agree that the design is good. The students, who are mostly in intermediate level also thought that the language used in the e-book is suitable to their level. However, one student thought that the materials are uninteresting, even though the rest of them thought that the materials are interesting. Some of the students also wrote in the comment box that the topic and the materials are interesting, with authentic videos and various activities.

Most of the students agreed that the materials are relevant to today's trends and are also challenging. The students also commented that the materials are suitable for self-study materials. Students also gave other suggestions, for example: giving more illustration, changing the color and the layout of the book, and also add more topics.

Website Evaluation

Along with the e-book, a website was also developed to make it easier for the students who want to access the materials directly from their browser. After getting some feedback from the evaluator, the website was revised with more interesting layout and brighter colors. For the trial, 13 students tried and evaluated the website through an online questionnaire. The result of the questionnaire is as follows:

Table 5.2 The Result of the Online Questionnaire

Statements	Very poor	Poor	Fair	Good	Very good
Navigation (how easily you can access the content of the website)			7.7%	15.4%	76.9%
The design of the website:				23.1%	76.9%
The content of the website:			7.7%	23.1%	69.2%
The overall quality of the website:			7.7%	46.2%	46.2%

Most of the students agree that the design of the website is good, including the choice of the color and also the illustrations used on the website. They also thought that the website is easy to navigate due to its simple user interface and its simple design. Students also thought than the content is interesting, in which they found various interesting materials, authentic videos, and a lot of opportunities to simulate their speaking skills by using Vocaroo.com. They also provided some suggestions, for example: to connect the website to social media, so it will be easier to access and

promoted. They also wanted more topics to be covered so they can have more opportunities to learn and practice their speaking.

CONCLUSION

The present research aimed to develop and evaluate an e-book and a website created to solve students' lack of easily-accessed self-study materials for Business English speaking skill that is in accordance with their curriculum and suitable for their English proficiency level. The research utilized ADDIE Model to develop and evaluate digital materials for Business English students with four main stages namely; Analyze, Design, Develop, Implement, and Evaluate. The e-book consisted of ten topics chosen based on the needs analysis and literature reviews. The evaluation was carried out by one English teacher and 13 Business English students as users, each of them filled in surveys to evaluate the website. The results revealed that the Business English speaking website provided varied sources and varied tasks for them to learn and practice their speaking skill independently, making them more autonomous in their learning process, although some of its features need more improvement. The students also reported that the website and the e-book were well-designed with various tasks and authentic materials which can help them enhance their speaking skills as they have more materials and exposures to Business English vocabulary.

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MINDFUL LEARNING IN POETRY: BEING CREATIVE AND PRODUCTIVE IN THE PANDEMIC OF COVID-19

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ABSTRACT

Being creative and productive in the pandemic of covid 19 is a challenging thing. One of the ways to create the atmosphere of creativity and productivity in this pandemic is by implementing mindful learning. In the context of poetry course in English Language Education, mindful learning is implemented to grow the creativity and productivity in the course. The students are guided by the steps of mindful learning in which it was done online. They are guided carefully from the preparation of the context, mindful thinking, free writing, discussion, reflection, writing, editing, evaluating. The instruments used are observation sheet, interview guide, and poetry writing rubrics. At the end of treatments, it is proven from the works that the students are creative and productive, in which their works represent their mindful thinking, positive self-growing, creative and productive learning.

Keywords: mindful learning, poetry, creative and productive learning

INTRODUCTION

Mindful Learning is a learning process that emphasizes on peaceful minds. It is firstly introduced by Ellen J Langer. Mindfulness is a state of mind that leads not only to peace but also flexible thinking with sensitivity to surroundings, paying attention to novelty and being open to context (Langer, 2000, p. 221). Mindful learning enables us to be more open, flexible, sensitive, and novel. There is always something new. Mindfulness means to be aware, thoughtful and calm, as opposed to mindless learning, unaware, thoughtless, and unfocused.

Through mindfulness, children become aware of their emotions, flexible and open so that they can express themselves and manage their emotions. This is the creative process of finding themselves. Mindfulness makes the students to be more creative and productive. According to Langer, Mindfulness is a flexible state of mind, where we absorb in the present, paying attention to new things and sensitive to context. In 2009, Yeganeh and Kolb in their research stated that Mindful Learning combined with Experiential Learning would make a better awareness of the present and make students sensitive to context. In 2016, Wang and Liu's research concluded that mindful learning increases the effectiveness of learning English as a foreign language in China. In line with Wang and Liu, Chase Davenport and Francesco Pagnini concluded that the application of Mindful Learning able to increase opportunities for students to practice learning skills for creativity, collaboration, communication, and critical thinking in the 21st century. In the cotext of poetry, this is very important points to be stimulated. Especially in the context of pandemic of covid 19, where learning cannot be done physically, the students are encouraged to be more creative and productive through online learning. They need to be more thoughtful, sensitive, aware of the context, flexible and open.

In 2017, Piscayanti in her research stated that Mindful Learning is an effective tool to encourage student awareness of learning, encourage student engagement with creative learning contexts, and encourage student flexibility in new ideas in learning. Mindful learning also has an effect on increasing student productivity at work. This is seen from the research of Piscayanti (2017) which shows that students appeared to being productive at work after the implementation of mindful learning. Furthermore, Davis (2017) said that the concepts found in mindfulness are applied to help students deal with a problem or pressure, so students can be more productive, empathetic, and successful at work. This is reinforced by research conducted in 2020 by Saputra that states Mindful Learning has a significant effect on student writing achievement.

METHOD

This research is a quantitative research. This research is a quantitative study using experimental research design Posttest-Only Control Group Design (Best, 1981) to examine the effect of Mindful Learning on Creative Process and Poetry Learning Productivity.

Table 1: Research Design

Class	Treatment	Post test
Experimental	X ₁	O ₁
Control	X ₂	O ₂

Description:

- X₁ is the experimental group who get Mindful Learning treatment
- X₂ is the treatment of the control group
- O₁ is the posttest result of the experimental group
- O₂ is the posttest result of the control group

Setting and Participants

The subjects were 4th semester students who are taking a poetry course. Through random sampling, 2 classes were selected as the control group and 2 classes as the control group. The experimental group in each class were 20 students. The control group was 40 and the experimental group numbered 40 people. The object of this research is the application of Mindful Learning in Poetry course.

The students are guided by the steps of mindful learning in which it was done online. The treatments include preparation of the context, mindful thinking, free writing, discussion, reflection, writing, editing, evaluating. The instruments used are observation sheet, interview guide, and poetry writing rubrics.

FINDINGS AND DISCUSSION

Descriptive analysis shows that in the control group the mean score of students 'poetry is 82.90, the standard deviation is 2.468, the minimum score is 80 and the maximum score is 90. In the experimental group, the average score of students' poetries was 89.80 while the minimum score was 84, the maximum score was 95 and standard deviation 2,783. By just looking at the average score, it can be said that the experimental group has a higher average than the control group.

Meanwhile, inferential analysis shows the following. To find out whether the mean difference is significant, normality and homogeneity tests are performed. From the normality test, it was found that the F value was greater than 0.05. it is 0.200, which means the data is normally distributed. While the value of homogeneity, namely the F value obtained is greater than 0.05, namely 0.422 with a significance of 0.520, which means that the data is homogeneous. This means the data is normal and homogeneous. Since the requirements for normality and homogeneity have been met, the t-test can be performed. From the results of the t-test, it is found that the significance value is 0.0001 is smaller than 0.05 which means significant.

This finding supported by previous research. Previous research by Saputra (2020) also found Mindful Learning had a significant effect on student writing achievement. His research found that with Mindful Learning, students could positively explore new perspectives, prioritize reflection, and be contextual. English students in learning Poetry using Mindful Learning experience have a positive and significant effect. The results of the same research on Mindful Learning by Cooper and Boyd (1996) stated that Mindful Learning has a good impact on the use of mindful learning and effective in reflecting on Poetry course. The research states that Mindful Learning is very relevant in the context of learning Poetry that requires high creativity to produce products and ideas that reflect flexible, open in the learning process. This study found that students in learning Poetry experience a positive influence on the Mindful Learning perspective, which includes several aspects in it.

Creativity and productivity can be seen from this following poetry journal made by the students.

Poetry 1.1

Monday, 13th April 2020

*I grumbled in the dark and the silence
I need a sincere hug
Not laughter that seemed to mock me
Who, who will care about me
Nothing, nobody
Friend, who is that?
They are only the actors of a show*

Tuesday, 14th April 2020

*Photos have a memory
I always perpetuate it
But that is stupid
Including me who is stupid like a dumb ass
A photo of a man in a crowded place
Nightmare, why did that man do it*

Wednesday, 15th 2020

*My life is like a kite
Flying high and blown by the wind
Controlled by someone
Stretched, pulled, and will be cut off*

Thursday, 16th 2020

Smoke from an incense at night

*Calms the body and soul
Say a prayer with a mantra
Hope all will be fine*

*Close the eyes as if the world is empty
There is only a gust of wind
And the fragrance of incense
Make this body and soul fly into space*

Poetry 1.2

Friday, 17th 2020

*I smiled and turned into hatred
This doll is vicious, damned and disgusting
That's because she is a bad liar
When I saw this doll, I took a knife
And tore it to shreds
And forget what happened*

Poetry 1.3

Monday, 13 April 2020

There is something magical when it is raining.

Tuesday, 14 April 2020

*Hearing the sound of raindrops rattling on the window
Hearing the sound of droplets falling from the leaves of trees*

Wednesday, 15 April 2020

*Smelling the fresh ground that has been exposed to rain
It is as if the world is refreshing*

Thursday, 16 April 2020

*Rearranging
Renewing*

Friday, 17 April 2020

*Like it is the time for a tired soul
To feel truly at peace...*

Poetry 1.4

Day 1:

Actually, I do not know my feelings. I don't even know why it has to be like this. This feeling is real feeling of sadness. Like there are some differences.

Day 2:

I really love you. I put you in a place where only the best can fill. Only you can enter that place.

Day 3:

I want you to complement my life. I understand more who I am when I'm with you. And I know you feel that too.

Day 4:

I know you have the same feeling. I know you love me too. Maybe even your love for me, more than what I thought so far.

Day 5:

I know we have differences. I know we have many things that are not the same. I know you hold the cross, while I hold the prayer beads. You glorify your bar, but I do not worship objects. You really like pork, but I forbid it. However, behind thousands of differences,

there is one reason that keeps me going, that is your loyalty, our sense of mutual struggle, and the conscience that says you are my life's companion ... forever.

Day 6:

However, why all this happened. Why does this happen to us? When we are together, when we make out, when we have an attitude. Why parents get in the way of our love story. Why parents break the bonds of our love. Only because of the different ways we worship the power.

Day 7:

God does not want his servants to suffer, God does not want to see his servants sad. But why this all happened. Maybe this is the end, maybe this is the 'end game'. Maybe this is the 'last journey'. Even humans with the highest degree will never be able to separate the two beings, who are destined to be together. Maybe this is the end, I must end. I leave you forever. I forcibly let go of our hearts. It hurts, it hurts, it hurts. But, maybe this is indeed his destiny, this is the end. Now, I can only love you in wishful thinking, and can only feel the longing that will never end.

From the student's Poetry above, there are several stages and product differences in the form of Poetry. In the Poetry works above, it has openness in determining the themes to be developed. Openness meant to include creativity in creating content from Poetry. Furthermore, from some of the Poetry above, it contains multi-perspective. In the first Poetry, it covers the point of view of darkness, silence and friends in a memory. Then, in the second Poetry, the multi-perspective is depicted in the form of smiles and lies. In the third Poetry reflects multiple perspectives in terms of magic in the rain. Meanwhile, the fourth Poetry describes feelings, places, love and God. The four Poetry have different perspectives that result in creative productivity. In the next point on the basic concepts of Mindful Learning, namely reflective and flexible. This covers the awareness of students in assessing their work and can change themselves for the better according to the evaluations obtained to be reflective and flexible.

Contextual and critical are the next basic concepts of applying Mindful Learning. Associated with the work in the form of the example above, the Poetry produced includes a sense of sensitivity to what is happening in the world around, contains issues that occur not far from around the world. The Poetry contains a reality story that is made into a creative product. Poetry created by students adjusted to the real context that occurs and can be felt by the author. Thus, the activities of all the basic concepts of Mindful Learning will produce critical thinking on student creativity and productivity. Critical meant in the form of high reasoning students design and design their work systematically from day to day, from date to date. This means that the six basic concepts of Mindful Learning occur in the learning Poetry process continuously and complement each other. This basic concept occurs and carried out by English students through the Mindful Learning.

According to the results of the discussion, students who received treatments in the form of Mindful Learning experienced have a positive influence on Poetry course. It can be interpreted that based on the results of the Poetry work made by English students above, there is a significant influence felt by students on Mindful Learning in the creative process that occurs in Poetry class. Students feel more focused in thinking according to the conditions with what they felt. Shapiro, S.L. (2001) supported that the statement which states about Mindful Learning has a positive effect on learning openness, emotion, ways of thinking and relationships with others. Kabat-Zinn (1990)

described Mindful Learning as a method that teaches the absence of assumptions or non-constructive assessments, helping students to be more aware of their learning process that acquired with full awareness and supervision. Supported by the statement that Mindful Learning can stimulate students' creative thinking (Baas et al., 2014). With the stimulation of students, Poetry learning by applying Mindful Learning can explore the experiences of students who are very open in responding to everything that happens in life with the learning process they got (Mapel, T. 2012).

Based on the essence of Mindful Learning that emphasizes the creative process and the influence on creativity and productivity of Poetry learning. Therefore, Mindful Learning affects students' thought processes, formulates understanding of learning Poetry. The effectiveness of Mindful Learning can be felt by students from how students and teachers can reflect on themselves and make what is gained from the learning process they follow is useful for their life, both in the world of education and in everyday life. Mindful Learning is emphasized by Langer (2000) obtained from the implementation of Mindful Learning in Poetry, which can improve competence, improve student memory, and supported by creativity that has a positive effect. The positive results described are in line with the objectives and results of this study regarding to the effect of the application of mindful learning on student creativity and productivity in Poetry learning. This alignment is related to learning reflection and is carried out as a measure of the effectiveness of Mindful Learning applied to the Poetry learning process in English students.

Based on the results obtained, student productivity in writing Poetry is increased according to the results of the t-test and evaluation carried out. This is related to real student participations in the form of Poetry work. The intended productivity is the process of writing the Poetry that applies Mindful Learning, where students can produce works that match their creativity. Therefore, based on (Rob Pope, 2005) stated that creativity is aligned with Mindful Learning to produce maximum productivity. Mindful Learning is very effective in applying the world of education because it is in accordance with the context of learning that occurs. In addition, based on the results of the study emphasized the significant results that felt in Poetry learning productivity. This supported by Jerry E. Fluellen Jrin in his article about Mindfulness Learning 2020 regarding the Mindful Learning paradigm in learning which underlines learning as a process of accepting a continuous change of experience.

CONCLUSION

Based on the results obtained, student productivity in writing Poetry is increased according to the results of the t-test and evaluation carried out. This is related to real student participations in the form of Poetry work. The intended productivity is the process of writing the Poetry that applies Mindful Learning, where students can produce works that match their creativity. Therefore, based on (Rob Pope, 2005) stated that creativity is aligned with Mindful Learning to produce maximum productivity. Mindful Learning is very effective in applying the world of education because it is in accordance with the context of learning that occurs. In addition, based on the results of the study emphasized the significant results that felt in Poetry learning productivity. This supported by Jerry E. Fluellen Jrin in his article about Mindfulness Learning 2020 regarding the Mindful Learning paradigm in learning which underlines learning as a

process of accepting a continuous change of experience. It is suggested that further research is needed to explore more about the power of mindful learning in poetry learning. The sample used can also be made larger to present more representative findings.

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EXPLORING POTENTIALS OF CORPUS LINGUISTICS AND DATA-DRIVEN LEARNING FOR ENGLISH TEACHING IN POLITEKNIK NEGERI BANJARMASIN

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ABSTRACT

Abundant results of investigations have revealed that corpora offer language learners and teachers with useful language information and learning opportunities that cannot be obtained otherwise (Boulton, 2010). Exploring the potentials of Data-Driven Learning (DDL) based on corpora for English teaching in Politeknik Negeri Banjarmasin (Poliban) where English is taught as ESP becomes the objective of this literature-based research. Mainly focus on the work of Boulton (2016) and Chirobocea (2017) the section will describe what valuable information corpora can provide; kinds of widely practiced DDL followed by a discussion of what engaging learning potentials corpora may offer and its potentials for ESP in Poliban. The section will be ended with a brief description of activity to be implemented for ESP teaching in Poliban.

Keywords: *ESP, corpora, corpus linguistics, data-driven learning*

INTRODUCTION

The rapidly developing researches in the field of corpus linguistics and data-driven learning (DDL) and its potentials for informing ESP teachers, researchers and students of the benefits of its implementation is main reason of this study besides the effort to develop the researcher competence in pedagogy in language teaching. The study relies mainly on literature reviews on DDL and based on them potentials of implementing DDL in Politeknik Negeri Banjarmasin (Poliban) explored. This paper begins with definitions of corpus linguistics and DDL and what valuable information corpora can provide; kinds of widely practiced DDL followed by a discussion of what engaging learning potentials corpora may offer and its potentials for ESP in Poliban with its unique characteristics.

Literature Review

Corpus Linguistics and Data-Driven Learning

A corpus is a compilation of texts, it is “any collection of recorded instances of spoken or written language (Gabrielatos, 2005). Similar with Gabrielatos’ “a corpus is “anybody of text” (McEnery dan Wilson, 2001). “... a collection of authentic language, either written or spoken, which has been compiled for a particular purpose” (Flowerdew, 2012). A corpus (plural „corpora“) is simply a collection of texts. A corpus is a large and principled collection of naturally occurring texts (Guan, 2013). The size of a corpus can range from tens of millions of words to a few thousand. The texts can be either transcripts of spoken language (increasingly with sound or visual files attached) or written language that has been scanned from books, newspapers etc. or downloaded electronically. However, as Boulton (2016) believed, a corpus is a “a large collection of

authentic texts representative of a target variety in electronic format” is a reasonably all the options definition intended to satisfy various users.

In language teaching context, using a corpus is considered as a data driven learning or DDL. DDL or corpus-based approach was proposed in the 1980s, when personal computers were starting to develop as a resource of knowledge and as a learning tool. DDL means ‘a way of using corpus linguistics in teaching by exposing learners to data and having them find the rules and patterns.’ (Shaw, 2011). According to Jalilifar, Mehrabi, & Mousavinia (2014) in DDL learners act as researchers who investigate some linguistic patterns based on the concordance lines they analyse. This believe is in line with Johns (1991) claimed that the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the target language, and the development of activities and exercises based on concordance output make every student a Sherlock Homes.

Benefits and Kinds of DDL

Several papers talk about the benefits of using corpora in language teaching, one of which is Endarto’s. According to Endarto (2018), there are three main values of DDL. To begin with, corpora are able to assist in answering vocabulary-related questions, such as: ‘what are the most frequent words/phrases in the target language?’ The second, corpora are able to assist students to observe the linguistic differences of the target language used in different registers, by different types of speakers, or from different time periods. Lastly, corpora are able to show how words or phrases are arranged, what the common collocations of certain words/phrases are, and how idiomatic expressions are used in the target language.

Many experts in language teaching agree upon two most common used of DDL. According to Corino and Onesti (2019), pedagogical uses of corpora include two main perspectives: indirect applications of corpora, where scholars use data to create teaching materials or reference books, and direct applications, meant as use of corpora by teachers and learners in a hands-on approach. This view is analogous with Cortes’ (2013) that the teacher either uses corpora to design materials or introduces corpora directly to learners in order to teach them how to use this resource and develop skills for further learning.

FINDINGS AND DISCUSSION

These two kinds of widely practiced DDL described above have potentials to be implemented in Poliban. The researcher believes that the direct and indirect application of DDL are feasible to adopt; the teacher uses corpora to design materials and or the use of corpora by teachers to teach the students how to use this resource and develop skills for further learning. This judgement of the possibility of using DDL in teaching English for Specific Purposes (ESP) as it is in Poliban is based on factors affecting DDL in teaching ESP (Chirobochea, 2017). According to Chirobochea, student’s motivation, facilities, time allotted and methodology affect the success of DDL.

In Poliban, the students’ motivations are varying, most are not highly motivated. The teaching of ESP in this institution is mostly done in standard facilities classrooms which do not equipped with computer and software. Time allotted for teaching ESP is 1

– 3 semesters of 2 - 4-hour lessons. As for the methodology, the students may have different mindset about the methodology used in classroom.

These unique situations of ESP teaching in Poliban are fortunately can be antedated by developing some ideas from studies in related field. The relatively low motivation of students can be anticipated by increasing the use of user-friendly software, this will allow learners to be involved in the decisions related to what to learn, according to their lacks and, as this will help them see the relevance of their work. They should also be encouraged to search on their own, to look for answers to their own inquiries, something that, again, many students are reluctant to do and prefer to be given the information directly by the teacher (Boulton, 2009). In this 4.0 era of advance technology, majority of students have technology in their pocket, smart handphone that can be used to replace computer; free software for corpora are available. This will certainly answer the problem of lack of facilities faced by ESP teaching in Poliban. Both students and teachers can use their smartphones to replace computer and to use available free software using the internet.

The considerable limited time allotment for teaching ESP may be anticipated by allotting one or two first meetings for learning how to use the software, making time is no longer an issue and concord activities can proceed efficiently (Chirobocea, 2017). Different mindset that the students have about the methodology is actually a common problem in the classroom. Still according to Chirobocea (2017), teacher that wants to employ DDL method will use experience and knowledge of their own students to settle these issues. Thus, by constantly assessing learners, methodology will adapt to each group.

Having the description of the current situation that Poliban has in implementing DDL in the ESP teaching the next step is to design activity in using corpora for the students. This effort will be based mainly on the work of Boulton (2016). Boulton argues that his work demonstrates the basic concepts through specific examples of the sort of things ESP learners can do with different types of software and data, accompanied by step-by-step instructions.

Boulton suggested to first introduce the parallel daily life use of web searching or googling for the use of corpora in the classroom. A little time dedicated for training and arising awareness of the concept of DDL could be able to bring significant and direct advantages. He also suggested to employ user-friendly online tool as Brigham Young University (BYU) before moving to more generic corpora that is globally used namely British National Corpus or the Corpus of Contemporary American English (COCA). These corpora are satisfactorily large and well-structured to allow quite narrow searches for specific purposes. Another recommendation from Boulton is to create teachers' own dedicated corpus for specific long-term needs since personal corpora directly related with individual need can help in formulating queries and interpreting the results.

Considering the steps describe in Boulton's work, the author design of activity will be started with the introduction of how web search work since the internet search engines are by no means the only everyday parallels to corpus tools or use of corpus-like techniques. The next step is the teacher may use the general-purpose corpora. One user friendly ready to use- and often recommended by language teachers- is COCA. In using the corpora, it is better to prepare the queries carefully. If the civil engineering students face difficulty in using appropriate verb for example, authentic examples can

be manually searched for, selected, appropriately formatted and printed out. Having the students to actively select the samples, “linguaging” their findings in pairs (Swain, 2006) may bring to a deeper understanding of cognitive processing, hence improving retention. This kind of activity does not take much time and can be implemented to learners in lower level of competence by carefully selecting the lines for language focus content and by giving vivid guidance and simple hand-out.

CONCLUSION

To sum up, DDL can be implemented in most situations of language teaching. However, careful considerations must be done regarding the selection of the data and methodology used in DDL. Modification may be needed to suit the student’s conditions and environment because if adapted carefully, DDL may generate the best results and achieve one of the most valued aspect of the method that is to promote learners constant learning. The activity of DDL design for the specific situations of Poliban in this paper needed to be tried out and evaluated for future work.

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THE CONSTRUCTION OF CULTURAL IDENTITY AND URBAN SPACES: JAKARTA IN WAHYU MENULIS PUISI

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ABSTRACT

Urban space is formed by the phenomenon of urbanization, industrialization and globalization which can affect cultural diversity in urban space. This cultural diversity can form an intersection, mixture, or the elimination of one culture against another. The collection of *Wahyu Menulis Puisi* describes urban space as a meeting room for various elements of society. The analysis of the poetry collection was carried out using the critical discourse analysis theory developed by Teun van Dijk and the concept of identity from Stuart Hall. Through the use of this theory, this research results in the finding that the construction of cultural identity in urban space has resulted in the hegemony of the urban community towards the village community. The fusion of space becomes a cultural strategy that is implemented at the same time as a shift in identity from marginal to liminal. Thus, this study seeks to dismantle the construction of cultural identity and urban space as a picture of Jakarta in the collection of *Wahyu Menulis Puisi* written by Wahyu Prasetya.

Keywords: *identity construction; liminal; marginal; urban*

INTRODUCTION

New city in Indonesian urban development is considered as a solution dealing with urban problems. Sujarto (2005, 370) illustrates that the solution offered in the development is an effort to balance the urban life. This also shows the expansion of the area that have an impact on urban sprawl, which is the integration of small cities around the core city (Firman & Soegijoko, 2005: 92). While the city developed, the community confronted with the city's problems as a result of the development. City problems until now have made the topic of urban space still relevant to be discussed from time to time.

As cultural entities city that are influenced by urbanization, industrialization, and globalization make cultural diversity in urban space. Interaction of cultures give possibility of intersections between cultures in the form of acculturation and cultural transformation. Wirth (in Barker, 2000: 391) illustrates that cultural diversity and lifestyles of urban people tend to create impersonality, and also social-spatial mobility as a result of the attitudes of unstable city communities. This happened in Jakarta 1990s, an era in which modernity was developing rapidly.

Jakarta tendency as an urban center create a diverse component of cultural society. According to Bhaba (1994), cultural differences can give the possibility of new identities, but this cannot be separated from the cultural conflicts that arise. Cultural contestation in urban space present diverse cultural expressions, including the defense

of rural culture brought by villagers to survive in urban space. This problem is illustrated in a *Wahyu Menulis Puisi (WMP)*.

The poetry discusses the human life problem that changed from traditional ways of life to being modern and surrounded by sophisticated objects. The transition shows that life in the technological era makes humans can create things more easily, do things faster, and achieve things more admirably. Progress becomes a dilemma when it is portrayed that not all elements of society are able to participate in "advanced" discourse. Social class, capital, and community education form a limitation of access to the advanced part of society.

The similar study conducted by Kusniawan (2018) and Dwyarie & Tjahjani (2019) that describe the cultural factors that establish the narrator's identity in the Place Cliché essay by Jacques Godbout Kusniawan focus on garden spaces and women's bodies, while Dwyarie & Tjahjani focuses on intercultural culture that forms hybrid cultural identities. So, this research focus on the construction of cultural identities and urban space as Jakarta's representation.

METHOD

This research used qualitative methods by utilizing critical discourse analysis by Teun van Dijk and identity concept from Stuart Hall. It will see the depiction of urban space and village space based on the emergence of representative diction. Positioning the diction is then seen as a representation of space and community life. Van Dijk's idea in critical discourse analysis is to see the involvement of context as a macrostructure that can be seen through observing topics or themes in a discourse. A superstructure and microstructure can be considered in constructing the meaning of the text (Dijk, 1993). Hall revealed that cultural identity is a placement that is used in the narrative of the past. In this situation, methods are used to deal with changes in history, culture, and power (Hall, 1990).

FINDINGS AND DISCUSSION

WMP present the urban space by mention "Jakarta" as a space of urban city. It has rural area, village, that described as binary. In the analysis of critical discourse, the context is a macrostructure that needs to be understood before reaching the linguistic aspect. The superstructure of the text shows that textually *WMP* illustrates the dualism between urban and village spaces. As part of the microstructure, the emergence of dominant diction has shaped the image of contestation in urban space displayed through city-space dictions (*kota, Jakarta, apartemen, gedung, real estate, kota besar, taman kota, tengah kota*) and village-space (*lorong gang, kampung kampung yang pulas, pinggir, dusun, rumah kardus, pelosok, lereng ranupane, kampung kumuh, and lorong kampung*).

The image shows a contradictory situation that form different spatial imagery. Consider the following table:

Table 1. The Classification of Diction in The City and Village Spaces

City	Village
<i>Surat Jakarta</i>	<i>Berita dari Kampung</i>
<i>Ritus Patung Taman Kota</i>	<i>Salam Anak Anak Ranupane 1990</i>

City	Village
<i>Dekorasi Kota yang Ramai</i>	<i>Perkampungan dalam Potret Surat Kabar</i>
<i>Serenada Jakarta</i>	<i>Percakapan Kampung Halaman</i>
<i>Sajak dalam Ember</i>	<i>Syair Dangdut Sebuah Kampung Padat Di Jakarta</i>

It appears that the titles used in imaging urban and village spaces are formed through different diction. The use of "letter" tends to present harmonious nuances, while the "news" tends to be interpreted as the presence of something outside of normality. The same thing also appears in the use of diction "city park" and "ranupane slope". The diction have a far-reaching significance, between the beauty of a city park that is formed with all its governance plans compared to the slope. Such a structure also appears in the use of diction "decoration", "serenada", and "poetry" in urban space compared to diction "portrait", "conversation", and "dangdut" in the village.

The different images of urban and village space shows that constructed as different area. The formation of cities as a "center" reflects indirectly the idea of "periphery". This was motivated by the social conditions of the people who lost the fight in the economic class and education were considered not part of the idea of progress.

Domination of Social Power and Relations in Space

The idea of urban space as "open space" and capitalism lead to complex cultural problems. Cultural contestation is no longer purely a matter of ethnicity, origins, traditions carried out, but also tends to bring up consumptive cultural battles as a representation of the identity of a group. Thus, the problem faced is also related to "how much economy" a person has to portray himself as part of a particular culture.

In *WMP*, the positioning of certain diction is also presented in describing the separation of the image of the life of the village community as a group that is not qualified in the context of urban community power. The dominance of power held by the capital owners forms the significant social relations between urban and village communities as follows.

Table 2. The Classification of Life Imagery in The City and Village Spaces

Noise Full of Sound The Microphone	Silent Boisterous Screams of Children
the city stores a thousand lights Lamp light the city moves to wave the lights	dark is a natural language that suggests to pray star, moon the sky that gave birth to lights was also a faded fate

<p style="text-align: center;">Noise Full of Sound The Microphone</p>	<p style="text-align: center;">Silent Boisterous Screams of Children</p>
great cinema television Pilem Stun Photo Bars and discos The building and a thousand plazas Good at building buildings and hotels, airplanes and towers tower real estate plaza Jakarta as a city of things	cardboard house hawk
party Sparkling life Sparkling idols on a full face	Prayer one verse is purer
a thousand faces full	Cook a stone Cassava or bitter coffee Divide breath and side dishes Singing dangdut, about a hut and a plate of stale rice that is chewed
Sourced sustenance	Poverty is raising my family
smart people in a building	Firewood seekers in an increasingly deciduous forest Climb and sneak thickets Carrying wood, twigs, and tap roots Cracked cracks River and rubbish are blood pulses
A new lifestyle advanced civilization pens, books, letters and modern science	Grown by nature, mountain cliffs and jungles Life lessons We don't understand any letters The displaced villages Left behind in a village that was never mentioned Kampung is on fire, village is displaced lagged behind Deep in your dreams or feelings Knocked out by the world even by luxurious civilizations

The image that is built in the positioning of diction related to space shows that in the village space community life tends to be "quiet", whereas in urban space the community life tends to be more sophisticated through technology "stun", "light", "film", "photo", "television" and "microphone". The presence of "film", "photo", "television" and "microphone" in the city space becomes the media and means in conveying the ideas of a group that cannot be separated from certain interests. Through "television" advertisements can be spread, while through microphones calls can be sung.

In the context of the setting of this poem, the existence of a "microphone" becomes an appeal which is controlled by a particular authority. This condition is opposed to the noise in the village space filled with screams of children as a representation of the inequality of life in the village. This is evident in the picture that in the village people do not know about education, far from modern life, and not sufficiently equipped with the economy. Therefore, what is shown is a picture of village people who survive by finding firewood in the forest and tricking hungry children with stone cubs.

The image of "poverty that raised my family" was clashed with "mature sustenance", so satiety displayed in the village space was a manifestation of chewing stale rice and sharing the rest of the side dishes. In contrast, the diction in the city space is filled with the image of eating at parties. Through "a sparkling life" the people of the city are described as far more worthy of living their lives, while the villagers are the opposite. Of course this picture is also supported by the emergence of the diction of real estate and plazas which are clashed with cardboard houses and halls.

The emergence of the two diction can be seen as an illustration related to how the community of the two living spaces live and their way of turning a small amount of capital owned. The poverty described earlier certainly shows their inability to reach the plaza, both in terms of being part of the stock picker or even just shopping. This inability creates space restrictions on the village community.

Meanwhile, the phenomenon of urban development that is increasingly widespread so that more malls and buildings are erected further confirms the inability and limitations of the space. Development that requires the expansion of this land tends to have an impact on the lives of cardboard houses that continue to be shifted to the edges. The description of "displaced villages", "burnt villages", "displaced villages", "left behind in the past", "far out of wishful thinking" reinforces the feeling of being "pushed aside by the world even by luxurious civilizations". Nevertheless, the elements of society that were excluded were described as being able to only learn from the reality and problems encountered. But, progress in urban space makes elements of society enjoy modern scientific systems, so that life in new civilizations tends to progress. Changing this modern mindset forms the lifestyle of the new society.

Thus, the description of urban and village space shows the social imbalances experienced by the community in the village space. As marginal subjects, village communities tend to be constructed as subjects that cannot surpass urban society. This is caused by the inadequacy of economic and educational provisions as the main capital of social battles in urban space.

Space Fusion as a Cultural Strategy and Liminal Identity

The inability of life in village space to achieve equality with urban space shows the separation of the two elements of society based on space. This condition is faced with an increasingly widespread city shift in the concept of development making each culture experiencing attraction as a form of influence.

This collection of poetry shows the existence of efforts to fuse space as a cultural strategy. The presence of urban and village spaces is tried to be mixed up so that there is no clarity of the actual situation. For example in the following quote:

*Di kota besar, kebisingan menjadi bagian hidupku sendiri,
Dan di kampung tak beda lagi. sebenarnya di sana aku berada.
[.....]
Dari kota besar kubaca kabar, semua orang menjadi mudah
curiga, karena kaya menjadi angkuh, karena miskin
menjadi angkuh
(WMP, 103)*

It shows the dualism of subject lyrics in presenting cities and villages. That city and village spaces actually felt "no different". Meanwhile, "actually there I am" shows that the space attached to me is the village space. From the point of view of being a big-city person, the subject illustrate that rich or poor are now all arrogant.

The fusion of city and village boundaries is an I-lyric strategy in undermining the conception of central and peripheral spaces. In this context, it seems as if in any space a clear narration is never present.

*Kemudian kita mencoba mengenali alamat dan
Nama nama bapak
Ibu serta tetangga
Sia sia. Kota berlarian. Siapa yang sedang berkejaran.
Bayang bayang atau kekecewaan yang merindukan!
(WMP, 267)*

*Kita tak pernah menyertakan alamat atau nama jelas,
Karena tak ada tujuan berupa pintu, jendela, atau rumah makan.
[.....]
Kita tak pernah benar-benar sampai. Selalu terpotong jam,
Dan peta yang terbakar di benak.
(WMP, 241)*

Obfuscation of addresses in urban space can be interpreted as a strategy of eliminating the distinguishing aspects of one address with another address. Address as the purpose of human life is increasingly blurred, so trying to recognize address and names is considered as something in vain.

The city also describes the city running as a form of presence that speed is not always a benchmark, because in this space motion is a shadow. This image reinforces the idea of pseudo and melting urban space. The poem shows that the city park and all the beauty of urban space in fact has been eliminated in the narrative I-lyrics through buried diction. Meanwhile, I-lyrics still show the hegemony of urban space towards the village space through the waiting of the newspaper. Previously it has been explained related to the positioning of newspaper diction which is identical to urban space. The news in the letter is just something that is obscured, "tapi di sini, aku menunggu, memandang lorong yang menuju/Lambaian surat kabar yang basah/Dengan kabar yang mengabur" (WMP, 288).

The depiction shows the identity of the subject of lyrical lyrics in urban space. His presence being displaced from the city space, but also moving away from the village space shows that his identity is now no longer a villager and certainly not a full city person. This liminal identity can be understood as a picture that the subject is in a situation that is ambivalent to binary space. This identity makes the subject cannot be

strictly identified as just one space, but vaguely. The formation of this identity can be considered as a negotiation of differences encountered in urban space.

Cultural differences do not always force subjects to choose between them, but they can also be negotiated with the formation of new cultural identities. At that time Jakarta which gave rise to a liminal identity in this study could add to the reference of ideas in the cultural struggle of a society, as well as a marginal identity in Surabaya society developed by Kusniawan (2018) or intercultural concepts in Quebec society discussed by Dwyarie & Tjahjani (2019).

CONCLUSION

WMP shows a picture of the life of the urban community in the context of Jakarta which is divided based on city and village space restrictions. Village communities as part of groups that experience inequality. Meanwhile, the phenomenon of urban development increasingly shifts, displaces, and removes these elements so that they form a cultural strategy in the form of fusion of space to create a new cultural identity, namely liminal identity. Village communities are no longer fully villagers or urbanites.

Through the critical discourse analysis method from Teun van Dijk, this research has utilized the context as a macro structure that has a certain value; and the concept of identity from Stuart Hall to see cultural positioning. This can trigger further research that can utilize the ideas of village, city, and fusion space as a compromise to see spatial intervention on the subject.

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TEACHING INTEGRATED-SKILLS INSTRUCTION TO IMPROVE STUDENTS' LITERACY AWARENESS BY USING VIDEOS AND ENGAGING TECHNOLOGY

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ABSTRACT

This paper aims to disseminate and describe the use of video and technology in the digital age to improve students' literacy awareness as an English learning media used by a teacher in a Junior High School in Semarang to teach Recount Text. This study was conducted during the Pandemic COVID-19 crisis, so all of the processes were done through several online platforms. The study engaged students to improve their literacy through the process of listening to the explanation through audio, reading and writing a Recount text, and in the end, they practiced to speak based on the script they have made to put the caption on the videos. The result of these activities is a Recount text video made by students. This video can also be used as learning media for other classes. From the pre-test and post-test result, it shows that students have better learning achievement by using this method. Other benefits of conducting the teaching method are it increases students' motivation and self-autonomous learning, not to mention, they can learn English in a real context situation and digging their social skills through the collaborative working project.

Keywords: *Integrated-skills Instruction, Literacy Awareness, Technology and Media in Education*

INTRODUCTION

In the current era of the Industrial Revolution 4.0, the role of Information and Communication Technology is vital in various lines of life. Not only affects how humans interact, but technology has also greatly influenced how humans shape their culture. The massive influence of the development of technology and information needs to be well developed so that it can also be utilized in the world of education. Besides, technological developments also require students to master foreign languages well. This is because technology and the internet are windows to the world so that students are expected to be able to interact with the global world. This goal can be achieved by providing good knowledge and soft skills for students. A collaboration of the ability to master information technology and foreign languages is a basic provision that must be owned by students in basic education.

English as a foreign language that is taught from primary education to higher education needs to be mastered by students well considering its urgency in today's digital era. However, there are still many teachers who teach material conventionally, making students' learning motivation weak. The development of contemporary learning media is necessary so that students can learn well to achieve learning goals.

English at the primary education level is one of the subjects of self-development which has been introduced in elementary schools as local content and continues at the junior and senior high school levels. In the last two levels, English is a core subject that has the same degree as Bahasa Indonesia as the National language. This group of core subjects together with Mathematics, Natural Sciences will be tested simultaneously with National standards. The 2013 curriculum, which is currently being used in almost all schools in Indonesia, is designed so that subjects are compiled and taught in a comprehensive and inter-related manner. Each subject must be taught and refer to learning objectives to measure cognitive abilities, skills, and can shape the character of students.

English has four skills, namely listening (listening), speaking (speaking), reading (reading), and writing (writing). These four types of skills must be mastered comprehensively by students. For that, it is necessary to have student-centered learning media that can improve these skills. English learning in class, nowadays, is good enough with multimedia support in the classroom. Today's teachers generally use LCDs to present material in the form of slide shows and audiovisuals, in the form of photos and videos. Both are tools to achieve competency levels better in accordance with the learning objectives formulated earlier. However, sometimes this learning media is chosen not according to the student's interest, so that sometimes when students listen to the material being taught they have low motivation. Students tend to be passive because learning is still teacher-centered.

This study tries to use up-to-date learning media and was designed by using multimedia-based. The learning media that were developed are autobiographical videos made independently by participants. In addition to cooperating with the benefits of the current digital era, that videos were made in writing stages, namely writing text, then reading (reading text), and finally speaking. These stages were carried out to increase students' literacy awareness in this case reading and writing. This is because reading interest in Indonesia is very minimal. According to UNESCO, the reading interest of the Indonesian people is 0.001% [1]. Of course, this is very concerning because Indonesia is only in the second-lowest position of countries around the world. Of course, the role of education in schools needs to encourage students' literacy awareness by increasing the amount of material that requires students to not only read but write.

This study attempts to combine the role of information and communication technology in teaching English. This multimedia-based learning media will use videos to improve student competence in integrated skills. The purpose of this research is to improve students' skills in English, in various skills, to increase awareness of information literacy, and to describe the effectiveness of using video in teaching English, especially Recount Text.

This research is a research development (Research and Development) where this research will produce a product, namely instructional video media from and by students. The object of this research was the VIII grade students of MTs Darus Sa'adah Semarang. Data analysis was carried out in various stages, namely pre-research observation which will be used to measure the extent to which students' abilities before using video media. The next stage is data collection employing observation through tests, questionnaires, and interviews. Next is training and making English video material on Recount text type. The last stage is a post-research observation with the same

instrument. The expected output of this research is to be published in international seminar proceedings and to be accepted in accredited national journals.

This study attempts to link multimedia-based and information technology to improve student learning outcomes and students' literacy awareness in English, especially by using video. The object of this study were students of class VIII MTs Darus Sa'adah Semarang City. This research is expected to be able to increase student motivation to learn English and improve student learning outcomes in English subjects, especially in the type of Recount text.

Integrated Skills- Instruction

The integrated-skills approach has become a new trend in EFL contexts because it is an effective approach to develop students' communicative competence. It is also believed to improve the ability to use English in gaining access to social, educational, and professional opportunities (Pardede, 2019). In contrast, the segregated-skills approach tends to use English in an isolation way in which the traditional approach belongs to.

In the segregated-skills approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986). The main reason for the skills segregation is the belief that teaching is much easier if syllabuses are organized around one skill than focused on some at one time (Pardede, 2019). Based on this idea, the textbook and students' books especially that is used in Indonesia, are usually arranged by one skill to another skill. For example, in the opening of the unit, we can see listening skill material. The author embedded the title as a listening skill only, while actually, the students can practice more than just listening, but also they can practice their reading and (or) writing skills. In accordance with this, Oxford stated that the segregation of language skills is indicated through the titles of the classes offered, such as "Basic Listening Comprehension," "Intermediate Reading," "Grammar I and II", "Advanced Writing", and so on (Oxford, 2001).

In many EFL programs and conventional common classes, many teachers still implement segregated-skills teaching by presenting one skill separately from the others (Pardede, 2019). Tajzad and Namaghi, (2014 in Pardede, 2019) found that although segregated skills teaching may help students develop their knowledge of the language, but it does not enable them to use the knowledge in actual communication. They may neglect that the use of English in real context is impossible to occur in a single way. Communication in real life engages at least two skills, such as, listening and speaking or writing and reading. They both occur together at the same time. Oxford (2001) concluded that although it is possible to teach one or two skills in absence of the others in the classrooms, the discrete skill approach would fail to prepare the learners for academic, job-oriented or, everyday communication. When a person uses a language in an authentic setting, skills such as speaking, reading, writing, and listening are naturally integrated to achieve communicative competence (Sevy-Biloon, 2018). Integrating-skills is an integral part of language teaching (Su, 2007). It has been seen by the professor that in everyday communication most language skills are not separated, therefore it is not helpful for the students to learn the skills separately (Sevy-Biloon, 2018).

Literacy in Digital Era

Being literate encompasses proficiency in reading and writing but being literate has come to have a much broader meaning. Today in the United States, the goal of education is to ensure that every child becomes literate (Kleeck and Schuele, 2014). In traditional definition, being literate sometimes assume as the ability to read and write. The attribute of literacy is generally recognized as one of the key educational objectives of compulsory schooling. It refers to the ability to read and write to an appropriate level of fluency (Blake and Hanley, 1995). Literacy then comes to broader meaning when it touches almost every aspect of human well-being. In addition, in this disruption era, literacy is not merely one compulsory goal that should be achieved by students rather than a means of how they will survive dan compete in the current era. Literacy is an important means of communication that allows individuals, communities, and institutions to interact from time to time and throughout space by using language in a network of social relations (Benavot in Saputri, 2019).

Digital literacy is a complex term that has some definitions and is often confused with other terms such as, ICT literacy, technological literacy, media literacy, and information literacy (Coldwell-Neilson, 2019). Paul Gilster defined it as the ability to understand and use information in multiple formats when presented via computer (Gilster in Coldwell-Neilson, 2019).

Nowadays, media is a massive integral part of our daily life. People today are better informed and more enlightened thanks to the service of the media. Although many complaints have raised about its negative, it cannot be ignored that media is an effective tool to educate inform, and entertain (Sownthary, 2014). In addition to this, during the Covid-19 outbreak, while all education levels were conducted online, it is common for the teachers to give their students a lecturing class through video, whether it is their video or those are freely accessed from LMS, YouTube, or any platforms. It is a simple way because on the internet million of videos can be used to facilitate teachers' explanations. The teachers can choose a video which suits their learning goals and the condition of their classes, regarding the students, facilitation, and teachers' need.

Multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others (Ivers and Baron, 2002). It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information (Kurniawan, 2016). In real life, students in the digital era belong to Gen Z, are much more interested in the inputs of information and knowledge in the form of audio-visual media. A big number of videos, whether they are informative and knowledgeable or only just entertainment, appeals to more than just infographic nor a text. They are thus natively digital and have the ability to catch or produce information through this media.

In the recent era, the world has entered the era of the fourth-generation industrial, which was characterized by increasing connectivity, interaction, and development of digital systems, artificial intelligence, and virtual (Lase, 2019). Accordingly, improving the quality of human resources through education is a way to balance the development of Industrial Era 4.0. The students should compete and survive in global challenges. Not only do they struggle to compete in the academic

environment, but also in the social, cultural, and job environment. Teachers need to have the expertise to adapt new technologies and current trends of teaching into their pedagogical instrument. The question occurs when teachers are often not familiar with this kind of technological change and what they should adopt in their classes. Old literacy that relies on reading, writing, and mathematics, must be strengthened by preparing new literacy: data literacy, technology, and human resources (Lase, 2019).

There are nine trends related to Education 4.0 according to Fisk; they are learning can be conducted anytime and anywhere, learning will be student-centered or personalized to individual students; students can decide what they want to learn, they will be exposed to have project-based learning, students are exposed to learn throughout field experience and they will be exposed to have the ability of data exposed, they will be assessed differently, their opinions and ideas will be counted as one point to develop curricula, and finally they will become independent in their learning progress (in Lase 2019). These nine trends should be implemented by the teachers especially in an online learning class due to the fact that the students will get boredom in facing virtual class especially during this pandemic outbreak. Instrumental pedagogic are designed regarding several aspects, and some of them should be based on the currents idea of applying digital literacy in Education 4.0.

Previous Studies

Audio visual Media, especially videos are definitely acknowledged as one of the most effective tools in education and training (Sowntharya, 2014). Research on the use of video as a learning medium in foreign language learning and teaching was conducted by Ismail Cakir in 2006 in Turkey. Research conducted by Ismail emphasized the importance of integrating the use of technology into the curriculum. The use of ICT is encouraged by the Communicative Language Learning method. In his research, Ismail explained several practical theories of ICT application in Foreign Language Teaching (Cakir, 2005).

Research conducted by Kartika Putra revealed the problems of teachers at SDN 1 Selat towards the low absorption of student learning (Putra, 2016). They then used the instructional video media about recognizing the names of fruits and vegetables in English. The research conducted is development research. In this study, it was concluded that the instructional video media with the Addie model had a good level of validity and was suitable for use in the learning process of English subjects

Another research was conducted Hevy Anna Lubis and Harun Sitompul in which they carried out the development of Interactive Multimedia in learning English Vocabulary in primary school (Lubis, 2015). This study shows that there are significant differences in student learning outcomes using interactive multimedia.

Jumasa researched the development of multimedia learning English on Recount text teaching materials at MTsN II Yogyakarta in 2016. This research produced multimedia in the form of English Learning CDs for Recount text learning which consisted of instructions, Competency Standards, and Basic Competencies, material descriptions, summaries, quizzes, and evaluations. This product is suitable for use as a complementary medium for learning Recount text (Jumasa, 2016). The use of the Recount text raises a high average score of 0.90 (N-gain > 70).

Learning Media is a tool or tool in the form of consumable materials or can be used repeatedly to support the learning process. Generally, teachers use a tool as a companion to a textbook or student work institution. This learning media varies greatly depending on teacher creativity and related materials. Currently, many third parties sell learning media that are practical and can be used by teachers in the classroom. This learning media is increasingly developing following the times by utilizing print, internet, audio-visual (video) technology, or a combination of the three.

The use of technology as a learning medium does not necessarily make students less aware of the importance of reading a printed text such as books or other learning resources. Literacy is the language ability that a person has to communicate including the competence of listening, speaking, reading, and writing. By utilizing sound or video media, teachers can use it to stimulate student literacy awareness, especially media and digital literacy. Besides, literacy is an ability in a person to write and read. Information literacy is defined as literacy or information literacy. The essence of formation literacy is a set of skills needed to search, search, analyze, and utilize information.

In general, today's young generation prefers to read on digital means using devices such as e-books, electronic magazines, story collections on the internet, webtoon (online comics), and so on. For this reason, it is necessary to add media facilities to increase student motivation.

The principles of developing teaching materials include validity, significance, utility, learnability, and interest. These five components require the development of teaching materials that are following the material and its uses and possibilities for learning. Of course, this learning media must be attractive to students.

So, the state of the art of this study is to create learning media from and by students by utilizing audio-visual technology through an integrated skills process in the Recount text type. This research is a development from previous research that used video media for teaching English vocabulary.

METHOD

This research was conducted by developing a Research and Development (R&D) approach. The research and development model defined as "a process used to develop and validate educational products". The principle of this R&D research is to produce a product and test the effectiveness of the product to achieve a goal. The first objective is to produce a method or media, while the second objective is a validation of the benefits of the product. In this study, the research subjects are the students of class VIII MTs Darus Sa'adah. They produced a product that was a video that was made through several steps. These steps were reading, writing, and pouring it into a video. This process was expected not only to improve the students' speaking, reading, and writing skills but also the students' literacy awareness. This research was carried out at MTs Darus Sa'adah Semarang.

The first step was done by giving pre-questionnaire on students' perceptions about the class, especially to describe their needs and how they feel about the teaching-learning progress. Besides, the pre-questionnaire consists of number of pre-test about Recount text. The pre-test and post-test provided insights about students' understanding of the materials given and their interest before and after the research. The research spent

more than one month or approximately 6 weeks to achieve the goals in which students can produce a Recount text video that was designed on their own through a collaborative project. In the end, the results of the study were described qualitatively to get more an eye-opening idea of how the method can also be applied in other English classes.

FINDINGS AND DISCUSSION

Strategies Used

There are several platforms engaged in the study. These activities were carried out through online and offline meetings. In this unit, the platforms are described to present how the study was conducted.

Google Form

This first stage was carried out by means of pre-research observation. At this stage, the researcher took the initial data in the form of the students' ability to understand the Recount text which was measured by giving tests of reading, writing, and speaking skills. During the Covid-19 pandemic, because face-to-face learning was still prohibited, reading and writing tests were carried out by giving questions online, where the test sheets were given through online classes, in this case through the *WhatsApp* group. The questionnaire and pre-test were designed by using *Google Form*. This platform was chosen because it can automatically score and give a general description of the results. In this step, students were exposed to read the questions and write the answers. It proves that they used more than one skill at one time, thus they can learn and accommodate to use both for one aim as in real life usage.

YouTube and PowerPoint

After giving the pretest and interviews, the next step done was giving a glimpse of the description of the output they have to produce. The video was shown through conventional class by using LCD and the students watched the video. This video was taken from YouTube and other videos that were related to the topic from previous studies. The videos used were narrative videos, to get them familiar with the grammar they use in their video. In this step, they also learned about Simple Past Tense. They memorize some irregular and regular verbs in English. What literacy exposed in this step? While watching the video, two skills are exposed, they are listening and writing skills. Due to they have to learn about the script and general story of the video, students took notes on some verbs that occur in Simple Past Tense.

After they watched the video, the teacher then explained the generic structure and language features of Recount text. In this step, the teacher presented the material in *PowerPoint*, and some additional relevant materials were taken from www.slideshare.net. During this activity, students proceed with inter-related literacy to get into the information as a piece of new knowledge. This process, which engaged reading and writing skills, linked between digital and traditional literacy. Students learned to process critical literacy by which they should manage the information they used for their purpose and also media literacy.

WhatsApp

To get connected to the students easily at an unlimited time, all of the discussion was taken place through the WhatsApp group. This platform is the most reachable application for sharing and discusses materials being taught. Because the data usage of this application is regarding lowest than any other media, it is used to take the interview test. Both by giving voice notes or video calls, they told the teachers about what they feel about the learning process and their opinions on how to design an interesting class. The students recorded their perception toward teaching-learning progress they usually do in the conventional class. This is needed to find out the students' perceptions in general about English subjects, especially their understanding of the topic, in this case, a Recount text.

The teacher then collected students' responses and assessed their answers, especially about their understanding of Recount text. Through this media also, students discussed with their classmates and teacher about the topic they want to write before finally transformed it into audio-visual media.

The students collaborate with other members of the group, decided by themselves, to create a written text about their own Recount text. This was done in several steps because it was started by outlining the text, arrange it into text. After they wrote their Recount text, the teacher revised their works, especially on its structure and grammar. The process of producing a written text needs students' ability to transform knowledge into a product. It is based on the principals of critical and information literacy. These collaborative works expose students to work in a group accordingly, they gain social and team-work skills.

Zoom

Synchronous learning is needed to get a genuine environment as a face-to-face meeting. This platform was used when the teacher wanted to explain more about the topic and some steps and instructions as the paths to produce the video. Through this media, students communicated with teachers and other classmates about the Recount text. It was selected as an alternative way and to facilitate them when it was impossible to meet in a face-to-face class. This learning process exposed them to global literacy where they should face current challenges.

Video Editor Application

The final product expected from students is a Recount text that was transformed into a video. The video was used to entertain the readers of the written text which turned into moving pictures. In this step, students use some applications such as *VivaVideo*, *KineMaster*, and some of them used *TikTok* for making some parts video. It seems simple and easy for them to do it, but what they get from this activity was that they try to learn how to grow their creative and global literacy while editing the video and put the text as a subtitle. Not only do they edit it into an interesting piece product, but they also have to make it attractive to engage their friends' attention. The teacher then assessed the video in several aspects such as grammar, pronunciation, and also the art of video. The assessment was not so complicated because the goal of the learning

was to make them feel confident to use English in a real context and make them interested to learn it.

Results

The pre-test consisted of 20 questions about Recount text. The question is a Reading test in which students should answer in multiple-choice. A text was given in the form and students had to answer this based on the text. The text was chosen based on their reading ability; it means that the text was for beginner level. The questions were all about generic structure, language features, and content of the text. The result of the pre-test is shown in the chart below:

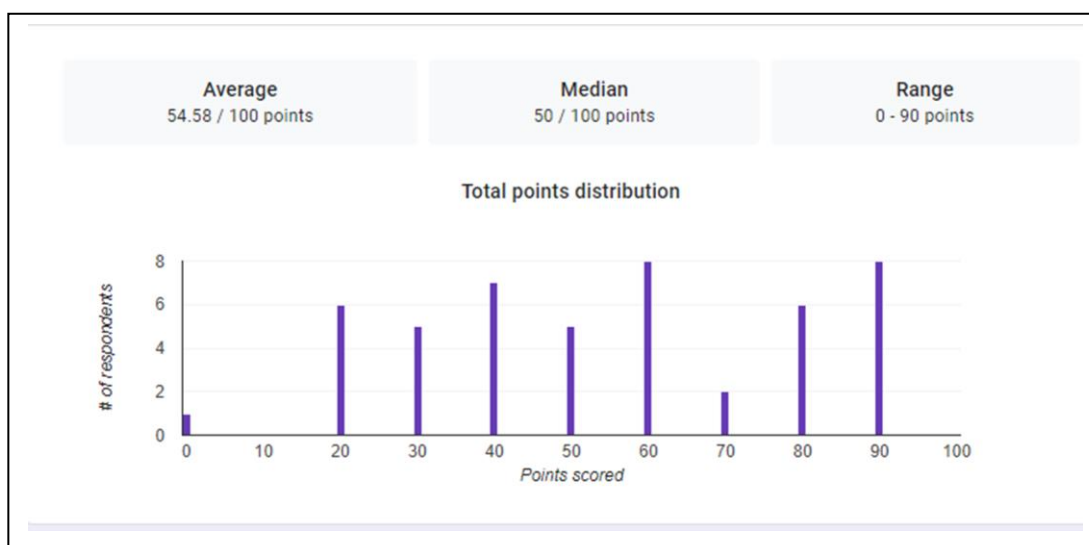


Figure 1. The Result of the Pre-Test

From the chart above, it is shown that the median score for the pre-test is 54.29 %. The distribution of the score is heterogenous started from 20-90. Based on this data, it can be assumed that some students already understand about the recount text, but most of them did not know about the topic given the test.

Based on the interview form, most of the students in grade 8 explained their learning experiences in English class. First, the teacher conventionally used a textbook and student book in teaching progress. She explained the topic being taught in front of the class and gave tasks and homework from the student book or internet. She rarely used other kinds of media to explain about the topic. The strategies used make them feel bored and they assume that learning English is difficult and boring. Second, they usually learn English language through game online, social media, and songs. They practiced to use English when they want to write status or caption for their post or social media content.

Frequently missed questions	
Question	Correct responses
6. I hope I never have a day as the one I had yesterday. This sentence is of the text.	24 / 49
7. How many events are there mentioned in the text?	23 / 49

Figure 2. The Result of the Pre-Test

Figure 2 shows the questions that are frequently missed by the students. The questions asked about the generic structure of the text. The pre-test was conducted before the treatment given to the students, thus the questions related to the text generic structure were missed by the students.

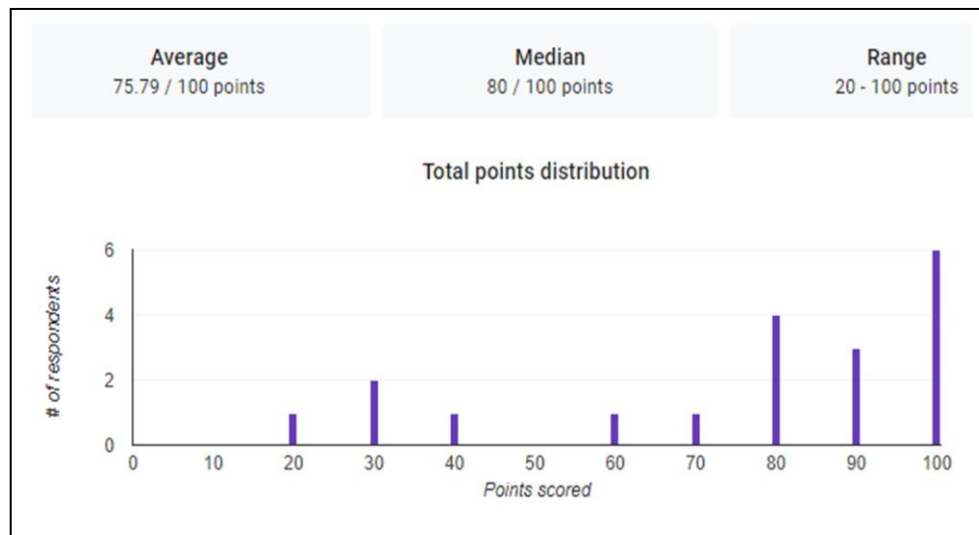


Figure 3. The Result of the Pre-Test

From figure 3 above, it is shown that the median of the post-test is higher than the pre-test. The median of the post-test is 75.79 %. It means that the treatment and strategy used are effective to improve students' understanding and score. Most of the students got the upper 50 for their score. It shows a good result for the integrated-skills approach blended to technology platform usage. In the post-test result, there are no frequently missed questions. In accordance with this, the majority of the students could answer the questions given and no specific question that is too difficult for them.

In the post-test interview, the result shows that the students understand the topic well compared to the conventional strategy. They feel confident to use English for making a project and discussing it with other friends. They are familiar with the video editor application so that they did not feel a burden to accomplish the task given to them. Working in a group build a strong engagement with others and social understanding and awareness. To sum up, all of the activities in this study grow students' literacy

awareness, not only their traditional literacy, in which only about reading and writing skill, but also digital literacy including global literacy, critical literacy, visual literacy, and social literacy.

CONCLUSION

From the various activities conducted in this study, it can be concluded that teaching integrated-skills in much more effective than segregated-skill. It is also facilitated by employing technology and some digital platforms to make the students feel familiar and not to feel learn in a conventional class. Based on the assessment in the post-test study, the students increased their ability to practice their language skills including listening to the explanation and sample of video, reading a general text, writing a recount text, and at last, speaking in a discussion forum during collaborative working.

The Integrated-skills approach by using Task-Based Learning conveyed in this study leads the students to work in a group by which they will improve autonomous learning and social skills. In addition, they had practiced using language in a real context and authentic manner. In this case, they can see that English as a Foreign Language is not merely an object of education but rather a means to achieve their goals. The result also showed that the students felt more enjoyable and more interested by using this method. Moreover, they can express their taste of the art and grow their independence in practicing English. For these results, it can be agreed that this model and strategies can be chosen by other teachers who want to reach the same goals and can be conducted in their classes.

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ANALYSIS OF TASTE OF NATIONALISM IN ACEH'S ORIGINAL SPEAKERS: A CASE STUDY IN EAST ACEH

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ABSTRACT

This research is based on the problem of how the sense of nationalism in Acehese native speakers in East Aceh and what factors influence the sense of nationalism in native Acehese speakers in East Aceh. The purpose of this study is to analyze the sense of nationalism in the native Acehese speaking community in East Aceh and to describe what factors influence the sense of nationalism in native Acehese native speakers in East Aceh. This type of research is descriptive qualitative. Sources of data in this study are data in the form of interviews and observations from native speakers of the Aceh language community in East Aceh. The technique of collecting data is the record and note method. Through the research results, it was found that the sense of nationalism in the Acehese native speaker community in East Aceh was categorized as good. The Aceh language is the first and foremost language for the people of East Aceh. Even though Acehese are the majority in East Aceh, in their application they still use Indonesian in situations and conditions that require using Indonesian. The sense of nationalism is reflected in the pride in using Indonesian. Then the factors that influence the sense of nationalism are the factors of ethnic identity similarity, religious similarity, and cultural similarity.

Keywords: Nationalism, Public, Native speaker, Native Aceh, East Aceh

INTRODUCTION

Nationalism according to KBBI is an understanding or teaching to love the nation and the country itself. Nationalism is a feeling of understanding to defend the sovereignty of a country by realizing a concept of common identity for a group of people who have the same goals and ideals for the national interest. Initially nationalism grew in the hearts of the people because of a common fate, because of the colonialism that occurred in Indonesia, which gave rise to equality in suffering the consequences of being colonized by other nations, a sense of nationalism emerged in the hearts of a group of people to unite and fight against this colonization. So, this sense of nationalism actually plays an important role in the defense of a country.

There are several forms of nationalism, namely (1) Citizenship Nationalism, which is a type of nationalism in which the state obtains political truth from the active participation and political will of its people; (2) Ethnic Nationalism, namely nationalism in which the state obtains political truth from the original culture or ethnicity of a society; (3) Romantic Nationalism is a continuation of ethnic nationalism in which the state obtains political truth from the beginning as a result of the nation or race; (4) Cultural Nationalism, namely a kind of nationalism in which the state obtains political correctness from a common culture, not from inherited characteristics such as skin color and other genetics; (5) Nationalism of the state, namely a combination of

citizenship nationalism with ethnic nationalism. Stronger nationalistic feelings so that they have more priority in overcoming universal rights and freedoms, have democratic principles; and (6) Religious Nationalism, namely a type of nationalism in which the state obtains political legitimacy through religious equality. However, it is common for ethnic nationalism to be confused with religious nationalism.

Nationalism comes from the word *nation* (nation) which means an understanding or teaching to love the nation and the state for the awareness of the people / citizens who prioritize the unity and freedom of the nation. Suhartono (2001:7) explains that in the formation of a nation there are several theories, namely the cultural theory (culture) which states that a nation is a group of people with cultural equality, the State theory (staat) which states that the formation of a country is determined by the population in it. The so-called nation, and the theory of will (will) which says the formation of a nation is due to the common will of a group of people to live together in a bond regardless of differences in culture, ethnicity and religion.

Conflicts that have occurred in Indonesia, including in Aceh, have occurred due to gaps in equality, justice, law enforcement and national leadership. The people of Aceh (in Djunaidi 2003: 4) argue that the conflict occurs because of a sense of injustice because Aceh Province has abundant natural resources but only a small part can be enjoyed by them, most of it is given to the center so that this also creates ethnic sentiment towards the Javanese. and the assumption arose that the Indonesian Government was the Java Government.

Djunaidi (2003: 6) states that the people of Aceh have experienced a period of social, cultural, economic and political change. However, the cultural dimension can provide some hope for reducing the prolonged conflict at that time. As a community or region that almost entirely adheres to Islam, cultural or language values should be higher and more likely to contribute to conflict resolution. Religious leaders who have integrity and competence in the field of language have certain powers (in terms of language) in society that can be involved in reducing conflict.

Furthermore, Djunaidi (2003: 8) states that there are 3 things that prove the relationship between language and culture, the first is that language itself is culture because most of the community's behavior, such as religious ceremonies, laws, prayer uses language. Both languages are cultural indices, which means that language can act as a guide in understanding culture. Language also provides a lexical term for a number of cultural objects, values, and behaviors contained in the culture. Third, language is a cultural symbol. A person's culture is usually seen by his language. Conflict is also common as a result of the mobilization of a group of people who use language as a means to oppose opposing cultures.

Aceh is the westernmost province in Indonesia. Aceh has a variety of ethnic groups, one of the largest ethnic groups in Aceh. The Acehnese are native to the coastal areas and parts of the interior of Aceh Province. The majority of the Acehnese ethnic population is Muslim. Aceh has a diverse culture, so it has a variety of languages. The language with the most speakers is Acehnese, with the largest distribution area compared to other regional languages in Aceh. The Aceh language itself, in each region has its own differences and characteristics in terms of dialect.

Based on the concept of nationalism, in Aceh there was a prolonged conflict. This conflict was based on the emergence of sentiment from the Acehnese

people who thought that the central government did not care and sympathize with the needs of the Acehnese people because of differences in culture and customs in Aceh which were different from other provinces. The conflict was also based on events in the past that there was assistance from the people of Aceh for the achievement of Indonesian independence, then after independence Aceh would get permission from the central government to obtain regional autonomy, especially the application of Islamic law, but this was not fulfilled. Based on this incident, it can be said that there had been ethnic and religious nationalism in Aceh during the conflict.

There are several principles contained in nationalism, namely (1) the principle of togetherness; (2) The principle of unity and integrity; (3) Principles of Democracy. Mustari (2011: 195) expresses an opinion that indicates that a person has a sense of nationalism, namely: (1) Appreciating the services of national hero figures; (2) Willing to use domestic products; (3) Appreciating the natural beauty and culture of Indonesia; (4) Memorizing national anthems; (5) Choosing to travel within the country.

Basically, a sense of nationalism arises because it has several objectives, including ensuring the will and strength to defend the national society against external enemies so as to create a spirit of self-sacrifice, eliminating extremism (excessive demands) from individuals or groups, fostering love for the country, and creating harmonious relationships. also, harmonious, and strengthen the ties of a complete brotherhood.

The Acehnese language is one of the languages most widely spoken in Aceh, especially in coastal areas, parts of the interior and parts of the islands in Aceh. The Acehnese language belongs to the Chamic language family, a branch of the Malay-Polynesian family of languages, a branch of the Austronesian language family. Other languages related to Aceh are Malay and Minangkabau. In the East Coast Region of Aceh, the Aceh language is scattered in the City of Sabang, Banda Aceh, Aceh Besar, Pidie, Pidie Jaya, Bireuen, North Aceh, Lhokseumawe, Langsa, Aceh Tamiang (in Manyak Payed District), and East Aceh (except in 3 sub-districts namely Serba Jadi, Peunaron, and Simpang Jernih because in the three sub-districts the Gayo language is spoken).

East Aceh is one of the districts in Aceh which was founded in June 26, 1974 and has its capital in Idi Rayeuk. East Aceh has an area of 6,040.60 km² and a total population of around 422,261 people, 24 sub-districts and 513 gampongs. Districts in East Aceh, namely Simpang Ulim District, Julok District, Nurussalam District, Darul Aman District, Idi Rayeuk District, Peureulak District, Rantau Selamat District, Birem Bayeun District, Serba Jadi District, Rantau Peureulak District, Pante Bidari District, Madat District, Indra Makmur District, Idi Tunong District, Banda Alam District, Peudawa District, East Peureulak District, West Peureulak District, Sungai Raya District, Simpang Jernih District, Darul Ihsan District, East Idi District, and Darul Falah District.

Previous researches relevant to this study is the research conducted by Tommy Andrian Fridolini (2015), entitled Study of Sociolinguistics Indonesian Election Impact As A Child in the Family First Peoples First speaker of Acehnese in Aceh against the erosion of Acehnese. Based on this research, it was found that about 55% of the interviewees used Indonesian as their first language or everyday language.

Another research that is relevant to this research is the research of Purnawanti, et al. (2018) entitled Attitudes of L300 Takengon-Banda Aceh Driver Language Towards Indonesian. The result obtained is the understanding of the driver of the L300 Takengon-Banda Aceh is classified as good towards Indonesian. Good responses have also been made to awareness and pride in the Indonesian language.

The difference between this study and previous research is the location and focus of the study. The previous research locations were in Banda Aceh, Sabang, Pidie and South Aceh, while the location of this research was conducted in East Aceh. The focus of the previous study emphasized the use of Acehnese and Indonesian languages, while in this study the focus of the study was on the sense of nationalism of the people in East Aceh who are native speakers of Acehnese language.

Based on the descriptions that have been described, the problems in this study are as follows. (1) What is the sense of nationalism in the Acehnese native speaker community in East Aceh? (2) What factors influence the sense of nationalism in the native Acehnese native speakers of East Aceh? In connection with the problems raised, the objectives of this study are as follows. (1) analyzing the sense of nationalism in the Acehnese native speaker community in East Aceh, (2) describing the factors affecting the sense of nationalism in native Acehnese native speakers in East Aceh. The benefits of this research are expected to provide direct experience to researchers and guidelines in order to increase a sense of nationalism in the native speaker community of Acehnese language.

METHOD

This study uses a descriptive method with a qualitative approach. Descriptive methods, namely methods that do not use numbers or numbers, are closely related to the original situation in the field. According to Sugiyono (2017: 8) "Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural *setting*). "This research describes a sense of nationalism in the community of native speakers in Aceh, East Aceh. Qualitatively, this study produces descriptive data using words that are observed based on observations and interviews.

The subjects in this study were native speakers of Acehnese and the research location chosen was East Aceh. Sources of data were obtained based on the results of unstructured interviews conducted with native Acehnese speaking communities in East Aceh in order to be able to ask questions more freely without being tied to the arrangement of questions that had been prepared in advance. Questions arise spontaneously in accordance with the development of the interview situation itself so that more flexible communication is expected. Researchers also performed recording techniques so that the data obtained was more accurate and then in the data analysis process could be heard again to facilitate data analysis.

Apart from interviews, observation methods were also carried out. Observation was used to observe directly. This method was used to focus more on finding data on the sense of nationalism in the Acehnese native speaker community in East Aceh. Researchers can record, assess and consider how the reactions shown by the native Acehnese speaking community in East Aceh are based on the aspects we want to examine.

RESULTS AND DISCUSSION

Sense of Nationalism in Native Speaking Communities of Aceh Language in East Aceh

Nationalism is an understanding that seeks to create and defend the sovereignty of a country by realizing a concept of a common identity for a group of people who have the same goals and ideals, namely realizing national interests. Meanwhile, a more modern definition of nationalism includes a broader context, namely equal membership, and citizenship of all ethnic and cultural groups within a nation, which in the framework of nationalism also requires pride to show its identity as a nation. Pride itself is a process that is born because it is learned and is not an inheritance from one generation to the next. The results of the identification of the sense of nationalism in native Acehese speaking communities in East Aceh are presented in the following table.

Table 1. Identification of Sense of Nationalism

Behavior	Indicator of Sense of Nationalism	Forms of Nationalism
The use of the Indonesian language in formal situations and interactions between people of different ethnic groups.	Avoid apathy, open to renewal and change.	Nationalism To the state
Get to know national heroes, especially heroes whose backgrounds are scholars.	Appreciate the services of national hero figures	Romantic Nationalism Religious Nationalism
Flying the red and white flag every Independence Day.	Love for the motherland and nation	Nationalism To the state
Prefers domestic products rather than foreign ones.	Willing to use domestic products	Citizenship Nationalism
Following regulations or orders from the central government, for example, such as COVID-19 socialization, <i>social distancing</i> , <i>physical distancing</i> , providing soap and a place to wash hands and obeying requests to wear masks.	Participate in Development	Citizenship Nationalism
Protecting the environment by not littering, especially in public places.	Appreciate the natural beauty and culture of Indonesia	Cultural Nationalism
Keep abreast of developments in Indonesia.	Utilizing science and technology, avoiding apathy, open to change and renewal and oriented towards the future	Citizenship Nationalism
Prefer to travel to domestic tourist destinations, especially in your own region, rather than abroad.	Choosing to travel within the country	State Nationalism
Loving and maintaining Indonesian culture in everyday life such as greeting and helping	Achieving, independent and responsible for yourself and others	Ethnic Nationalism

Behavior	Indicator of Sense of Nationalism	Forms of Nationalism
with neighbors, mutual cooperation.		
There is a youth community organization that is active in society and actively carries out positive activities in the community.	Achieving, independent and responsible for yourself and others	Ethnic Nationalism
Singing the song Indonesia Raya to open a formal event.	Memorize the national anthem	State Nationalism
Participate in helping relatives in other areas / provinces affected by natural disasters / disasters. Especially for brothers who are fellow Muslims	Love for the motherland and nation	Religious Nationalism

Based on the table above, it can be described that the sense of nationalism in the native Acehese speaking community in East Aceh is very good. The data were obtained from unstructured interviews with respondents who were community leaders, youth leaders, local religious leaders, and several communities with various ages. The results of the interviews regarding the use of Indonesian and regional languages in the study area were that the people of East Aceh did not feel burdened using Indonesian, especially in formal situations such as in offices, government places, schools, posyandu, and in other public places. Indonesian is also used in the association between people of different ethnicities, because apart from the Acehese, there are also Javanese and Padang tribal people in the research village. Although Acehese is the mother tongue and the main language used by the people of East Aceh, they also continue to use Indonesian as the national language.

Based on interviews with respondents, it was also found that the data showed that respondents knew national heroes, especially those from ulama circles such as Tengku Chik di Tiro, Cut Nyak Dhien, Pangeran Diponegoro, Hasyim Asy'ari, Tuanku Imam Bonjol, Sultan Iskandar Muda, Ki Hajar Dewantara, Raja Ali Haji, Sultan Syarif Kasim, Teuku Umar, and others. From several respondents' answers, it was found that national heroes who came from ulama circles were more familiar to the people in the research villages. Furthermore, although in Aceh there had been a prolonged conflict, this did not diminish the sense of nationalism in the people of East Aceh. This is evidenced by the raising of the red and white flag every year on Independence Day and also the people who are always active in making activities or competitions that aim to celebrate Independence Day.

Furthermore, the sense of nationalism of the people of East Aceh is shown in the products they choose for daily use are domestically made products and not foreign products. Some of the products are made locally (region) on their own. This proves that nationalism in the indicator is proud to use homemade products. Furthermore, they also participate in development by following everything instructed by the central government. As in this pandemic, by following health protocols and washing hands and wearing masks. This shows that they are participating in the government's efforts to protect the country.

Furthermore, the people of East Aceh also protect the environment by not littering, especially in public places. This can be seen when the initial observation and research took place, there was no visible garbage scattered in public places. This is also included in the indicator of a sense of nationalism, namely in the category of appreciating the natural beauty and culture of Indonesia. Then even though in the village, the people of East Aceh also always follow developments in the situation in Indonesia. They always follow national developments and obtain information from printed media as well as television or cell phones. The value of nationalism from this attitude is to take advantage of science and technology and not be apathetic and always open to changes in increasingly sophisticated technology but while maintaining cultural values.

One of the cultural values that the people of East Aceh maintain is the culture of greeting and helping neighbors, carrying out mutual cooperation to realize village hygiene. This kind of thing is also included in the category of ethnic nationalism, then the people of East Aceh also prefer to travel to local tourist destinations, especially in Aceh itself rather than abroad. They take advantage of the area which is rich in tourist attractions rather than having to travel abroad. In the research village there are also youth community organizations that play an active role and have social activities that are beneficial to the community. This is also an indicator of a sense of nationalism that falls into the category of ethnic nationalism.

The people of East Aceh can also memorize national songs, especially the Indonesia Raya song, which is usually sung at the opening when there is a formal activity which falls into the category of state nationalism. They also usually participate in helping relatives of countries who are affected by disaster by raising funds or making donations. In this case, religious nationalism plays a more important role considering that usually the people of East Aceh will prioritize helping their brothers of the same religion.

Factors Affecting the Sense of Nationalism

Based on the results of observations and interviews with the people of East Aceh, several factors that caused a sense of nationalism in the people of East Aceh were identified. The first factor is the presence to the equation is ethnic identity. With ethnic identity is an individual's recognition and understanding of himself. A strong emotional bond between an individual and a group who share one goal and the same culture or habit creates a strong sense of unity. This is indicated by to equation is the mother tongue, to the equation is nationality, to the equation is the Eastern culture that makes East Aceh is not difficult to unify the vision and mission despite differences in ethnicity in a village.

The second factor is to the equation is religion. In Aceh, customs, law, qanun, and *reusam* always *insist* on Islam. The central government has even given Aceh special rights to implement Islamic law in accordance with the applicable laws in Aceh. This has led to a sense of ethnic nationalism in Aceh, because they feel one belief and one teaching in life. The people of East Aceh respect the ulama very much. Ulama in Aceh have integrity and competence in terms of language (in this case, for example, like lectures) which can provide knowledge to the community so that a sense of nationalism arises because they have the same vision and mission in the field of

religion. The third factor is culture. The behavior of everyday Indonesians is basically the same. Not only in Aceh, for example, the attitude of Indonesians in general is friendly and honoring guests, filial piety to their parents, and so on. Even many folk tales from various regions in Indonesia have the same moral message, it proves that we have a similar culture. The people of East Aceh also have the same vision and mission from a cultural perspective, giving rise to a sense of nationalism.

CONCLUSIONS

Based on the results of research and analysis according to research problems, first it can be concluded that the sense of nationalism in the native Acehnese speaking community in East Aceh is categorized as good. The Aceh language which is the first language and the main language of the people of East Aceh is used as the language of communication among the Acehnese tribes, but in formal situations and the language of communication between people of different ethnic groups, the people of East Aceh use Indonesian. Even though Acehnese are the majority in East Aceh, in their application they still use Indonesian in situations and conditions that require using Indonesian. The sense of nationalism is reflected in the pride in using Indonesian. The people of East Aceh also raise the red and white flag every independence day, get to know national heroes, memorize national songs, love local products, choose local tourist destinations, protect the environment, and comply with government regulations. The two factors that influence the sense of nationalism are the factors of equality of ethnic identity, religious similarity and cultural similarity. Based on the research results, it is suggested that the government give appreciation for the community's efforts in creating a strong sense of nationalism considering Aceh was a former conflict area. Furthermore, it is also necessary to hold programs/activities that further strengthen the sense of nationalism in the people of East Aceh.

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IMPLEMENTING TELEGRAM BOT FOR FACILITATING EXTENSIVE READING

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ABSTRACT

This research was aimed at describing the implementation of Telegram bot as media for facilitating extensive reading class. Qualitative research is chosen as the design of this research. The subject of this research is the second semester of B – Class FKIP UNISKA Kediri. To gain the data, Bot Telegram and Blog are chosen as the instruments. The result of this research shows that Telegram Bot is effective as the media for facilitating the extensive reading class. It is proven by the student's task on their own Blog that always suitable with the materials listed on the Telegram Bot. Based on this result, it is recommended to the other educator can use Telegram Bot as media for facilitating their own subject.

Keywords: *Extensive Reading, LMS, Telegram Bot*

INTRODUCTION

Most of students need to receive extensive input to expand their language proficiency. The language proficiency input of EFL students receive is mostly from the classroom. One of them is by giving them the best approach namely extensive reading. Extensive Reading is generally associated with reading large amounts with the purpose of getting an overall understanding of the material. Students are more concerned with the meaning of the text than the meaning of individual words or sentences (Guo, 2012). By using extensive reading, it is meant that students read for a significant amount of time. It is an approach beyond skill development; an activity student “[choose] to do for a variety of personal, social, or academic reasons (Day et al., 1998).

Extensive reading involves reading a large variety of materials for general understanding and usually obtaining pleasure from reading (Susser & Robb, 1990). So, this is the aim of extensive reading. But it will run very boring if extensive reading only using paper. The lecturer does not provide some techniques that make student enjoy while following Extensive Reading class. It is meant that lecturer must using or create one or more media for facilitating their teaching and learning process.

In this modern era, if the lecturer still uses printed media to teach reading and students must copy after all, it seems boring if runs every day without any innovation. So, it needs appropriate media (Sari, 2017). One of the best media for supporting the lecturer while teaching and learning extensive reading is Telegram. In the Telegram, there is one feature that can be used as media to facilitate teaching extensive reading, namely Telegram Bot.

Telegram Bot is a piece of program from Telegram, which is based on AI and machine learning in small level. By using Telegram Bot, users can interact with bots by sending commands and they will reply with exactly what user needs as chatting with a knowledgeable friend (Setiaji & Papatungan, 2018). Telegram Bot can be built based on our needs, for instance used by merging it into services others to control smart home,

build social services, build custom tools, or do anything else virtually (Salvi et al., 2019).

Based on the theory before it meant that the lecturer can make their Telegram bot by themselves to facilitate their teaching extensive reading. It is because Telegram Bot is open source that can be accessed by everyone. Telegram can be used as media sharing for personal ideas and peer feedback for instance the teacher's feedback to individual students' task (Shirinbakhsh & Saeidi, 2018). In general, how to create Telegram Bot is as follows:

1. Find @BotFather on Telegram.
2. Press 'Start' to start BotFather and a dialogue.
3. Send /newbot command to the BotFather.
4. Give your bot the name and username.
5. Validate Bot Telegram with the token given in the BotFather.

After finishing all steps above, the lecturer can start teaching extensive reading by using Telegram Bot. Based on the explanation above, this research wants to describe the deep data about implementing the Telegram Bot for Facilitating Extensive Reading. This research concerned with planning, whilst and post teaching extensive reading using Telegram Bot.

METHOD

The design of this research was descriptive qualitative. The subjects of this research were the second semester of B – Class FKIP UNISKA Kediri. To make it clear, the lecturer provided some instruments to gain the data. This research has applied in natural setting and treatment was not applied here. While doing teaching and learning, Telegram Bot and Blog were chosen as the instruments of research.

Because of the covid-19, here the lecturer used Google Classroom as the alternative class. Google Classroom was used as the online extensive reading class to collect all student's task, giving presence, and feedback. Hence, the teaching and learning extensive reading through online class.

To ensure that the data obtained was valid, the lecturer did the observation to 34 students in online learning. This observation included the students' activity while using Telegram Bot and resuming their task on their personal Blog. Every week the lecturer asked them to report their task on the Google Classroom using Weekly Reading Report.

The class observation was conducted on one semester before. It was meant the observation was conducted on the even semester in Islamic University of Kadiri, Kediri. It has happened in January 2020 until June, 2020. The observation used procedure as follows:

- a. Joining the Online Extensive Reading Class on the Google Classroom.
- b. Giving assignments every week to check the student's weekly reading report.
- c. Giving feedback to the students' task was appropriate or not with materials listed in Telegram Bot based on the criteria was set by the lecturer.

The students' weekly reading report was resumed in their student's personal blog. By using Google Classroom, students only attached each link to it. It made the students were easier to compile their all task every week.

Data reduction, data display, and verification were chosen as the data analysis. Here, data display was used to present the data in the form of brief description, figure, and so on. Data reduction was used to classify, direct, and organize the data obtained from Telegram Bot and students' weekly reading report from their personal blog. Data verification was used to present preliminary conclusion which is still tentative and it needed more evidence to support strong data collection.

FINDINGS AND DISCUSSION

The usage of Telegram Bot to facilitate Extensive Reading has been appropriately implemented. Based on the data collection, the students of extensive reading class were facilitated by Telegram Bot has significant improvement of reading activity. This result in line with (Waring & Husna, 2019) that said the students take pleasure in extensive reading program because they can choose what they want to read. It means that a free choice of topic in reading is important. From the result of observations, it can be seen that students' perspective toward extensive reading was starting to change into a positive way. It has shown that every week they have reported all their resume using weekly reading report in the Google Classroom related to the materials listed on the Telegram Bot. It can be concluded that the students' reading activity kept by this strategy.

The findings also revealed that the students enjoyed follow up activities related to extensive reading in the online classroom, because they had read the materials before, so that they could follow the online classroom activities well. It meant that the students have more preparation before the class began. Students must be involved in online discussion where critical readers and learners are more likely to happen; students must engage in daily discussions about what they read (Day, Richard and Bamford, 2002). By doing small discussion in the Google Classroom, the students participated actively to discuss about the content related to text.

Here, the findings were explained in the three parts, namely in the planning section, whilst teaching, and post teaching. Each explanation was described below:

Planning Section

Before gaining the main data, the lecturer prepared the Telegram Bot itself to facilitate the teaching and learning extensive reading process. All extensive reading materials for one semester have been put in the Telegram Bot. So, the students can access it from when and whenever they want. The link of Extensive Reading bot here was <https://t.me/Extensivereadingbot>. The display of Extensive Reading Bot can be seen in Figure 1.

By providing this Telegram Bot, the students can access wherever and whenever their extensive reading materials. Besides the lecturer provided materials in the Telegram Bot, in the planning section the lecturer also asked the students to create their personal blog using WordPress Platform, asked them to self-study (average 6 hours per week), asked them to read about 30 – 35 pages if they can, and asked them to keep blogging for resuming their reading materials that they have read. In the last, the lecturer invited the students to join in the Google Classroom as the online extensive reading class.

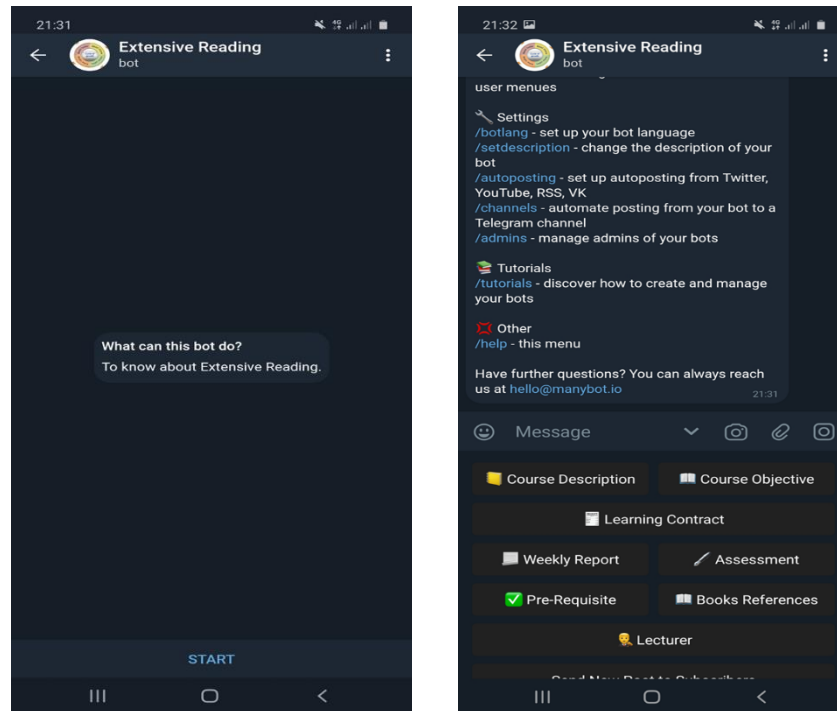


Figure 1. Extensive Reading Bot



Figure 2. Extensive Reading Class

When the students find difficulties about extensive reading materials in the Telegram Bot, they can ask lecturer or their friends via WhatsApp. These brief explanations were provided by lecturer before the class begin or when learning contract.

Whilst Teaching

In whilst teaching Extensive Reading using Telegram Bot, the lecturer divided the class become two big groups namely Fiction and Non-Fiction. Students who have odd number got fiction and even number got non-fiction. Here, the lecturer also asked the students to resume their reading materials that they have read in their personal blog. After that, the students must look for some materials to be read based on their side and level of reading proficiency. The reading materials chosen were based on the student's

interest (Nation et al., 2020). It was not from the lecturer's interest. It must be consulted to the lecturer. If the lecturer said yes, they can read it until finish. These materials became daily task and reported every week using weekly reading report.

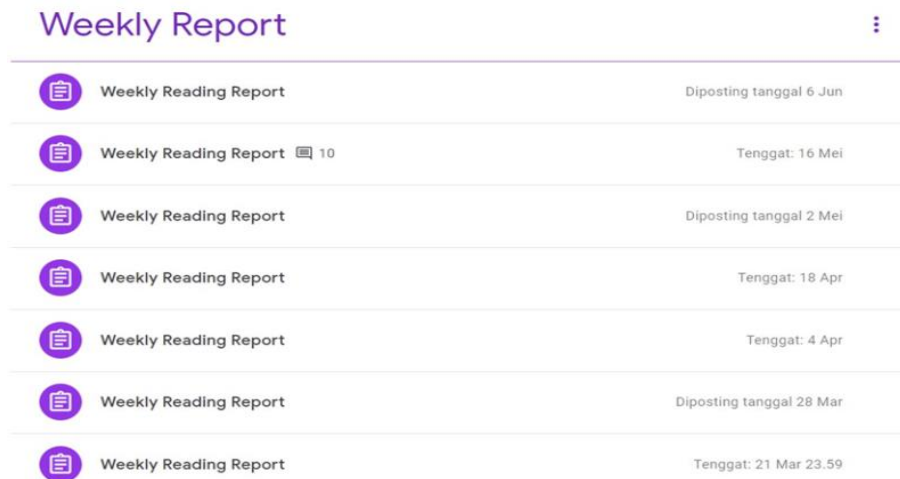


Figure 3. Student's Weekly Reading Report

When the online extensive reading was started, the students were asked to report their reading materials in the form of weekly reading report. They must upload their reading materials in the Google Form > Assignments. This is daily task for the students to know how far their reading speed. The lecturer gave them feedback through the Google Classroom and returned to the students.

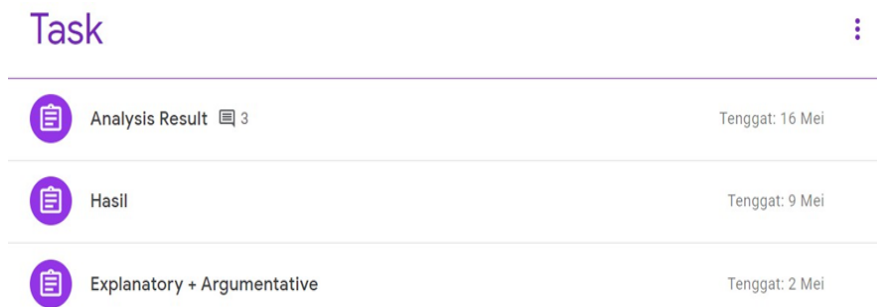


Figure 4. Student's Meeting Task

After doing this task, the lecturer started the class. The lecturer asked the students to open Telegram Bot and chose the **Meeting Tasks** command. There are 4 meeting tasks. Here, the students cannot skip the reading materials. The students must choose one by one reading materials listed on the meeting tasks command. The students share each other what they have read in the small discussion on Google Classroom. During the discussion process, almost all of the students were very active. By involving students in the cooperative reading tasks, they might feel empowered to break out of the cycle of failure in reading and "find themselves capable in reading and sharing with

other learners” (Shen, 2008). It means that the lecturer must ask the student to discuss about what they have read before in order to know how far their reading comprehension.

After the online extensive reading class over, the lecturer asked the students to read their reading materials again and asked them to resume it in their personal blog. It was done in one semester. The reason for asking the students to resume their reading materials in the blogs was that blog can be kind of online journal, constructed and updated by the blog's owner (El Said Abdul Fattah, 2016). It is very easy for most students to publish his own reading materials in their personal blog. It does not require knowledge about HTML or programming language. Students can change the blog interface or add or change picture.

Below the list of students’ personal blog. The lecturer took 11 sites that considered as good personal blog. This blog became the place to resume all their reading materials.

1. <https://andre4acil.wordpress.com/>.
2. <https://adibgspr.wordpress.com/>.
3. <https://oranyebundar.wordpress.com/>.
4. <https://kharismadevis.wordpress.com/>.
5. <https://araramendut.wordpress.com/>.
6. <https://myyoungdesigner.wordpress.com/>.
7. <https://araramendut.wordpress.com/>.
8. <https://ariefelrachfree.wordpress.com/>.
9. <https://thohariid.wordpress.com/>.
10. <https://4agiyata.wordpress.com/>.
11. <https://imamelinda.wordpress.com/>.

These personal blogs besides as the place to resume their reading materials as the weekly reading report. It also the place to resume mid-term test and final examination. After the students have done with those all, they must submit their URL of mid-term or final examination to Google Classroom. The reason for choosing WordPress as the media for weekly reading report in line with (Moreno-Carmona et al., 2020) states that Universities will not survive. The future is outside the traditional campus, outside the traditional classroom. Distance learning is coming on fast. So, for supporting the distance learning is using blog. One of the platforms is WordPress.

Post Teaching

In the post teaching, the lecturer made assessment and gave feedback to the students based on the students’ task listed on the Google Classroom and their own personal Blog. The feedback through Google Classroom or WhatsApp Group. The lecturer saw that the entire student’s task on their personal blog in line with all the materials listed on the Telegram bot.

The process of assessing extensive reading was portfolio. A portfolio assessment can be an examination of student-selected samples of work experiences and documents related to outcomes being assessed, and it can address and support progress toward achieving academic goals, including student efficacy (Barak & Doppelt, 2000).

A portfolio is a collection of student work that can exhibit a student's efforts, progress, and achievements in various areas of the curriculum (Chen & Martin, 2000). Here, the criteria for the students must complete weekly reading report, meeting task,

mid-term and final examination. The students must screenshot all their portfolio then submit again to Google Classroom.

In summary, the findings above illustrated that the students had positive attitudes to the use of Telegram Bot for facilitating Extensive Reading. This result from the observation showed that the students showed the positive behavior during the implementation of Telegram Bot in their Extensive Reading Class, not only for weekly reading task but also for meeting, mid-term and final examination. But some students sometimes showed negative attitude when they are late to submit the weekly reading report.

Additionally, based on (Klopfer et al., 2002) there are some features of mobile technology that produce unique educational benefits, for instance:

1. **Portability**– it means that it can take the device to different locations;
2. **Social interactivity**– it means that it can use the device to collaborate and exchange information with others;
3. **Context sensitivity**– it can be used to collect and gather real or simulated data that is in line with a specific location, environment and time;
4. **Connectivity**– it can be used to connect to data collection devices, other devices, and to a network;
5. **Individuality**– It used as the scaffolding for learners which is customized to the individual's need.

It can be concluded that from the statements above both Telegram Bot and personal blog can help students for online extensive reading class. Hence, the interaction and information technologies between students and teachers have a massive use of smartphone and other portable devices (Sari, 2017). It was not surprised that students always use their smartphone wherever and whenever they go. All these smartphones and other portable devices are installed with social media applications such as Facebook, Twitter, Wikipedia, YouTube, WhatsApp, Telegram, and Instagram, which is known as social web, best characterized by the notions of social interaction, content sharing, and collective intelligence (Alabdulkareem, 2015).

CONCLUSION

Telegram bot can be able to collect all the information stored in the database and deliver such information to the users as requested (Setiaji & Paputungan, 2018). Based on the explanation before, it can be concluded that Telegram Bot has multi functions not only as the smart feature on the Telegram itself but also as the teaching and learning media especially for facilitating extensive reading. When the lecturers can provide an interesting Telegram Bot and appropriate materials related to context, it is possible to make students more curious about reading activity.

The lecturer can stimulate the habitual process of student's reading by using this Telegram Bot. This is one of the ways how to solve the students' laziness going to the college library. By using Telegram Bot, the students have read materials in some form for example text, video, or others. After reading activity have done and the students joined to the online extensive reading class, the lecturer can ask them to share what they have read before. It is belief that students will do with pleasure and do not under pressure because they only share what they have loved and read without any pressure of lecturers' reading task term. In addition, Telegram Bot can be accessed by the students

wherever and whenever they are. So, the reading activity will be kept and it will make better improvement for students.

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LEXICAL ERRORS MADE BY FOURTH SEMESTER STUDENTS OF UNIVERSITY OF KANJURUHAN MALANG

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ABSTRACT

This study was aimed to identify the types of lexical errors and calculate the most frequent lexical error that occurred in the English written compositions produced by fourth semester students of English Education Department at University of Kanjuruhan Malang. The participants involved in this study were from two essay writing classes which consisted of 22 and 14 students. The test resulted 67 pages of essay in total, and there were 1188 sentences found. The lexical errors were analyzed and classified based on lexical errors taxonomy proposed by James (1998). The analysis of the data yielded a total of 237 errors. Besides, the data analysis indicated that there were only 11 sub-types of formal error and 3 sub-types of semantic error found in the students' written compositions. Furthermore, 'suffix type' was the most common lexical error with a total of 49 errors (20.68% from the total number of errors), followed by 'calque' which accounted for 47 errors (19.83%), and 'semantically determined word selection' which amounted to 35 errors (14.77%). Moreover, the findings of this study showed that most of the students have a considerable difficulty in determining the correct form of lexical items due to the influence of intralingual error. In addition, most of the students also have a serious problem in transmitting their ideas to their written compositions because of the influence of their native language.

Keywords: *EFL, Lexical Errors, Essay Writing.*

INTRODUCTION

According to Ridha and Al-Riyahi (2011, p. 25), "The concentration in learning a foreign language used to be particularly associated with mastering its grammatical structures." Nevertheless, Zimmerman (1997) asserts that the role of vocabulary teaching and learning has been restricted in the field of language acquisition. It is supported by Suetae (2010) who claims that the role of grammatical aspect in the process of writing a composition becomes the major focus of many second and foreign language teachers in teaching writing composition. Therefore, Lewis (2002, p. 133) concludes that "The role of vocabulary in language teaching is being neglected due to the assumption that grammar is the fundamental component in language learning, and mastering the grammatical system is the responsibility of the learners in order to create an effective communication."

Despite the fact that many second and foreign language teachers more focus on the grammatical aspect rather than vocabulary, many scholars argue that vocabulary also becomes a notable component in the language acquisition. McCarthy (1990, p. 8) reveals that "Even the students have mastered the L2 grammatical and sounds system, without words act as the tool in expressing a wide range of meanings, the communication in L2 will not occur in any meaningful way." It is supported by linguist David Wilkins in Thornbury (2002, p. 13) who sums up the importance of vocabulary

learning by stating “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Cameron (1994) confirmed that words are the basic level category in learning a language. In other words, vocabulary is the most important language component in language learning since it is the basic component to learn the other language skills and language components.

In writing, the students must state the ideas clearly and use the appropriate lexical choice in order to avoid the readers’ misunderstanding about the content of their writing. However, the vocabulary of the target language is different from the vocabulary of their mother tongue which causes the students to make vocabulary errors which are commonly called as lexical errors. Llach (2011, p. 75) defines lexical error as “a deviation in form and/or meaning of a word in the target language”. Lexical error is an issue that is rarely investigated although it remains as a crucial issue in English as Foreign Language learning. Llach (2011) states that despite being more numerous than grammatical errors, lexical errors are a particular type of error which has received little attention.

Since the role of vocabulary in language teaching is being undervalued by many scholars, hence, it becomes an interesting issue to conduct a research in the way the learners construct a language through words. Related to the role of vocabulary in language teaching, many ESL / EFL learners produce various types of errors in their writing. According to Llach (2005), Shalaby, Yahya and El-Komi (2009), and Ander and Yildirim (2010), among the various types of errors, lexical errors contributed the highest number in learners’ written compositions. Llach (2005) claims that lexical errors also affect the quality of the learners’ written compositions. Further, Ridha and Al-Riyahi (2011) assert that lexical errors are considered by the native speakers as the most serious problem compared to the other types of errors.

Lexical errors occur because the foreign language learners do not possess an adequate knowledge in English vocabularies which has several causes such as the low frequency in reading, the low awareness in expanding new vocabularies, etc. The incorrect selection of lexical items in written composition provides some impacts such as the misunderstanding about the content of the text or the problem in interpreting the text. Ridha and Al-Riyahi (2011) argue that lexical errors might hinder the effective communication between the writer and the reader. In the same idea, Naba’h (2011) affirms that lexical errors also make the ESL / EFL learners unable in transmitting their ideas as clearly as possible through their text. On the other hand, Llach (2007, p. 3) states that “Lexical errors can be utilized as the quality predictor of learners’ written compositions and act as the predictor in determining the learners’ vocabulary progress, lexical proficiency and general academic achievement.”

Llach (2007) argues that the more lexical errors a composition displays, the lower the score it will get. This belief is very much related to the notion of communicative value. Writings, but also other language tasks, are assessed according to their communicability, that is whether learners manage to transmit their message. If a message has many lexical errors, it has a poor communicative value, since lexical errors are known communication disturbers. Thus, this message scores poorly. Llach (2007) asserts that it is meaningful enough to allow us to make predictions of the quality of compositions. This has important consequences for planners of writing courses. These findings are also relevant for evaluation, since teachers can count on objective

evaluation criteria based on the percentage of lexical errors. Teacher can also benefit from the results of this study by providing learners with wordlists of problematic lexical items and the lexical errors they are affected by. Practising exercises will account for a reduction of the number of lexical errors, and thus, for an improvement of the quality of student's written tasks.

According to Llach (2005, p. 16), "Lexical error is the inappropriate use of lexical items in a certain context as the impact of the confusion between two words, caused by formal or semantic similarity which consists of the L1 or L2 influence." Moreover, the boundary between lexical errors and grammatical errors is still blurred due to the complexity of lexical errors. The problem in differentiating lexical errors and grammatical errors might be derived from the difficulties in describing the word itself. Besides, most research on lexical errors neither acknowledges the complexity of these errors nor does it take into account the inherent overlap among them. In comparison, research in syntactic errors, for example, deals with a much more clearly defined area, with specific categories that are easier to identify and classify than categories of lexical errors.

Hemchua and Schmitt (2006, p. 8) claim that "Due to the complexity of lexis, the use of compact classification in expounding the learners' errors is inappropriate because it can result in incomprehensible boundaries and arbitrary classifications." Therefore, this study adopted lexical errors taxonomy proposed by James (1998). The researcher uses James' (1998) lexical errors taxonomy because he thinks that it is much more comprehensive than lexical errors taxonomy proposed by other researchers. It is supported by Hemchua and Schmitt (2006) who claim that James' lexical errors taxonomy is one of the most comprehensive error taxonomies.

Despite the rate of occurrence and importance of lexical errors, there are only few studies which have been published. This may be related to the fact that lexical errors are categorized as the complex problem among the EFL learners. The following are the result of the previous studies. The first is a study entitled "An Analysis of Lexical Errors in the English Narrative Writing Produced By the Tenth Grade Students of SMA Negeri 9 Surabaya in EFL Classroom" written by Andre and Jurianto (2015). The study focused on examining the types of lexical error and calculating the most common lexical error found in the students' narrative writings. The data were collected from the English narrative writings of 39 students. The analysis of the data were based on James' lexical errors taxonomy (1998). The study found a total of 399 lexical errors, with an average number of 10 errors per narrative writing. Besides, the analysis of the data showed that there were 13 sub-types of formal error and 3 sub-types of semantic error found in the students' narrative writings. Moreover, calque was the most common lexical error with a total of 106 errors (26.57%), followed by misselection which accounted for 84 errors (21.05%) and using wrong near synonym which amounted to 52 errors (13.03%).

The results of this study confirmed that almost all of the students have a serious problem in determining the correct form of lexical items. On the other hand, based on the major classification of lexical errors, formal errors became the highest frequent error occurred in the students' narrative writings. The occurrences of formal errors might have a relation with the major problem of the students (most of them have a problem in determining the correct form of lexical items). Moreover, the researcher found that most

of formal errors occurred in the students writings were influenced by the intralingual error.

Alhikmah (2016) conducted a study at Madrasah Aliyah Negeri 2 Palembang. The study was about lexical errors in students' descriptive compositions. Thirty three students of the tenth grade students at MAN 2 Palembang were assigned to write descriptive compositions in English based on the topics provided by researcher. The researcher used lexical error taxonomy based on James (1998) to identify the English compositions. This study revealed that (a) the participant contributed both formal and semantic errors in their descriptive compositions (b) the most frequent types lexical errors contributed by participant were 'calque'. Calque indicated that the participant translated their sentences from native language into target language literally (word by word) using native language rules. The frequency of calque was (36.36%) of all type lexical errors, and it was followed by suffix errors (12.12%), vowel based type (10.60%), and omission (10.60%). The identified sources of errors were mainly from first language (L1) transfer rather than L2 intrinsic difficulty.

In contrast, Rochmaniyah et al. (2016) conducted a study at Madrasah Tsanawiyah Wahid Hasyim Kunir. The study was about lexical errors in the descriptive text produced by the eighth grade students. The area determination method of the research was conducted by using purposive method. The data of the research were obtained from 30 students' descriptive writing test. The analysis of the data was based on Llach's (2011) lexical errors taxonomy which divides lexical error types based on the sources of errors and major types of error. The study found a total of 86 lexical errors in five types of lexical error. Misspelling was the most common lexical error with a total of 26 errors or 30.23%. It happened because the students were influenced by intralingual transfer. It was followed by semantic confusion errors as many as 22 errors or 25.59%, calque errors as many as 20 or 23.26%, misselection error as many as 13 errors or 15.11%, borrowing errors as many as 5 errors or 5.81%, and there is no students who made coinage error, so the percentage is 0%. The results of this study confirm that almost all of the students have a serious problem in determining the correct spelling of lexical items in the target language.

The previous study shows that there are different types of lexical errors made by students in writing. Moreover, each of them has different percentage or amount of errors. Because of that inconsistent findings, the present study aims to investigate further about lexical errors made by EFL learners in their writing. The researcher wants to conduct further study in order to know what types of lexical errors that the students make frequently.

The similarities of those previous studies and this study are this study also aims at analyzing students' lexical errors in writing, and the researcher also uses descriptive qualitative research. While the differences of those previous studies and this study take place at the participants' acquisition level and the type of essay that should be done by the participants. The participants in the previous studies were students of junior and senior high school. Therefore, this study, by contrast, chose university students as the subject of the study to find out the lexical errors found in their written compositions. More specifically, this study attempted to answer these two questions:

1. What are the lexical errors made by fourth semester students of English Education Department at University of Kanjuruhan Malang in writing an essay?
2. What is the most common lexical error found in the essay writing of fourth semester students of English Education Department at University of Kanjuruhan Malang?

Lexical Errors Classification

This study was based on James' lexical errors taxonomy (1988). James (1998) divides lexical errors in a well-ordered list based on the two major categories of lexical errors, namely formal and semantic errors.

Formal Errors

James (1998) classifies formal errors into three classes: formal misselection, formal misformations, and distortions. Moreover, he divides each class of formal errors into several sub-classes which can be seen as follows:

1. Formal Misselection

Formal misselection occurs when the lexeme is confusable, and if these are pairs (or triples) of words that look and sound similar. James (1998) classifies formal misselection into four sub-classes as follows:

- a) Suffix Type. They have the same root but different suffixes (for instance, *Carbon monoxide has become the main cause of air polluted [pollution]*).
- b) Prefix Type. They have the same root but different prefixes (for instance, *Dico is waiting unpatiently [impatiently] to watch this movie*).
- c) Vowel-Based Type (for instance, *the number of Rachel's sit [seat] is 11B*).
- d) Consonant-Based Type (for instance, *Hardian won a price [prize] from raffle*).

2. Formal Misformations

According to James (1998), formal misformations are the errors that can be created by the learner caused by the learner's mother tongue. They are, therefore, called 'interlingual misformation errors'. There are three classifications of formal misformations which are presented below:

- a) Borrowing. L1 words are used in the target language without any changes (for instance, *after the Shubuh [dawn], the farmers are usually go to the paddy field*).
- b) Coinage. The new word (derived from L1) is tailored to the structure of TL (for instance, *smoking can be very nocive to our health [In Portuguese, nocivo = harmful]*).
- c) Calque. It is a literal translation of a word or a phrase from L1 words (for instance, *the father decided to looking for [make some] money*).

3. Distortions

The results of distortions generally are non-existent forms in the target language. The errors are the result of misapplication of the target language without L1 interference. James (1998) classifies distortions into four sub-classes as follows:

- a) Omission (for instance, *this movie is very intresting [interesting] to me*).
- b) Overinclusion (for instance, *Zay is the most dilligent [diligent] student in his class*).

- c) Misselection (for instance, *eight crewmans [crewmen] were wounded in the attack*).
- d) Misordering (for instance, *Catherine bought a new kettle [kettle] from supermarket yesterday*).

Semantic Errors

Furthermore, James (1998) classifies semantic error into two classes: confusion of sense relations and collocational errors. Here are the sub-classes and examples of each sub-class:

1. Confusion in Sense Relations

Hemchua & Schmitt (2006) stated that the meaning of vocabulary generally necessitates concepts and their relations in lexical field (for instance, the words *man* and *boy* belong to the lexical field of 'gender'). Below are the sub-classes of confusion of sense relations and their examples:

- a) Using a Superonym for a Hyponym. A more general term is used where a specific one is needed. Therefore the meaning is underspecified (for example, *We have modern equipments [appliances] in our house*).
- b) Using a Hyponym for a Superonym. An overly specific term is used (for example, *the colonels [officers] live in the castle*).
- c) Using Inappropriate Co-Hyponyms (for example, *Antony gives his girlfriend a beautiful vermilion [scarlet] rose*).
- d) Using a Wrong Near Synonym (for example, *I usually get up [wake up] in the morning because of the sound of roosters*).

2. Collocational Errors

According to James (1998) collocation is a pair of words which is high-frequently used together and it is accepted by the native speakers. Inappropriate collocation may not be absolutely wrong, but rather infelicitous. Moreover, James (1998) classifies collocational errors into three sub-classes as follows:

- a) Semantically Determined Word Selection (for example, *The city is grown [developed]*).
- b) Statistically Weighted Preferences (for example, *Alvian's army suffered big losses [heavy losses is more preferable]*).
- c) Arbitrary Combination and Irreversible Binomials (for example, *hikehitch instead of hitchhike*).

METHOD

The Participants

The participants involved in this study were students from two essay writing classes which consisted of 22 and 14 students. They are fourth semester students at English Education Department in University of Kanjuruhan Malang. These students were similar in age, their age were ranged from 20 to 21 years old.

Procedure

The data of this study were gathered from 36 written compositions produced by fourth semester students of essay writing class at English Education Department in University of Kanjuruhan Malang. These students were asked to write an essay based on some topics provided by the researcher. The participants were not allowed to use any

dictionaries. The time given for the participants to do the essay writing task was about 80 minutes.

Lexical errors found in the 36 essays were classified using lexical errors taxonomy proposed by James (1998). There were several steps that had been done by the researcher in analyzing the data. Firstly, the researcher read through all of the students' compositions. Then, the researcher highlighted the words or phrases indicated as lexical errors based on James' (1998) lexical errors taxonomy. After that, the researcher classified lexical errors found in the students' writings into a number of categories and put them into a corpus based on the classification. The researcher also calculated the most frequent errors found in the students' essays and made a general interpretation based on the results of this study.

FINDINGS AND DISCUSSION

Based on the data of 36 students of essay writing class, it was found that there were 1188 sentences produced by the students. Furthermore, the researcher found two major types of lexical errors that consist of 11 sub-types of formal errors and 5 sub-types of semantic errors. Table 1 provides the lexical errors distribution according to the types and sub-types found in the students' written compositions.

Table 1. The Frequency of Lexical Errors

Type of Lexical Errors	Number of Errors	Percentage (%)
A. Formal Errors		
I) Formal Misselections		
1. Suffix Type	49	20.68%
2. Prefix Type	2	0.84%
3. Vowel-Based Type	13	5.49%
4. Consonant-Based Type	8	3.38%
Subtotal:	72	30.38%
II) Formal Misformations		
1. Borrowing	5	2.11%
2. Coinage	2	0.84%
3. Calque	47	19.83%
Subtotal:	54	22.78%
III) Distortions		
1. Omission	26	10.97%
2. Overinclusion	19	8.02%
3. Misselection	5	2.11%
4. Misordering	6	2.53%
Subtotal:	56	23.63%
The Total Number of Formal Errors	182	76.79%
B. Semantic Errors		
I) Confusion of Sense Relations		
1. Using a Superonym for a Hyponym	1	0.42%
2. Using a Hyponym for a Superonym	-	-
3. Using Inappropriate Co-Hyponyms	4	1.69%
4. Using a Wrong Near Synonym	11	4.64%
Subtotal:	16	6.75%
II) Collocational Errors		

Type of Lexical Errors	Number of Errors	Percentage (%)
1. Semantically Determined Selection	35	14.77%
2. Statistically Weighted Preferences	4	1.69%
3. Arbitrary Combinations and Irreversible Binomials	-	-
Subtotal:	39	16.46%
The Total Number of Semantic Errors	55	23.21%
The Total Number of Lexical Errors	237	100%

As shown in Table 1, the 36 compositions by different individuals yielded 237 lexical errors. That is, on average, each essay contained 6.58 errors. Some error types were common (for example, suffix type, calque, and statistically determined word selection), others were relatively infrequent (for instance, coinage, prefix type, and using a superonym for a hyponym), and there were no occurrences of others at all (the categories of using a hyponym for a superonym and arbitrary combinations and irreversible binomials). This indicates the errors are not evenly distributed across the error-type spectrum; rather, certain error types appear to be particularly problematic.

Formal Errors

As far as formal errors are concerned, the formal misselection of words was the most problematic error category made by the students (30.38% of all errors). Intralingual ‘distortions’ were less of a problem (23.63%). It was followed closely by L1-influenced ‘misformations’ (22.78%). This finding suggests that the similarity of form and parts of speech (for example, verb, noun, adjective and so on) remained a serious problem in Indonesian students’ written compositions. The possible reason for the formal misselection is lack of knowledge of words in a word family. When the meaning and the spelling of an intended word were acquired, knowledge of the other members of a word family or grammatical patterns may have been incompletely acquired, which might result in a wrong derivative or grammatical pattern being used in a particular context. For instance: *Children do not find best educate*. It was considered as error because the student could not choose the right form of the word. The student should put the noun form of the word. Thus, the correct sentence should be: *Children cannot find the best education*.

Distortions or misspellings were the second most frequent formal errors. They occurred 23.63% of the total errors. Thus, misspellings were also a problem for the students. Therefore, it is important to consider why the participants misspelled even short or monosyllabic words, for example, ‘firt’ [first] and ‘freinds’ [friends]. Raimes (1985, p. 247) suggests that such misspellings occur because unskilled L2 writers “concentrate on the challenge of finding the right words and sentences to express their meaning instead of editing”. Although ‘distortions’ may not significantly confuse the readers in relation to communicative meaning, they do create a bad impression.

Although L1-influenced errors or ‘formal misformations’ were the least frequent formal errors, they occurred only slightly less frequently (as 22.78% of the total errors) than ‘distortions’. Thus, formal misformations were still a problem for the participants. Furthermore, this study revealed that the second most frequent category of lexical errors

contributed by the participants was calque. Calque indicated that the participants translated their sentences from their native language into the target language literally (word by word) using L1 rules. That is why the researcher assumed that the participants' native language called L1 interferences also had a huge amount of influence over students' compositions. The examples of each sub-type of formal errors can be seen in Table 2.

Table 2. The Examples of Formal Errors (taken from the data of this study)

No	Type and Sub-type of Formal Errors	Error and Suggestion
I Formal Misselections		
1	Suffix Type	They'll also feel <i>depression</i> [<i>depressed</i>] and worried about everything.
2	Prefix Type	So that the quality of the environment to become <i>less healthy</i> [<i>unhealthy</i>] for the community.
3	Vowel-Based Type	That's why sport and healthy so <i>importent</i> [<i>important</i>].
4	Consonant-Based Type	What is <i>concidered</i> [<i>considered</i>] that suitable for men.
II Formal Misformations		
1	Borrowing	Based on data quoted from the <i>laman</i> [<i>website</i>] Asosiasi Penyelenggara Jasa Internet Indonesia.
2	Coinage	The different culture of <i>civitas academic</i> [<i>university stakeholders</i>].
3	Calque	We do not <i>look at something with one eye</i> [<i>We may not underestimate anyone</i>].
III Distortions		
1	Omission	<i>Govemernt</i> [<i>government</i>] must do <i>desive</i> [<i>decisive</i>] action.
2	Overinclusion	The <i>pharase</i> [<i>phrase</i>] used to <i>genneraly</i> [<i>generally</i>] describe a person.
3	Misselection	This event will make youth know how far they know <i>their self</i> [<i>themselves</i>].
4	Misordering	They must get a <i>physicological</i> [<i>psychological</i>] treatment.

Semantic Errors

In terms of semantic errors, the fourth semester students tended to make more collocational errors (23.21%) than confusion of sense relation errors (6.75% of the total errors). Moreover, semantically determined word selection, which is the sub-type of collocational error, was the most frequent lexical errors that occurred in terms of semantic errors. Besides, this type of errors was the third most frequent lexical errors that was found in the students' written compositions. This finding suggests that the students also had a serious problem in choosing the appropriate words used in a particular context of the sentences. Moreover, these students also had a problem in selecting the correct preposition partners and co-hyponyms, differentiating the use of some words which are close in meaning but different in the usage, and using some words which are carried more general term rather than a specific one. The possible reason for the occurrences of semantic errors is the students' inadequate knowledge about the target language. The examples of each sub-type of semantic errors can be seen in Table 3.

Table 3. The Examples of Semantic Errors (taken from the data of this study)

No	Type and Sub-type of Semantic Errors	Error and Suggestion
I Confusion of Sense Relations		
1	Using a Superonym for a Hyponym	A <i>child [girl]</i> named Rebecca Sedwick experienced violences from her schoolmates.
2	Using Inappropriate Co-Hyponyms	Because people who are <i>black [white]</i> are not necessarily beautiful, straight hair is not necessarily healthy.
3	Using a Wrong Near Synonym	They never think about the consequence that they will get and <i>sacrificed [the victim]</i> of bullying will get.
II Collocational Errors		
1	Semantically Determined Selection	Some women <i>follow [learn]</i> martial arts due to protect themselves.
2	Statistically Weighted Preferences	You have to drink mineral water in <i>good [right]</i> times.

Lexical Errors Frequency

Table 4 illustrates the rank-order of the 18 sub-classes of lexical errors in terms of frequency. As can be seen from the following table, ‘suffix type’ was the most frequent type of error (20.68% of the total errors). The second and the third most frequent lexical errors were ‘calque’ and ‘semantically determined word selection’, which accounted for 19.83% and 14.77% of the total respectively. Further, in the following discussion, the writer discusses about the most frequent lexical errors that occurred in the students’ descriptive writings and the possible reasons that can explain the occurrences of these errors.

Table 4. Rank-order Frequency of Lexical Errors

No	Type of Lexical Errors	Number of Errors	Percentage (%)
1	Suffix Type	49	20.68%
2	Calque	47	19.83%
3	Semantically Determined Selection	35	14.77%
4	Omission	26	10.97%
5	Overinclusion	19	8.02%
6	Vowel-Based Type	13	5.49%
7	Using a Wrong Near Synonym	11	4.64%
8	Consonant-Based Type	8	3.38%
9	Misordering	6	2.53%
10	Borrowing	5	2.11%
11	Misselection	5	2.11%
12	Using Inappropriate Co-Hyponyms	4	1.69%
13	Statistically Weighted Preferences	4	1.69%
14	Coinage	2	0.84%
15	Prefix Type	2	0.84%
16	Using a Superonym for a Hyponym	1	0.42%
17	Using a Hyponym for a Superonym	-	-

No	Type of Lexical Errors	Number of Errors	Percentage (%)
18	Arbitrary Combinations and Irreversible Binomials	-	-
The Total Number of Lexical Errors		237	100%

Data Interpretation

According to the data of this study, formal error became the most frequent errors found in the students' written composition (see Table 1). Besides, the result of this study on the production of formal error provides an important issue where most of the students seem to have a serious problem in determining the correct form of lexical items. In addition, the errors classified as formal errors were mostly derived from intralingual error or intralingual transfer (this term was suggested by Brown, 2007).

Based on the results of this study, most of the students have a problem in determining the correct word class of lexical items due to the influence of intralingual error. The other problems which occurred in the students' writings because of the intralingual error are (1) the inappropriate use of suffix or prefix to examine the correct word class of lexical item, (2) the improper spelling of lexical items because of the addition or deletion of one or two items in the well-formed words, and (3) a false analogy which affects the students in determining the plural form of lexical item.

Moreover, this study revealed that the most frequent category of lexical errors contributed by the participants was suffix type error. The incorrect suffixation or suffix error is one of the sub-classes in formal misselection that consists of synforms (Hemchua & Schmitt, 2006). According to the data of this study, it was found that 39 out of 49 suffix errors were due to the misselection of a particular word class, while only 10 errors arose from the confusion of similar forms. This suggests that the students had more problems in using words with the right word classes or derivative forms (for example, noun, verb, adjective and adverb) than the similarity of forms within the same class.

Besides, the occurrences of suffix errors as the most frequent errors coincide with the findings in the other studies. For example, Andre (2016), he found that 'suffix error' was the most frequent errors occurred in the participants' essays. Moreover, this error accounted for 81 out of 303 lexical errors or 26.73% from the total number of errors. Further, this finding is also in line with Rochmaniyah et al. (2016), where the students had a serious problem in determining the correct form of lexical items. Therefore, the possible reason which can explain why the students have a serious problem in the selection of suffixes is due to the inadequate knowledge of words in lexical categories as suggested by Schmitt and Zimmerman (2002).

Among the occurrences of formal errors sub-types, calque (the sub-type of formal misformations) became the second most common lexical error found in the students' compositions (see Table 4). Even though the major problem of the students in lexical errors were derived from intralingual errors, the occurrences of calque in the students' writings imply an important issue that most of the students also have a serious problem in transmitting their ideas into their written compositions because of the influence of their native language. In line with this statement, James (1998) affirms that

calque is the result of literal translation due to the influence of first language. The occurrences of calque as the second most frequent lexical errors concur the findings in another study such as Andre (2016) who reports that calque occurred 58 times out of a total 303 errors (19.14%). Besides, the students also seem to have limited vocabulary in the target language. This is due to the students seem to depend on L1's linguistic knowledge in order to produce some words or phrases in English.

Furthermore, the result of this study in formal errors contradicted the results of another study, such as Hemchua and Schmitt (2006). In their study, the results of lexical errors showed that semantic errors became the most frequent errors found in Thai learners' written compositions. The possible reason which can explain the difference in the results of the current study with the previous study may come from the subjects of the study. It indicated that there were different contributions between Thai learners and Indonesian learners in terms of lexical errors.

On the other hand, the results of this study showed that semantic errors became less common errors found in the students' written compositions (see Table 1). The results of lexical errors in semantic errors revealed that the errors in using semantically determined word selections became the most common error in semantic errors. However, this error occurred at a much lower rate than either 'suffix type' or 'calque', occurring only 35 times at a rate of 14.77% of the total number of errors. This finding is inconsistent with the other studies, such as Andre and Jurianto (2015); and Hemchua and Schmitt (2006); in which the use of inappropriate near synonym became the most common errors in semantic errors. Further, this finding is also inconsistent with Alhikmah (2016) who reports that using a superonym for a hyponym was the most frequent error in semantic errors.

Moreover, the semantic errors found in the students' written compositions were derived from the intralingual error. This result also has a similarity with Hemchua and Schmitt (2006) where most of the errors in wrong near synonyms were influenced by the intralingual errors. In the occurrences of semantic errors, this may be attributable to the inadequate knowledge of the students in differentiating the use of some words which are close in meaning but different in the usage in certain context. Besides, these students also have a problem in differentiating the relation of inclusion in some lexical items, from the use of some words which are carried more general term rather than a specific one or the inappropriate use of preposition partners and co-hyponyms.

CONCLUSION

The results of this study revealed that there were 2 major types of lexical errors found in the students' written compositions namely formal and semantic errors (13 sub-types in formal errors and 5 sub-types in semantic errors) with the total number of lexical errors is 237 errors. According to the data of this study, the most frequent category of lexical errors contributed by the participants was suffix type error. The frequency of suffix type error was 49 errors (20.68% of the total number of lexical errors). It was followed by 'calque' which accounted for 47 errors (19.83%), and 'semantically determined word selection' which amounted to 35 errors (14.77%).

In addition, the findings of this study confirmed that the lexical errors contributed by the participants were mostly derived from intralingual errors or

intralingual transfer. Furthermore, the intralingual errors were due to overgeneralization, ignorance of rule restrictions, false concept hypothesis, and incomplete application of the rules. On the other hand, the participants' interlingual errors were influenced by the use of L1 words or structures in making sentences in English (literal translation).

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IMPLEMENTING “ESA” TEACHING STRATEGY TO IMPROVE THE ESP STUDENTS' ENGLISH SPEAKING SKILL

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ABSTRACT

State Polytechnic of Malang students' interest in English Speaking Skill increases better than in the other three language skills: Reading, Listening and Writing Skills but their mastery of English sentence structures and vocabularies in building English sentences is still weak and their willingness to speak in English is poor. That's why their English teachers need to implement ESA (Engage, Study, Activate) Teaching Strategy in their teaching and learning processes. This study aims to find out whether this strategy is more effective than Traditional Teaching Strategy that has been applied so far to improve the students' English speaking skill and to find out the students' perceptions on the implementation of ESA Teaching Strategy. To obtain the data, the researchers used 2 instruments, namely (1) Pre-test and Post-test to obtain quantitative data which were further analyzed with t-test to prove whether ESA Teaching Strategy was indeed more effective than Traditional Teaching Strategy, and (2) questionnaires and interviews to get qualitative data which were analyzed to know the students' perceptions of ESA Teaching Strategies. From the t-test analysis it was found that teaching English Speaking Skill using ESA Teaching Strategy was far more effective when compared to Traditional Teaching Strategy. This success was followed by very positive perceptions of students: This teaching strategy was very effective and easily understood so that the students were motivated to learn English more seriously. This was believed to be able to help the students be more active in discussing with their friends and dare to convey their ideas and be able to speak English well. Based on the findings above, this should be recommended to all English lecturers to apply ESA Teaching Strategy to their students.

Keywords: *English speaking skill, ESA Teaching Strategy, students' perceptions.*

INTRODUCTION

Most of the students of the Civil Engineering Department of State Polytechnic of Malang (72%) expect their English lessons to be focused on teaching English Speaking Skill (Widowati, et al., 2016). Salam, et al. (2018) also state that D3 Civil Engineering students prefer speaking skill to communicate, especially to face job interviews and reading skill to study English-language books rather than Listening Skill and Writing Skill. The students argue that Listening Skill is less desirable because their lecturers who teach non-English courses rarely use English. And they are less interested in deepening Writing Skill because non-English lecturers never ask them to make reports in English. Thus it can be said that the two scientific studies mentioned above (Tutuk, et al., 2016 and Salam, et al., 2018) have proven scientifically how important English Speaking Skill is for Civil Engineering students of State Polytechnic of Malang.

Therefore, both studies need to be expanded whether other engineering students at State Polytechnic of Malang also want English speaking skill as the focus of English courses in their departments. To get an initial picture, the researchers involved in this

research conducted a preliminary study of 25 students from 5 engineering departments at State Polytechnic of Malang. The results of the preliminary study showed that 15 students (60%) wanted to learn speaking skill, 7 students (28%) wanted to learn speaking and reading skills, 5 students (20%) yearned to learn reading skill, only 3 students (12%) wanted to learn writing skill, and none of the students (0%) wanted to learn Listening Skill.

The description above shows how much interest of engineering students in English Speaking Skills, which amounted to 88%. However, it is quite unfortunate that based on previous research (Salam, et al., 2019) it was found that almost all students of State Polytechnic of Malang could not speak English well and fluently. From their primary study involving 24 students, Salam, et al. (2019) found that none of them were proficient in speaking English (excellent). Two students (8.3%) could speak English well (good), 4 students (16.6%) had moderate English speaking skills (fair) and the rest (75.1%) were not able to speak English (poor).

In connection with the importance of English Speaking Skill, Patel & Jain (2008) argues that when a person learns a language, he listens first and then speaks. Therefore, the teacher must prepare motor training so that he is able to speak well, fluently and correctly. Thus, the implementers of this study think it is necessary to find a teaching strategy for English Speaking Skill that is suitable for the character of students majoring in engineering at State Polytechnic of Malang.

To be skilled at speaking English, students need to participate and communicate in English both inside and outside the classroom (Salam, et al., 2019). However, they also find that the students are reluctant to speak English because: first, they do not master English grammar. This is in line with the findings of Riasati & Nooren (2011) saying that English language speakers are willing to communicate with their interlocutors if they have communication competence. In addition, Richard & Theodore (2003) also mention that the respondents' difficulties in understanding sentence structure can make them reluctant to communicate in English. In another part, Strunk & While (2000) say that in communicating in English, the speaker needs to pay attention to coherence and unity so that the listener can understand the sentence well.

The second reason why students are reluctant to speak English is their low mastery of English vocabularies. This has been discussed by Keraf (2005) that what is said by a speaker will have a meaning if the word he chooses is correct. In other words, if someone chooses the wrong word in speaking English, the interlocutor may misunderstand the contents of the sentence being conveyed. Furthermore, the pronunciation of the word must also be correct because if a sentence is pronounced incorrectly it will have a different meaning or even not at all.

And the third reason is the students' difficulty in pronunciation. It is understood because if the sentence is pronounced wrongly, the listeners will misunderstand about the speaker's content. And the last reason is their lack of self-confidence. Respondents' fear of making mistakes when speaking English is in accordance with the findings of Zeng (2010) which examines the reluctance of Chinese students studying English in Canada. In another part of the research Salam, et al. (2019) say that students are reluctant to communicate in English not because they have language problems but they lack self- confidence so they are afraid of making mistakes. This is in accordance with the opinion of Cao & Phip (2006) which says that self-confidence has an important role for speakers to communicate in English.

To overcome students' reluctance to communicate in English because of the language factor, actually the lecturers have already participated in various English teaching seminars, attended ESP (English for Special Purposes) teaching workshops, participated in technical English teaching trainings, invited students English language teaching experts for guest lectures, held various language discussions, conducted language teaching researches and read various English teaching books, etc. (Salam, 2016). However, until now there has not been found the most suitable English Speaking Skills teaching strategy to overcome the difficulties of the students mentioned above. Even Harmer (2001) reminds us that a lecturer needs to prepare his students so that they are able to speak or communicate with other people in English. To find learning strategies to be used in this study, the researchers were encouraged by the opinion of Luoma (2004) which says that speaking is an activity of mutual interaction between speakers and listeners in a certain atmosphere. Therefore, the researchers of this study want to implement the ESA (Engage, Study, Activate) teaching strategy and prove that this strategy can improve the students' English-speaking skill better than the traditional method of teaching.

Hammer (2007) argues that there are 2 (two) things that can make students engage (attracting students' attention to the lesson so that they feel curious, pay attention and are motivated to participate in all teaching and learning activities and do assignments from lecturers), namely: Teaching Activities and Teaching Materials. In this case, he says that activities and materials which the students constantly engage with include: visual aids, simulation activities, games, topic, music, discussions, dramatic stories, etc. The logic is that if students' thoughts and moods are in sync, it will generate great interest in learning. Furthermore, if students' interest in learning is good, their learning outcomes will also be better when compared to students who are not interested in studying.

Furthermore, it is necessary to describe the importance of students' interest in the learning process and its effect on learning outcomes. Shulman (2002) states that there is learning process due to the students' engagement with activities that occur in the classroom and teaching materials. Meanwhile, Jillian Kinzie (2008) argues that students' interest has 2 important keys, namely the energy and time that students devote to their studies. Elsewhere, Newman et al. (1992) argue that students' engagement is an attempt by students to start learning, understand and master knowledge and skills. From some of the opinions and findings above, it can be said that students' interest in learning will affect their motivation to learn which in turn can lead to success in mastering their lessons.

Then, Hammer (2007) explains what is meant with *study* here is a language training where the students are asked to do exercises related to language training activities. And he considers this exercise as a specific behavior of students towards learning objectives and improving their performance. Furthermore, this study phase describes the learning and representation of the elements of language teaching and learning. While the focus of this stage of study is the form of language and students are required to carry out activities that are focused on form. In another part, Hammer (2007) states that in this phase of the study students are expected to gain knowledge that can help them quickly understand people's conversations. Of course, to obtain this all students must practice communication until they acquire speaking skills. What is interesting is the opinion of Hammer (2007) which states that the learning process of

Speaking Skills requires 3 processes, namely: verbalization, automatization, and autonomy. In the first part (verbalization), all the skills learned are expressed in words, described or demonstrated. In the second part (automatization), the lecturer asks his students to demonstrate what he asks for and monitor his performance. If a student makes a mistake, the lecturer has to retrain until the student is able to do what he wants.

Further more the students are encouraged to use (activate) all sentence elements that they have understood in communicating in English. In other words, all the knowledge that students have can be used in making sentences that are conveyed in spoken language. In this context, Jeremy (2007) assured that the wider the opportunities given to students to use all the elements of a sentence that they have understood, the more freely they can use the sentence elements in communicating. With this breadth of expression, students will become independent language learners. In the end, students are expected to be able to use words and phrases as well as sentences in English fluently and systematically (Jeremy, 2007). This independence in learning is the objective of most lecturers because students will have the courage to convey their ideas in spoken language and the lecturers will quickly understand the difficulties their students may face. Of course this will make it easier for lecturers to provide remedies if needed.

The following is the opinion of Robertson (2000) which states that the most appropriate teaching strategy for Speaking Skill is ESA. This is because ESA is a method of learning English Speaking Skills that can motivate student learning. This method provides the widest possible opportunity for students to practice their knowledge as if they were speaking everyday. And, SAE is the most effective way for lecturers and students to measure whether the teaching and learning process is successful or not.

METHOD

This research is Classroom Action Research (CAR) whose results will be used to improve the teaching and learning process that has been, is and will take place in the classroom. This research was conducted in all engineering departments at State Polytechnic of Malang. The population of this research is students majoring in engineering at State Polytechnic of Malang who are programming English II courses. Then, the researchers deliberately (purposely) chose 1 class as the control class and 1 class as the experimental class from each of the aforementioned majors as respondents in this study. The research instruments used were speaking skills tests, checklists (at the time of observation), field notes, recordings, and depth interviews.

Considering that this research is CAR, the researchers took 4 steps to collect data as introduced by Kemmis & Robin (1988) and Arikunto, et al. (2007), namely: planning, acting, observing and reflecting. There were two kinds of data needed: (1) Quantitative Data which were obtained from the participants' speaking skill test by asking them to present their ideas orally. (2) Qualitative Data which were obtained from the observation checklist, field notes, and interviews which were carried out during this research.

FINDINGS AND DISCUSSION

Before the lecturer started teaching English Speaking Skill both in the Control Class and the Experiment Class, the researchers had obtained 25 names of students who got a B grade who sat in the Control Class from 5 Departments and 25 names of students who also got a B grade from the Experiment Class who were also from 5

Departments. This was important because the respondents to be studied (in the Control Class and in the Experiment Class) had to have relatively equal level of English Speaking Skill. To obtain data to be analyzed to determine whether students taught using ESA teaching strategy were more effective than those taught using conventional learning methods, the respondents were tested before the treatment. In order to obtain a valid English Speaking Skill score, the test takers (2 English lecturers) were equipped with an English Speaking Skills assessment rubric. If the scores of the 2 examiners were much different, the 3rd examiner would be asked for an assessment. The results of the assessment of the 3rd examiner would be compared with the assessment of the 1st and 2nd examiners to determine the scores to be used. If the assessments of the 1st and 2nd examiners were relatively the same, the average would be taken as the pre-test score.

After the data were collected using the English Speaking Skill test instrument, the data needed to be analyzed with an independent t-test with a critical value <05 using the SPSS 21 program. This was to determine whether the scores obtained by students had a significant difference or not. From the calculation results, it was known that the pre-test results showed no significant difference between students who sat in the Experiment Class and in the Control Class. It can be seen that the pre-test for students who sat in the Experiment Class for English Speaking Skills obtained an average value (the mean) of

68.48 while for students who sat in the Control Class the average score was obtained (the mean) was 69.88. Meanwhile, SD (Standard Deviation) for students who sat in the Experimental Class showed 1.3577 and for students who were in the Control Class showed 1.0924. This shows that there is no significant difference between the 2 Standard Deviations. In addition, it can also be seen about the Standard Error Mean of each class, namely .2715 for students from the Experiment Class and .2185 for students from the Control Class.

Thus, it can be said that the Standard Deviation of the Experimental Class is higher than the Standard Deviation of the Control Class. When the above data are calculated with the independent t-test, the F-value of the Equal Variances Assumed is 2.821. And the Score of Significance is .100. The equation's t-Test score for Equality of Mean is -

4.017. The df score for equality of means is 48 and the significant (2-tailed) score is .000. The significant score (2-tailed) was less than 0.5 (2-tailed). From the analysis, the comparison of the pre-test results showed that there was no significant difference. This means that students who sat in the Experiment Class and students in the Control Class had relatively the same level of English-Speaking Skill. Thus, researchers could carry out research to see the effectiveness of teaching English Speaking Skills with the ESA teaching strategy when compared to teaching English Speaking Skill using traditional method.

To determine the effectiveness of the English Speaking Skills using ESA teaching strategy is to compare the pre-test and post-test. The calculation showed that the post-test result of the English Speaking Skill of students who sat in the Experimental Group Class after they received lectures using the ESA teaching strategy as described above. The analysis showed that the Post-test results for English Speaking Skills obtained by all students who sat in the Control Class from examiners 1 and 2 did not differ much from the previous results, namely ranging from 0 to 4 only. Meanwhile, the average scores they obtained (from examiners 1 and 2) also ranged from 75 to 85.

This means that none of the students received a B grade and most of them, 22 students scored up from B become B + because their scores were around 73 to 80. And there were 3 students whose grades went up from B to A because their scores were around 81 to 100.

As an illustration, teaching English Speaking Skills with the ESA teaching strategy has a large enough impact on students so that their English Speaking Skills go up quite significantly between 6 and 14. From the analysis, it is clear that the Post-test scores for English Speaking Skills obtained by all students who sit in the Control Class from examiners 1 and 2 are not much different, namely ranging from 0 to 4 only, so there is no need for third examiner. In addition, the average scores they obtained also ranged from 71 to 77, which means that there are still those who get a B grade (5 students) because their scores are between 68 and 72. Meanwhile, 20 students have obtained a B + grade because their score is between 73 and 80. From the analysis, it can be seen that there is an increase in the scores on the post-test, which ranges from 2 to 4. Although it seems that the increase is only slightly, the change in score is quite significant, namely 20 students who originally got a B grade changed to B +. There are only 5 students who still get a B grade but the score is higher (from 67, 68 and 69 to 71 and from 68 and 70 to 72).

Before the data were calculated by the independent t-test, the experimental group's data were 78.16 and the post-test mean score of the control group was 74.04. In the mean score data, there was a significant difference between the post-test experimental group and the post-test control group. The standard deviation of the experimental group was 1.625 and the standard deviation of the post-test control group was 1.670. The standard deviation of post-test data in the experimental group was lower than that of the control group. The mean post-test standard error of the experimental group was .3250 and the control group mean standard error was .3390. When data were computed by independent t-test, the F score of the equivalence of variance was assumed to be .661. The significance score for the equivalence variance was .420. The equality of variance t score was 8.773. The equation similarity score was 48. And the significant score (2-tailed) is 0.000, the significant score (2-tailed) was lower than 0.05 (2-tailed). The results of the calculation of the student's total score indicated that the p-value was 0.000, which was lower than 0.05 (2-tailed). This showed that the post-test results of the experimental and control groups were different. The result showed that the total score obtained by students in the experimental group was a significant difference from the control group. This means that teaching Speaking Skills in English using the ESA teaching strategy was more effective than using the Traditional Learning method.

To determine the level of students' satisfaction in learning English Speaking Skill using ESA teaching strategy, it is necessary to convey their answers to the questionnaire and the results of the interviews. Respondents 1 and 21 said that this strategy could help them understand the teaching materials because the lecturer had summarized the teaching materials before entering the classroom. The statement above is in accordance with the opinion of Boyd, et al. (2008) which states that lecturers who make teaching preparations in order to involve their students in teaching and learning activities show good learning outcomes. While respondents 2 and 15 argued that this teaching strategy was indeed able to motivate them to learn English well because they felt being helped in composing sentences. This is in accordance with the opinion of Silva (2020) which states that motivation in education can dramatically affect student achievement.

Respondents 3 and 17 said that ESA Teaching Strategy was very effective because they found it easy to understand and the lecturer helped them correct their wrong sentences so that they dared to convey their ideas during discussions with their friends. This idea is in line with the opinion of Hattie & Timperley (2007) in their research that lecturers' corrections on students' work can encourage students to be more active in learning, increase their motivation, and reduce the difference in understanding between students and lecturers. This is believed to be able to improve students' performance. Then, respondent 4 expressed his idea that the ESA teaching strategy was very suitable for the character of engineering students who did not want complicated language rules. This is in line with the conclusions of Yahdi & Usman's (2015) study which states that lecturer learning strategies have a positive effect on student learning achievement. In addition, students could enjoy learning English Speaking Skill more.

Respondent 5's opinion was a combination of the opinions of Respondents 1 and 3. He argued that the strategy of teaching English Speaking Skill with ESA was fun because the lecturers were better prepared to teach course material in the classroom so that the teaching was truly effective. Students felt involved in Teaching and Learning Processes so that students were not afraid to take part in the discussion process. The professional attitude of the lecturers helped him to master the lessons better. This is what Nuaimi (2017) concludes in his thesis that there is an influence between the professional attitudes of lecturers on improving students' achievement.

Respondents 6 and 25 considered that the ESA teaching strategy really helped students be involved in the teaching and learning process so that students could concentrate on learning in class. What's more important was that students actively wanted to discuss with fellow students so that students were accustomed to learning independently and could formulate the concept of the lesson they were learning. In addition, he said that the lecturers could become a source to ask if students had problems. This description is in line with the conclusions written by Swandana, et al. (2016). Furthermore, Respondents 7, 20, and 24 thought that English lecturers had provided teaching materials a week before students' presentations so that students were more ready to take part in discussions. This idea is in accordance with the conclusions written by Dangol & Shrestha (2019) which says that there is positive relationship between learning readiness and educational achievement among students.

On the other part, respondents 8 and 18 argued that the lecturers had played an active role in Teaching and Learning Processes by involving all students. This was considered important because they felt being valued and given an opportunity to discuss with their friends so that they could actively contribute to developing their speaking skill. Thus, they found it easier to make sentences without thinking about how to translate the sentences that he would convey. Respondents 9 and 14 agreed that this teaching strategy could provide a pleasant classroom atmosphere so that students could enjoy learning English. This is very important for students because this way of teaching can motivate student learning. Of course this would be able to improve students' English Speaking Skill. Then, respondents 10 and 22 argued that this teaching strategy was in line with the character of engineering students who wanted to be practical.

What made students actively involved in the teaching and learning process was the shrewdness of the lecturers in motivating students. The implication was that students learned a lot so that students were able to communicate with lecturers and other students. The opinion of the two respondents is in line with the results of research

by Riswanto and Aryani (2017) which states that motivation can raise the competence of lecturers which will then be able to build students' interest in learning. This of course can create a conducive learning atmosphere. All of this is closely related to students' achievement opinions of respondents 11, 13 and 19 confessed that after they were taught English Speaking Skill using ESA teaching strategy, they felt they had gotten a new energy in learning English that they had previously been lazy about to attend English courses. They admitted that they were excited to learn English more seriously. This was because they felt well cared for and guided painstakingly. In addition, students could discuss with their friends so that those who were already fluent in English could help their friends. The description above has been discussed by Vibulphol (2016) which states that the teaching strategies implemented by lecturers properly and correctly can arouse students' motivation in order to improve students' learning continuity. Then, respondents 12, 16, and 23 stated that this strategy was considered very successful because the lecturer really prepared the lecture at home well.

CONCLUSION

Based on data collection, data analysis, and discussion in the previous chapter, it can be concluded that teaching English Speaking Skill using the ESA teaching strategy is more effective than the traditional method. This can be seen from the results of the Post- test for English Speaking Skill that there were 22 out of 25 students in the Experiment Class who formerly got a B went up to B + and there were even 3 students whose grades went up from B to A. Whereas in the control class there were still 5 out of 25 students who still got B and 20 students whose grades increased from B to B +. Nothing in this class increased from B to A.

In addition, ESA teaching strategy was very popular with students because this teaching was considered very effective. This can be seen from the testimonies of students who were taught with this strategy. The students who sat in the experimental class admitted that this strategy was able to motivate them to study more seriously because the lecturers always made good teaching preparations. This is considered to be able to help students master teaching materials, so that in the end, mastery of this teaching material will be able to improve students' speaking skill.

Furthermore, this strategy is considered capable of helping students to concentrate on teaching and learning activities because the lecturer has summarized the teaching materials that are explained to students. This can encourage students to be able to participate in discussions with their friends and able to encourage students to convey their ideas to their interlocutors. Therefore, students expect the lecturers to always make good teaching preparations so that students can be helped to understand the teaching materials they teach in the classroom.

Seeing the success of ESA teaching strategy in improving students' Speaking Skill, it is necessary to suggest all English lecturers at Polinema to use this teaching strategy. However, since this teaching strategy requires special skills in presenting teaching materials for engineering students, English lecturers need to understand the concepts of ESA teaching strategy. In other words the lecturers need to have a training on ESA teaching strategy so that the lecturers can help their students involved in the teaching and learning process in the classroom which later on the students can learn English speaking ability independently.

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POLITENESS STRATEGY BY INDONESIAN EFL LEARNERS AT ENGLISH COURSE OF SURAKARTA

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ABSTRACT

When talking about communicative competence, politeness becomes one of the important aspects in the social interaction. In ELT process, politeness still becomes the main concern since it is considered as one strategy to maintain effective classroom interaction. In the globalization era in which technology is frequently used in communication, politeness is highly decreased. There are found many cases which caused by impoliteness in language. Hence, teaching politeness to learners since early is very important because, it is not an instant product which can be produced directly. The study aims to know types of politeness strategy of young EFL learners at English One course during conversation to the instructor. The participants of this study were elementary level learners consisting of fifteen learners. The data was obtained through recording the conversations between instructors and the learners in teaching and learning activities. The primary sources of data were the conversation between learners and instructor which had been recorded. The datum were analyzed and discussed based on the theory of politeness of Brown and Levinson (1987). The results of this study revealed that there were various expressions used by young EFL learners to encode their politeness during ELT process. The expressions were in the forms of informing and declaring. These expressions were categorized as positive politeness.

Keywords: *Politeness Strategy, Speaking, English for Young Learner*

INTRODUCTION

The researcher attracted to do this research about the interaction activities between the EFL young learners and teacher. Politeness language in interaction is the attitude of language that every utterance produced will not cause the rudeness between the speaker and the hearer. Whereas, if the language is able to express most of the thoughts and feelings more than other languages, it is not because the language is better than the users of language are able to explore the potential of language more than others. It means, the better thing is not the language but the human competence. All languages are essentially the same, namely as means of communication, but only the users are different. Better of language packaging will result in more polite language.

Concerning pragmatic competence is skill to communicate in foreign language intended meaning. Indeed, pragmatics, the study of “meaning in communication” (Thomas, 1995:22) has not become significant in Indonesia’s language teaching. Moreover, pragmatic competence of English as foreign language (EFL) has not been focus in language learning. In the fact, Indonesian EFL young learners sometimes use different expression for the same feelings and the difficulty of understanding illocutionary force the utterances in English. Therefore, pragmatic competence help showing how the target language typically produced in communication.

Politeness becomes one of the important aspects in the social direction. In ELT process, politeness still becomes the main concern since it is considered as one strategy to attain effective classroom interaction. Politeness is the study about how people produced their awareness toward other people's face and considered who people were. People could show it by showing good manner or attitude to the hearer.

Previous study, Mahmud (2018) had searched the English students' perspectives on politeness. It focused only on the English students' perception of how to be polite in the class. Politeness studies which search deeply about the English students' strategies are still limited and therefore, need to be further searched. Ladegaard (2003) focusing on young children politeness phenomena. Claimed that this study compared that girls appear to be more polite than boys when they play. This is not confirmed in present of study which found no significant differences in boys and girls use of mitigation. The result of the study is to differ patterns of socialization in Denmark, emphasizing the importance of sociocultural context and peer group influence on children's language, as well as children's sensitivity of contextual norms and pragmatic competence. In addition, Senowarsito (2013) had looked the politeness in EFL teachers and students' interaction but did not particularly focus deeply on the interaction among the English students themselves.

According to the phenomena, politeness strategies for EFL young learners are still important thing that should be observed. There are many researchers study is focused in the level from secondary till the university students. The context of research politeness proposed carry out a new phenomena of politeness research. The context of communication, classroom during learning and teaching process of EFL young learners. This study focuses on the use of politeness strategies by EFL young learners and the instructor during teaching and learning process in the classroom. This study focuses on the use of politeness strategies by young EFL learners during the interaction with the instructor in the classroom. The findings of this study are expected to know the types of politeness strategy used by young EFL learners at English One course during interaction with the instructor.

Brown and Levinson theory (1987: 169) define politeness was focused on face of people. Face referring to an individual's feeling of self-worth or self-image, a reputation or good names that everyone had and expected everyone else to recognize. In interaction, politeness could be employed to show awareness of another person's face. In addition, politeness could accomplish in the situation of social distance. Social distance represents respect or deference, while social close is described in terms of friendliness, friendship, or solidarity. Brown and Levinson (1987) classify four types of politeness strategy as follow. The first *bald on-record strategy* decides no effort by speakers to minimize the impact of FTA's. This strategy commonly employed on some occasion like emergency situation and an equal power relationship. Second is *positive strategy* is purposed to satisfy the positive face of the hearer by approving or including him/her as friend or as member of an in group. A speaker is able to apply positive politeness to give an impression to the speaker wants what hearer wants. This strategy was intended to avoid the conflict and to minimize the social distance between the speaker and the hearer. Third is *negative strategy* is also known as respect politeness where the participant in the social process has the need no to be disturbed and to be free. this strategy assumes that there might be some social distance or awkwardness between

the speakers wants and the hearer or this strategy was oriented mainly toward partially satisfying (redressing) the hearer negative face, his basic wanted to maintain claims of territory and self-termination. And the last one is *off - record strategy* is the main purpose of taking some pressure off the hearer. Off record utterance usually uses indirect language that construct more general utterance or actually different from what one mean or this strategy uses indirect language and removes the speaker from the potential to be imposing.

METHOD

This study belonged to a descriptive qualitative research. Gay (2006:399) declares qualitative research is collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insight into a particular phenomenon interest. This research intents to collect, analyse, and interpret the data related to a particular phenomenon, that is politeness strategies used by young EFL learners in the classroom interaction. This research was conducted at the young EFL learners at one course Solo. The participant was a number of learners which were chosen purposely. They were learners of young EFL program at the One course Solo where the learners studied English in that course. The interaction between the learners and the instructor during the teaching and learning process were recorded by the researcher itself using mobile phone. The classroom interaction during teaching and learning process was able to be observed, analyzed and interpreted.

In analyzing the data, the researchers use some steps as Miles and Huberman in Siswantoro (2004: 189); data reduction, data display, data serving, conclusion and verification. The first data reduction is the process of taking and selecting the right data that appear in written-up field note and transcriptions according needed standard criteria. In this occasion, the researchers sort the data focusing on interaction between the young EFL learners and the instructor during the teaching and learning process. And focus on politeness strategies used by the young EFL learners. Second data serving is drawing the data after describing and interpreting the data continuously. The researchers interpret the data then making conclusion. The outcome of this study is description and analyzing about the politeness strategies used by young EFL learners during the interaction in classroom. The last conclusion and verification, the researchers created a conclusion based on the data reduction and data display.

FINDINGS AND DISCUSSIONS

The finding in the research shows two main communication characters used by young learners during conversation activity. Based on the data analysis, the findings are as follows:

Types of Speech Act used by Young Learners

In communication activity, speech act is used as the communicative wayor the verbal actions that accomplish something, for example compliment, insult, inform, etc. The findings showed that there are three kinds of speech acts used by young learners during conversation class, namely Assertive, Directive and Expressive. Assertive was the type of speech act dominantly used by the children, followed by Directive. Meanwhile, expressive was the least type used by children. This could inform that

during the English learning process, the learners tended to be the parties who answered and expressed idea in accordance to the instructor's commands or questions.

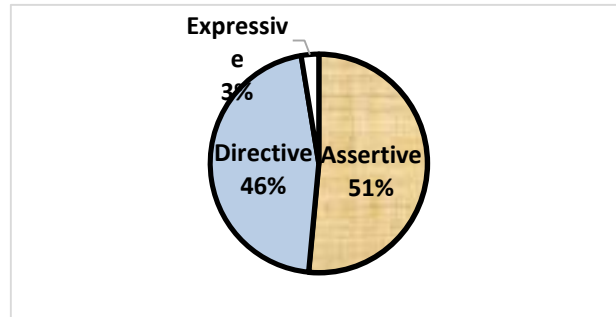


Figure 1. Three Kinds of Speech

The figure above shows that assertive act is the dominant used by students in speaking classroom activity. It was found that students tend to declare or inform something in ELT activity. The declaring act said by learners while answering teacher's question is described as the example below.

- Teacher : *Do you like going out for dinner or lunch?*
 Student : *Yes*
 Teacher : *How often? Everyday?*
 Student : *ahmm it's not really every month every day it sometimes if I have time to eat and ...
 eee in Zona steak Munmun and many more.*
 Teacher : *Okay so, do you love cooking?*
 Student : *Yaaa of course.*

The utterances above show the declaration acts. The students talk about her daily life to her teacher. The statement declares that she likes spending time out with family for dinner or lunch in daily life. And the utterance *Yaaa of course* depicts the truth of of the statement asked by the teacher.

Politeness Strategy

The findings show the politeness expression used by teacher and student during the conversation class. The strategies can be seen in the forms of greetings, thanks, address terms and apologies.

a. Positive Politeness Strategy

There were four excerpts that contained positive politeness strategy used in the classroom interactions. The elaboration of each excerpt is presented below.

Excerpt 1	
Teacher	: Assalamu'alaikum Warahmatullahi Wabarakatuh (Greeting)
Student	: Wa'alaikumsalam Warahmatullahi Wabarakatuh
Teacher	: Good Afternoon, Jihan (greeting)
Student	: <i>Good afternoon miss</i> (greeting)
Teacher	: How are you today?
Student	: I am fine, <i>thank you</i> . And you?
Teacher	: I am great. Thank you. Are you happy today?
Student	: <i>Yes, Miss</i>

In the excerpt above, it shows that in the opening class, teacher started opening the class by saying "Assalamu'alaikum Warahmatullahi Wabarakatuh". The student answered "Wa'alaikumsalam Warahmatullahi Wabarakatuh". It kinds of Islamic greetings which are common uttered in Muslim community to spread the blessings to other people. The ways of Islamic greeting is expected to make student be polite to others. Eventhough they can also use kinds of greetings from different language such as 'good afternoon'. The use of Islamic greeting shows the students' good manner as indicator of politeness. The habit of using Islamic greeting is to drill students to act and speak properly and politely. Moreover, in the excerpt above it shows the student used the address term 'Miss' in good afternoon and 'Yes, Miss'. The addressing term 'Miss' represented the respect to her teacher. In addition, it also indicated that they wanted to be polite in interacting with her. Further, the student showed more positive politeness by complementing the teacher "i am fine. Thank you and you??" (Strategy 2. Exaggerate approval). And then the teacher replied with 'i am great thank you' which indicated the positive politeness (Strategy 2. Exaggerate approval).

Excerpt 2	
Teacher	: Ok, Are you ready to study Jihan? Said "yes". Yes, I am ready
Student	: Yes, I am ready
Teacher	: Good. Let's start to study by reciting <i>bismillah</i> together.

Based on the conversation above there was three politeness strategies. First, before teacher start teaching the class, she asked for students' readiness for studying. The utterance "Ok, are you ready to study?" indicates that the teacher gives attention toward the student. Further, the act "good" with an exaggerate intonation was another example of positive politeness (strategy 2. Exaggerate approval). Third, the teacher started opening the class by asking students to recite *bismillah* together, 'Let's start to study by reciting *bismillah* together'. This was an example of positive politeness (strategy 12. including Speaker and Hearer in one activity) by using the word "we" and "lets" show that they are engage in one activity.

Excerpt 3	
Teacher	: Ok, do you understand the instruction of this question?
Student	: I don't understand.

In excerpt above, the utterance “Ok, do you understand...?” was an example of positive politeness (strategy 3. Intensify interest to H) it can be seen from the linguistic marker “do you understand” that can be used to intensify the interest to H. further, the utterance “i don’t understand” with an exaggerate intonation was another example of positive politeness (strategy 2. Exaggerate approval).

Excerpt 4

Teacher : Ok, now read the vocabularies and try to understand the meaning. I’ll give some questions related it. **Ok??**

Student : Ok **miss**. O.. i think i have read it when i was grade 4.

Teacher : **O..really?** you have read it when you were 4th grade?

Student: Yes

The short excerpt above indicated that the positive politeness strategies used by teacher is seeking for agreement. Here the teacher offered an agreement to the student related to the rule during ELT activity. The word ‘Ok’ expressed the teacher’s strategy to attract student following the rule during ELT process. This strategy allows the teacher to invite his students’ understanding without threatening their positive face. Further, the address term “Miss” used by student shows the respect to her teacher.

b. Negative Politeness Strategy

Negative politeness strategies are intended to avoid giving offense by showing deference. These strategies include questioning, hedging, and presenting disagreements as opinions (Brown and Levinson, 1987). The examples of negative politeness are presented on excerpt 5 and 6 below.

Excerpt 5

Student: *Miss, i will go to back please.*

Teacher: Pardon me,, do you mean that u will go to toilet?

Student: Yes miss,,

Teacher: O,,i see. You can say miss, may i go to toilet please,,

Student: Miss, *may i go to toilet please*

In the excerpt above, there were 2 kinds of negative politeness employed by the teacher. First, the student used the word “please” to soften the request. The use of word “please”, according to Brown and Levinson, is an example of negative politeness to indicate a conventionally indirect instruction (Strategy 1). Being indirect can be realized by including the insertion of sentence internal “please” (Brown and Levinson, 1987, p.133).

c. Bald on Record

It is one of the strategies used when the speaker made no attempt to minimize the threat to the other person’s face. This strategy could be used when the speaker had more power that the listener (Brown &Levinson, 1987).

Excerpt 6

Teacher : we are going to play the game. This is for memorizing. Jadi, kita akan melatih memory kita.

Student : it's okay!!

Teacher : how is the rules? So, the rule is, there are six cards of vegetables here. Now, we are going to close and open our eyes. When Ms. Diyah says close your eyes. You should close your eyes. And then when Ms. Diyah says open your eyes. You should open your eyes.

In the excerpt above, the teacher gave some instructions to the students. It consists of bald on record, positive politeness and negative politeness. It indicated that the teacher was able to use the three kind of politeness strategies in a single turn. In relation with bald on record, the teacher said “we are going to play the game” which was a bald on record (strategy number 7. task oriented). She also said “you should open your eyes” which was an example of bald on record (strategy number 4. warning).

CONCLUSION

Politeness is the way how people treat one another in daily interaction. Politeness in speaking should be grown up to children since early, because it cannot be acquired instantly. This research focuses on Brown and Levinson’s politeness strategies in EFL teacher-students classroom interaction. It aimed to know types of politeness strategies of young EFL learners at English One course during conversation to the instructor, namely positive politeness, negative politeness, and bald on record.

Based on the findings it can be summarized as follows; first, in ELT activity conducted by young learners at English One course of Surakarta, the learners dominantly used assertive acts to inform or declare something in conversation. Second, there were 15 sub-strategies of positive politeness, 4 strategies are found in the data, namely Notice, Exaggerate (interest, approval, sympathy; intensify interest to H; Use in group language identity markers; seek agreement; avoid disagreement; presuppose/raise common ground; joke, asset or presupposes; offer, promise; be optimistic; and include both S and H in the activity. The use of positive politeness in the classroom is important in order to maintain the positive relationship between the speaker and the hearer. Whereas Negative politeness strategies and bald on record strategies are least to use teacher and students in classroom interaction.

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PARENTS' EXPECTATION IN TEACHING AND LEARNING IMPLEMENTATION IN ONLINE CLASS

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ABSTRACT

This study examines parents' expectation for teaching and learning implementation in an online class. Fifty five parents of children who go to Elementary and Junior High School involved completing a questionnaire. Based on the data analysis, this study has arrived at an interpretative point that the parents expect responsibility (67.9%), creativity and autonomous learning (73.1% receptively), technology and information savvy (75%), selecting needed information strategies (94.3%) featured in the online teaching implementation. The parents also expect that the teachers play their role as a facilitator (86.8%). Along with the expectations, they suggest the teachers to scrutinize teaching method, assignment, and offline class. I hypothetically believe that the expectations express their worries on the condition of their children's learning process, especially on the way of online learning adjustment and learning result which seems more emphasized on quantity like score, not quality like skills and moral. The findings are worth noting by the faculty members to design online learning lesson plan to meet effective and satisfactory teaching.

Keywords: *Expectation, online class, parental involvement, teaching*

INTRODUCTION

Home-online learning due to the outbreak of the Covid-19 pandemic implies an astounding shift in teaching and transforms expectations on the learning experience. Anecdotal observations as a part of society and educator, the learning experience is expected not only covering the materials as in offline class, but also including life skill and technology savvy. The learning process is expected to guide the students to gain an insight into a certain theme for coping strategies (Li, 2015) as the absence of the teacher in learning milieu. Generally, teachers approve the students find information in the internet to enrich their knowledge. It is true that the students achieving complete information. However, the enormous amount of artifacts in the websites makes them overwhelmed in particular way (Li, 2015). For instance abundance information found while searching information to answer a question would be a frustrating experience for students if the teachers do not tell them strategies to feature ideas of the whole transcript. Therefore, alternate expectations come into insight to gain online learning adjustment.

Based on the expectation movement phenomenon, it has no doubt that parents who become the new 'shadow teacher' at home also have their own expectation to the teacher. As the new one who responsible for keeping and helping their students' learning at home, they need support from the teachers via teaching method and classroom management. All their expectation are summarized to a simple one which is the teachers do not give additional burden due to mal-teaching, like abundance assignment, high technology learning tool, or high cost learning. Based on the survey of

Kemendikbud (Ministry of Education and Culture), this happens because 60% students get technical restriction such as signal.

All their expectations are worth noting by teachers and government in some cases because education is complex process. The expectations become the standard to what extend the children considered as success or failure learners, and they determine the roles of the teacher and the schools (Bascia, 2005). Ceka and Murati (2016) also showed that the parental involvement impact positively to child's education. The teachers need to know the parents' expectation as one form of their involvement in children' learning because hitherto their involvement is rarely invited to the educational mainstream. The existence of home-online learning requires teacher and parents' devotion on children's learning. It implies movement from ignoring parental enrollment, like only invites them to read their children report card every semester to not leave behind their voices and charge. Moreover, it is the time for parents to engage in their children's learning process and not put on all the students' learning success on teachers. I believe that knowing their expectation as one of their parental involvement is a 'blessing in disguise' while facing this pandemic.

It is true that some studies on parental involvement have been sought for (Driessen et al. 2005; Knowles et al., 2016; Mehrinejad et al., 2015; Necsoi, et al. 2012; Lindberg et al. 2019; Park et al., 2010; St. Syamsudduha & Ginanto, 2017; Yulianti et al., 2019). While Despite the ample studies conducted over the world (Necsoi, et al. 2012; Ngai & Koehn, 2016; Park et al., 2010; St. Syamsudduha & Ginanto, 2017; Yulianti et al., 2019), to my knowledge, little attention, has been given to the parents' expectation in aspects taught in an online learning which is flourished in the midst of the pandemic. They resort to the idea of parenting style, parental expectation and aspiration, home rules and parental supervision, communication with teachers, and schools activities (Porumbu & Necsoi, 2013). While Oke et al. (2020) and Liao et al. (2017) use platform to enhance parental engagement, Ozdamli & Yildiz (2013) discuss the parents' view towards mobile technologies to improve parent-school collaboration. However, the discussions have not been touched into the parental involvement, in form of expectation, in online learning, especially the affective, metacognitive, skills, and roles of the teacher. This gap therefore permits a future research study organized the unknown empirical data to support inclusive understanding.

The present study focus on analyzing the parents' expectations in teaching and learning implementation based on Saukah (2020). The data will be collected through a questionnaire, consisting of six items and analyzed quantitatively. The findings are worth noting by the faculty members to design online learning lesson plan to meet effective and satisfactory teaching.

Literature Review

Parents' expectation becomes one of the aspects affecting the children's learning. The link of the parents' expectation and the children's learning can be crystalized in form of parental beliefs and efficacy to provide academic support for their children. Welch and White (1999) argued that children can trough the learning process better if the parents' and teachers' expectation are lined up. Similarly, Necsoi, Porumbu, and Beldianu (2012) asserted that parental involvement affect the children's intellectual,

social, and emotional. Therefore, the parental involvement becomes the contextual factor of students' academic achievement.

Parental involvement can be devoted in some components. Singh, Bikley, Keith, Keith, Trivette, Anderson (1995) mentioned four components of parental involvement, namely parental aspirations for child's education (hopes and expectations to continue study), parent-child communication about school, home-structured (discipline applied by the parents), parental participation in school related activities. Accordingly, this paper examines the parents' expectation toward the application of teaching and learning process in online class.

In this paper, Saukah's (2020) framework covering the aspects in lesson plan affective, metacognitive, and additional aspects related to strategies to tackle challenges, namely future and life skill, material selection strategies, and roles of the teacher is used. The first aspect, affective aspect includes responsibility, honesty, discipline, religious values, independence, confidence, respect, manner, local wisdom, humanity. The second aspect, metacognitive aspects refer to autonomous learning, creativity, learning strategies, critical thinking, and learning style. The third aspect, future and life skill aspects cover technology and information, time management, future life skill, cooperation and collaboration, philosophy of life. The fourth aspect relates to the material selection strategies which touch into strategies to find relevant sources, to select materials to meet students' level, to suggest apps for learning, to browse rich information. The last is the expectation of teacher's roles which covers the roles as facilitator, supervisor, planner and organizer, assessor, role model.

METHOD

This research follows quantitative design in order to seek for information on "what" the parents' expectation in the implementation of teaching and learning process in online class. The design was used as it gives opportunity to find an overall tendency of the participants in order to find trends in the fields (Creswell, 2011).

Considering limited access of the field data collection due to lockdown, I distributed the questionnaire through WhatsApp. As in line with Creswell (2012) that direct distribution may restrict the time and space. The data collection was conducted in three days started from August 14-16, 2020. Fifty-five parents consisted of 83% female and 17% male whose children go to Elementary School (82%) and Junior High School (17.3%) who reside in East Java and West Java. I only focused Elementary and Junior High School parents because I assume that their proficiency and ability to manage learning, including strategies and the assistance from the more proficiency one, which is their teacher as stated by Mou (2020) that online learning will be certainly sturdy for the teachers, students of kindergarten, elementary and secondary school who are not so devoted to the high-tech teaching facilities and distinguished with the online education. The respondents come from different social background, education, occupation, and economic status. The participant is selected based on their willingness to complete the questionnaire distributed through WhatsApp. The assistance of the WA is used to reach broader participants because direct administration of the questionnaire sometimes falls into restricted time and place (Ary, Jacobs, & Sorensen, 2010).

The data will be collected through a questionnaire, consisting of six items, 5 closed-ended questions comprise affective, metacognitive, future and life skill, material

selection strategies, and roles of the teacher. The respondents were required to choose top three features for each aspect. In the end of the questionnaire, they gave criticisms, suggestions, and expectations toward the teaching and learning implementation. The items are selected based on the result of Saukah (2020) research and presentation in a Webinar hosted by Universitas Muhammadiyah Kalimantan, 14 Juli 2020. In order to create an acceptable language for the intended participants, Bahasa Indonesia is used. Besides, the wording of the items was modified in order to create a natural and acceptable questionnaire.

The collected data were analyzed quantitatively to find what aspects are expected the most by the parents. The top three sub-aspects are selected to be the representation of each aspect under the study. Due to the utilization of the Google form, the data have been presented in tables and figures.

FINDINGS AND DISCUSSION

Through this concordance analysis, I discovered some expectations of the parents on the teaching implementation in online class. The expectations were listed based on the top three of each aspect namely affective, metacognitive, future and life skill, material selection strategies, and roles of the teacher. The findings are presented in the separated sub-chapter.

A. Affective Aspect

Based on the data analysis, from the 10 sub-aspects listed, the parents give different responses. The responses are depicted in the following table.

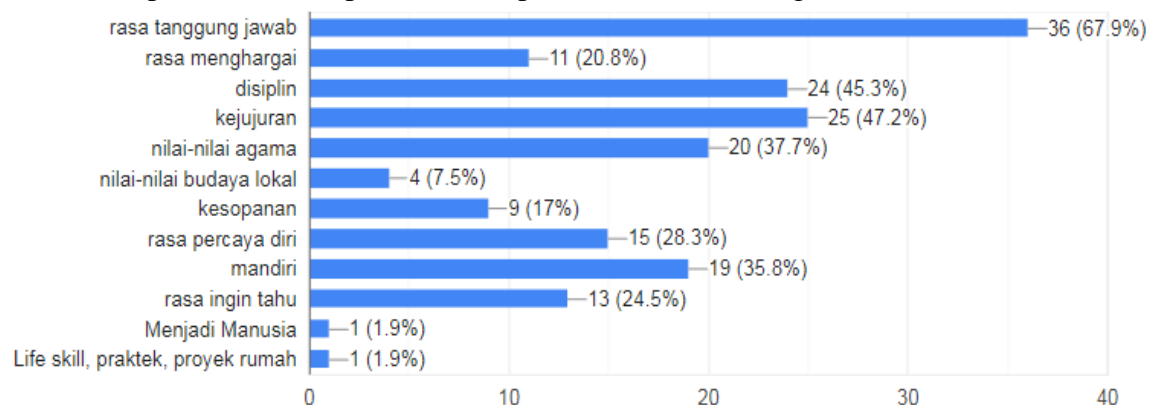


Figure 1. Affective Aspects

As illustrated in the Figure 1.1, the highest expectation touches into responsibility (67.9%), followed by honesty (47.2%), discipline (45.3%), religious values (37.7%), independence (35.8%), confidence (28.3%), curiosity (24.5%), respect (20.8%), manner (17%), local wisdom (7.5%). A respondent also add two additional sub-aspects, namely humanity (1.9%), life skill, practice, project (1.9%).

B. Metacognitive Aspects

Parents give some response toward this item as depicted in the table as follows:

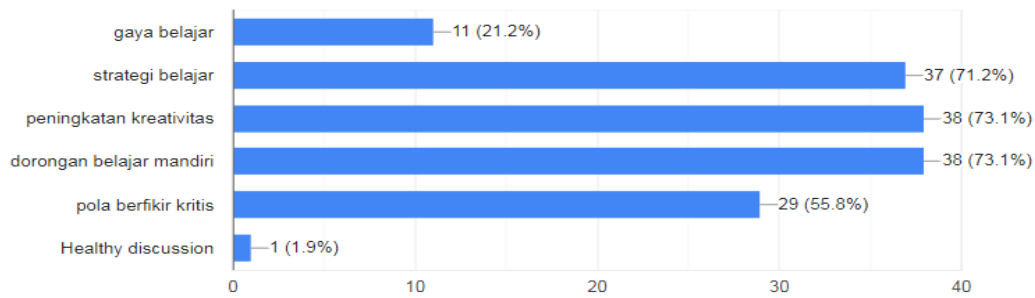


Figure 2. Metacognitive Aspects

As depicted in the Figure 2, the top expectation of the parents is the aspect how to be an autonomous learning (73.1%), followed by creativity (73.1%), learning strategies (71.2%), critical thinking (55.8%), learning style (21.2%). A respondent also adds healthy discussion (1.9%) as an additional sub-aspect in metacognitive.

C. Future and Life Skill Aspects

The future and life skill aspects are expected to be taught in the classroom as preparing the students to face 21 century challenges. Based on the data analysis, parents expect that the teacher teaches the students to have various characteristics, including the following aspects:

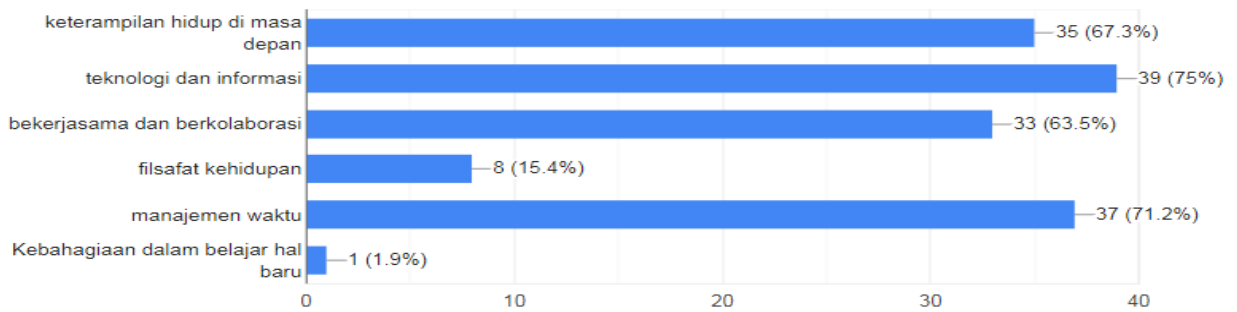


Figure 3. Future and Life Skill Aspects

As presented in the figure, the top skill being taught is technology and information savvy (75%), followed by time management (71.2%), future life skill (67.3%), cooperation and collaboration (63.5%), philosophy of life (15.4%). additionally, a respondent includes gratitude (1.9%).

D. Material Selection Strategies

As students can found countless materials in the internet, the teacher need to guide them how to deal with the abundance information. In this research, the parents give several responses on their expectation toward the material selection strategies. The response is depicted in the following table.

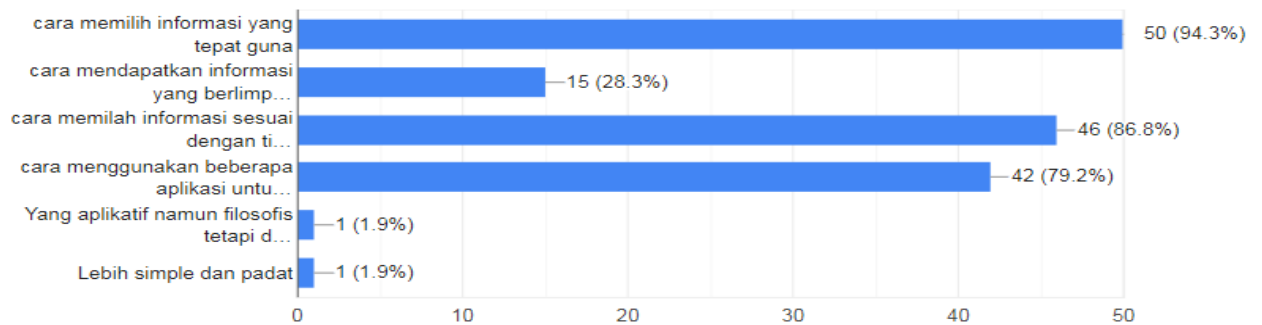


Figure 4. Material Selection Strategies

Based on Figure 4, the most expected aspect on the material selection strategies is finding relevant resources (94.3%). This expectation is followed by some sub-aspects, namely selecting materials to meet students' level (86.8%), suggesting apps for learning (79.2%), browsing rich information (28.3%). A respondent also add two sub-aspects, namely selecting authentic materials (1.9%), creating simple and concise materials (1.9%).

E. Teacher's Roles

Due to the implementation of online class, teachers' role is redefined (Saukah, 2020). Based on the completed questionnaire, the parents expect that the teachers occupy the roles as:

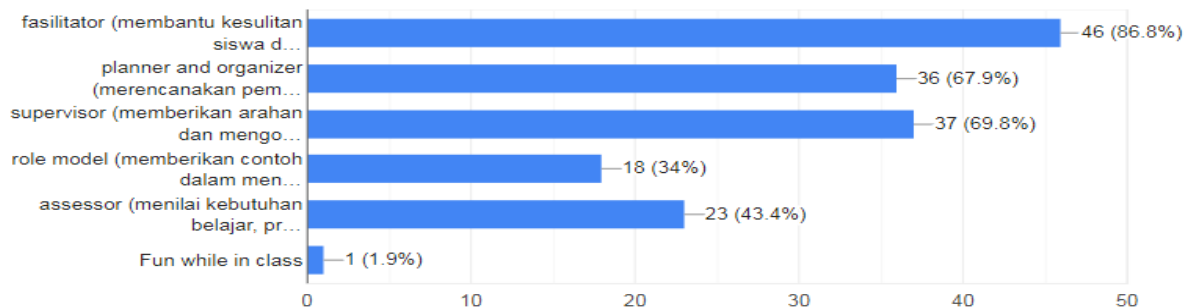


Figure 5. Teacher's Roles

The top expected role of the teacher is a facilitator (86.8%). Other expected roles are also mentioned by the parents, including supervisor (69.8%), planner and organizer (67.9%), assessor (43.4%), role model (34%). a respondent also add an additional sub-aspect i.e. mood booster (1.9%).

F. Parents' Criticisms, Suggestions, and Hopes

The last aspects under studied are parents' criticisms, suggestions, and hopes. Those aspects are sought for in the last question, in the opened-question.

The first sub-aspect is parents' criticisms. Based on the result of the data analysis, the parents mentioned that so far, the implementation of the online learning spent long screen time. The parents observed that the teachers used boring teaching method, gave abundance assignment. Due to the uninteresting teaching method, the

students are often distracted, have low motivation and disengagement to their learning. Consequently, the parents prefer to have offline class for their children.

The second sub-aspect mentioned by the parents is their suggestions. The parents highlight three aspects covering teaching method, assignment, cost-efficient, and facilities. In teaching method, the parents expect that the teacher can choose a variety language teaching. It is expected that the teaching method is interesting and engaging in order to attract the students and keep the students attention in online class. Additionally, the parents expect individualized teaching being applied in the online class in order to accommodate all children's learning style. For the example, the teacher not only asking the children to make mind map, but it is expected that they also give assignment to match some terms and definition. The teacher also expected to boost children creativity and their skills. They are also expected that they use learning tools which can remove children's boredom, and have back-up plan when problems happen in the teaching implementation.

Regarding to the assignment given to the children, the teachers should consider the type, number, and the time of the submission. The teachers should determine the best type of the assignment because the assignment is done by the children at home with the parents' assistance. Thus, if the assignment is complicated enough, and the teachers do not give example and explanation, it is highly possible that the children and the parents give up finishing the assignment. The teachers are also expected to consider the number and the type of the assignment. The parents mentioned that the assignment no need to be many, but the assignments which trigger students skills and creativity. The due date of the submission should be thoughtful decided by the teachers because the students do not only have one type of assignment, but many. If the assignment is quite much and the time submission is close, it is possible that the parents will do that, not the children.

Additional suggestion are also covered the cost and the facilities. The parents expect that the teachers choose learning tools which are affordable and accessible because the most problem in online class is signal and internet connection.

The third sub-aspect mentioned by the parents is their hopes toward online class and the next teaching implementation. They hope that offline class will be implemented as soon as possible. If it is impossible to be applied, they hope that the teacher can create online class as engaging the offline class.

Discussion

Based on the finding in the previous sub-chapter about parents' expectation toward the implementation of online class, it is proven that the expectation covers some aspects namely, affective, metacognitive, metacognitive, future and life skill, material selection strategies, and roles of the teacher.

The teachers are expected to teach not only materials, but also responsibility. This result also spotted by the previous researchers that the teacher should facilitate the students to boost their creativity and independence in their learning (Welch and White, 1999; Whitaker, 2017). Similarly, the teacher needs to teach the children to be an autonomous learner and to develop their ability. Ceka and Murati (2016) and Whitaker (2017) asserted that the teachers need to focus not only academics, but also values and skills to promote social skills and spot child's potential in different areas and lead

children to achieve best of their abilities. Moreover, the teachers are also expected that they teach technology and information savvy and strategies to find relevant resources, and help children's learning relating to the materials and the technology used in the online class.

Based on the parents' criticisms, suggestion, and hopes, it can be concluded that the teachers can conduct effective teaching by considering appropriate teaching methods and assignment. This finding is supported by the previous findings that the teachers commit effective teaching and devote their energy to teach including pedagogical knowledge (Alkan, 2013; Plavsic & Dikovic, 2016; Whitaker, 2017).

CONCLUSION

Based on the data analysis, this study has arrived at an interpretative point that the parents expect responsibility (67.9%), creativity and autonomous learning (73.1% receptively), technology and information savvy (75%), selecting needed information strategies (94.3%) featured in the online teaching implementation. The parents also expect that the teachers play their role as a facilitator (86.8%). The parents also suggest that the teachers should determine the best teaching method, assignment, and hope for an offline class. The findings are worth noting by the faculty members to design online learning lesson plan to meet effective and satisfactory teaching.

Based on the findings, it is expected that the teachers can cover the parents' expectation mentioned. Besides, they have tool consensus with other teachers, so it can be efficient and prevent students' perplexing. Due to the teachers are also expected to teach the information and technology savvy, they can provide video tutorials about how to operate the tools or how to comprehend the materials. Thus, the children have guide and easily understand the materials.

For the next researchers, it is suggested that they can involve more aspects expected in teaching implementation, parents' characteristics (job, education, or parenting style) and broader participants in order to generalized the result.

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STUDENTS' ABILITY IN TRANSLATING TEXT FROM ENGLISH TO INDONESIA

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ABSTRACT

Translating text is look like an easy work, but it is a complicated job. A translation text may not have different meaning from the source text to the target language of the text. Translating text from English to Indonesia should not change the sense of language since our culture is different from abroad culture. Translating text from Indonesia to English is more difficult than from English to Indonesia. Since, English has grammar where grammar should not be error. Then, translator also should pay attention to word choice of English. The purposes of carrying this research were to know students' ability in translating text and common errors made by students in translating text from English to Indonesia at English education students of UPI YPTK Padang in 2019/2020 academic year. This research was descriptive one. The sample of this research was 30 students of English study program of UPI YPTK Padang. The data were collected by using test. The result of the test showed that students had different ability in translating text. In general, students' ability in translating text was categorized good.

Keywords: *translating, English, Indonesia*

INTRODUCTION

Translation is a written medium and useful connection to communicate with other people in different language, culture and background. In translating a text, a translator should convey the message of the source language into the target language. It is not an easy thing to do, as it can be difficult to establish its equivalence, such as in English change into Indonesian or vice versa since there are some different system and structure between those languages.

(Catford, 1965) The system and structure in Source Language (SL) and Target Language (TL) may become the obstacles if the translator faces difficulties to discover the equivalence of both languages. For English students, it is important to have appropriate translation skill for future career or general use. The ability to translate can be improved by learning how to translate different part of speech in English such as the verb to be.

Translation is not just process of transforming language from the source text into the target language but more than it. Translating needs more understandable about the culture, grammar, word choice and acceptable in a language. (Nababan et al., 2012) clarify that a good translation has to fulfill some criteria such as accuracy, readability, and acceptability. To make a good translation, translator needs to exceed several processes.

There are many words of English that should be translated into Indonesia. This is for adding knowledge and adding sources of learning. Therefore, to add sources of learning, students should use the book of English from abroad. Thus, students need to translate the book, to make them understand the book. Students should know how to translate noun, be, noun phrase, tense, verb, adverb, adjective and pronoun.

Nouns in English you must understand here are the types of nouns in English and successful examples. (Andriani, 2019) a noun is a type of word that is usually the name of something like a person, place, thing, quality, or idea. In English, nouns can be singular or plural. In English sentences, nouns can be used as subjects, objects, or supplements. They often appear after the preposition, as 'preposition objects'. In English, there are more nouns than other types of words.

Nouns sometimes describe other nouns (like 'soccer ball') in this condition, nouns in English are called modifiers or additions (Heim, 1982). There are also forms of verbs that can be used in the same way as nouns (such as 'I like running.'). This is called verbs or verbal nouns and includes participle (which can also be an adjective) and infinitive. English nouns are classified into several types according to their nature and function. The following classification of nouns in English: Concrete noun or tangible noun refers to the type of noun that can be physically felt and seen by the five human senses. Material noun or material noun is a noun in English that states materials, both raw materials and raw materials that are formed without human intervention or natural formations. Examples of this noun material are Water (Water), Water (Air), Fire (Fire), Gold (Gold), Diamond (Diamond), Silver (silver), and so forth.

Collective Noun is a noun that states a group or group of people, animals, or objects (Andriani & Sriwahyuningsih, 2020). Examples are Team or team, Crowd or crowds of people, or Cattle (herds of cattle). Proper noun or noun self is a noun self that states a person or something that is attached and has a special meaning to the noun. Proper Noun is also often interpreted as a proper noun which is a specific or clear name on an object or person. Proper Noun starts with uppercase (capital letters) in English and many other languages that use the Roman alphabet. Examples of Proper Noun are Mary, Harry (people's names), Indonesia, Poland (country names), London, Ontario (city names), University of Cambridge, Slade School of Fine Art (school names), and many more

Common noun or general noun is a noun in English that describes an object in general. The nature of objects classified in this type are objects that are uncertain or not specific. Examples of common nouns are boy, country, bridge, city, birth, day, happiness. Abstract noun or abstract nouns are nouns in English that are intangible or cannot be seen or touched with the five senses. Abstract Noun can only be imagined in the mind. Intangible nouns are usually formed from the nouns themselves, verbs or verbs, and adjectives or adjectives. Following are examples: Abstract noun from the noun (Noun): friendship, brotherhood, bankruptcy. Abstract noun of Verbs: difference, recovery, admiration. Abstract noun from adjective (adjective): dullness, honesty, patience.

Next, translating adjective words into Indonesia. Some adjectives describe qualities that can exist in different amounts or degrees. To do this, the adjective will either change in form (usually by adding -er or -est) or will be used with words like more, most, very, slightly, etc.: "the older girls," "the longest day of the year," "a very

strong feeling," "more expensive than that one." Other adjectives describe qualities that do not vary—"nuclear energy," "a medical doctor"—and do not change form.

The four demonstrative adjectives—this, that, these, and those—are identical to the demonstrative pronouns (Goodel & Choi, 1996). They are used to distinguish the person or thing being described from others of the same category or class. This and these describe people or things that are nearby, or in the present. That and those are used to describe people or things that are not here, not nearby, or in the past or future. These adjectives, like the definite and indefinite articles (a, an, and the), always come before any other adjectives that modify a noun.

(Andriani et al., 2018) an indefinite adjective describes a whole group or class of people or things, or a person or thing that is not identified or familiar. The most common indefinite adjectives are: all, another, any, both, each, either, enough, every, few, half, least, less, little, many, more, most, much, neither, one (and two, three, etc.), other, several, some, such, whole.

The possessive adjectives—my, your, his, her, its, our, their—tell you who has, owns, or has experienced something, as in "I admired her candor, "Our cat is 14 years old," and "They said their trip was wonderfull (Corbett, 1987)." Nouns often function like adjectives. When they do, they are called attributive nouns.

When two or more adjectives are used before a noun, they should be put in proper order. Any article (a, an, the), demonstrative adjective (that, these, etc.), indefinite adjective (another, both, etc.), or possessive adjective (her, our, etc.) always comes first. If there is a number, it comes first or second. True adjectives always come before attributive nouns (Heim, 1982). The ordering of true adjectives will vary, but the following order is the most common: opinion word → size → age → shape → color → nationality → material.

Participles are often used like ordinary adjectives. They may come before a noun or after a linking verb. A present participle (an -ing word) describes the person or thing that causes something; for example, a boring conversation is one that bores you. A past participle (usually an -ed word) describes the person or thing who has been affected by something; for example, a bored person is one who has been affected by boredom (Andriani, Desi, 2019).

Since adjectives are more common compared to adverbs, this article will focus on explaining the concept of adverbs. An adverb is a part of speech used to describe a verb, adjective, clause, or another adverb (María & Núñez, 1999). It simply tells the readers how, where, when, or the degree at which something was done. Examples: The manager accepted the challenge very nicely. The italicized word is an adverb that describes nicely, which is another adverb.

Basically, there are four kinds of adverbs: first, adverbs of manner. This kind of adverb describes the manner by which something was done or something happened. Adverbs of manner answer the question "How?" Examples: The students measured the volume of the chemicals accurately. Second is adverbs of Place. Adverbs of place simply answer the question "Where?" Here are some examples: Heisenberg looked away from the dead body. The adverb away answers the question, "Where did Heisenberg look?" They built a huge toy factory nearby. The adverb nearby answers the question, "Where did they build the huge toy factory?"

Third is adverbs of Time Aside from answering when an event occurred, adverbs of time also answer questions like, “How long?” and “How often?” Examples: Syndra lived in Germany for a year. For a year tells how long something happened (how long Syndra lived in Germany). I’m going to the dentist tomorrow. The adverb tomorrow indicates when something will be done. Next is adverbs of Degree. This kind of adverb indicates the degree at which something will be done. It tells something about the intensity. Examples: You didn’t try hard enough. Hard enough is an adverb pertaining to the verb, “try.” The temperature of the room was extremely

Moreover, in translating to be, there are some guidelines for translating to be. First, be in its bare form that placed in front of adjective or adverb is not to be translated. We only need to translate the word after be. The same goes for be after the word don’t in imperative sentence or prohibition. Second, be in its bare form that placed in front of adjective or adverb is not to be translated. We only need to translate the word after be. The same goes for be after the word don’t in imperative sentence or prohibition (Andriani & Anggraini, 2020).

Third, be in its bare form as object complement is not translated. Example: Let it be me (*Biarlah saya saja*). Fourth, to be as copula-to be as a predicate usually not translated or can be translated to *merupakan* or *adalah*. In the past form (was/were) can be translated to *tadi/sudah/dulunya*. Next, to be followed by adverb of place or strung with *where* translated to *ada/ berada*. Example: The books are on the table. (*Buku ada di meja*), Where are you? (*Kamu ada dimana?*)

To be in mathematic calculation translated to *sama dengan*. Example: Six times six is thirty six. (*Enam dikali enam sama dengan tiga puluh enam.*) To be in perfective have/has/had been translated to *telah/pernah*. Example: I have been to Paris. (*Saya pernah ke Paris.*) To be in passive (to be + V3) is translated as *di-*, *ter-*, *ke-*. Example: The book is written by Susan. (*Buku ditulis oleh Susan.*) To be followed by to infinitive (to be + to infinitive) translated as *harus* or *akan*. Example: She is to study for the exam. (*Dia harus belajar untuk ujian.*) To be + Ving, translated as *sedang* or *lagi*. Example: I am writing a letter. (*Saya sedang menulis surat.*) To be + about to V1, translated as *akan*, *baru*, *mau*, *baru saja akan*. Example: I am about to sleep. (*Saya baru saja akan tidur.*) To be after the word to in cleft sentence can be translated as *adalah* or *-lah*. Example: It was Mary who gave Mr. Smith a necktie. (*Marylah yang memberikan Mr. Smith dasi.*) To be after there, translated to *ada* or *terdapat*. Example: There is a book inside my bag. (*Ada buku di dalam tas saya.*) As (what) + S + be, translated to *apa adanya*. Example: Take me as I am. (*Terima saya apa adanya.*)

To be “were” in conditional sentence type 2, translated as *andaikata/semisal/kalaulah*. Example: Were she was my girl; I could learn what love is. (*Andaikata dia itu pacar saya, saya akan tahu apa itu cinta.*) To be followed by going to in future sentence, translated to *akan* or *mau*. Example: I am going to graduate soon. (*Saya akan segera wisuda.*) *Being* in the beginning of a clause, translated as *karena* or *sebab*. Example: Being angry, the man was shouting. (*Karena marah, laki-laki itu teriak-teriak.*) *Being* in “for the time being”, translated to *untuk sementara waktu/ untuk saat ini*. Example: I don’t have any question for the time being. (*Saya tidak ada pertanyaan untuk saat ini.*)

Being as a noun word, translated as *makhluk* or *badan*. Example: Every being in this world is a creature of God. (*Setiap makhluk di dunia ini merupakan makhluk*

[ciptaan] Tuhan.) *To be* followed by a noun and act as a complement, translated as *menjadi/untuk menjadi*. Example: She wants to be a doctor. (*Dia ingin menjadi dokter.*)

To be followed by adjective or adverb and act as verb complement, translated as *untuk*. Example: They want to be on time. (*Mereka ingin untuk tepat waktu.*)

Noun Phrase is noun that has a series of explanatory words or in order words a series of words with nouns (Keizer, 2007). There are two kinds of noun phrase, namely : left handed noun phrase is a noun phrase by placing a noun at the end of the sequence and placing a noun at the end of the sequence and placing a modifier or explanatory noun before the noun. The number of noun can be one noun, and often more than one.

METHOD

The method of this research is a descriptive research. Gay and Airasian in (Andriani, 2018) state that descriptive research determines and reports the ways thing are. It is told about something occurs in the field. Further, Gay and Airasian also add there are two reasons why people use the descriptive method. First, a high percentage of reported research studies are descriptive in nature. Second, the descriptive method is useful for investigating a variety of educational problems

This research was conducted in English study program of UPI YPTK Padang. The location is on Jalan Lubuk Begalung Padang, Sumatera Barat province. The research was done at second semester on 2019/2020 academic year. Population is a generalization region consisting of objects or subjects that have certain qualities and characteristics are determined by the researcher to be studied and then make conclusion (Sudjatmika, 2017). In this research, the population is total number of students of English study program of UPI YPTK Padang.

Sample is a small proportion of population selected for observation and analysis (Sugiyono, 2004). This statement means that sample is part of individual members which is chosen to represent of the whole population. In this research, the sample is students of English language study program of UPI YPTK Padang. They are thirty students. The sampling used is total sampling

FINDINGS AND DISCUSSION

Some students' translations are chosen as sample in this research. Students were asked to translate a text that consists of translating noun, adjective, simple present, present continuous, past tense, past continuous, simple future and future continuous tense. Then, students also asked to translate numbers, to be, verb, modals, auxiliary, passive voice and noun phrase, adjective phrase also morpheme such as derivational and inflectional morpheme.

There are some noun phrases in the text that should be translated by students. Students' ability in translating noun phrase can be seen in the following table:

Table 1. Example of Translation

Noun phrase	Students' translation
A red coat	1. <i>Sebuah jaket berwarna merah</i> 2. <i>Jaket berwarna merah</i> 3. <i>Sebuah jas berwarna merah</i> 4. <i>Sebuah jaket berwarna merah</i> 5. <i>Sebuah jaket berwarna merah</i> 6. <i>Jas berwarna merah</i>

The other noun phrases in the text are an easy work, two beautiful small cats, and three interesting movies.

Table 2. Example of Translation

Noun phrase	Students' translation
An easy work	<ol style="list-style-type: none"> 1. Pekerjaan yang mudah 2. Sebuah pekerjaan yang gampang 3. Pekerjaan yang mudah 4. Sebuah pekerjaan yang mudah 5. Pekerjaan yang mudah 6. Pekerjaan yang mudah

Table 3. Example of Translation

Noun phrase	Students' translation
Two beautiful small cats	<ol style="list-style-type: none"> 1. Dua kucing kecil cantik 2. Dua ekor kucing kecil yang cantik 3. Dua ekor kucing kecil cantik 4. Dua kucing kecil cantik 5. Dua ekor kucing kecil cantik 6. Dua kucing kecil cantik

From the sample of students' translation of noun phrases above, it can be seen that students' ability in translating noun phrases can be categorized as good. Most of students are able to translate noun phrases correctly.

Then, another indicator of students' translation is translating active sentence. There are also some active sentences in the text. They are; someone sent a message yesterday and the successful athletes got medals. Students' translations are in the following table:

Table 4. Example of Translation

Active sentence	Students' Translation
Someone sent a message yesterday	<ol style="list-style-type: none"> 1. Seseorang mengirim pesan kemarin 2. Seseorang telah mengirim sebuah pesan kemarin 3. Seseorang sudah mengirim pesan kemarin 4. Seseorang mengirim pesan kemarin 5. Seseorang sudah mengirim sebuah pesan kemarin 6. Seseorang mengirim pesan kemarin

The next active sentence is the successful athletes got medals. Students' ability in translating this sentence can be seen in the following table:

Table 5. Example of Translation

Active sentence	Students' Translation
The successful athletes got medals	<ol style="list-style-type: none"> 1. Atlet yang sukses itu memperoleh medali 2. Atlet-atlet yang sukses itu memperoleh medali 3. Olahragawan yang sukses itu telah memperoleh medali 4. Atlet-atlet yang sukses itu memperoleh medali 5. Atlet yang sukses itu memperoleh medali 6. Atlet yang sukses itu memperoleh medali

Thus, students are able to translate active sentences. Even, they have different word choices in some words. Indonesian words had a lot of synonyms. For instance, athletes means in Indonesia *atlet* or *olahragawan*.

Moreover, students' ability in translating passive voice can be seen in the following table:

Table 6. Example of Translation

Passive Voice	Students' translation
A room is cleaned by someone	<ol style="list-style-type: none"> 1. <i>Sebuah ruangan dibersihkan oleh seseorang</i> 2. <i>Sebuah ruangan telah dibersihkan oleh seseorang</i> 3. <i>Sebuah ruangan dibersihkan oleh seseorang</i> 4. <i>Sebuah ruangan sudah dibersihkan oleh seseorang</i> 5. <i>Sebuah ruangan telah dibersihkan oleh seseorang</i> 6. <i>Sebuah ruangan dibersihkan oleh seseorang</i>

CONCLUSION

From the findings, it can be known that students' ability in translating sentences in the text from English to Indonesia was categorized as good. It was proved by most of students can translate sentences from English to Indonesia. The sentences consist of passive and active sentences, noun phrase, simple present, past and future sentences. Nevertheless, some students were still doubt in changing active to passive or changing from passive to active and how translate them.

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ANALYSIS OF LOCAL-NATIONAL SYMBOLS: LINGUISTIC LANDSCAPE IN SURAKARTA, INDONESIA

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ABSTRACT

Linguistic Landscape is a language study that examines texts in public space to identify information and symbolic functions. Therefore, this study aims to analyze the texts on the signboards of local government agencies and to determine the frequency, form, information, and symbolic functions in language. Data were obtained through photography on 103 government agency signboards in Surakarta City. Interviews were conducted to determine aspects of language perceptions and attitudes regarding their use. The results showed that there were two languages of Indonesian and Javanese script in monolingual and bilingual forms. The frequency of Indonesian language use dominates the monolingual pattern. In contrast, the Javanese and Indonesian are both used in the bilingual pattern. These two patterns emerge as the implementation of national and regional language policies. The form of the information displayed is an implementation of the Surakarta local government policies needed for uniform results. The Javanese language is used as a symbol of cultural locality, familiarity, and tourism attraction. Meanwhile, the Indonesian language is used as a symbol of nationalism and competence. Both languages are used in text writing to build a local-national image of the Surakarta government. Therefore, this study suggests that writing a Javanese script is not only transliteration but also translation using lexicons, which is the reason symbolic messages are strong. Furthermore, the standardization of writing these scripts should be performed to be used by various agencies.

Keywords: *Linguistic Landscape, Surakarta City, Javanese script, text in public spaces*

INTRODUCTION

Since the enactment of the Mayor of Surakarta Regulation Number 3 of 2008 on the writing of signboards with Javanese script in government and non-government buildings, several improvements have been made to organize text in public spaces and private offices. In Chapter II article 2 of the Mayor of Surakarta Regulation Number 3 of 2008, this regulation aims to preserve and develop the Javanese script as an element of regional wealth. With the civilization of Java and the Mataraman cultural symbols in the form of the Kasunanan Surakarta Palace, the Javanese script has been a local asset, which represents the symbol of this ideology.

In accordance with article 3 of the Mayor of Surakarta Regulation Number 3 of 2008, the inclusion of Javanese script on the signboards is to foster and preserve the love of indigenous culture, expand awareness, and increase the attractiveness of foreign tourists visiting Surakarta, as well as provide the understanding to the younger generation. Following these objectives, the regulation strengthens the tagline of Surakarta City as "The spirit of Java". To strengthen this, the Javanese script is used as a medium to convey the spirit of the culture. For Javanese people, this script is not only for writing media but also as a spiritual and historical symbol (Awalin, 2017), which is

manifested in the philosophy of *hanacaraka*, *datasawala*, *padajayanya*, and *magabathanga*.

Apart from conveying information messages, texts in public spaces also represent the existence of community groups. The appearance of a language in a public space indicates the presence of a group of people involved in its usage. With their respective agendas, languages are explored and exploited to fulfill and satisfy the needs of the text writers. A language is said to be prestigious when its involvement can dominate others.

Linguistic Landscape (LL) is a study of the text in public spaces such as the signboards of buildings, shops, roads, directions, advertisements, and signs (Landry & Bourhis, 1997). The LL aims to investigate the form of language use and the symbolic-information function of text writing in public spaces. The text writing is inseparable from the involvement of demographics, language competence, policies, and the power relations played (Landry & Bourhis, 1997), (Cenoz & Gorter, 2008), (Leeman & Modan, 2009). Besides the visibility of the text and information messages displayed, LL also functions to investigate symbols in public spaces.

The people of Surakarta (unofficial term Solo or Sala) use the Javanese language in interethnic communication. In the formal sector, the Indonesian language is used in communication in government, education, law, and health. Other languages, such as Arabic are used in a limited domain for teaching and learning in Islamic schools. Furthermore, Arabic is used in writing about worship places and limited communication between ethnic Arab descendants in Surakarta. Several foreign languages, such as English, are also used in economics, banking, finance, and education. Generally, the linguistic competence of Javanese and Indonesian languages is very strong and different from others.

Research on LL has been reported by several studies in Tokyo (Backhaus, 2008), Bangkok (Huebner, 2008), Dili (Taylor-Leech, 2012), Hong Kong (Lai, 2013), Phnom Penh, (Kasanga, 2012), Kuala Lumpur (Manan et al., 2015), (Coluzzi, 2017), (Coluzzi & Kitade, 2015), (Coluzzi, 2016), and Israel (Isleem, 2015), (Scollon, Ron and Scollon, 2003).

Survey of Linguistic Landscape was reported by several studies, namely LL of streets in Malang (Yannuar & Tabiati, 2016), non-commercial sign in Jakarta (da Silva, 2017) public space and main road in Sidoarjo (Fakhroh & Rohmah, 2018), names of shops in Gresik (Oktaviani, 2019), food stall, restaurant and street in Malang (Sumarlam; et al., 2020), (Purnanto & Ardhian, 2020), education setting in Yogyakarta (Andriyanti, 2019), and royal street in Yogyakarta (Erikha, 2018). Studies of Linguistic Landscape in Surakarta City were also conducted at the Radya Pustaka Museum (Widiyanto, 2019). These studies leave a research gap, especially LL on government sign, which has never been studied. To answer the research gap, this study focuses on the frequency, form, and symbolic function behind the use of language in government sign.

METHOD

The LL study focuses on the Top-down and Bottom-Up patterns (Ben-Rafael, Eliezer; Shohamy, Elana; Amara, Muhammad Hasan; Trumper-Hecht, 2006), and it is divided into official and non-official signs (Backhaus, 2008). Furthermore, it targets the

Top-down (official sign) on the signboard of the Surakarta government agencies, both on SKPD (Regional Work Units) and non-SKPD. A total of 103 photos of government sign data were obtained from official offices, agencies, sub-district, villages, police station, and the military. Data collection was through photography on the agency's signboard located in front of the building. An official signboard containing information on the name of the agency, address, zip code, and website was used. The reason for choosing this signboard is because all agencies under the Surakarta local government have the same standards in writing, and it is located behind the front fence in the form of a signpost. Several boards are also affixed to the wall of the building in front of the entrance.

RESULT AND DISCUSSION

Frequency of Language Use

The first question formulation focuses on the frequency of language use in the government sign, while the second examines the information and symbolic forms of language use. The top-down pattern applied to the survey obtained a number of data presented in table 1.

Table 1. Frequency of Language Use

Building	Monolingual	Bilingual
	Indonesian	Javanese + Indonesian
Service Offices, Agencies, Commissions, Hall, Affairs Offices	10 (9.7%)	23 (22.3%)
Sub-District and Village Offices	-	56 (54.4%)
Police and Military Station	14 (13.6%)	-
Total	24 (23.3%)	79 (76.7%)

The two languages are involved in writing text on the government sign with two patterns of monolingual Indonesian and bilingual Javanese+Indonesian. The Indonesian monolingual pattern is 23.3%, and several agencies, such as the General Election Commission (KPU), the Election Supervisory Agency (Bawaslu), police, and military agencies use this language. Conversely, SKPD, sub-district, and village offices use a bilingual pattern in Javanese and Indonesian languages (76.7%). This finding confirms that the Indonesian language is involved in the process of writing the names of government buildings, both monolingual and bilingual. On the contrary, the Javanese language is only used in a bilingual pattern with Indonesian.

Forms of Information in Language Use

Government building signboard has a similar pattern in providing information, which is based on the Mayor of Surakarta Regulation Number 15-AA of 2011 on Guidelines for Official Manuscripts in Regional Government Environments Chapter XI regarding Signboard and Inscription Articles 82, 83, and 84. Also, articles 82 paragraph

2 points 4 reads "Regional apparatus signboard in the local government environment contains the words (1) Surakarta City Government, (2) the name of the SKPD (Regional Work Unit) concerned, (3) address, (4) telephone number, and (5) zip code. The following is a sample of data on monolingual and bilingual signboards. In addition, there are also additional regulations, such as the Mayor of Surakarta Regulation Number 3 of 2008, on the use of Javanese script in agencies under local government or SKPD.



Figure 1. Indonesian Monolingual pattern



Figure 2. Bilingual pattern

Indonesian monolingual (Figure 1) provides information on logo patterns, agency names, acronyms, cities, and addresses. The bilingual pattern (Figure 2) provides information in the form of a logo, building owner (Surakarta City Government with Javanese and Latin scripts), SKPD name, address, telephone number, and zip code. The information displayed in the two figures are almost the same but create two different types of writing. Figure 1 uses the Indonesian monolingual pattern, while 2 uses the bilingual with Javanese and Indonesian scripts. Javanese script (Figure 2) is a transliteration of the Surakarta City Government. When transcribed phonetically, the result is the Surakarta city government, Department of culture and tourism, or Surakarta city. These results show that Javanese scriptwriting prefers a transliteration pattern instead of translation. Indonesian interference to this writing is very strong, and on the assumption of adopting its use, the lexicon of *pemerintah* should be written as *pamerintah*, *Kota as kutho*, and *dan as lan*. This writing model occurs a lot on the signboards. The Javanese language aspect is only observed in the script, not in the lexicons. Some lexicons that are not available are included as elements of adoption, while others are used to strengthen the relationship with Javanese script.

Language policy is an attempt to present Javanese philosophical symbols in the public sphere

The massive use of Javanese script and Indonesian on the signboard of government agencies indicates the presence of language policies in text management of public spaces. It is difficult to grasp local languages unless supported by a policy with different considerations and uses since it is an important symbol in national development. The Javanese and the Indonesian languages contribute to each other by maintaining the local-national identity of the people, and this is inseparable from their images and roles. The use of local languages builds familiarity, locality, and attract customers (Álvarez-Mosquera & Coetzee, 2018). Conversely, the national language is a symbol of national identity, maintaining unity from diversity. The use of Javanese

scripts with Indonesian in the public space can strengthen local-national identity, as well as become a means of promoting tourism in Surakarta City.

Javanese as a local language brings philosophical messages to the public sphere, and the script is used as a tool to introduce symbols. However, the language policy pays less attention to the communicative function. This finding is in line with Juffermans, where local languages in other environments only serve symbolic instead of communicative functions (Juffermans, 2012). Furthermore, the people's literacy competence towards Javanese script is not as comprehensive as Latin in Indonesian. The combination of Javanese and Latin scripts in Indonesian can increase public literacy and the readability of text messages.

CONCLUSION

The presence of local language in public space leads people to recognize the status and prestige. However, it is also important to understand the real purpose of implementing local language for policies made (Coluzzi, 2009). The action of displaying Javanese scripts in public spaces is interpreted as displaying cultural symbols to be able to compete with others. Furthermore, the use of the Javanese script needs to be relevant to the people's language competence towards the Javanese script. Therefore, it is not only interpreted as a symbol but builds community ideology towards Javanese culture at a macro level. Currently, the Javanese script monolingual pattern is less necessary since it causes conflict in society. Indonesian script plays an important role in reducing conflict and people's understanding of messages. Furthermore, to support the image of nationalism, the Indonesian language is used, and its status and prestige have collaborated with the superiority of the Javanese. This agenda will strengthen local-national symbols to build Indonesian civilization and culture.

This study suggests that the writing of the Javanese script is not just a transliteration but also a translation except for lexicons. Currently, signboard uses quite a lot of transliteration without translation. The interference of the Indonesian language to the Javanese lexicon causes the symbolism of culture displayed to be less than optimal, and it acts as the ideal scripts.

This language policy strategy is important to protect local languages from foreign threats. Local language, especially Javanese, is still relevant to serve the functions and needs of the community. Meanwhile, this strategy strengthens cultural symbols in public space and becomes a trigger for economic and tourism growth.

Some notes to be considered in writing Javanese scripts on the signboard are (1) font types, (2) standards, (3) transliteration. The Mayor of Surakarta Regulation Number 3 of 2008 Article 5 states that "The uniformity of writing Javanese script on the signboard is determined following the Sriwedari Rule and the Joint Agreement of Yogyakarta, Central, and East Java Governors". However, the phonemes in writing this script still vary.

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LITERARY APPRECIATION LEARNING AS AN APPROACH FOR CHARACTER AND MENTAL STRENGTHENING OF CHILDREN IN FACING THE COVID-19 SITUATION

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ABSTRACT

The world of education is one of the areas most affected by the COVID-19 pandemic. Some learning activities need significant adjustments so that the learning objectives can be maximally achieved. This article describes the role of literary learning for children as an approach that teachers can choose to strengthen the character and mentality of children in the face of the COVID-19 outbreak. Poetry written by former vice president of the Republic of Indonesia Yusuf Kalla can be used as one of the literary works that can be used by Indonesian language subject teachers for appropriate alternative teaching materials because it contains values of character education and religiosity that can strengthen children's mentality in the face of a pandemic and is an effort to create a civilian human being devoted to the One and Only God.

Keywords: *Literature, Poetry, Students, COVID-19*

INTRODUCTION

The world is now being hit by a very extraordinary disaster. There is almost no country in any part of the world that has not been affected by the spread of the COVID-19 pandemic virus or commonly known as the Corona virus. Based on the latest information in May 2020, no scientist, researcher or medical team has been able to create a vaccine to paralyze the COVID-19 virus attack in patients who are positive for the Corona virus so that the death toll from the virus increases every day. Kompas.com informed that until 11 June 2020, COVID-19 patients in Indonesia had reached 35,295 people. Likewise, the number of positive cases in several other countries also continues to increase.

In order to stop the spread of the virus, which is getting faster and more widespread, several countries have implemented lock down policies like what had been previously carried out by Wuhan, China in January 2020. Indonesia was one of the countries that implemented a lock down system in March 2020. In this situation, the government continued to issue appeals and policies not to leave the house. All activities that are usually carried out outside the home, such as offices, schools, etc., are now forced to be carried out from home. This, of course, has its own impact on various fields, including education.

During the COVID-19 pandemic, based on an appeal from the Ministry of Education and Culture, learning activities must continue even though they are carried out online. Thus, the goals to be achieved from the learning programs that have been set by the school must be realized even with different learning strategies than usual. In

response to this, teachers are expected to be able to choose appropriate teaching materials, which are relevant to current conditions.

Learning literary appreciation as part of language learning is expected to be one of the subjects that can help educators in shaping and strengthening children's characteristics during a pandemic which indirectly has a separate impact on the psychology of most students. It is believed that literary appreciation teaching can be used as an entry point to tap children's compassion and instincts in responding to everything they experienced during the COVID-19 pandemic. Thus, the teacher's strategy for selecting the right teaching materials in teaching literature is believed to be a solution to strengthen the character and mentality of children in the face of the COVID-19 outbreak. It is hoped that this will also help children to tune their personalities so that they are able to organize a more focused and confident future.

Literature Review

The Importance of Teaching Literature

Teaching literature needs to be given to students not only to provide knowledge about literature but also other things that will be useful for the lives of students. Literary appreciation learning is important for students because it is closely related to compassion. Literature can cause a sense of emotion, beauty, morality, religion, reverence for God, and love for national literature (Broto, 1982: 67). This is in line with Rahmanto's (1993: 16-24) opinion that literature teaching can help education as a whole which includes four benefits, namely: helping language skills, increasing cultural knowledge, developing creativity and taste, and supporting character formation. With language skills, students are able to convey all their ideas and opinions well to others so that they can also develop or channel all creations and feelings that come from instinctive intuition. Knowledge of culture and language also helps students to be polite and moral. This of course also supports the formation of noble character traits.

The importance of literary learning is also related to the values contained in the literary work itself. Regarding values, Teeuw (2003: 54) states that the problem of values is a problem that cannot be avoided in literary research. Every literary work in it always contains values, both aesthetic and social values. These values also provide benefits to readers and even writers. Likewise, according to Nurgani (in Suhardi, 2011: 143) that reading literature will make the audience a civilized nation. A nation that upholds values (moral, ethical, aesthetic, and cultural). So by reading literary works, readers not only get pleasure and entertainment but can also take lessons and the positive things contained in them.

Looking at the development of literary works in the centuries of human life, it can be seen that literature has long coexisted with human life. At the beginning of its development, literary works were used as a teaching point for the community. In Indonesia, Indonesian literature in general can be used as a behavior guide, mirror, interpretation, statement, or criticism of the life of the nation. This is in line with the opinion of Junus (1986: 3) that literature is a socio-cultural document that records the socio-cultural reality of a society at a certain time. In other words, literature is a social reflection of people's lives. In terms of literary works, to see the condition of a society at a certain time can be seen through literary works that were born at that time.

Until now, literary works are still the media most favored by all people. This can be seen from the proliferation of modern literary works that are no less interesting than classical literature that had been published in the early days of literary development in Indonesia. Kurniawan (2012: 21) states that literature is one of the most popular learning media for conveying moral messages and values of life to others because the aesthetics contained in literary works make it easier to be accepted by all circles of society.

Thus, it can be understood that by exploring a literary work, a person will get the function of entertainment as well as teaching, especially for students in shaping the character and religiosity that will be embedded in him. The life experienced by students in facing this pandemic outbreak situation needs to be equipped with strong mental preparation and faith. One of the mental readiness can be obtained from literary works.

Teaching Poetry Appreciation

Teaching poetry is one of the achievements in teaching Indonesian. Poetry is one of the most imaginative and profound forms of literary work regarding the natural surroundings, love, affection, struggle, and so on. Poetry is formed from a series of words that have beautiful rhymes and rhythms, are concise, have connotative meanings, and contain messages to be conveyed to readers and listeners. According to Kleden (in Atmazaki, 2005, p. 41), language is beautiful because there is poetry in it. Poetry is conveyed through words because poetry is beauty that is incarnate in words. So it can be seen that the aesthetic impression in literary works is formed because of the rhyme and choice of words which are arranged in such a way by the author.

According to Waluyo (1987), poetry is the earliest written literary work written by humans. This shows that poetry has been a work of human creation that has been in demand from ancient times to the present. Aminuddin (2004, p.134) explains that the concept of poetry is etymologically derived from the Greek 'poeima' which means 'to make' or 'poesis' which means 'making', and in English it is called 'poem' or 'poetry'. Poetry is defined as "making" and "making" because through poetry, basically, a person has created a separate world, which may contain messages or descriptions of certain situations, both physical and mental.

To understand a poem, there are several things that need to be considered by readers. According to Esten (1995: 31-56), understanding poetry cannot be done only by reviewing its physical elements, but there are other elements that are no less important to be interpreted or interpreted more deeply. The things that need to be considered include the theme of the poetry, the tone of the poem, and the message or message contained in the poetry.

Alternative Literature Teaching Materials in SMA

Teaching materials are everything that is related to the materials or materials used by the teacher to teach literary learning to students as an effort to increase student knowledge and appreciation in accordance with the teaching objectives to be achieved. Teaching materials are one of the most important things in the learning process. The accuracy of teaching materials is needed so that learning objectives can be achieved. If the teaching materials used are not appropriate, the effectiveness of learning will be affected and will interfere with the expected results.

Learning materials in general consist of the knowledge, skills, and attitudes that students must learn in order to achieve the goals set out in the competency standards and basic competencies for each level of education. According to Prastowo (2012: 17) teaching materials are all materials (information, tools, texts) that are arranged systematically which contain competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. In this case, the teaching materials will greatly assist the learning process so that it becomes more directed and systematic.

In addition, Majid (2008: 173) also argues that teaching materials are all forms of materials that are used to assist teachers / instructors in carrying out teaching and learning activities. The material in question can be written or unwritten material. Teaching materials are information, tools, and texts used by the teacher/instructor for planning and studying the implementation of learning. According to Majid's opinion, Sanjaya (2010: 141) also argues that teaching materials are everything that is the content of the curriculum that must be mastered by students under basic competencies to achieve competency standards for each subject in a particular education.

It can be concluded that teaching materials are needed to help teachers in the learning process, which is very ongoing. Basically, the selection of learning materials, determining the type, and content of the material lies entirely in the hands of the teacher. However, there are several things that need to be considered as a basic guideline by the teacher to choose the object of learning materials related to fostering student appreciation. According to Rahmanto (1993: 26-31) there are three important aspects that should not be forgotten by a teacher when choosing teaching materials to be used in the literature learning process, namely: aspects of language, aspects of mental maturity (psychology), and aspects of student cultural background. Therefore, literary works that will be presented in literary appreciation teaching activities should be adjusted to the development of language, psychology, or environmental conditions or conditions when the literary media is to be given to students.

Thus, in teaching poetry to students, the teacher should choose material based on the student's ability level and should always remember that there are no magical elements attached to the names of famous poets. Although presenting the works of writers who have a good reputation will make it easier for students to remember and understand the tone of poetry written by famous poets, it does not rule out that the students' uptake of life values can also be obtained from the works written by the author, who are not well-known writers but have produced quality works. In inviting students to understand and enjoy poetry, the teacher should also not overload students with complicated terms and words that are too difficult to use such as metaphorical language style, hyperbole, personification, and so on.

DISCUSSION

Enjoying poetry created by famous writers or poets is indeed an interesting thing, but enjoying poetry written by famous people can also bring its own peaceful nuance to the readers. In the midst of the situation of the COVID-19 outbreak, which is increasingly spreading rapidly and widely, Indonesian vice president Yusuf Kalla through his social media account wrote a poem on the theme of COVID-19. This poem, written by one of the leading figures in Indonesia, can be used as a direct role model for

students. This is what is really needed in the formation of children's character, namely the existence of a figure that they can see and imitate in terms of how to think, behave, and behave in responding to all the problems of life.

The complete poetry written by Yusuf Kalla can be seen in the following explanation.

CORONA

by Yusuf Kalla

*It all started from Wuhan
Spread everywhere without notification
Going beyond national boundaries and positions
Expose all nations without mercy*

*In Korea it spreads from places of worship
Hit Qom, the holy Shiite shrine in Iran
In Italy, it is in the fashion city of Milan
In this country started in entertainment venues*

*These days are filled with worry
Where the best prayer has been said
Work, study and worship have been laid off
Waiting for the good fortune full of hope*

*My God, give to the experts, abilities
To find what you are looking for, drugs and vaccines
As Your promise, that all diseases have a cure
So that we can worship again at the mosque with joy
Dear nation, unite with passion
All can help according to ability
For those who are experts in helping the sick
For those who are able to help the vulnerable*

*Dear doctors and nurses, thank you for your sincerity
And for efforts that are full of risk and sacrifice
To the volunteers, thank you for your dedication
Finally, it is to Allah that we ask”.*

Enjoying the poem written by a former vice president of the Republic of Indonesia, the reader's image is brought to the atmosphere of the COVID-19 pandemic, which can no longer be separated in human life today. The COVID-19 outbreak has attacked various places around the world, there are no country boundaries or limits on the position of the person being attacked. This requires us as ordinary people to be steadfast and patient in facing all the impacts that have occurred because of COVID-19.

Looking at the choice of diction and the meaning contained in the poetry written by Yusuf Kalla, this poetry has the possibility to be used as an alternative media that can be used by Indonesian language teachers in teaching literary appreciation in secondary schools. The choice of diction in each verse of the poetry written by the poet also looks very interesting, so that it forms rhymes and makes a beautiful sound to hear. As a whole, each array ends with the syllable -an. If you look at the verses of the poetry, some verses are seen using the a-a-a-a pattern (1st, 2nd, 3rd, and 6th verses). In the

fourth stanza, the writer uses the a-a-b-b patterned rhyme and in the fifth stanza; the writer uses the a-b-a-b patterned rhyme.

The choice of words displayed by the writer in the poem are also words that are mastered by middle school level students. The words chosen by the author are easy to understand and produce sounds that give rise to sensory images that are easily captured by students. Visual imagery can be seen in the following poem excerpt.

*It all started from Wuhan
Spread everywhere without notification
Going beyond national boundaries and positions
Expose all nations without mercy*

After the verse, the author also wrote several lines that indirectly teach the noble values that should be owned by the younger generation in the face of a pandemic situation that weakens the mentality of all nations. This can be seen in the following quote.

*Dear doctors and nurses, thank you for your sincerity
And for efforts that are full of risk and sacrifice
To the volunteers, thank you for your dedication
Finally, it is to Allah that we ask*

The poetry verse indirectly teaches the values of character education in the form of empathy values that can be emulated by students. Being empathetic means being able to understand and feel what other people feel and even what other people think so that a person feels and identifies himself in the same situation as other people. In this case, readers are brought to a touching atmosphere, which can bring readers to feel what the media's power feels when fighting as the frontline in fighting the spread of the Covid-19 virus. The words chosen by the author in each line of the poem also provoke renewal from the reader to be able to sincerely appreciate and thank the services of medical warriors in treating and curing Covid patients with their sacrifices.

Then in the last stanza, in the poem written by Yusuf Kalla, the reader's heart is indirectly touched by the writer so that he can remember the creator, hope only in Him, and submit to all of His provisions. This verse contains a very deep meaning and can also strengthen the reader's mental. Especially for students whose mental and character must continue to be nurtured and shaped so that they are able to become civil, character, and have a strong mentality in facing the Covid-19 outbreak and all the problems of life that accompany it. The verse of the poem is as follows.

*My God, give to the experts, abilities
To find what you are looking for, drugs and vaccines
As Your promise, that all diseases have a cure
So that we can worship again at the mosque with joy*

The verse is so full of religious values that it can strengthen the reader's faith and mentality. Indirectly, the author reminds us of the power and promise of Allah that there is no disease without a cure. As is also believed in every religious teaching that plague and disease are trials for believers so that they always remember Allah and ask for His help and forgiveness. Believing that there is a creator and all the power he has will

make readers feel strong and resilient in the face of the COVID-19 disaster that is hitting the lives of Indonesian people.

Belief in God's help will form a confident attitude. This will certainly be good for the health of readers and students because the sense of peace and comfort created by the author will be able to increase the body's immunity so that it is not susceptible to disease. In addition, the poem will indirectly form a humble attitude in students. The awareness that everything is God's will make students always surrender themselves while hoping to always be given the best.

CONCLUSION

Besides being able to enjoy and use literary appreciation learning as a medium that can increase knowledge and language skills, it also aims to make students able to absorb the various values of life offered by literary works, refine character, and aim and make it an additional provision to navigate life in the future. Through the selection of appropriate teaching materials, which are in accordance with the psychological development of students in the situation of the COVID-19 outbreak, it is hoped that it will make it easier for teachers to shape children's character and mentality when facing all problems in the face of an epidemic whose spread and impact is increasingly out of control.

One poem that the teacher can choose as an alternative teaching material in learning literary appreciation is the poem by Yusuf Kalla. The poetry was judged according to the students' language development because it used words that were easy to understand. In addition, the poem is also very relevant to the current situation, so that the values contained in the poem can be used as an intake for character and religiosity education that can strengthen children's mental in the face of the COVID-19 pandemic situation. Teaching literary appreciation by utilizing humanistic literary works is expected to be able to create students to become civilians who believe in the One and Only God and behave wisely in navigating life in the future.

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ELT UNDERGRADUATE PROGRAM ALUMNUS' PERCEPTION TOWARDS PROJECT-BASED LEARNING EXPERIENCE

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ABSTRACT

Project-based learning as one of the recent innovations in teaching and learning methodology has been introduced rapidly in many higher institutions in Indonesia. In general, project-based learning consists of several steps: (1) driving questions, (2) situated inquiry, (3) collaboration, (4) integration of technology, (5) creating learning product. This methodology is a part of contextual teaching and learning, a learning approach that emphasizes the students' interest and experiences and provides the means for reaching learning goals that requires higher order thinking skills. One example of the implementation of project-based learning happens in English Language Teaching study program in Department of English, Universitas Negeri Malang. This study program has equipped its students to experience this methodology in various courses, both skill courses and content courses. Employing descriptive qualitative research method, this study investigated the perception of ELT UM alumnus about their experiences in their undergraduate degree program using project-based learning. This study involved 30 participants whom are the undergraduate alumni from ELT study program from year 2015-2019. The instrument used in this study were questionnaire for all participants and in-depth interview on some of the participants. The result and discussion section are classified into six sub-topics: strategies employed in teaching and learning process, critical thinking in PBL, collaboration in PBL, supporting tools in PBL, final product in PBL, and affective impact of PBL. It is expected that from this study, other researchers may get some insights to develop more understanding on project-based learning, while for teachers as facilitators may get some practical idea to implement this methodology in their teaching and learning process.

Keywords: *contextual teaching and learning, project-based learning, 21st learning strategy*

INTRODUCTION

Learning language in 21st century education has considerably changed in a more practical and meaningful way. Learners are considered successful in learning language when they can use the language communicatively, therefore they must be equipped with exemplary productive language skills, such as speaking and writing. Without having adequate skill in producing the language, it is hard for them to elaborate and develop their knowledge into more advance way. The facilitator must equip learners graduate with 21st century skills such as collaboration, creativity, teamwork, problem-solving and decision-making so that our learners to learn, practice, adapt, thrive and succeed in a future we don't know (Cervantes, Hemmer & Kouzekanani, 2015). A teaching methodology is introduced to facilitate the learners to be more creative in producing the language, namely project-based learning. In project-based learning, making a certain learning product is the major part of the learning outcome. It will enable the learners to integrate the prompts from the facilitator with their own thoughts and allow them to investigate a certain topic deeper to gain more comprehensive understanding (Bas & Beyhan, 2010).

In project-based learning, student-centered situation is promoted since learners are educated to be a responsible person in their own learning (Bas & Beyhan, 2010). They have full responsibility towards the activities within the learning process as this learning methodology is designed to engage learners in investigation of complex, authentic problems and carefully designed products and tasks. In general, there are five steps to conduct project-based learning: : (1) driving questions, (2) situated inquiry, (3) collaboration, (4) integration of technology, (5) creating learning product (Thomas, 2000). Learners pursue solutions to problems by asking and refining questions, debating ideas, making predictions, designing plans, collecting and analyzing data, drawing conclusions, communicating ideas, asking new questions, and creating artifacts (Mergendoller, Maxwell, & Bellisimo, 2006). Learners are placed in realistic, problem-solving environments that serve to make connections between phenomena in the classroom and real-life experiences (Blumenfeld et al., 1991). Furthermore, PBL approach is more than student mastery of content knowledge; rather it enables learners to transfer their learning to new kinds of situations and problems and to use knowledge more proficiently in performance situations (Barron & Darling-Hammond, 2008). As a result, PBL provides learners with the opportunity to work autonomously over periods of time and produce realistic products that may include presentations to strategic audiences who have interest in the solutions (Thomas, 2000).

The implication of project-based learning is resulted in the changing of model of teaching from methods of recitation and direct instruction into more innovative way (Cervantes, Hemmer & Kouzekanani, 2015). Another research by Mahasneh and Alwan (2018) argued that learners learning by this method become both creative and constructive, given the almost unlimited range of diverse projects they may be given, from creating a learning portfolio, constructing a model from a schematic or blueprint, producing a video, or designing a website, the possibilities are endless. Singer, Tal and Wu, (2003), noted that learners who were involved in a scientific project or experiment and who spent time interacting with their classmates developed their understanding of scientific concepts which made not only positive effects on learners' academic achievement levels and attitudes towards the lesson, it has also more positive effects on learners' academic risk taking, problem solving and creative thinking skills (Bas and Beyhan, 2010).

These previous studies are mainly discussed about the impact of project-based learning for learners who are currently studying in a particular level of education, yet there is still no study discussing about the impact of PBL after they are graduated from the school. Especially in ELT study program, it is assumed that the graduates should have adequate productive skill in English. Therefore, the researcher wants to investigate further about the impact of project-based learning towards the productive skills of ELT graduates. To limit the study, the researcher proposed several research questions: (1) How does project-based learning affect learners' English skill in general? (2) What are topics usually employed project-based learning? (3) What products do the learners usually make after the project-based learning?

METHOD

This research employed 30 participants who are undergraduate student alumni from English Language Teaching Program, Department of English, Universitas Negeri

Malang. The participants chosen were graduated on 2017-2019 because project-based learning method are highly promoted from the last ten years and they have learned English for more than 10 years in the classroom. Since the design of this research is survey research, those participants were asked to fulfill a questionnaire consisting of ten questions in the form of likert scale from 1 to 4 meaning strongly disagree, slightly disagree, slightly agree, and strongly agree respectively. The likert scale showed their perceptions towards project-based learning, three questions in the form of choosing options about their specific experience doing project-based learning, including the topics they learned and the products they created. Furthermore, to get more in-depth insight, this research employed interview towards five participants. After the collecting the data, they were analyzed them using statistical tool and elaborated the result in the form of descriptive quantitative.

RESULTS AND DISCUSSION

In this section the result of the research will be elaborated in six subheadings: Strategies employed in teaching and learning process, critical thinking in PBL, collaboration in PBL, supporting tools in PBL, final product in PBL, and affective impact of PBL. These subheadings are driven from the questions employed both in the questionnaire and the interview.

Strategies Employed in Teaching and Learning Process

The result indicated that for these past five years, language productive skills (speaking and writing), active discussion, and group works are highly promoted in the teaching and learning process. There are 63.6% (21 out of 33) participants strongly agree that their undergraduate facilitators had asked them to have written products (Figure 1). One participant (RC) explained that she had at least ten written products, for instance topical essays, academic papers, and posters. Another participant (UF) said that she often made several posters during her undergraduate program. This is in line with Thitivesa (2014) who stated that project could be interpreted as a natural language learning framework in which language learning, especially writing, is contextualized and presented in such a way as to combine learning with the task of communicating on certain subjects. Project-based learning strengthens the writing skills of the participants as it stresses, focuses the participants' attention on conveying their message and at the same time applying organization awareness to their writing. The concepts are used in the project at various points and they are applied in authentic context.

For speaking skill reinforcement, 69.7% (23 out of 33) of the participants were strongly agree that they were encouraged to speak in English during the class (Figure 2). A participant (VN) said that she was trained to speak English as often as possible since her first semester in college. She explained that three speaking courses (basic speaking, speaking for informal purposes, and speaking for academic purposes) enabled her to directly apply the speaking theory on to practices since the active involvement of the learners in the learning process such as using role-play, presentation, storytelling, speech, etc. were employed. This finding is also highlighted by Dewi (2016) that through the PBL, learners are engaged in purposeful communication to complete authentic tasks (project-work), so that they can use the language in a fairly natural sense and participate in practical activities involving an effective use of EFL speaking skills.

My lecturers guided me to have written products (essay, scientific papers, creative writing, etc.).
 33 responses

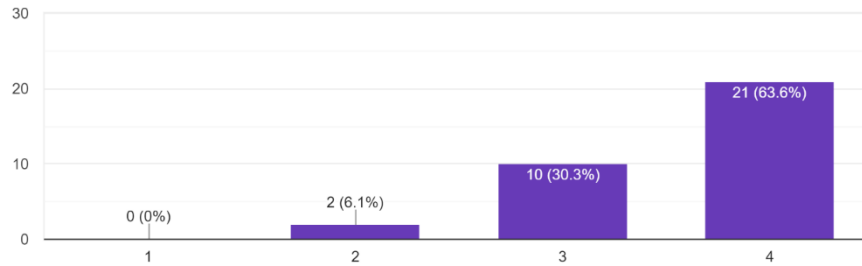


Figure 1. Written Products

My lecturers facilitated me to speak English as often as possible.
 33 responses

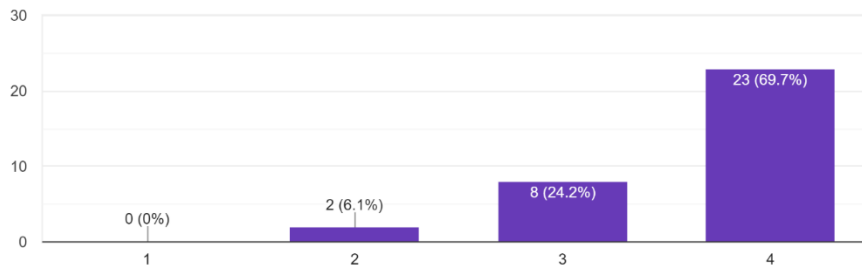


Figure 2. Speaking English in Classroom

The use of team-work model was often used in class as 60.6% (20 out of 33) of the participants were agree to it (Figure 3). One participant (VN) said that the group-work usually in the form of pair-work, big group work, and classroom project work. She said that the pair-works were used for small assignments like topical presentations and small discussion during day-to-day class. Big groups were formed to do complex assignments, for instance simulations, role-play, and mini projects. The classroom works were formed when dealing on classroom final project, for example drama project. Barrows (2011) stated that collaboration as one of the components of PBL is intended to give learners opportunities to learn collaborative skills, such as group decision making, interdependence, integration of peer and mentor feedback, providing thoughtful feedback to peers, and working with others as student researchers.

However, 60.6% (20 out of 33) of the participants agreed the tasks assigned during the courses merely in employed “question-answer” instruction (Figure 4). Participants named DN and AM said that although the instructions were mostly in the form of “question-answer”, the most WH questions were *why* and *how*, meaning that they were still need to explore critically, for instance they were asked to make conceptual papers, mini research, and comprehensive presentations to accomplish the task.

My lecturers often employed some group works for certain assignments.
 33 responses

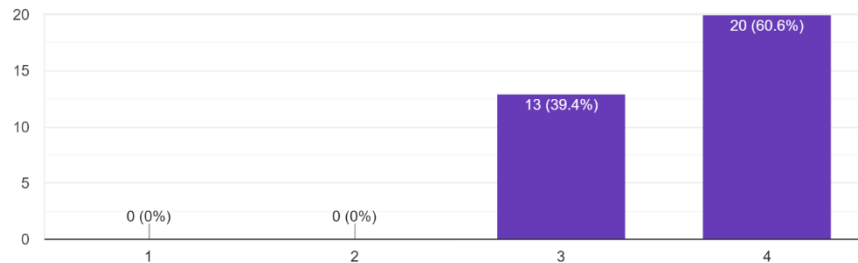


Figure 3. Group Work Assignment

The tasks given by my lecturers employed merely "question-answer" instructions.
 33 responses

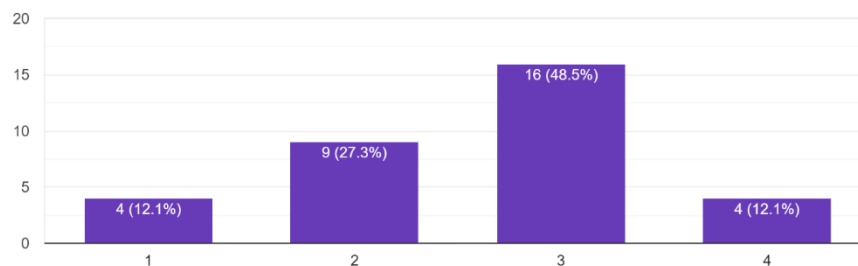


Figure 4. Question and Answer instruction

The important point of project-based learning is that the learners can be curious and guided towards certain meaningful and important questions. These questions should be enclosed in real-life situations. The driving questions organize the overall idea of the project while the drive activities provide a context where learners can use to explore learning objectives and scientific practices as well. Moreover, it can also reinforce the learners to accomplish the project (Krajcik & Blumenfeld, 2006). A good driving question elicits a desire to learn in learners, and it makes learners realize that there is a real problem to be solved. Throughout the project, the facilitator calls attention to the driving questions to link together the ideas explored by the learners during the project.

Critical Thinking in PBL

Critical thinking learning strategies were highly encouraged during participants' undergraduate degree as 78.8% (26 out of 33) of the participants strongly agreed and 21.2% (4 out of 33) of the participants agreed that this was the main point which they had learned throughout the courses (Figure 5).

They did investigation to the driving questions over a situated period of time. This is certainly different from conventional classroom where learners are only provided with prepared materials and textbooks without situated learning in inquiry process (Krajcik & Blumenfeld, 2006)

Doing projects on several courses allowed me to think critically.
 33 responses

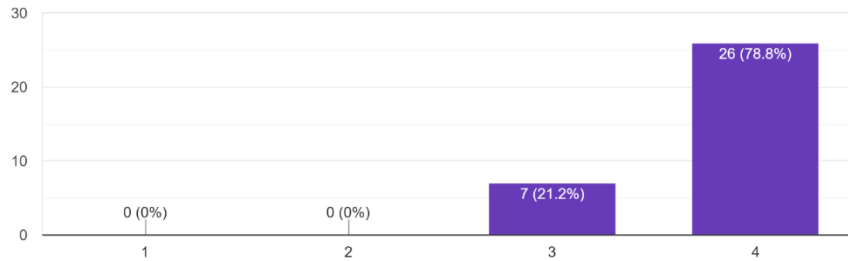


Figure 5. Critical Thinking in Project Making

Collaboration in PBL

Project-based learning cannot be separated from collaborative works. This research has some proofs that 87.9% (29 out of 33) of the participants strongly agreed and 9.1% (3 out of 33) agreed that they had some peer and group works with their classmates during project making (Figure 6). Not only with their classmates, 57.6% (19 out of 33) of the participants had collaborated with non-Department of English learners and professionals (Figure 7). A participant named IS said that she was asked to interview and have a discussion with a professional make-up artist to prepare for drama project. Since this is a project-based learning, the learning involves learners, facilitators, and member of societies to collaborate with one another to investigate questions and ideas. The classroom becomes a community of learners. Learners collaborate with their classmates and facilitators to ask questions, write explanations, form conclusions, comprehend information, discuss data, and present findings. Collaboration helps learners build shared understandings of scientific ideas and the discipline as they engage in discourse with their classmates and adults outside the classroom (Krajcik, et al., 2002).

Doing projects on several courses allowed me to collaborate with my peers or classmates.
 33 responses

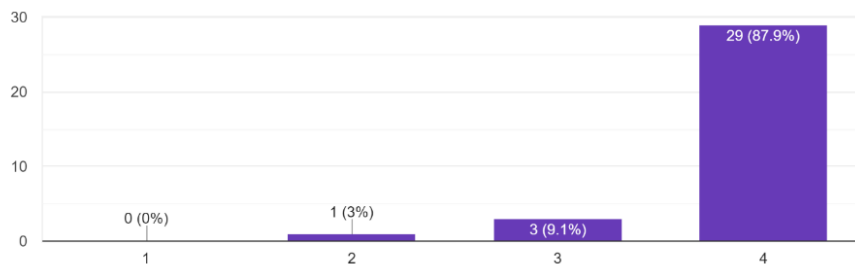


Figure 6. Peer Collaboration

Doing projects on several courses allowed me to collaborate with people outside classroom (e.g. professionals, non-English department scholars, etc.)

33 responses

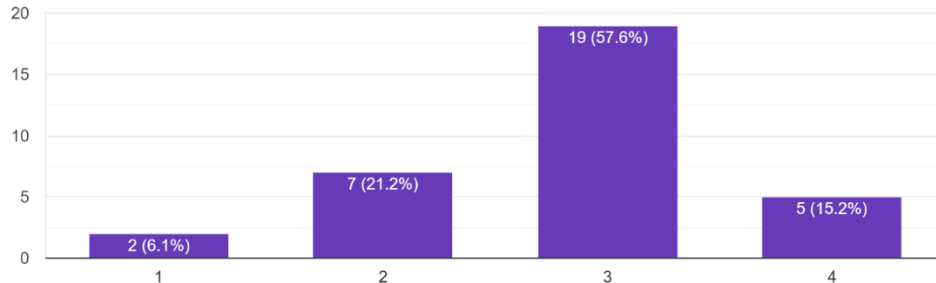


Figure 7. External Collaboration

Supporting Tools in PBL

In terms of gaining sources to support the project-making, 69.7% (23 out of 33) of the participants strongly agreed and 30.3% (10 out of 33) of the participants agreed that they were required to access several references such as books, journal articles, internet websites, and blogs (Figure 8). One participant named VN said that her facilitators gave her several references to read and it helped her not only for the project-making but also for her upcoming assignments.

Doing projects on several courses allowed me to do literature or reference review from various sources (e.g. books, articles, internet websites, blogs, etc.).

33 responses

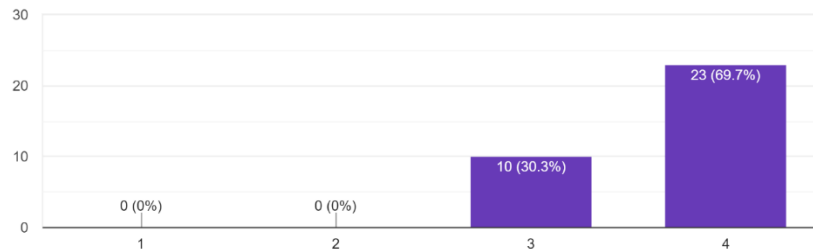


Figure 8. References review in PBL

Secondly, 69.7% (23 out of 33) of the participants strongly agreed and 30.3% (10 out of 33) of the participants agreed that they were allowed to use various tools to support their project, such as relevant computer softwares, mobile apps, and non-digital tools. VN said, “I often used Adobe Premier for editing video project and Photoshop for poster project. Those softwares help me since they provide some features which I need to do editing.

Technology tools can help transform the classroom into an environment where learners actively construct knowledge. There are three reasons about the significance of using technology inside the classroom according to Edelson (2001): (1) it aligns with the practice of all branch of science, (2) it can present information in dynamic interactive formats, and (3) it provides opportunities to change the transmission-acquisition model of instruction into more communicative and contextual learning.

Learners can use learning technologies to access real data on the internet, to collaborate with others via network, to gather data, to graph and analyze data, to create models, and to produce multimedia artifacts. Learning technologies allow learners to extend what they can do in the classroom and serve as powerful cognitive tools that help facilitators foster inquiry and student learning (Novak & Krajcik, 2004).

Final Product in PBL

The major difference between project-based learning and other model of teaching is the requirement of establishing final product. There are 45.5% (15 out of 33) of the participants agreed and 30.3% (10 out of 33) of the participants strongly agreed that they were asked to publish their final products in various platforms like social media, exhibition, Youtube, etc (Figure 9). VN shared, “One thing which I find it memorable and meaningful is when I was asked to make a Big Book for Young Learners and then I showed it and used it directly as a teaching media to second grade learners in My Little Island school, one of international elementary schools in Malang.” Another participant named DD said that she was asked to make a video (vlog) about culture and publish it on Youtube. As for the implication of the project-making, 57.6% (19 out of 33) of the participants strongly agreed and 42.4% (14 out of 33) of the participants agreed that their skill in producing the language were increased along with the progress of the project-making.

Doing projects on several courses allowed me to publish the final products in various platforms (e.g. social media, exhibition, publication, etc.).
 33 responses

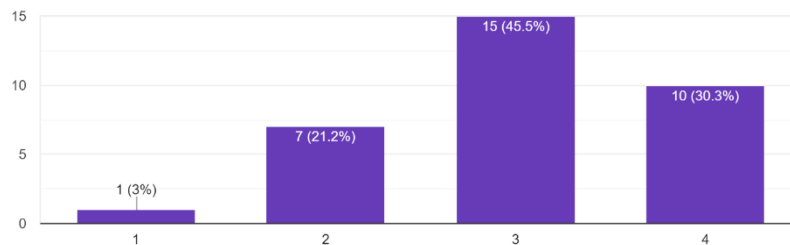


Figure 9. Final Product in PBL

It is believed that learners learn more effectively when they develop product – the highest level of their constructed knowledge. In project-based learning, the products result from learners’ investigations into the driving questions (Blumenfeld et al., 1991). Learners develop physical models and computer models, reports, videotapes, drawings, games, plays, websites, blogs, etc. To make it effective, products need to address the driving question, show the understanding of learners, and support learners in developing understanding associated with the learning goals of the project (Krajcik & Blumenfeld, 2006). When learners make the product throughout a project, they will connect their ideas and topics into their real-life situation (Krajcik et.al, 2002). Facilitators can use the product to know learners’ understandings along various projects. The product development allows facilitators to assess higher level cognitive outcomes, such as asking questions, designing investigations, gathering and interpreting data, and creating scientific explanation (Atkin & Coffey, 2003). Another reason is that when the learners publish their product, it makes their understanding visible to others. Since products are

concrete and explicit, they allow learners to share and have their products reviewed by others. Feedbacks from the reviewers support the development of learners' understanding so that they reflect and revise their works.

Affective Impact of PBL

Apart from the development of their language skills, 60.6% (20 out of 33) of the participants strongly agreed and 36.4% (12 out of 33) of the participants agreed that by doing projects, their confidence and motivation were increased simultaneously (Figure 10). A participant named DD said, "I was a not-so-active student until one of my lecturers asked her to do project works which required me to blend with my classmates and other people outside my classroom as well." She felt that her social skill was getting better as she needed to communicate with other people often, she was gaining confidence as well because she was asked to present her product in front of the class, and finally she felt motivated in learning since she found that this project-making was challenging yet worthwhile for her in many aspects. The advantages of project work are: it encourages motivation, fosters group cohesiveness, increases the expectancy of success in the target language, achieves "a rare synthesis of academic and social goals", reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based contributions (Dornyei, 2001).

Doing projects on several courses increased my confidence and motivation in using the target language.
 33 responses

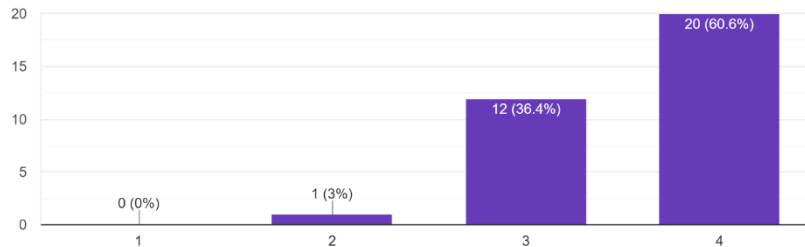


Figure 10. Confidence and motivation in PBL

CONCLUSION

Learning English in 21st century has been developed to a more effective and meaningful way. Project-based learning as one of teaching methodology is promoted significantly in these past five years. Many aspects including collaboration, critical thinking, and creativity have emerged during the implementation of project-based learning. Moreover, by emphasizing on the language production, project-based learning has proven itself that it encourages learners to indulge in meaningful learning. Learners work with their teammates and some projects require them to deal with people outside their classrooms, connect their comprehension of a certain topic with other field, and publish their final product to get feedbacks not only from their teachers and classmates, but there is also a possibility that they get feedbacks from the society.

This research has limitation in terms of the variables, therefore it is suggested that other researchers conduct more thorough study on how the implementation of PBL occurs in the classrooms and how PBL can have a role in boosting students' creativity and confidence in producing the target language. For classroom facilitators, it is

suggested that he/she should evaluate the implementation of PBL in their classrooms gradually, such as evaluating the topics provided, the time allocation, students' language level, and their skill in using some tools and media. All in all, this research provides optimism towards the development of PBL as a holistic language teaching and learning methodology.

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CLASSIFICATION OF THE EFFECTIVENESS OF INDONESIAN SENTENCES IN STUDENT THESIS

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ABSTRACT

Various research results show that the results of learning to write that are manifested in the writing of students and university students are still apprehensive. Among these concerns, it rose because of errors in sentence arrangement. Therefore, the researcher was interested in researching the effectiveness of Indonesian sentences in students' theses based on language errors. The purpose of this study is to classify the effectiveness of Indonesian sentences based on the level of error. To achieve these objectives, this study was designed in a qualitative descriptive approach. The data source is in the form of three PGSD Unusa students' theses tested in 2019. The research data were all of sentences in the background section of the three theses. Data were collected by using documentation techniques, observation techniques, and note-taking techniques using instruments in the form of corpus data sheets. The data analysis was also carried out qualitatively with the following steps: reading carefully the data of sentence by sentence on the corpus data sheet, identifying and classifying the effectiveness of sentences, and formulating conclusions related to the classification of the effectiveness of Indonesian sentences in students' theses. Based on the level of error, sentence effectiveness is classified into (1) effective sentences, (2) less effective sentences, and (3) ineffective sentences. A sentence is categorized as an effective sentence (E) if it does not contain any errors. A sentence is categorized as a less effective sentence (KE) if the structure is correct and the meaning can be understood by readers, but contains errors at the word or phrase level. A sentence is categorized as an ineffective sentence (TE) if the structure is incorrect or the meaning is not logical so that it cannot be understood by the reader. The classification is based on language errors in terms of their communicative effects: global errors and local errors. Global errors are those that affect the entire sentence organization and so seriously interfere with communication. Local errors are errors that affect an element in a sentence that usually does not significantly interfere with communication.

Keywords: 3—5 keywords; *Times New Roman 11; italic; arrange alphabetically*

INTRODUCTION

Students are included in the scientific community at higher education. As a scientific community, students are required to carry out scientific activities. One of them is writing. This is because writing skills are very important for students to have as a means of communicating their ideas and opinions in meaningful writing that can be read by others. Therefore, the ability to write properly and correctly is an important asset for students both for academic assignments and assignments in the community. Students who are able to write neatly, carefully, coherently, and follow language rules will find it easier to do their scientific work ilmiahnya (Nurhayatin et al., 2018).

Scientific writing is the explanation of a scientific problem in a logical, systematic, empirical and objective accountable manner (Dewi, 2016). Therefore, writing scientific papers must pay attention to grammar with logical and systematic

writing to produce coherent and integrated writing. Paradigmatic writing of scientific papers is the process of expressing intelligent ideas or ideas expressed by the author in meticulous, careful, systematic language with exposure to accurate writing techniques. Thus, writing scientific papers requires accuracy and thoroughness as well as systematic writing so that the results of the writing can be understood by others who read.

Susantini et al. (2016) explained that scientific papers discuss scientific problems that are poured into writing in the form of scientific ideas, scientific studies, and research results. Thus, it is necessary to master the elements of language to develop the ability to carry out the stages of the creative process in writing scientific papers. Scientific work consists of papers, proposals, research reports, theses, theses, dissertations, and proposals. Writing scientific papers must be based on scientific studies and scientific work methods, preceded by literature and field studies. Scientific writing must be accompanied by scientific work and a scientific structure that produces a coherent and integrated writing using a logical and systematic language structure.

One type of scientific paper prepared by final semester students is a thesis. In producing a good thesis, language skills are required, including word formation, word choice, effective sentence preparation, and complete paragraph development (Yulianto, 2008). This is done so that the writing becomes structured and valuable and is easier for others to understand and understand. In addition, students need to pay attention to the variety of languages in writing. The language of written variety in the preparation of the thesis must be clear, straightforward, and communicative so that readers can easily understand the content of the material (Ruslam, 2014). Thus, it requires knowledge and experience by carrying out writing exercises continuously so that they have good language skills and apply standard Indonesian rules in scientific writing. Coaching regarding language skills in students is directed at the characteristics of scientific writing by paying attention to the use of applicable rules, accuracy, and accuracy in writing so that the writing is coherent and integrated and easily understood by others.

Language is a means for students to express their thoughts. The more ideas and the more complex the ideas are interwoven with one another, the more clearly it must be poured into the speech so that the listener or reader can understand the meaning well. The act of putting this set of ideas in mind becomes a sentence. A sentence must effectively convey a message to the reader. Apriliana & Martini (2018) emphasizes that effective sentences are sentences that are written completely, clearly, and precisely so that the message is presented intact in the reader's mind. Effectiveness is also reflected in the unity of thought that expresses one main idea in the sentence (Susantini et al., 2016). Darmayanti (2007) adds that the effectiveness of sentences is determined by structural equivalence, parallelity of forms, firmness of meaning, saving words, careful reasoning, coherence of ideas, and logical language.

In the academic realm, the effectiveness of sentences is a crucial aspect because the characteristic of this realm is the complexity of the ideas expressed. The density of the concepts that must be arranged in a range of sentences makes the written variety language contain many subordinative links (Kucer, 2014). In a realm that prioritizes accuracy and accuracy, the clarity of messages and ideas that are interconnected in the mind must be captured accurately and not confusing. A cursory observation by the researcher indicates that there are still many symptoms of ineffective wording in the writings of academics, especially students. Even this phenomenon is also recorded

nationally. This tendency makes it difficult for lecturers or other readers to digest their ideas.

According to Apriliana & Martini (2018), there are at least four things that cause sentences to be ineffective: incompleteness, inaccuracy, logical errors, and confusion. These types of errors may differ from theoretical categories as some linguists have suggested. The author's observations indicate that there are several types of sentence errors among the students that are increasingly symptomatic. This research tries to investigate the types of errors in scientific writing that have the potential to reduce the effectiveness of sentences.

In writing a thesis, students generally experience several obstacles. One of them is language error. Brown (2000) explains that language errors in learning are natural. This is because individuals may not be able to learn a language without making mistakes first. Therefore, in language learning it is very natural if there are language errors as material for learning. Language errors occur because the author does not know the correct language usage. Language errors occur due to wrong language habits. In fact, the language in writing a thesis is the main medium which has an important role. However, in this case there are still many student theses that experience language errors such as sentence structure, word selection, and word formation.

The purpose of this study was to describe the errors in the composition of sentences in student theses and to classify the effectiveness of Indonesian sentences in student theses.

Effectiveness is a measure that states the targets (quantity and quality) that have been achieved. Mulyasa (2013) states that effectiveness is related to the effects and effects that can bring about results. Moving on from these problems, researchers are very interested in raising the problem of the effectiveness of Indonesian sentences in student theses. The use of effective sentences will make it easier for thesis readers to understand the contents of the thesis, as well as to find out and measure the level of effectiveness of the sentences used in a paragraph contained in a student thesis.

There are four taxonomies that are important and need to be known in language error: (1) linguistic category taxonomy, (2) surface tactics taxonomy, (3) comparative taxonomy, and (4) communicative effects taxonomy (Ghufron, 2015). Language error in this study is viewed from two types of taxonomy, namely linguistic category technology and communicative effect taxonomy.

The taxonomy of linguistic categories classifies language errors based on specific linguistic components. The linguistic components include phonology, syntax, morphology, semantics, lexicons, and discourse. Therefore, language errors based on this linguistic category are classified into the following errors: (1) phonological errors including pronunciation and spelling (word writing and punctuation), (2) morphological errors including word choice errors (inaccurate meaning, etc.), (3) syntactic errors include sentence incompleteness, sentence incoherence, sentence inaccuracy, sentence inaccuracy, sentence imprecision (ambiguous), sentence interference, sentence contamination, (4) literacy errors include paragraph incompleteness, discordant/incoherent sentences, conjunction errors, ellipsis errors, substitution errors, reference errors, repetition errors, and (5) semantic errors including errors in the use of general and special words, standard and non-standard words, etc. However, this research is focused again on syntactic errors or sentence construction errors.

The communicative effect taxonomy views errors from the perspective of their effect on the listener or reader. This taxonomy of communicative effects distinguishes between global and local errors.

Global errors are those that affect the entire sentence organization and so seriously interfere with communication. Due to the wide scope of the syntax, errors similar to this category are errors "global". In other words, this global error greatly disrupts communication because the meaning of a sentence cannot be completely understood by the listener or reader because both in terms of form and meaning, the sentence is totally wrong.

Local errors are errors that affect an element in a sentence that usually does not significantly interfere with communication. Because they are only limited to a part of the sentence, they are called errors "local". Thus, this local error has no effect on the understanding of the reader or listener because the form of the sentence is wrong, but in terms of meaning the sentence is still justified.

METHOD

This type of research is a qualitative descriptive study. Sugiyono (2018) says that qualitative research methods are research methods based on postpositivism or interpretive philosophy, used to examine the condition of natural objects. The data in this study were the sentences contained in the PGSD Unusa student thesis, especially the sentences on the problem background section in the three student theses which were the source of this research data. The data sources in this study were the three theses of PGSD Unusa students tested in 2019, namely (1) Ayunia's thesis (2019) entitled *Pengaruh Media Wayang Kartun terhadap Menyimak Dongeng Siswa Kelas II B SDN Pepelegi 2 Sidoarjo*, (2) Thesis by Birillina & Hartatik (2019) entitled *Pengaruh Model Pembelajaran Numbered Head Together terhadap Kemampuan Pemecahan Masalah dan Hasil Belajar Siswa pada Mata Pelajaran Matematika Materi Operasi Hitung Perkalian dan Pembagian di Kelas III SD Kemala Bhayangkari 1 Surabaya*, Thesis by Birillina & Hartatik (2019) entitled *The Influence of the Numbered Head Together Learning Model on Problem Solving Ability and Student Learning Outcomes in Mathematics Subjects on Multiplication and Division Counting Operations in Class III SD Kemala Bhayangkari 1 Surabaya*, and (3) Masrurroh's Thesis (2019) entitled *Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing terhadap Hasil Belajar Siswa pada Mata Pelajaran IPA dengan Materi Zat Tunggal dan Campuran Kelas V SDN Bebekan Kabupaten Sidoarjo*.

Data collection techniques used in this research are documentation techniques, listening techniques, and note taking techniques with research instruments in the form of data corpus sheets. The corpus data sheet is an instrument used to identify and classify Indonesian sentence errors. The data in this study were collected using the following procedure: determining the thesis which is used as the data source, determining the sentences which are used as research data, and recording the sentences which become the data on the data corpus sheet.

In accordance with the qualitative approach used, the data analysis was also carried out qualitatively with the following steps: reading carefully the data sentence by sentence on the corpus data sheet, identifying and classifying sentences based on their mistakes, identifying and classifying sentences based on the level of effectiveness of

Indonesian sentences based on the effect of communication, and formulate conclusions related to the classification of the effectiveness of Indonesian sentences in student theses.

FINDINGS AND DISCUSSION

Sentence Errors

Ghufron (2015) states that sentence errors occur because of (1) ungrammatical sentences: not subject, not predicated, not objected or complete, (2) incompatible sentences, (3) ambiguous sentences (contamination), (4) no sentences sparingly, (5) illogical sentences, (6) inaccurate sentences, (7) taxa / ambiguous sentences, (8) misaligned sentences, and (9) interference sentences. In this study, 44% of sentences were not standardized or sentences that deviated from the rules of sentence arrangement. After analyzing the causes of errors on these sentences, there are five kinds of causes, namely (1) imprecise sentences, (2) non-coherent sentences, (3) inefficient sentences, (4) illogical sentences, and (5) non-grammatical sentences. careful. Of the five types of sentence errors, the most were non-grammatical sentences, amounting to 28 (51%) and inaccurate sentences, amounting to 15 (27%). Complete information can be seen in the following table.

Table 1. Factors Causing Indonesian Sentence Errors in PGSD Unusa Student Thesis

NO	SD	SEBAB KESALAHAN									JML
		1	2	3	4	5	6	7	8	9	
1	SD1	12	2	0	2	1	6	0	0	0	23
2	SD2	13	4	0	3	0	4	0	0	0	24
3	SD3	3	0	0	0	0	5	0	0	0	8
	JML	28	6	0	5	1	15	0	0	0	55

Description:

- 1 = sentence is not grammatical
- 2 = inaccurate sentences
- 3 = ambiguous unequal sentences
- 4 = inefficient sentences
- 5 = illogical sentences
- 6 = inaccurate sentences
- 7 = ambiguous sentences
- 8 = sentences are not parallel
- 9 = interference sentences

Berdasarkan tabel di atas, jumlah kalimat yang tidak baku (kesalahan kalimat) ada 55 kalimat: 23 kalimat dari sumber data 1, 24 kalimat sumber data 2, dan 8 kalimat sumber data 3. Tabel di atas juga memperlihatkan bahwa kesalahan kalimat yang paling banyak disebabkan oleh adanya kalimat tidak gramatikal sebanyak 28 kalimat (51%).

Based on the table above, the number of sentences that are not standard (sentence errors) is 55 sentences: 23 sentences from data source 1, 24 sentences from data source 2, and 8 sentences from data source 3. The table above also shows that sentence errors are mostly caused by because there are 28 sentences (51%) that are not grammatical.

Based on the aspects studied, the results of research on sentence errors in this study have similarities and differences with other studies. In this study, the spelling aspect was not included as an aspect of the cause of sentence errors because the spelling

aspect was considered a problem of writing technique. Other studies that do not include the spelling aspect as the cause of sentence errors include Utami's research (2018), Amir's research (2018), Nisa & Suyitno's research (2017), research by Ayudia et al. (2017), research by Sainik & Zamzani (2015), and research by Ariningsih et al. (2012). In contrast to these studies, research by Yahya et al. (2018), research by Nurhayatin et al. (2018), and research by Septria et al. (2018) considers the spelling aspect as the cause of sentence errors.

The results of this study indicate that the most frequent causes of sentence errors are ungrammatical sentences and inaccurate sentences in terms of diction. This finding is in line with Utami's research (2018) which concludes that the most frequent errors in sentence effectiveness are errors in the omission of elements with 27 errors, the second rank is errors in the basic order of sentences with 18 errors, the third rank is errors in sentence conjunctions with 16 errors. the fourth rank is 12 errors in alignment, the fifth rank is errors in the order of sentence variations as many as 7 errors. Likewise, research by Nurhayatin et al. (2018) which formulated the conclusion that the use of effective sentences in semester V student papers of the Primary School Teacher Education Study Program for the 2016/2017 academic year is still low. The most common mistakes in using effective sentences are in the use of sentence structure, spelling, and diction. Septria et al. (2018) also found five types of Indonesian sentence errors in anecdotal texts written by class X students of SMAN 1 Gunung Talang Solok Regency in terms of the following aspects: syntactic function structure, adequacy of sentence elements, redundancy of sentence elements, word choice, and punctuation and spelling . Research by Nisa & Suyitno (2017) states that the grammatical aspect is marked by not giving a full stop to a sentence and combining two sentences directly.

The results of research that do not find grammatical aspects as the main cause of sentence errors include Amir's research (2018) which formulates the conclusion that sentence errors in the essay description of class VII students of MTs Nurul Islam Bondowoso include: (1) illogical sentences, (2) inaccurate sentences, (3) non-coherent sentences, (4) ambiguous sentences (word contamination), (5) misaligned sentences, (6) interference sentences, (7) inefficient sentences (8) the sentence is not grammatical (9) the sentence is taxa (ambiguous). The results of the analysis show that inefficient sentences are a form of sentence error that is often found in student descriptions. In addition, Sainik & Zamzani's research (2015) also found errors in diction, phrases, conjunctions and prepositions in essays made by students in *Jawaharlal Nehru University* (JNU) New Delhi, India in semester 1 and 2 of the 2012/2013 academic year. The number of diction errors reached 61.8% of all sentence errors found, as well as being the most frequent errors. The next biggest sentence error is phrases as much as 23.6%, then conjunctions as much as 10.7% and the least prepositions as much as 3.9%.

Yahya et al. (2018) also stated that the tendency for sentence errors in BIPA students' essays is in the form of inappropriate diction, incorrect spelling, and wrong conjunctions. Based on the results of this study and some of these studies, the main causes of sentence errors composed by students are the presence of sentences that are not grammatical and inaccurate word selection (diction), including in this diction are sentences that are not economical. Here are some examples of sentence errors found in the study.

Non-Grammatical Sentences

Non-grammatical sentences are sentences that do not meet the rules of sentence structure: not subject, not predicate, or not object / complement. The following sentences are non-grammatical sentences.

- (1) *Reseptif bahwa dalam menyimak pelibat harus mampu memahami apa yang terkandung dalam bahan simakan (SD1-11).*
- (2) *Kenyataan bahwa pembelajaran matematika dianggap siswa merupakan mata pelajaran yang sangat sulit, sehingga membuat siswa tidak bersemangat dalam mempelajari matematika dan mendapatkan hasil belajar yang rendah (SD2-4).*
- (3) *Komponen-komponen pembelajaran tersebut seperti guru, siswa, metode, lingkukngan, media, saran dan prasarana (SD3-5).*

Sentences (1), (2), (3) are classified as non-grammatical sentences because they do not fulfill the subject and predicate elements. Sentence (1) does not fulfill the predicate element, only subject and complement. In order for sentence (1) to be a grammatical sentence, it must be added with a word predicate "meaning". Thus, sentence (1) is grammatical as follows.

- (1a) *Reseptif berarti bahwa dalam menyimak pelibat harus mampu memahami apa yang terkandung dalam bahan simakan.*

Sentence (2) also does not fulfill the predicate element. In order for the sentence to become a grammatical sentence, it must be added with the word "show" which becomes the predicate so that sentence (2) becomes like this.

- (2a) *Kenyataan menunjukkan bahwa pembelajaran matematika dianggap siswa merupakan mata pelajaran yang sangat sulit, sehingga membuat siswa tidak bersemangat dalam mempelajari matematika dan mendapatkan hasil belajar yang rendah.*

In order for sentence (3) to turn into a grammatical sentence, the word "like" must be replaced by "covering" so that it becomes the following sentence (3a).

- (3a) *Komponen-komponen pembelajaran tersebut seperti guru, siswa, metode, lingkukngan, media, saran dan prasarana*

Inaccurate Sentences

An inaccurate sentence is a sentence in which the choice of words, writing, or pronunciation is not accurate. The inaccuracy of this sentence is indicated by the use of non-standard words or writing and pronunciation that deviates from the rules of the Indonesian language. Inaccurate sentences in data 1, data 2, and data 3 are as follows.

- (4) *Sedangkan apresiatif adalah menyimak menuntut pelibat untuk tidak hanya mampu memahami pesan apa yang terkandung dalam bahan simakan tetapi lebih jauh memberikan respons atas bahan simak tersebut (SD1-12).*
- (5) *Hal tersebut dikarenakan adanya tujuan, agar siswa mampu menghubungkan pengetahuan yang dimiliki sebelumnya dengan materi (SD2-10).*
- (6) *Sedangkan proses pembelajaran IPA di Sekolah Dasar saat ini masih banyak yang menggunakan pembelajaran konvensional (SD3-12).*

Inaccurate sentences (4) and (6) occur because of the inaccurate use of the "while" conjunctions. The "while" conjunction is classified as a coordinative conjunction that can only be used in the middle of a sentence. In order for the sentence to be an accurate sentence, the word "while" must be removed. The inaccuracy in sentence (5) occurs because of the inaccurate use of the word "due". The word must be replaced by "caused". The word "due" is different from "due". The word "caused" has an active form "to cause", while the word "due" does not have an active form so it cannot be used in a sentence.

- (4a) *Apresiasi adalah menyimak menuntut pelibat untuk tidak hanya mampu memahami pesan apa yang terkandung dalam bahan simak tetapi lebih jauh memberikan respons atas bahan simak tersebut.*
- (5a) *Hal tersebut disebabkan adanya tujuan, agar siswa mampu menghubungkan pengetahuan yang dimiliki sebelumnya dengan materi.*
- (6a) *Proses pembelajaran IPA di Sekolah Dasar saat ini masih banyak yang menggunakan pembelajaran konvensional.*

Non-Coherent Sentences

Non-coherent sentences are sentences that are not structured properly so that the meaning is somewhat vague. Non-coherent sentences can occur because of the insertion of words between the active transitive verb and its object, the separation of the person from the verb in the persona passive verb, or the use of inappropriate correlative conjunctions. The following is an example of a non-coherent sentence.

- (7) *Berdasarkan penelitian Wulandari (2015) hasil penelitian yang telah dilakukan pada bulan Mei-Juni 2015 di SD Negeri Kasongan Bantul Yogyakarta pembelajaran menyimak cerita dilakukan menggunakan media wayang nilai yang didapatkan oleh kelompok eksperimen yakni; 1 siswa memperoleh nilai antara 53-60, 0 siswa memperoleh nilai antara 61-68, 2 siswa memperoleh nilai antara 85-92, dan 10 siswa memperoleh nilai antara 93-100 (SD1-34).*
- (8) *Adanya Teori Belajar Konstruktivisme yang mendukung model pembelajaran Numbered Head Together, siswa dirancang untuk membangun pola pikir dalam diskusi dan berkelompok (SD2-36).*

Sentences (7) and (8) are structurally less precise so that the meaning is obscure. In order to make the meaning clear, the structure of the two sentences is changed to become the following.

- (7a) *Hasil penelitian Wulandari menyatakan bahwa nilai siswa kelompok eksperimen dalam pembelajaran menyimak cerita dengan media wayang adalah 1 siswa memperoleh nilai antara 53—60, 0 siswa memperoleh nilai antara 61—68, 2 siswa memperoleh nilai antara 85—92, dan 10 siswa memperoleh nilai antara 93—100.*
- (8a) *Dalam Teori Belajar Konstruktivisme yang mendukung model pembelajaran Numbered Head Together, siswa dirancang untuk membangun pola pikir dalam diskusi dan berkelompok.*

Ineffective Sentences

A sentence that is not frugal or a sentence that is redundant is a sentence that uses two forms that have the same meaning. Effective sentences fulfill the principle of

frugality or do not contain redundant elements. The ineffectiveness of this sentence can occur due to (1) the use of words with the same meaning, (2) the use of form words and their meanings, (3) the use of two contrasting conjunctions, or (4) excessive use of the subject. In this study, several sentences were identified that were not frugal, including the following.

- (9) *Dalam proses pembelajaran bahasa Indonesia di kelas, siswa dianggap kurang optimal dalam menangkap apa yang dibicarakan guru, siswa kurang mampu menangkap gagasan dengan runtut, siswa kurang mampu memilih kata yang tepat, dan siswa dianggap kurang mampu dalam menyusun kalimat yang baik dan benar (SD1-28).*
- (10) *Matematika memiliki peranan penting dalam segala aspek kehidupan terutama dalam meningkatkan daya pikir manusia, sehingga matematika merupakan salah satu mata pelajaran yang diwajibkan di setiap jenjang sekolah mulai dari SD sampai SMA (SD2-3).*

The impropriety of sentences (9) and (10) occurs due to overuse of the subject. It is said to be excessive because in both sentences there is the same subject, but it is not neglected so that the same subject appears over and over again. In sentence (9) there is a repetition of the subject "student", while in sentence (10) there is a repetition of the subject "mathematics". In order for these sentences to be thrifty sentences, the same subjects must be squashed so that they become the following sentences.

- (9a) *Dalam proses pembelajaran bahasa Indonesia di kelas, siswa dianggap kurang optimal dalam menangkap apa yang dibicarakan guru, kurang mampu menangkap gagasan dengan runtut, kurang mampu memilih kata yang tepat, dan kurang mampu dalam menyusun kalimat yang baik dan benar.*
- (10a) *Matematika memiliki peranan penting dalam segala aspek kehidupan terutama dalam meningkatkan daya pikir manusia, sehingga merupakan salah satu mata pelajaran yang diwajibkan di setiap jenjang sekolah mulai dari SD sampai SMA.*

Illogical Sentence

An illogical sentence is a sentence whose meaning cannot be accepted by common sense. Thus, it is logical whether this sentence is seen in terms of the meaning conveyed. The illogical sentences found in the student thesis are below.

- (11) *Di sekolah pendidikan bertujuan untuk menguasai sejumlah kompetensi yang harus dimiliki oleh peserta didik (SD1-3).*

The incoherence of sentence (11) above is caused by contradictory meanings. This sentence means that what controls a number of competencies is education. Even though what is actually meant is students. Thus, the logical sentence is as follows

- (11a) *Pendidikan di sekolah bertujuan agar peserta didik menguasai sejumlah kompetensi.*

Classification of the effectiveness of Indonesian Sentences

As explained above, the classification of the effectiveness of Indonesian sentences is based on a taxonomy of communicative effects. Researchers classified the

effectiveness of Indonesian sentences into three groups: (1) ineffective sentences, (2) less effective sentences, and effective sentences.

Ineffective Sentences

Sentences occur when language errors are very disturbing in communication or cause global errors so that the meaning of the sentence cannot be understood at all by the reader of the sentence. Based on the explanation of the research results regarding the sentence errors above, which is included in the ineffective sentence is (1) ungrammatical sentences, (2) non-coherent sentences, and illogical sentences. These sentences have errors in terms of form and meaning.

Less Effective Sentences

Sentences occur if language errors do not really interfere with communication or are called local errors so that the meaning of the sentence can still be understood by the reader even though it is wrong in form. Based on the explanation of the research results regarding the sentence errors above, which are included in the less effective sentences are (1) inaccurate sentences and (2) inefficient sentences. These sentences have errors in terms of form, but in terms of meaning they can still be understood.

Effective Sentence

Sentence occurs when the sentence does not experience any errors both in terms of form and in terms of meaning.

CONCLUSION

Based on the explanation above, it can be concluded that in the PGSD Unusa student thesis there are 44% of the sentences that deviate from the rules of sentence preparation. In this study, five kinds of sentences were found that were wrong based on their causes, namely (1) ungrammatical sentences, (2) non-coherent sentences, (3) inefficient sentences, (4) illogical sentences, and (5) inaccurate sentences. Of the five types of sentence errors, the most were grammatical sentences, which reached 51% and inaccurate sentences, which accounted for 27%.

Based on the communicative effect, sentence errors are classified into ineffective sentences, ineffective sentences, and effective sentences. Ineffective sentences include sentences that are not grammatical, sentences are not coherent, and sentences are not logical. Ineffective sentences include inaccurate sentences and inefficient sentences. Effective sentences include sentences where there are no errors either in form or meaning.

Based on the research results above, there are several suggestions put forward by the researcher. *First*, students are expected to be more careful in writing sentences and must always try to write sentences according to the rules for composing sentences so that there are not many sentences that they compose have errors. *Second*, the supervisors are expected to provide intensive guidance not only on the substance of the content, but also on the language and sentences. *Third*, the institution, PGSD Unusa, is also expected to place language as the main language in writing scientific papers at the institution and strive to make all the academic community, especially lecturers and

students, speak Indonesian in an orderly manner according to the rules of the Indonesian language.

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THE CONCEPT OF *HONNE* AND *TATEMAE* IN JAPANESE LANGUAGE COMMUNICATION

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ABSTRACT

Honne and Tatemaie are cultural values of Japanese society that emerge in communication. Honne is the speaker's true passion and feelings and is not shown to the public, while Tatemaie is the speaker's passion and feelings that are raised for various reasons/purposes, such as avoiding offending feelings or embarrassing others. These cultural values are a communication strategy and a Japanese politeness strategy that aims to prevent conflict and maintain harmony. The Honne and Tatemaie concepts are elements of the Harmony philosophy. In the socio-cultural aspect, harmony appears in the diversity of customs intending to create or maintain unity. The existence of Honne and Tatemaie can be seen in the behavior and speech acts of the Japanese. The method for analyzing the existence of Honne and Tatemaie in Japanese language and culture this time is descriptive qualitative, with an interpretive phenomenological approach. Pragmatics examines the aims and objectives of behavior, and Semantics examines the meaning of lingual units (discourse). The data analysis procedure used transcription, interpretation, and description. The results of the data analysis prove that the Honne and Tatemaie concepts live in the behavior and speech acts of Japanese society. Data discourse is proven to contain the concept of Honne and Tatemaie. The description of each data illustrates in real terms that the concepts of Honne and Tatemaie are closely integrated into Japanese identity. The conclusion of this study is for the sake of harmony, "Honne and Tatemaie", which is the local wisdom of the Japanese people, is actualized in everyday life.

Keywords: *Honne; Tatemaie; Cultural Values, Harmony*

INTRODUCTION

Cultural values are formed from attitudes and habits that are rooted and embedded in a group or community and are agreed upon as a religious or belief system, political and economic symbols, and certain characteristics of customs. These values become a reference for the next generation of society or other groups. Therefore, several cultural values should be maintained or fought for, such as the value of honesty, the value of patriotism, the value of healthy competition, and the value of harmony or cooperation. The cultural values that have been agreed upon by all members are generally general; but there are also cultural values that are specific to a certain area with community members who obey and are accustomed to following them. A general culture is an ideal culture that lives in various groups of people. Meanwhile, a special culture is a unique culture that lives in certain groups of people.

Japanese society has a sense of attachment to cultural values, both general and general. Compliance with societal norms has become visible behavior from an early

age. What should be used as a role model is the obedience of Japanese society to their ancestral culture that has not been shaken even though the development of science and technology in Japan is advancing so rapidly that it is called a modern country. The intellectuality of Japanese society can be in harmony with moral values, which can be judged from behavior and speech acts or language. This is by the opinion of Sibarani (2004:59), that language is needed and used as a means to express cultural values. Cultural values are conveyed through language so that they can be understood by future generations and are preserved and maintained, as well as being studied by researchers and cultural learners in general.

Honne and Tatemaie are Japanese cultural values that appear in communication, which involves behavior and speech acts or language in communication. Honne is the speaker's true passion and feelings and is not shown to the public, while Tatemaie is the speaker's passion and feelings that are raised for various reasons/purposes, such as obedience to superiors, politeness to the interlocutor, avoiding offending or embarrassing others. Based on the above phenomena, problems arise that encourage this research to be carried out. The problems in this study are formulated as follows, the first is how the meaning of speech behavior and acts can prove that Honne and Tatemaie live in Japanese culture, and the second is how the cultural characteristics or values of speech behavior and acts contain the concept of Honne culture and Tatemaie in Japan. Based on the formulation of these problems, the purpose of this study is to describe the meaning of speech behavior and acts which can prove that the Honne and Tatemaie concepts live in Japanese culture, as well as describe the cultural characteristics or values of speech behavior and acts which contain the concept of Honne culture and Tatemaie in Japan.

This research is certainly very useful for anyone, both for learners of Japanese language and culture as well as those who want to know Japanese culture, especially those related to Japanese behavior and speech acts or the Japanese language. The benefits of research on the Honne and Tatemaie concepts can be divided into two parts, namely theoretical benefits and practical benefits. The theoretical benefit is that the results of this research are expected to provide input in the form of materials or materials as well as data or information for further relevant studies. The practical benefit is for the Japanese people themselves, in order to continue to preserve the cultural values of their ancestors that still exist by maintaining the customs adhered to by Japanese society in general. The second practical benefit is that the results of this study are expected to be a reference or guide for other groups of people and even other nations so that they can learn the main reasons why the Honne and Tatemaie cultural concept is being carried out and can adopt wisely in their behavior and speech acts.

Haviland (1999:333) defines culture as the rules or norms of a group of people that are carried out by its members, and are manifested in behavior that reflects their characteristics or customs. Based on this definition, it can be concluded according to the opinion of Mahsun (2001:2), that culture has values that are recognized by members of the community as well as assumptions about the norms that are owned and reflected in human behavior. Cultural values according to Saryono (1997:31) are an abstract phenomenon, invisible but become ideal for the people who own them. Therefore cultural values can only be understood through the interpretation of human actions or deeds and speech. Based on the definition of culture and cultural values, it can be

concluded that human life, both individually and in the socio-cultural scope, has norm boundaries for the sake of maintaining comfort and safety in interacting with nature and everything in it.

Expressions in a language, as well as grammar and lexicon systems or rules in a language, are tools for displaying and describing cultural perspectives or values. This is in accordance with the opinion of Sapir (1921, 1949) in Simanjuntak (2009:168), which states that each language in a community group has its own world for speakers of that language. We can call this group the 'community of speakers' in A or B and so on. Wierzbicka (1997:4) also says that language can reflect and describe the characteristics, lifestyle, and mindset of its speakers, and can provide valuable information about the speaker's culture.

There are 3 (three) cultural categories that are interrelated according to Sibarani (2004:59), namely expression culture, traditional culture, and physical culture. The cultural category of expression includes feelings, beliefs, intuition, ideas, and imagination, while the category of traditional culture includes religious values, customs, and habits, and the last category of physical culture includes original works used by society in everyday life. Japanese expressions that describe the concept of Honne and Tatemaie are included in the category of expression culture, which reflects the culture of Japanese society. This can be studied in depth with discourse analysis through speech acts in daily communication. Some of the unique things in the concept of Japanese culture are the harmonization between man and man, man and nature, and man and the creator. In this study, the uniqueness of the Honne and Tatemaie concepts is the harmonization between humans and humans, because the communication built-in discourse analysis here only involves humans.

Clancy (1990:27) states that typical communication in Japanese is intuitive and in an indirect context. Mey (1993:9-10) also emphasized that context is a pragmatic concept that is quintessential. This is also supported by Kaplan's statement (in Hashiuchi 1999:49), that communication in Japanese is often not to the point, expressed indirectly, through metaphors, or in circles, 'ellipse' certain parts of the sentence, even obscures the point. Of course, this is a Japanese culture that Japanese learners must understand as a cross-culture understanding so that there is no miss understanding. The statements of the linguists regarding the characteristics of the Japanese language lead to the concepts of Honne and Tatemaie which often appear in Japanese communication in general.

Honne can be referred to as the real-life or story behind the story, while Tatemaie can be called the "appearance for public consumption". In English, tatemaie can be referred to as a 'white lie' or 'euphemism', which is an expression that does not offend or a subtle expression by using words that have good meanings and are used to replace unpleasant expressions. Euphemism is often interpreted as an expression that is not straightforward. However, Honne and Tatemaie have a slightly different phenomenon from euphemism in general. The concept of Honne and Tatemaie is always in pairs and is used to maintain peace in Japanese society which is called 和 [wa] = harmony. This can be seen through the example of events, for example, Japanese people often say "delicious" when served by the host, even if the taste does not match his tongue.

There are still not many studies that discuss Honne and Tatemaie's cultural analysis. However, many studies on cultural values have been carried out. A study that has inspired this research is an article entitled "Cultural values in the Erpangir Ku Lau lexicon, the tradition of the Karo tribe (Anthropolinguistic Studies)" by Ernawati Surbakti (2014). He analyzes cultural values through the lexicon of the Karo language (in North Sumatra, Indonesia), while this research analyzes cultural values through Japanese language behavior and speech acts. Surbakti's research (2014) is very broad, covering the socio-cultural context of the Karo people and thoroughly examining the cultural practices of Erpangir Ku Lau in great detail, while this study only covers the linguistic context of Japanese society which contains the Honne and Tatemaie cultural context. The findings of Surbakti's research (2014) include the values of harmony and peace, welfare values, religious values, nature-oriented values (environment), and social values, while the findings of this study are general cultural values that always exist in Japanese society. such as the culture of Politeness, Peace, Cooperation, and Compliance.

METHOD

To analyze the existence of the Honne and Tatemaie concepts in Japanese culture, a descriptive qualitative method was used. This method is very precise because to get data results that are as they are, it is enough to explain reality, there is no data manipulation or application of certain treatments. Denzim and Lincoln (in Moleong 2017:5) also convey that qualitative research is research that uses a scientific background to interpret the actual phenomena that occur. The characteristics of this qualitative descriptive study according to Moleong (2017:16), are that the results of data processing are not in the form of numbers and do not require any calculation, but use a series of words.

The data source of this research uses secondary data, namely written data (text) and recorded conversations (audio) in the form of soft files from NHK, which are stored in the Scribd document, to be precise: <https://id.scribd.com/document/384477742/...> These data represent real conversations that occur in Japanese society communication so that documentation is made into Japanese teaching materials or learning materials. This proves that the feasibility of data sources has been tested. The amount of data analyzed is only 8 dialog items because it refers to Chaer's (2007:39) opinion, namely that qualitative research does not depend on a certain amount of data, but at the level, it is adequate or meets the needs of the analysis.

The data collection method in this study uses observation and documentation from data sources, and the analysis process of the descriptive qualitative method in this study is the interpretation or meaning of behavior and speech acts in Japanese. Therefore the method of analysis is called interpretive phenomenology with a post-positivistic approach because the source of truth in qualitative research comes entirely from empirical reality. The tools used are Pragmatics and Semantics. Pragmatics examines the aims and objectives of Japanese behavior is behaving and acting in speech; while Semantics examines the meaning of lingual units, namely lexicons (words, phrases) and context (sentences).

FINDINGS AND DISCUSSION

Proof of the existence of the Honne and Tatemaie concepts

The first analysis was carried out to answer the first research question, how the meaning of behavior and speech acts can prove that Honne and Tatemaie live in Japanese culture. And the findings or answers are described in the following description. These data are examples of randomly selected data to be displayed in this article.

(1) Dialog 19:

- クオン : 今日は。早いですね。
[Kuon] [Konnichi wa. Hayai desu-ne.]
= Good afternoon. You're early..
- 山田 : ううん。私たちが今来たところ。
[Yamada] [Mmm. Watashitachi mo ima kita tokoro]
= No.. We also just came..

This is a dialogue where two or more people make appointments to meet at a certain time or hour at a place. It is common knowledge that the punctual culture in Japan should be a role model. Kuon's behavior cannot be compared to Japanese people in general. Kuon's arrival was a little past the appointed time. It can be seen from the sentence, 早いですね。 [Hayai desu-ne.] = You came early.. The indication of the speech act was his late arrival. Another supporting evidence is Yamada's sentence, ううん。私たちが今来たところ。 [Mm.. Watashitachi mo ima kita tokoro] = No.. We also just came. To respect the interlocutor, Japanese people perform speech acts that are contrary to the actual situation. Yamada may have arrived on time or before the appointed time. This is what is called the *Honne & Tatemaie* cultural element, which is also the basis for the philosophy of *Harmony*.

(1) Dialog 43:

- 部長 : 発注 ミスが あった そうだね。
[Buchou] [Hatchuu misu ga atta sou da ne.]
= I heard there was a problem with ordering goods, huh.
- クオン : 申し訳 ございません。
[Kuon] [Moushi wake gozaimasen.]
= I'm very sorry. (expression of deep apology)
- 山田 : 私が もう 一度 、 確認する べき でした。
[Yamada] [Watashi ga mou Ichido Kakunin Suru Beki Deshita.]
= I should have checked one more time.
- 部長 : 気を引き締めるように。
[Buchou] 任された仕事は、しっかり頼みますよ。
[Ki wo hiki-shimeru you ni.
Makasareta shigoto wa, shikkari tanomimasu yo.]
= Please fasten your mind. (Keep that in mind.)
I ask you, do the task that has been entrusted.

When a leader, namely 部長 [buchou] in a company or place of work in Japan, finds any irregularity or mistake made by his subordinates, it is only natural that the leader should vent his anger. However, considering the concept of Honne and Tatemaie which has been integrated with their habits or beliefs, anger as an Honne concept that should be able to be emitted emotionally by yelling or scolding, such as ばか [baka] = stupid, or うざい [uzai] = annoying, it is enough to convey it wisely with words of advice, as a Tatemaie concept that can stab or slice the feelings of subordinates, as in the dialogue above, 気を

引き締めるように。[*Ki wo hiki-shimeru you ni.*] = Tighten your mind and 任された仕事は、しっかり頼みますよ。[*Makasareta shigoto wa, shikkari tanomimasu yo.*] = I sincerely ask you to do the work I have entrusted. With the choice of words like this, it is enough to make subordinates feel very guilty, sometimes even stressful.

(3) Dialog 50

- 部長 : 来週、大阪に出張してもらいます。
 [Buchou] 海外から来られるお客様の対応をしてください。
 [Raishuu, Oosaka ni shutchou shite moraimasu.
 Kaigai kara korareru okyaku-sama no taiou o shite kudasai.]
 = I want you to go on a business trip to Osaka, next week.
 Please serve customers from abroad.
- クオン : はい。ぜひ行かせていただきます。
 [Kuon] [Hai. Zehi ikasete itadakimasu]
 = Well. I'm happy to go.
- 部長 : おめでとう。これで一人前ね。
 [Buchou] [Omedetou. Kore de ichinin mae ne.]
 = Congratulations. You have become an independent employee.

An employee in Japan is generally obedient to his boss. If the boss wants something, the employee must do it, and of course, shows pleasure. Kuon's boss (*Bucho*) wants Kuon to go to *Osaka* to pick up foreign guests. Kuon with feelings shown happy, maybe not so. *Honne's* behavior could not be expressed by Kuon. Meanwhile, *Tatemaes's* expression appears in Kuon's sentence, はい。ぜひ行かせていただきます。[*Hai. Zehi ikasete itadakimasu.*] = Well. I'm happy to go. Kuon's reason or purpose is to respect superiors. After all, subordinates are the executor of the smooth running of the company. So employees who show good progress, will get praise and even rewards that can motivate other employees.

Categorization of Japanese Cultural Values

This second analysis was conducted to answer the second research question, what are the cultural characteristics or values of speech acts and behaviors that contain the concepts of *Honne* and *Tatemaes* in Japan.

Table 1. Cultural Values in the *Honne* and *Tatemaes* Concepts

Discourse (as <i>Tatemaes</i>)	Meaning (as <i>Honne</i>)	Purpose	Cultural values
今日は。早いですね。 [<i>Konnichi wa. Hayai desu-ne.</i>] = You came early.	Usually you come late.	Avoiding offending	Politeness
私たちも今来たところ。 [<i>Watashitachi mo ima kita tokoro</i>] = We also just came.	You are late.	Avoiding embarrassing others	Peace
発注ミスがあったそうだね。 [<i>Hatchuu misu ga atta sou da ne.</i>] = I heard there was a problem with ordering goods.	You made a mistake in ordering goods.	Avoiding confrontation	Peace
気を引き締めるように。 [<i>Ki wo hiki-shimeru you ni.</i>] = Remember it carefully.	Use your mind (brain) well.	Want subordinates to be more careful	Cooperation

Discourse (as <i>Tatema</i>)	Meaning (as <i>Honne</i>)	Purpose	Cultural values
任された仕事は、しっかり頼みますよ。 [<i>Makasareta shigoto wa, shikkari tanomimasu yo.</i>] = The work entrusted to you, I ask you to do.	Can you work well or not?	Want subordinates to have a sense of work responsibility	Cooperation
来週、大阪に出張してもらいます。 [<i>Raishuu, Oosaka ni shutchou shite moraimasu.</i>] = I want you to go on a business trip to Osaka, next week.	You have to go to Osaka next week.	Give orders to subordinates for special tasks	Cooperation
はい。ぜひ行かせていただきます。 [<i>Hai. Zehi ikasete itadakimasu</i>] = Well. I'm happy to go.	I have to go, not out of liking, can't refuse	Demonstrate obedience to orders from superiors	Obedience
おめでとう。これで一人前ね。 [<i>Omedetou. Kore de ichinin mae ne.</i>] = Congratulations. You've become an independent employee.	You have to start independently, do your own work.	Motivate subordinates, through praise.	Cooperation

The findings of cultural values mentioned above are general values that may also occur in other communities of speakers, but the discourse lexicon that appears is uncertain in the form of the *Honne* and *Tatema* concepts. The meaning described in the second column of Table 1 above, is the *Honne* concept, while the existing discourse is the *Tatema* concept that speakers emerge in dialogue when communication occurs. In addition to the general cultural values that always exist in Japanese society, such as the culture of Politeness, Peace, Cooperation, and Compliance, other values appear in other cultural concepts, such as the cultural concept of *Omotenashi* (maximum service) and *Omoiyari*. (maximum attention), has the values of honesty, patriotism, healthy competition, and harmony or cooperation. The findings of cultural values mentioned above are in line with the opinion of Koentjaraningrat (2004: 25), that the cultural value system consists of concepts that live in people's minds and behaviors, including things that they think have life value.

CONCLUSION

From the analysis of interpretations and descriptions of meaning in Japanese speech acts and behavior, it can be proven that the *Honne* and *Tatema* concepts live in Japanese culture. The discourse lexicon which is used as data analysis is proven to contain the cultural values of *Honne* and *Tatema*. Based on the results of this study, it can be concluded that Japanese people generally dare to beat the ego (*Honne* concept) and display other expressions (*Tatema* concept), for some reason or purpose, including avoiding offending feelings, avoiding embarrassing others, avoiding the occurrence. confrontation, wanting subordinates to be more careful, wanting subordinates to have a sense of responsibility at work, giving orders to subordinates for special tasks, showing obedience to superiors' orders, motivating subordinates through praise.

Suggestions that can be conveyed are that knowledge and understanding of the *Honne* and *Tatema* concepts that appear in speech behavior and acts, both in terms of

lexicons and contexts, need more attention from various parties. Because of this creates harmony, a philosophy that instills harmony and peace. We can learn from Japanese people who still maintain their ancestral cultural norms in communicating and socializing so that the actualization of the nation's culture containing socio-cultural moral ethics can emerge with good values. Technological advances in Japan are not things that can be a barrier or obstacle for Japanese people to maintain their ancestral culture. We who are not Japanese must be able to actualize our ancestral culture, become a nation that has harmony through behavior and speech.

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TOPONYM IN BENGKULU AS ETHNOHISTORY SOURCES

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ABSTRACT

Each place has its own history including in Bengkulu. This article refers to the period of British rule and the evidence that has been held in the name of place in Bengkulu. The evidence is explained through toponym. Toponym is a study about naming of places. This study often used to explore history of a place includes villages, forests, lakes, or funeral. The names of that places showed that the event, people, and topographic of Bengkulu. The purpose of this study to explain history of places, villages, forest, lakes, and funeral in Bengkulu. Data were collected by interviewing some informants who understands the history of this city and documentation from various sources. Interviews reveal the origin of the place and the area in Bengkulu City. Data were collected by interviewed some informants. Data were analyzed by using ethnohistory method. This method is used to get social and history of that places. Data is validated by using triangulation. The result of this study showed that toponym in Bengkulu City is divided into six categories, namely Name of Garden (agronym) such as *Kebun Geran*, *Kebun Kiwat*, *Kebun Beler*, *Kebun Ros*, *Kebun Tebeng*, *Kebun Dahri*, *Kebun Keling* and *Kebun Veteran*. Name of Transportation (dromonym) such as air transportation: Fatmawati Airport and Sea Transportation Line: Baai Island Port. Name of Forest (drimonym) such as *Rajolelo Forest*, *Bukit Barisan National Park*, *Kerinci Seblat National Park*. Name of Village (econym) such as *Peramukan*, *Pengantungan*, *Pekik Nyaring*, *Pagar Dewa* and *Karabela*. Name of place was formed by natural phenomenon such as *Tanah Patah*, *Sawah lebar*, *Sungai Hitam*, *Tanjung Agung* and *Sumur Meleleh*. Name of Lake (lymonym) such as *Dendam Tak Sudah Lake* and *Tes Lake*. Name of Funeral (necronym) such as *Makam Sentot*, *Makam Karabela*, *Makam Kramat Anggut*, *Makam Inggris* and *Kuburan Bulek*. It can be concluded that Bengkulu was one Britain colonial territories.

Keywords: *toponym, Ethnohistory*

INTRODUCTION

Ethnohistory is one of anthropology researches that use archival documents, information from respondent and historical documentation to reconstruct past events and developments to understand the life of the people today. Wolf has used this method when he reconstructed past event that happened in his ethnography work (David Kaplan and Albert A. Manners, 1999) In ethnography, all efforts focus on reconstruction the past experiences to get information or explanation from informants about phenomenon today. This study uses ethno history to get some information related to origin of places and that places' naming history. In linguistics known as toponym.

Toponym is a place is usually named by the community according to the natural conditions or events associated with the place. The naming of the place is commonly referred to as toponym or toponym (Elizabeth, 2003).

Naming a place turns out to have an important role in developing Indonesia. For example, the Coordinating Ministry for Maritime Affairs noted that Indonesia has around 17,500 islands. However, based on official data recorded at the United Nations

(UN), Indonesia only records 13,466 islands, because the islands that can be registered are only valid and named islands. Multamia Lauder (Professor of Linguistic at University of Indonesia said toponymy contributes and important for our lives. She said that in a discussion held by the Geospatial Information Agency and TEMPO in Kuningan Timur, South Jakarta, Friday, May 26, 2017. During this time, giving the name of a place or toponymy is often ignored. In fact, if you look at cases related to territories, such as the Sipadan and Ligitan Island disputes or maritime territorial claims in the South China Sea involving Japan, China, and Taiwan, giving an identity and name is an important key. She said that naming a place has a high value related to national identity. "It can perpetuate identity through evidence of stages of population migration and settlement history in an area, even though all the evidence has been eroded by time," she said (Tempo .co, 2017).

Writing of toponym in Yogyakarta has been one of the efforts to search the village stories and places in that city, history of the empire. Hilmar Farid's cultural report on toponym is also as social identity of the people are living there. Villages names and district relate to names of characters and events related to history of empire of Ngayogyakarta Hadiningrat (Raditya, 2019).

Based on data held by the Maritime Coordinating Ministry, Indonesia has approximately 17,500 islands. Meanwhile, official data released by the United Nations or United Nations Council only records 13,466 islands, and all of that data is valid. The rest are not yet or in other words still anonymous. Given that the UN only recognizes the list of islands of a country if the list is complete with the name and position of the island, it is not just a matter of mentioning the numbers. In accordance with the provisions that have been regulated by the United Nations, there are some guidelines in the application of toponymy rules. International standardization is based on standardizing the uniformity of each country and at least using local names (Sams, 2017).

The other study that relates to toponymy is exonym. Some exonyms are more objection; it depends to whom. Citizen of country A do not like citizens of country B to call their cities by name which were given by the armies of country B in the past. During discussion about exonyms at the 6th UN Conference on the standardization of geographical feature in area. UN have several resolutions, countries are requested to intensify their efforts to persuade private and public organization such as educational institutions and media, reduce use of exonym and increase use of relevant endonyms (Kadmon, 2004).

The pattern of naming places in Harjamukti and Kesambi sub-districts includes geographical, biological, sociohistorical, folklore, and character elements. Every place has a background. Many places in Cirebon are closely related to the spread of Islam by the Wali Songo. Some of the toponym backgrounds have values that can be implemented in social studies and geography (Segara, 2017).

Toponym types according to Nordquist (2010: 1) there are six namely: 1. The name of the garden (Agronym), 2. Name of transportation line (Dromonym), 3. Forest name (Drimonym), 4. Name of village or city (Econym), 5. The name of the lake (Lymonym), 6. Name of the cemetery (Necronym).

Wulandari investigated toponym of Cilacap based on linguistic and historical perspectives. The word beginning with ci-, which comes from the word cai 'water' in

Sundanese, as a place name does not only used in the West Java region because the prefix *ci-* is also used in the naming of Cilacap Regency Province of Central Java. The name "Cilacap" comes from the word *ci* 'air' in Sundanese and *lacap* or *tlatjap* 'Land that protrudes into the sea' or *cacab* 'splash in water' in Javanese. *Cacab* is known until now by the people of Cilacap as a way to plant one crop on a watery field, while the prefix *ci-* 'water' influenced by Sundanese. This study aims to explain the reflection of cultural phenomena appeared on the topography of "Cilacap" based on Linguistic and Historical reviews. This research method, namely study literature, by looking for sources of language and history about Cilacap Regency. The final result This study provides an explanation of the Cilacap topology based on Linguistic perspective and History. Based on a linguistic review, Cilacap Regency area, which is on the border of West Java— the Sundanese language region - and Central Java - the Javanese language region - to the south, making it has two regional language speakers, namely Javanese and Sundanese speakers. Based on the review history, since the 4th century until the 19th century originally Cilacap region including part of the kingdom in Pasundan, namely Tarumanegara (IV-VII century) and Galuh (VII-XV century), before the Mataram Kingdom on Java in 1620 ruled Galuh. The power of Tarumanegara and Galuh, and Mataram in Cilacap making Sundanese and Javanese settled until now in the Cilacap region. Therefore, toponimi "Cilacap" this is related to the mixing of Javanese and Sundanese cultural communities in Cilacap Regency (Wulandari, 2019).

Daniel, Pout wrote on his dissertation, Arizona State University about naming and naming practices take place at various sites associated with international politics. These sites include border crossings, migrations, diasporas, town halls, and offices of political parties representing minorities. His project is an investigation of these and other sites. It takes seriously questions of names and naming practices and particularly asks how people participate in these practices, often doing so with states and state authorities. It not only looks at and discusses how people proceed in these practices but also assesses the implications for people regarding how and when they can be at home as well as how and where they can move. Through an ethnography of Aegean Macedonians involving interviews, participant observation, and archival research, I find that naming practices occur well beyond the sites where they are expected. Names themselves are the result of negotiation and are controlled neither by their bearers nor those who would name. Similarity of demonyms with toponyms, do not ensure that bearers of such demonyms will be at home in the place that shares there name. Changes in names significance of names occur rapidly and these names turn home into abroadandhostsintoguests.<http://www.proquest.com/en/products/dissertations/individual.s.shtml>].

Inayati examines the urban archeology of historical periods, studies of artifacts, toponyms, and written data about Kota Gede in the XVII century by using these types of data to reveal many aspects including the life of urban society, city components, urban spatial planning, history and conceptual factors (Inajati, 2005).

Language change occurs in languages that have a good codification system. Language change (language change) cannot be observed because it occurs in a relatively long time while a person's age is limited. However, language changes can be identified by looking at evidence of these changes. Evidence of language change is exemplified by

Fromkin and Rodman (1974: 191-193) in English contained in Chædmon's Hymn as follows:

1.a. No sculon herian heofon-rices weard.

1.b Now we must praise heaven-kingdom's Guardian

According to Bloomfield (1933: 358) phonological changes are changes in the habit of making movements when making sounds. This change occurred possibly because of the desire to simplify certain forms of speech. Bloomfield gave an example in English that there are a number of simplified consonants so that consonants such as / hr, hl, hn, gn, and wr / in Old English disappear, such as: hring becomes ring 'ring', hleap becomes leap 'jump', hnecca into neck, cneow becomes knee 'knee', gnagen becomes gnaw 'gnaw', and wring becomes wring 'squeeze'.

Morphological changes are changes that occur due to the development of analogies or the process of borrowing words from other languages (Kridalaksana, 2001). According to Bloomfield analogy is a change in words that occurs from the existence of old forms or in other words the creation of new forms from old forms (Wardhaugh, 1992). Mahoney (2013) describes an analogy as a change in the form of a root word as occurs in English: The word going to [goviŋ tu] shifts to be gonna [gnə] or [gʌnə]. In this word there is a reduction (reduction) of the sound [o] to [ə] and [nt] to [n] and [oo] to [ʌ] (source: www.nfs.go/news/special_reports/linguistics/change.jps, accessed January 2014). Kridalaksana describes analogy as a process or result of the formation of language elements due to the influence of other patterns in language, for example the word neologism is formed from existing patterns such as the word mechanization (Kridalaksana, 2001).

Change in meaning is also called semantic change. Semantic change is a change in the meaning of a language element which results in a change in the meaning of other elements in the same field of meaning, for example in English jaw 'jaw' used to mean 'cheek' (Ing. Cheek), cheek 'cheek' means 'jaw' (Ing. jaw) (Kridalaksana, 2001). Thus the semantic shift occurs because of the symptoms of expanding, narrowing, and associating a word meaning that is still alive in one field of meaning.

An easy to see language change is a change in vocabulary. Changing vocabulary means increasing old vocabulary and losing old vocabulary. English has vocabularies more than 600,000 words due to the addition of new words from various languages since a dozen centuries ago (Chaer, 1995).

Formerly Bengkulu is a residential area of Palembang. Then separated from Palembang and its became own province since 1967 under Law no 9 of 1967. Then Mrs Sophia T.S. Raffles has arrived to Bengkulu in 1818, Bengkulu nature is very difficult. The streets overgrown with weeds, government buildings have become a nest of cats and dogs and even Mrs Raffles is not looking for a place to sleep. After 5 years, General Stamford Raffles ruled, Bengkulu turned into a beautiful city. This proved to make the group from the Dutch who led Colonel Nahui in 1823 very forget with the natural beauty of Bengkulu city. The buildings of the British residence are built two levels, distance per building is enough. The government building added in white with a beautiful English model park in the center. Near the government building there is the Marlborough Fortress. This fort was built as a means of defense of the Dutch attack (Setyanto, 2010).

According to Nahuijs, residents around the fort consist of Europeans, Javanese, Bengalis, Chinese, Malays, and Madurese. The Malays live on the seashore, while the Chinese live in the northwest part of the Marlborough Fortress (Setiyanto, 2010: 4-7). The Chinese residence is called the Kampong of China and is preserved. While the people of Bengal and descendants still remain around Fort Marlborough known as “Kebun Keling”. Named the “Kebun Keling” for Bengalis in black (in BMB Keling means black).

Malay people live on the seashore. They work as fishermen. While the Malays who live in rural areas work as farmers. They built houses along the river. Each hamlet consists of 20 to 40 houses made in a circle with a field in the middle.

The English people who lived in Bengkulu town made the garden, so that some places there were named after the owner of the garden, such as the *Kebun Geran* (Kebun means Garden) belonging to the Mr. Grand (adapted to the accent of the Malays to the *Kebun Geran*), *Kebun Bler* as Mr. Blair’s and *Kebun Ros* as Mr. Rose’s. Chinese people also have gardening, one of them named *Khi wat* so that the garden and the surrounding area called *Kebun Kiwat*.

Discussion

Toponyms can be used for place names can be based on fact or imagination. Science that examines the names of the place is called Toponimi (toponym).

Toponym types according to Nordquist (2010: 1) there are six namely:

1. The name of the garden (Agronym)
2. Name of transportation line (Dromonym)
3. Forest name (Drimonym)
4. Name of village or city (Econym)
5. The name of the lake (Lymonym)
6. Name of the cemetery (Necronym)

When viewing the division of toponym according to Nordquist then the type of toponimi for the name of the garden (agronym) found in the city of Bengkulu as follows:

Name of Garden (Agronym).

1. *Kebun Geran*. *Kebun Geran* is a village name taken from the name of an English ruler named Mr. Grand who own the land around the road Suprpto, Bengkulu City.
2. *Kebun Kiwat*. *Kebun Kiwat* is the name of the village taken from the name of the owner of vegetable garden of Chinese descent, *Khi wat*. Due to Bengkuluese pronunciation *Khi wat* turn into *Kiwat*.
3. *Kebun Bler*. The Bler Garden is the name of the village taken from the British ruler's name during the British occupation of Bengkulu Province, Mr. Blair.
4. *Kebun Ros*. Ros Garden is the name of the village taken from the name of the place of origin of its citizens named Dusun Kebun Ros, Tabalagan Regency of Central Bengkulu.
5. *Kebun Tebeng*. The Tebeng Garden is the name of the village that comes from the name Pak *Tai Peng*, the Chinese who owns the garden in that area. Due to Bengkuluese pronunciation *Tai Peng* becomes *Tebeng*.

6. *Kebun Dahri*. Kebun Dahri is a village name taken from the name of Mr. Dahri, the first owner of the area. It is close to Pasar Minggu (pasar means market), Bengkulu city.
7. *Kebun Keling*. The name of the Kebun Keling is the name of the kelurahan (A political district administered by a village chief) that comes from the Keling (black) people brought from India as mercenaries during the British colonial period.
8. *Kebun Veteran*. Kebun Veteran is the name of the village which was originally a land that was distributed to the veterans of the Indonesian independence war. Syafii Ibrahim stayed in that place.

Forest name (Drimonym)

1. Forest of Rajolelo

Rajolelo is the usual title. Raya Rajolelo Forest is located in the village of Tanjung Terdana, Pondok Kubang, Central Bengkulu. The Forest Park (means **Taman Hutan Raya** also called Tahura) was built on the initiative of the Governor of Suprpto 1985. Tahura Rajolelo was made to protect various types of wood such as wooden girls, acacia, and pulai. Here there are flowers that bloom kibus when bloom has a height of 2.7 meters. Currently Tahura is managed by the Provincial Forestry Service. Tahura Rajolelo is often used for outbound activities from several offices. Tahura Rajolelo has an area of 1,122 Ha. (<https://bengkuluekspres.com/27-bunga-kibus-siap-mekar-di-tahura-rajolelo>).

Rajolelo Forest is divided into several zones, namely receiving zone, ecotone zone, collection garden zone, test plant zone, and campground zone. The receiving zone is the starting point for entering the tahura gate consisting of parks, benches, and bridges. Next is the eco zone having flower garden facilities, green house, stage performances, podium, field, cafeteria. The other zones consist of a collection of various plants, test gardens, and campsites (<https://www.tempat.co.id/wisata/Bengkulu>)

2. Protected Forest and Kerinci Seblat National Park.

Protected Forest and Kerinci Seblat National Park are located in Lebong Regency with 1,368,000 Ha with details as follows: 22.73% is located in Bengkulu Province; 25.86% is located in West Sumatra Province; 30.86% is located in Jambi Province; and 20.55% located in South Sumatra Province. Protection Forest and National Park is very important as a hydroorological for the surrounding area. This Protected Forest and National Park has 4000 plant species dominated by family Dipterocarpacea with rare and endemic flora such as pine kerinci (pine merkusi kerinci strain), pale wood (harpulia alborera), raflesia (rafflesia arnoldi), and carrion flower (amorphophallus titanium) (source: <http://lebongconservation.wordpress.com>)

Village Name (Econym)

The name of the village or town that is formed based on events or events that occurred in the past.

1. Peramukan. Peramukan comes from the frequent 'fighting' incident that surrounds the place. Currently his name has changed to Jl. Soeprpto taken from the name of one of the heroes and the governor of Bengkulu Province, namely the father of Suprpto.

2. Pengantungan. Pengantungan comes from the hanging of the punishment of the British colonizers during the British colonial rule in Bengkulu.
3. Pekik nyaring. Pekik nyaring comes from the event people who shout loudly.
4. Pagar Dewa. Pagar Dewa came from the nickname given by the people there who were prohibited from walking too close to the British house at the time. Irritated by the arrogance of British colonists at that time they finally called the fence of the English man's house with the name of Pagar Dewa.
5. Karabela. Karabela comes from the name of Padang Karbala where Hasan Husen's grandson of the Prophet was killed by the Muawiyah army. Hasan Husen's death event is called Tabot celebration always commemorated by the descendants of Bengali people brought by the British during the British occupation in Bengkulu. Bengali people who came to Bengkulu at that time was a Shiite, so the death of Hasan Husen is considered important and always commemorated every 10 Muharram. Tabot ceremony procession as a Memorial Day of the death of the grandson of the Prophet Muhammad SAW was conducted from the date of 1 Muharram is taking the land in Karabela. The next day the arak of the fingers where Hasan Husen's finger was found, then on the 9th of Muharram was performed a procession of arug of turban where Hasan Husen's head was found. The highlight of Tabot celebration is on the 10th of Muharram Tabot in the arak from the field of independence to Karabela to be cast there.
6. Sukamerindu. Sukamerindu comes from the name of the place of origin of the residents of Sukamerindu village, Taba Penanjung (Taba means newly opened area) Central Bengkulu Regency.
7. Pondok Besi. The name of Pondok Besi comes from an event in the British era when it was going to build the Marlboroug Fortress. Iron-iron which will be used as building material to make the Castle and House of British officials and collected in that place because the place is close to the boom (going to the sea port). In addition, this place is also used as a shipbuilding or boat dock at that time.
8. Tapak Paderi. The name of the place landed the Padrians from West Sumatra who dumped the Netherlands to Bengkulu and settled in the Central region of Padang.



Figure 1. Tread Paderi (Source: personal document)

9. Balai Buntar. The hall is round and is a hall of the kings of Bengkulu receive guests and meetings.
10. Padang Harapan. Padang Harapan used to be a new area that is expected as a new residence for new residents so that his name became Padang Harapan.
11. Pasar Melintang. This name from The Transverse Market is a transverse shelter.
12. Belakang Pondok. Formerly the place was used by Serawai people from South Bengkulu trading in Sunday Market finally made a hut behind the Bengkulu market. Over time their lives grew more and more prosperous. The huts had been turned into homes but the name remained attached to the present day.
13. Berkas. This name comes from a vocabulary in English Bargues which means a lifeboat.



Figure 2. Office of Kelurahan Berkas (Source: personal document)

Place Name Formed by Natural Phenomenon

1. Tanah Patah. Tanah Patah (means broken road) is derived from the name of the place in Bengkulu City which was formed because of the broken road (not the land collapsed but because of the winding road). Until now the name of Tanah Patah remains attached and became the name of the village.
2. Sawah Lebar. Sawah Lebar (means Wet rice field) is the name of one of the urban villages in Bengkulu City which is taken based on the condition of its place which is the area of paddy field. Currently the rice fields have been exhausted and changed with the houses of the people.
3. Padang Jati. Formerly the place was filled with teak trees, so called Padang Jati. But now the teak tree there has been cut down and the name is still attached until now.
4. Sumur Meleleh. Sumur Meleleh (means melting wells) In the past there was a well that drained a lot of water until it melted out of the well.
5. Sungai Hitam. In English, Sungai Hitam means Black River. The name of this region comes from the name of the river that divides Rawamakmur Urban Village. This river is called the Sungai Hitam because the color of the water is turbid blackish color.

6. Tanjung Agung and Tanjung Jaya are the 2 villages that are flooded by the river, there is a promontory that is the mainland, with a curved river as if forming a circle.

Lake name (Lymonym)

1. Dam Tak Sudah Lake. Lake Dam Tak Sudah is the name of a lake in the Bengkulu city that made the Dutch colonial era but not completed so named Dam Tak Sudah. According to legend, there is a man from Lahat Regency loves women from Bengkulu. They intend to marry, but not sanctioned by the woman's parents, finally the man returns back to Lahat so that the woman grudge longing for her man idol.



Figure 3. Dam Tak Sudah Lake (Source: personal document)

2. Tes Lake. The lake is formed because of an earthquake so that the land there to fall eventually formed the lake. This lake is located in Lebong district, Bengkulu Province.

Funeral Name (Necronym)

1. Makam Sentot. This tomb is the tomb of Sentot Alibasyah. Sentot Alibasyah is descended from the Regent of Raden Ronggo Prawiro Dirjo, one of the Diponegoro warlords (1825-1830). Initially Sentot Alibasyah was arrested and exiled to West Sumatra. But because Sentot feels a homeland and one confidence finally Sentot instead turned against the Dutch and sided with Padri. Finally when Padri lost, sentot also taken prisoner and exiled to Bengkulu finally died in Bengkulu on April 17, 1855 (Culture, 2017) Karabela Tomb. This tomb is located in Padang Jati Village, Bengkulu City. In the month of Muharram diziarahi by the heirs of Tabot culture. Pilgrimage is done during tabot celebration. This tomb is believed to be the tomb of Shaykh Burhanuddin, the scholar of Islam spreader in Bengkulu City.
2. Makam Belanda. This tomb is in the Marlborough Fort. Tombs for British officials. While the grave for other British people is buried behind the church Jitra Village, Bengkulu City.



Figure 4. Makam Belanda (Source: personal document)

3. Makam Jitra. This tomb is located in the village of Jitra. Jitra word comes from Bengkulu JIRAT Malay which means non-Muslim burial. The tomb of Jitra is the burial place of the British who died from disease or fall on the battlefield.
4. Makam Hamilton. The tomb of Hamilton is a tomb made by the British government in honor of the British Navy Captain who was killed by the people of Bengkulu on December 15, 1793 at the age of 38 years. This tomb is made of stone, sand, cement, and iron with a size of 8 m. Ring medium 6 meters, a statue that stood in the middle of Bengkulu City, precisely in the village Anggut Bawah.



Figure 5. Makam Hamilton

5. Makam Thomas Parr. This tomb is located not far from the center of the capital Bengkulu (about 150 feet) from the Marlborough Fortress. This tomb was established to commemorate the death of Thomas Parr on the tragedy of Mount Felix 1807 (Setiyanto: 2010)



Figure 6. Tugu Thomas Parr / Bulek Cemetery (Source: personal document)

CONCLUSION

Toponimi in Bengkulu City is divided into six categories, namely agronym such as Kebun Geran, Kebun Kiwat, Kebun Beler, Kebun Ros, Kebun Tebeng, Kebun Dahri, Kebun Keling dan Kebun Veteran. Dromonym such as Air Transportation: Fatmawati Airport and Sea Transportation Line: Baai Island Port. Drimonym such as Rajolelo Forest, Bukit Barisan National Park, Kerinci Seblat National Park. Eonym such as Peramukan, Pengantungan, Pekik Nyaring, Pagar Dewa and Karabela. Lymonym like Dendam Tak Sudah Lake, Tes Lake. Necronym like Makam Sentot, Makam Karabela, Makam Kramat Anggut, Makam Inggris and Bulek Tombs.

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THE POLITENESS OF SPOKEN LANGUAGE OF LECTURERS IN THE LEARNING ACTIVITY AT STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

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ABSTRACT

This study aims to describe the politeness of lecturers' spoken language in the learning activity of Indonesian language courses and their implications toward students' character education. Specifically, this study examines: 1) the principles of language courtesy, 2) the types of speech acts, 3) the values of character education, 4) the implications of spoken language in the development of character education, and 5) the students' perceptions toward the politeness of lecturer's spoken language. This study used descriptive qualitative method. The result of the research shows that the principle of language courtesy found in lecturer's spoken language maxim of wisdom is 90 spoken language, the implication of spoken language politeness of lecturer in character education is reflected from the maxim of politeness and the kind of speech acts used by lecturer, the result of the students' perception toward lecturer's spoken language politeness is obtained as much as 69.45% with a very polite response. The researchers have found, there are 6 principles of courtesy in the spoken language of the lecturer in learning activities, namely the maxims of wisdom, the maxim of generosity is contained in 1 spoken language (utterance) The maxims of appreciation are contained, maxim of simplicity, maxim of consensus, and maxim of sympathy. Based on the data that researchers have described regarding the types of speech acts contained in Indonesian language lecturers' speech in learning activities, it can be seen that there are 5 types of speech acts contained in the spoken language of the lecturer in learning activities, namely, Assertive speech acts, directive speech acts, expressive speech acts, commissive speech acts, and declarative speech acts.

Keywords: *character education, language politeness, spoken language*

INTRODUCTION

Language is a social phenomenon in which the use of it is determined by linguistic and non-linguistic factors. Among the non-linguistic factors are social factors, in the form of social status, education, age, and gender. Therefore, in language activities, humans or someone cannot be separated from the social and cultural values that develop in society, so that in communicating with community members, they must also pay attention to these values.

Language can show someone's personality. A person's character, disposition, or personality can be identified through the words spoken. Using language that is gentle, courteous, polite, systematic, well-measured, clear and straightforward reflects virtuous of the speakers. Through the use of language that is rude, discourteous and disrespectful shows an unpleasant personality. Therefore, the use of correct and appropriate language makes language an effective tool in conveying desires and feelings. Using language is in every aspect of life, one of which is in the aspect of education. A campus environment

is a form of the educational environment. Indirectly, this environment will influence a person, including lecturers, in producing speech act during learning activities.

One factor that shows the success of Indonesian language learning course is the application of polite language use. The use of polite language is clearly realized through speech acts, which is the use of spoken language. Spoken language tends to be easier to use and more practical. The use of spoken language is often supported by mimics, body movements, and intonation to clarify the meaning conveyed. In line with this opinion, Nababan (2005: 68) argues that the primary tool in teaching and learning interactions between teachers, learners and lessons is language. In learning activities on campus, there is reciprocal communication or two-way communication between lecturers and students or students and students.

The interaction of lecturers and students in learning activities is inseparable from the role of the lecturers, in their effort to educate and guide students so they can seriously take part in the teaching and learning process. The success or failure of a process and the results of learning depends on the responsibility and ability of the teachers in carrying out their duties (Putri, 2013: 2). To get optimal results in implementing learning, the influence of the teaching and learning components is quite a lot, for example regarding how to organize teaching material that can be understood by students, the learning methods applied, and the learning media used.

It is very important that the communication participants (speakers and speech partners) pay attention to language procedures, including polite language, for the sake of smooth communication. However, Indonesia has had a lot of influence from outside (modernization) so that the polite language of the Indonesian is fading. Thus, the sublime character of an eastern person was increasingly faint.

Politeness in language can be seen from the actual conditions on location, especially when students talk to each other, lectures, or older people. Lecturer who neglect language politeness when using spoken language will indirectly have an adverse effect on students because students tend to follow the behavior, movements, and language that is often spoken by the lecturer. Thus, if a lecturer behaves or uses language that is impolite to students, then the effect will be terrible for students.

The finding of language use among students, which is the vocabulary used by students in communicating toward lecturers, is the use of polite language's vocabulary, while the vocabulary used by students in communicating toward fellow students is the use of casual language's vocabulary

Students' views on language politeness refer to pragmatic aspects, while the views of lecturers and employees on language politeness refer to normative aspects (related to norm values), including truth, honesty, justice, kindness, straight, smooth, polite, appropriate, respect, solemn, optimism, beautiful, pleasant, logical, eloquent, bright, precise, touching, in tune, impressive, calm, effective, gentle, generous, gentle, and humble.

Lecturers are the key, and at the same time spearheading the achievement of the mission of educational renewal on campus. It is the lecturer who organizes, directs, and creates an atmosphere of good and fun learning activities to achieve learning objectives and national education missions. Therefore, lecturers are required to be more professional, innovative, perspective, and proactive in carrying out learning tasks, and exemplary polite behavior in language.

One key to the success of the character development program in educational units is the role model of educators and education personnel. Exemplary is not just an example for students, but also as a moral reinforcement for students in attitude and behavior. Therefore, implementing exemplary in the educational unit is a prerequisite in developing the character of students (Government of Indonesia, 2013: 5).

In line with the above opinion, Mulyasa (2013: 63) explains that educators are an important factor that has an enormous influence on the success of character education in an institution. Lecturers can instil the inculcation of values in character education through the learning model. Learning activities that reflect character education should be planned in a structured manner in a Learning Implementation Plan (LIP). In this regard, a learning model is formulated that can reflect character education, for example, the delivery of a material substance following the courses being taught so it can become a forum for the development of character education values.

Character education in classroom learning is carried out using an integrated approach in all subjects. Learning Indonesian language, which formally has a primary mission besides character development, is required to develop a character education learning design that is integrated into the substance/activity of the course so it has a leading impact on the character development of students.

Students' character education is very useful for balancing the development between Science and Technology (Science and Technology) and Faith and Piety. Character education is a process aimed at developing values, attitudes, and behavior of students that can exude noble morals or noble characters. Also, character education is often matched with moral education, or character education, or character building, or even moral education (Suud, 2010: 7).

Character education must be given to students appropriately. Here, lecturers as education providers at a campus must be able to hold interesting learning activities, easy for students to understand, and conduct regular evaluations of all components, one of which includes the values of character education. This refers to the opinion of Megawangi (in Mulyasa, 2013: 205) the originator of character education in Indonesia has compiled nine pillars of noble character which should be used as a reference in character education, both at school and outside school, namely the love of God and Truth, responsibility, discipline and independent, trustworthy, respectful and courteous, compassionate, caring and cooperative, confident, creative, and never giving up, fair and spirited leadership, kind and humble, and tolerant and peace-loving. Thus, learning activities to be carried out by lecturers must refer to the values of character education to form noble characters of the nation's future generations.

Lecturers as role models are required to apply the principles of language courtesy in every speech act. The politeness of the spoken language of the lecturer is a means of building student character to build the foundation of a nation's civilization that is prosperous and has a noble character. Thus, it becomes the basis for how important this research is.

METHOD

This research design uses a descriptive qualitative approach. Thus, the data from the results of this study will describe factually without using statistical techniques or numbers, then the research data will be analyzed using qualitative techniques. This is in line with the opinion of Sukmadinata (2011: 116) which explains that qualitative research is a research approach directed at understanding social phenomena from the perspective of the participants. The qualitative approach uses a multi-method strategy, with the principal methods are interviews, observation, and documentary studies. In conducting research, the researcher integrates with the situation under study.

The descriptive approach is used as the design of this research because considering the purpose of this study is to describe the politeness of the spoken language of the lecturers in the learning activities of Indonesian Language Courses at IAIN Metro.

Sources of data in this study, namely the spoken language of Indonesian language lecturers when interacting while carrying out learning activities. This study only examined one Indonesian language lecturer. The lecturer's name is A, he/she is 48 years old, taught 15 years at IAIN Metro.

The research instrument used in this research is the spoken language of Indonesian lecturers when communicating and interacting while carrying out learning activities in class. Data records are data which is recorded in the form of notes written by the researcher when conducting research. Data notes will make it easier for researchers to analyze the research data. The types of data record used in this study were descriptive and reflective data records. Descriptive data records are data records obtained through research, interviews, and documentation so that these records are still in the form of raw notes. Reflective data records are a form of refinement of descriptive records. The data in this note have been systematically compiled and have been interpreted by the researcher (Setiyadi, 2006: 250-251).

Data collection techniques used in this study were observation techniques and questionnaire distribution. According to Hadi (in Sugiyono, 2011: 196) observation is a complex process, a process composed of various biological and psychological processes, the two most important data are observational and memory processes in terms of data collection implementation, while the questionnaire distribution technique according to Sukmadinata (2011: 86) is very powerful in obtaining answers from a number of respondents. Therefore, the questionnaire distribution technique in this study is useful for collecting data in the form of answers from a number of respondents (students) regarding students' perceptions of the politeness of the Indonesian lecturers' spoken language in learning activities.

The observation technique used was the observation method which is divided into two techniques, namely basic techniques and advanced techniques. The basic techniques in this study, namely tapping techniques, researchers tape an Indonesian language lecturer to obtain language data in the form of speech (spoken language) when carrying out learning activities. Meanwhile, the advanced technique is broken down into three techniques, first, the technique of listening to the speech without speaking, the researcher does not act as a speaker facing speech partners or as a listener who needs to pay attention to what the speaker is saying. Second, the recording technique is carried out in such a way that it does not interfere with the reasonableness of the narrative

process that is happening. The recording device used was a camcorder. Third, note-taking techniques that are carried out after recording is complete. This technique is very useful for this research, namely, to record all spoken language of Indonesian language lecturers which can be classified into the principles of courtesy, types of speech acts and character values.

These data were analyzed by using qualitative analysis techniques with an interactive model, namely analyzing the principles of courtesy in spoken language, analyzing speech act, analyzing character values, and analyzing the impact of language courtesy of a lecturer in implementing character education. Miles and Huberman (Sugiono, 2009: 337), suggest that activities in the qualitative analysis are carried out interactively, then continue continuously to completion so that the data is saturated. Activities in qualitative analysis, namely reducing data, presenting data, and concluding data. Thus, the form of activities to analyze data on Indonesian language lecturer data when carrying out their learning activities, namely classifying and describing the spoken languages of the lecturer into the principles of courtesy, types of speech acts, character values, implications of the lecturer's spoken language politeness in the development of character education.

The work of analyzing research data includes four steps to analyze, namely preparation, implementation, analysis, and conclusion. The activities carried out in this preparatory step are checking the names and completeness of the identity of the fillers and checking the necessary equipment. Next is to record and then note the spoken languages of Indonesian language lecturer when interacting and carrying out learning activities.

The implementation stage in this study, namely reducing the data, was carried out through a process of selection, identification, and classification. Selection and identification are activities to select and identify data according to the category of character values and the principles of language politeness, while the classification stage is a process carried out to classify data, select data, and classify data into categories of character values. and into the principles of politeness.

The techniques used to analyze the data are (1) transcribing the recorded spoken language of the lecturer in the form of speaking data into written language, (2) taking inventory of the lecturers' spoken language politeness when learning takes place in class (3) classifying the spoken language of the lecturers into the Leech's principles theory of courtesy, Searle's speech act theory, taking into account the character values recommended by the Ministry of Education and Culture.

After the research data is analyzed, then a conclusion is drawn to explain the politeness of the spoken language of Indonesian language lecturers in learning activities and its implications in the development of character education for IAIN Metro students.

FINDINGS AND DISCUSSION

Based on the data that the researchers have found, there are 6 principles of courtesy in the spoken language of the lecturer in learning activities, namely the maxims of wisdom are in 42 spoken languages (utterances), the maxim of generosity is contained in 1 spoken language (utterance) The maxims of appreciation are contained in 4 spoken language (utterances), maxim of simplicity is found in 1 spoken language

(utterance), maxim of consensus is found in 34 spoken languages (utterances), and maxim of sympathy is in 2 spoken languages (utterances).

Based on the data that researchers have described regarding the types of speech acts contained in Indonesian language lecturers' speech in learning activities, it can be seen that there are 5 types of speech acts contained in the spoken language of the lecturer in learning activities, namely Assertive speech acts are contained in 11 utterances, directive speech acts are contained in 64 utterances, expressive speech acts are contained in 8 utterances, commissive speech acts are contained in 13 utterances, and declarative speech acts are contained in 5 utterances.

Based on the data that researchers have described about the values of character education contained in the spoken language of the lecturer in learning activities, it can be seen that there are 11 values of character education contained in the spoken language of the lecturer's learning activities, namely the following details.

1. The value of the first character education (religious) is in 4 spoken languages (utterances)
2. The value of the fourth character education (discipline) is in 11 spoken languages (utterances)
3. The value of the eighth character education (democratic) is in 6 spoken languages (utterances)
4. The ninth character education value (curiosity) is found in 53 spoken languages (utterances)
5. The value of the twelfth character education (respect for achievement) is contained in 5 spoken languages (utterances)
6. The value of the thirteenth character education (friendly/communicative) is in 1 spoken language (utterances)
7. The value of the fourteenth character education (peace love) is in 6 spoken languages (utterances)
8. The value of the fifteenth character education (fond of reading) is contained in 1 spoken language (utterances)
9. The value of the sixteenth character education (environmental care) is contained in 4 spoken languages (utterances)
10. The value of the seventeenth character education (social care) is contained in 3 spoken languages (utterances)
11. The eighteenth character education value (responsibility) is in 7 spoken languages (utterances)

The implications of the spoken language politeness of Indonesian language lecturer in embedding the education of students in learning activities can be seen from the function of the principles of language courtesy, speech acts and the function of character education values that have been contained in each language (utterance) of Indonesian Lecturers when implementing learning activities. This is because the function of the principle of language courtesy, speech acts and the function of character education values that have been contained in every lecturer's spoken language (utterances) play a very important role in the development of character education for students so that the Indonesian language lecturer' spoken language already contains a function. The principle of language courtesy and the function of character education values are highly implicated in cultivating character education for students.

Responses from students regarding students' perceptions of the politeness of the spoken language (utterance) of the Indonesian Language Lecturer in the learning activities that have been carried out are very polite, namely based on evidence that there are 11 students with a percentage of 30.55% who give responses or responses politely polite through obtaining a final score of 76 to 84 for 7 students who gave a polite response or response, while through obtaining a final score of 86 for 4 students who gave very polite responses or responses. Also, there were 25 students with a percentage of 69.45% who gave very polite responses or responses through the acquisition of final scores of 90, 92, 94, 96, and 100. Thus, through the results of the largest percentage, namely 69.45%, students respond to the politeness of the Indonesian Language Lecturer in spoken language in the learning activities that have been carried out with very polite responses.

CONCLUSION

Based on the theoretical study and the results of the analysis carried out on the politeness of the spoken language of Indonesian lecturers in learning Indonesian language courses and its implications in cultivating student character education, it was found that 6 principles of Leech's manners were found, namely the maxim of wisdom as much as 42 spoken languages (speech), the maxim of generosity as much 1 spoken language (speech), maxim of appreciation as much as 4 spoken languages (utterance), maxim of simplicity as much as 1 spoken language (speech), maxim of consensus as much as 34 spoken languages (speech), and maxim of sympathy as much as 2 spoken languages (speech).

Second, there were 5 types of Searle's speech acts, namely 11 assertive speech acts, 64 directive speech acts, 8 expressive speech acts, 13 commissive speech acts, and 5 declarative speech acts.

Third, character education that is found in the principles of courtesy and speech acts of lecturers shows religious character, responsibility, curiosity, peace-loving, discipline enjoys reading, social care, discipline, democratic, and friendly.

Fourth, the implications of the politeness of the lecturers' oral language in character education are reflected in the maxims of politeness and the speech acts used by Indonesian language lecturers. The values of character education that can be developed from the lecturer's spoken language are religious values, discipline, curiosity, respect for achievement, love of peace, caring for the environment, social care, responsibility, fond of reading, democratic and friendly.

Fifth, based on the results of the largest percentage, namely 69.45%, the students' perceptions of responding to the politeness of the spoken language of Indonesian lecturers in learning that they have implemented with very polite responses.

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E-SELF CORRECTION AS A PROCESS APPROACH AVOIDS STUDENTS FROM A 'SELFISH' WRITING PRODUCT

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ABSTRACT

Writing is one of the productive skills considering several things, such as the accuracy of grammar, writing, ideas, and others. Students have not only difficulty writing their ideas, but also must be able to convey their ideas to readers. When a piece of writing is finished, students tend to ignore revision part toward their writing. Moreover, they are unable to measure how well their writing because of the unclear scoring rubric. Researchers made E-Self Correction Rubric to help students in writing. These products make it easier for students to measure how well the writing they have made. The research method used was Research and Development (R&D). All experts were distributed questionnaires using a Likert scale of 1-5 with a total of 15 questions. From the questionnaire that has been distributed online, satisfactory results are obtained.

Keywords: *E-Self Correction; Process Approach; Writing*

INTRODUCTION

Writing is one of the productive skills that students consider difficult because they have to consider several things, such as the accuracy of grammar, writing, ideas, and others. So that students not only have difficulty writing their ideas but also must be able to convey them to readers. Gebhard (2000) found three difficulties experienced by students in writing, including writing skills, inability to write in English, and teacher responses. Writing is often related to word choice, use of grammar, word organization, writing mechanics (punctuation and spelling), and coherent and cohesive idea arrangement (Brown, 2017). For this reason, the right strategy is needed to help improve students' writing skills.

In teaching writing skills, there are two approaches that can be used, namely the product approach and the process approach. Widiati & Cahyono (2006) explain that teaching writing in Indonesia still uses a product approach, where students focus more on the final results of the learning process. Students tend to imitate the writing model provided by the teacher as an example of an essay. In fact, not infrequently, the accuracy of using tenses is more concerned than the content or ideas conveyed.

According to Gabrielatos (2002), there are several factors that are elements of proper writing, namely the use of language, arrangement of ideas, linkages, and clarity. The use of language includes correct and consistent spelling, the use of correct grammar and word order, and broad and precise word selection. The composition of ideas includes the arrangement of relevant and organized content, the use of correct

conjunctions, and proper punctuation so that the essay is easy to read. The level of explicit idea exposure must be neatly arranged. Likewise, a proper and consistent writing style also needs attention. In a text, especially a narrative text, there are things that need to be considered, for example, the sequence of the plot and the characters in the story. Unlike argumentative texts, the author's ideas must be clearly explained, along with arguments and examples.

Unlike the product approach, another approach, namely the process approach, focuses on the learning process. There are several stages in writing that students can do, starting from prewriting, drafting, responding, revising, editing, evaluating, and post-writing activities (Richards & Renandya, 2002). At the prewriting stage, students collect the fundamental ideas and supporters they want to write. After that, these ideas can be arranged into an outline for the drafting process. In the responding process, the teacher provides written input regarding the outline of the essay they have made. Providing input on content and drafting the overall idea can be done at the revising stage. At the editing stage, students check their use of tenses, spelling, punctuation, and choice of words. The teacher provides a score at the evaluating stage, and students can upload, read out, or share their writing at the post-writing stage.

At some of these stages, students can check their writing to practice their writing fluency. Seow (2002) argues that self-correction cannot be done by students alone but requires help from the teacher. Chandler (2003) conducted a study to prove the effectiveness of error correction to improve the accuracy of students' writing skills. The results showed an enormous increase in students who were given error correction treatment compared to the other two groups who were not. To find out how significant the use of this self-correction strategy is, a deeper study is needed. This study aims to develop Self-Correction e-Assessment Rubric (SCeAR), especially in the Intermediate Writing class. This is to find out how the SCeAR is used by students.

In the language learning process, learners sometimes see some of their own mistakes, through monitoring strategies, and they can also correct some of their mistakes when other people, such as teachers or peers, give them cues or hints about them. Students who correct their own mistakes can activate their linguistic competence (that is, linguistic knowledge). Unfortunately, there is little research in this area. The study that followed took on the idea that teachers could provide students with opportunities to try self-correction without further assistance. This assumes that learners can apply the rules they have learned to correct their own mistakes (Kubota, 2001). Students' self-correction can have a long-term effect on their memory, because they are involved in the process directly and actively, and this can activate the operations needed for long-term retention (Ganji, 2009).

Bitchener (2008) conducted a study on error correction on 75 ESL international secondary students in Auckland, New Zealand. The purpose of this study was to investigate the error correction strategies used in ESL students who showed positive results. There is an increase in the accuracy of essay writing over two months. In addition, this study aims to examine the effect of writing accuracy that occurs on

different error correction strategies. Students were divided into 4 groups, where three of them were given error correction treatment and one as the control group was not treated. The results showed that there was more accuracy in the students who received error correction.

Another study was conducted by Maftoon (2011) regarding the comparison of the effects of recast and self-correction on writing accuracy. They focus on the level of students' awareness to hone their writing skills. Self-correction lets students know more mistakes they made than recasts. Both strategies were applied to the two groups to see a significant difference between the students' writing abilities, especially the accuracy of using the past tense. The results show that there is no significant difference between the two strategies, but self-correction shows better results than the recast on students' post-test results. Both studies show the positive impact of error correction on students' writing skills. So, it is necessary to re-examine the use of self-correction strategies for students at IKIP Budi Utomo Malang. This is to find out whether or not the strategy is suitable with the characteristics of students at IKIP Budi Utomo Malang.

METHOD

This research uses a development research type. Researchers develop Self-Correction e-Assessment Rubric (SCeAR). The development of the Self-Correction e-Assessment Rubric (SCeAR) is not yet a special program. Researchers make use of Microsoft Excel with several hyperlinks which when clicked will appear the correction code. The score for each aspect will be displayed, along with the overall score of the writing that the student has written. So far, students only know the final score without knowing their writing errors in detail. So, they are likely to keep repeating these mistakes in the next writing activity. Based on the objectives of this study, the development of the Self-Correction e-Assessment Rubric (SCeAR) refers to the research development theory suggested by Sugiono.

The research steps, namely starting from potentials and problems, data collection, product design, design validation, design revision, product testing, product revision, usage testing, product revision, and mass production (Sari & Pusparini, 2020)) .

From the ten steps suggested by Sugiono, the researcher adapted several steps. The first step is to see the potential and problems possessed by students in Intermediate Writing learning carried out by the chairman and research members. Then, data collection was carried out. Product design and design validation are carried out at a later stage by the chairman and members of the researcher. After being validated by the expert, the researcher revised the design. Product testing is also carried out as a consideration for next steps. If the test is not satisfactory, the researcher will revise the design again to obtain the final product, namely the Self-Correction e-Assessment Rubric (SCeAR). The overview of the research process is presented on figure 1.

The subjects of this study consisted of 47 people. The researcher involved 45 students of IKIP Budi Utomo Malang who took the Intermediate Writing course while the other three people comprise 1 material expert and 1 display design expert. To

produce valid data and the desired product, researchers used several research instruments. Researchers used a questionnaire to find out the problems and potentials that students have. Questionnaires are also used to find out whether the product being tested has met the expected criteria or not. In addition, researchers use a scoring rubric to help experts give an assessment.

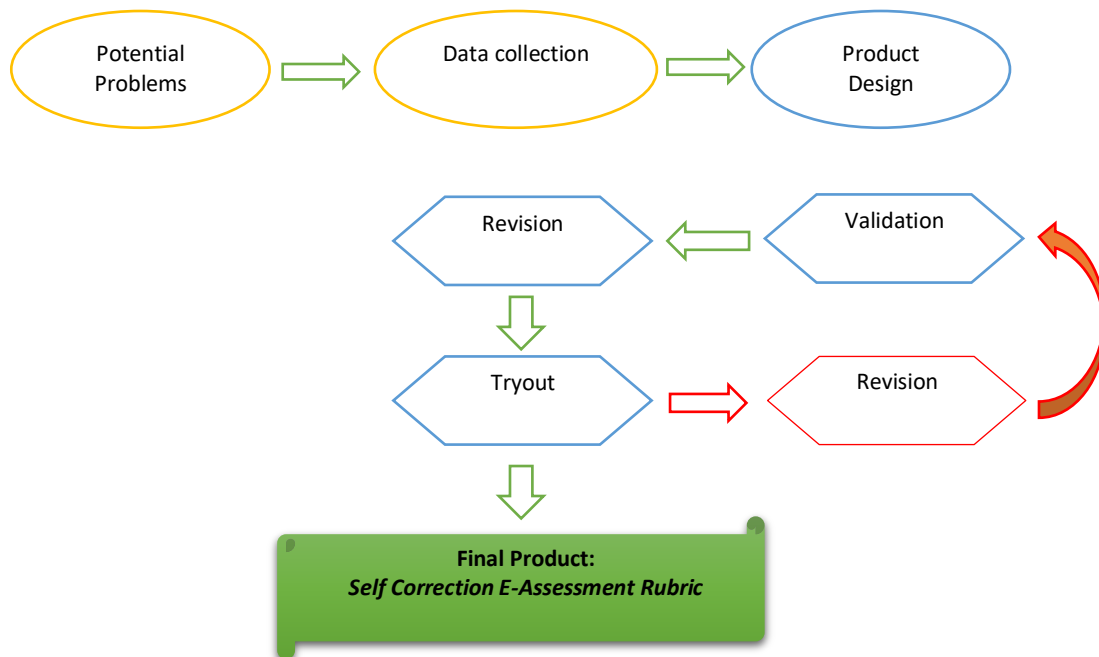


Figure 1. Self Correction E-Assessment Rubric Development Steps

This study uses two types of analysis. The first type of analysis is the quantitative analysis obtained from the expert assessment rubric. The assessment rubric determines the feasibility percentage of the product being designed, while the second type of analysis is qualitative analysis derived from questionnaires. In this case, the researcher analyzes the responses of the research subjects, both from students and experts. The results of the analysis will be described to show the feasibility of the product.

FINDINGS AND DISCUSSION

Potential Problems

From the observations of the writing learning process, students have difficulty finding and developing writing ideas. There are many ways that can be done to practice developing student ideas. The teacher applies process writing to produce the final product which is an argumentative essay. Students start writing in the prewriting process, where they are free to write any ideas in the form of freewriting, clustering, listing, brainstorming, and others. After doing the prewriting process, students write an argumentative essay draft. Then, draft revisions are carried out by peer revision by

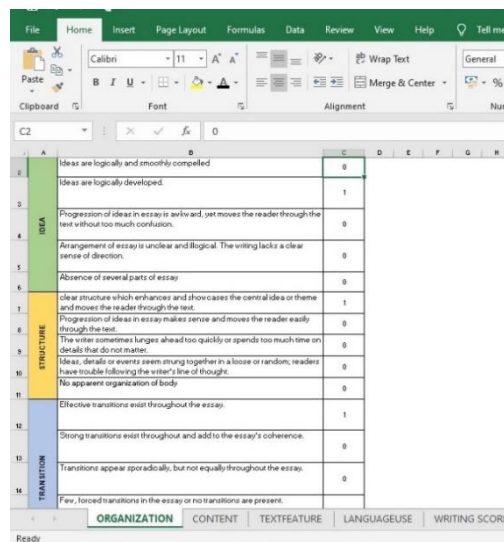
checking each other's drafts of writing. After the revision process is complete, students carry out an editing process related to draft revisions and correct incorrect grammar. After the editing process is complete, the final product of the student's writing has been completed.

However, the next obstacle is when the student's writing has been completed. There is no definite rubric in measuring the writing that students have made. In this study, researchers made a scoring rubric especially for argumentative essays.

Product Design

The researcher adapted the argumentative essay assessment rubric from Brown (2004) and Throop (2013). There are four aspects that will be measured in the assessment rubric, namely organization, content, text feature, and language used. In each aspect, the researcher provides a benchmark with a range of 1-5, where 5 is the highest value and 1 is the lowest value.

Self-Correction e-Assessment Rubric (SCeAR) which is designed using Microsoft Excel, which is quite familiar to students. The researcher divides each aspect into five sheets. The following is a sheet designed by researchers on the Self-Correction e-Assessment Rubric (SCeAR).

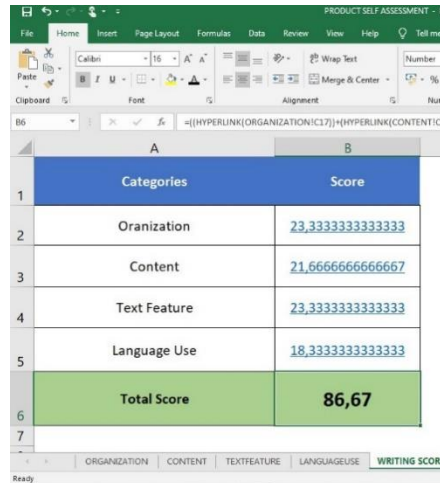


Category	Description	Score
IDEA	Ideas are logically and smoothly compelled	5
	Ideas are logically developed	4
	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion.	3
	An arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction.	2
	Absence of several parts of essay	1
STRUCTURE	clear structure which enhances and showcases the central idea or theme and moves the reader through the text.	5
	Progression of ideas in essay makes sense and moves the reader easily through the text.	4
	The writer sometimes lurches ahead too quickly or spends too much time on details that do not matter.	3
TRANSITION	Ideas, details or events seem strung together in a loose or random; readers have trouble following the writer's line of thought.	5
	No apparent organization of body	4
	Effective transitions exist throughout the essay.	3
	Strong transitions exist throughout and add to the essay's coherence.	2
	Transitions appear sporadically, but not equally throughout the essay.	1

Figure 2. Category of Assessment

In Figure 2, there are 4 sheets containing assessment categories, namely organization, content, text features, and language use, while the last 1 sheet is the conversion of values from the four aspects of the previous sheet. On each sheet, the assessment aspects are divided into 3 categories. Organizational aspects are divided into idea, structure, and transition. In the content aspect, it is divided into arguments, evidence, and refutation. In the text feature aspect, it is divided into three criteria, namely background, thesis statement, and conclusion. Finally, the language use aspect comprises three criteria, namely grammar, vocabulary, and mechanics.

Figure 3.is a display of value conversion from 4 aspects that have been determined on the previous sheet. Students can measure their writing with the feedback provided on each sheet. By using the Self-Correction e-Assessment Rubric (SCeAR), the feedback on students' essays becomes very clear and measurable.



	A	B
1	Categories	Score
2	Oranization	23,3333333333333
3	Content	21,6666666666667
4	Text Feature	23,3333333333333
5	Language Use	18,3333333333333
6	Total Score	86,67
7		

Figure 3. Value Conversion Display

Product Validation

For the design validation process, researchers used three experts, namely IT experts, material experts, and visual experts. The following is a recapitulation of the expert validation questionnaire that has been taken:

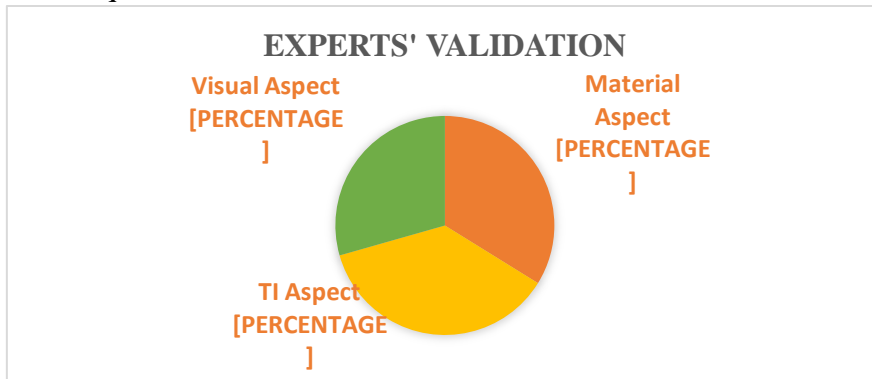


Figure 4. Expert Validation

Figure 4.is a view of the expert validation recapitulation. From the diagram, IT expert validation has the highest percentage of material and visual expert validations. Thus, it can be concluded that the Self-Correction e-Assessment Rubric (SCeAR). IT expert validation relates to how easily the e-assessment rubric is used by students. The percentage of material expert validation was also good at 34%. Thus, it can be concluded that the aspects and criteria in the assessment rubric are very detailed and understandable. For visual assessment by experts, the percentage is the lowest, at 29%.

The display made is very simple because it uses the Microsoft Excel application as shown in Figure 2. and Figure 3.

Bitchener (2008) conducted a study on error correction on 75 ESL international secondary students in Auckland, New Zealand. The purpose of this study was to investigate the error correction strategies used in ESL students who showed positive results. There is an increase in the accuracy of essay writing over two months. In addition, this study aims to examine the effect of writing accuracy that occurs on different error correction strategies. Students were divided into 4 groups, where three of them were given error correction treatment and one as the control group was not treated. The results showed that there was more accuracy in the students who received error correction. This is also the main objective of the Self Correction e-Assessment Rubric (SCeAR) developed by researchers. Increasing the accuracy of writing can be trained by providing an assessment of the rubric that has been provided.

Another study conducted by Mafrroon et al. (2011) on a comparison of the effects of recast and self-correction on writing accuracy. They focus on the level of students' awareness to hone their writing skills. Self-correction lets students know more mistakes they made than recasts. Both strategies were applied to the two groups to see a significant difference between the students' writing abilities, especially the accuracy of using the past tense. The results show that there is no significant difference between the two strategies, but self-correction shows better results than the recast on students' post-test results. By using the Self Correction e-Assessment Rubric (SCeAR) that has been developed by researchers, students consciously measure how well the writing they have written. From the two previous studies, it can be assumed that the making of the Self Correction e-Assessment Rubric (SCeAR) has a good impact on students' writing process.

CONCLUSION

This study developed a self-correction e-assessment rubric to measure students' writing skills in the Intermediate Writing course. The development of the self-correcting e-assessment rubric uses the Microsoft Excel application, which is divided into 5 sheets. Four sheets are for the assessment aspect, and the last sheet is the conversion of their final score. Aspects of the assessment, including organization, content, text future, and language use. After filling in the criteria for each aspect, then on the last sheet, students can find out the final score of their argumentative essay.

This research can be further developed for other types of essays or texts. In addition, the criteria for each aspect can be adjusted according to the type of text and essay being made. In addition, product testing can also be done to determine the validity and reliability of the product. So that if there are aspects or criteria for the self-correcting e-assessment rubric that are deemed invalid or reliable, it can be readjusted.

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THE EXTENSIVE LISTENING: MEETING POINT BETWEEN LEARNERS' AUTONOMY AND THEIR QUALITY OF LISTENING COMPREHENSION

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ABSTRACT

Concerning the importance of having good listening skills for English Education students who are being prepared as English teacher candidates, every learning process of listening skills must be effective in order to improve the quality of listening comprehension in English Education students. Thus, this research focused on the implementation of Extensive Listening which was chosen as a technique to be believed as a meeting point between learner's autonomy and their quality of listening comprehension. To support this, the researcher selected a platform to help the students experience learning listening skills more independently and use their own learning style called TED Talks. The research involved the second semester English Department students in a private university in Yogyakarta, Indonesia. Mixed-method research was applied and the data were collected by using questionnaire and interview. The result of this research showed that the Extensive Listening implementation through TED Talks Platform could improve the students' comprehension towards the listening materials. Furthermore, there were positive responses which presented that the techniques could accommodate the learners' autonomy and learning styles.

Keywords: *Extensive Listening; Learners' Autonomy; Listening Comprehension*

INTRODUCTION

Listening comprehension is coped with by highlighting the understanding of the complete meaning of the message (Poelman, as cited in Keskin et al. 2019). It means that, in learning English as Foreign Language, listening is also one of the most important skills that the students should be able to master it. If we look at the importance of learning and mastering listening skill, the fact presented by Lawson (2007, as quoted by Sofiana, 2015) had shown it clearly and made sense. According to the research that he did, listening skill is important because most of our time, as much as 80% is spent communicating, and 45% of that percentage, we spend listening. Therefore, seeing the importance of having good listening skill for English as Foreign Language learners, then every learning process of listening skill must be as effective as possible in order to improve and reach the best version of their listening skill. According to observations made at the preliminary research, I found facts that all listening materials came from the choices of lecturer who taught the listening class. Most of the time, lecturers used audio only for the listening materials. Regarding this situation, based on the interview results conducted to several students, I revealed that students faced hard times in the catching up the listening materials given by the lecturer. They had difficulties especially when they had to understand what the speakers in the audio said. They could not catch up the conveyed meaning or even the spoken words

because of the speakers' accent and speakers' speed of speech as well. Eventually, they could not accomplish the given tasks well.

I put my concern on this phenomenon and then proposed a listening skill learning approach, namely Extensive Listening. Extensive Listening is a type of listening skill activity which offers chances for learners to comprehend the listening material (Chang and Millet 38; Yeh 136; Renandya and Farrel 136, as quoted by Fauzanna, 2017). As stated by Renandya and Farrell (p. 56, as quoted by Fauzanna, 2017), Extensive Listening are performed by considering to the learners' flexibility time in order to give them chances for gaining a meaningful learning process. In the application of Extensive Listening, students will be given the widest opportunity to choose the listening materials that they will listen to. They can select if they want to have video or audio only for their listening materials. They can obtain these materials through online sources, which they can access it even without paying. Then, in this research, Extensive Listening was implemented by leveraging materials from a platform called *TED Talks*. The students could access by visiting the link <https://www.ted.com/talks>. The platform provides videos with various topics and offers many features, for instance the videos length option and caption. The listening materials that the students found in *TED Talks* were videos. That point had a purpose. The Extensive Listening approach in this research limited to videos as the listening materials. The Dale's "Cone of Experience," stated about how people will remember in general. Videos provides not only an audio, thus the students could also see the visual (images, pictures, speaker's gestures) which were believed in performing better. Videos represent 50% out of 100% for people to remember generally, instead of hearing only, which is 20%. Through the *TED Talks*, this research was conducted to second semester of English Education students in one of private universities in Yogyakarta. Based on the research background, two problem formulations were described as follows: (1) How is the implementation of Extensive Listening through *TED Talks* in listening class?, and (2) What are the advantages of Extensive Listening Implementation by using *TED Talks* videos?

In answering the two problem formulations, several underlying theories were learnt and used to support the research. Starting with understanding the nature of listening by Gunes (as quoted by Gur et al., 2013) who stated that listening is the process of comprehending the sound meaning by using varied media for a goal or intention and performed during life, even when the person had not been delivered into the world. The definition of listening was also given by Mendelshon (as cited by Gilakjani & Ahmadi, 2011) who mentioned that listening is a skill to understand the speaker's meaning and includes the capability to promote the linguistic forms. In addition, according to Mendelshon, in listening skill, the listener has to know how to process and critic the meanings accordingly to the aim of the speaker. In learning listening skill, based on Underwood (1989, as quoted by de Britto, 2015), students experienced several difficulties such as not being able to control speed of the speaker and the fact that they could not ask the speaker for repeating word for word each time when listening. Besides their limitations in understanding context, they also had limited vocabulary. Therefore, several techniques, methods and approaches were emerged to solve and to promote effective teaching and learning listening skill. O'Malley & Chamot (1989, as quoted by de Britto, 2015) presented two groups of strategies for listening namely cognitive and metacognitive. Cognitive strategy consists of bottom-up and top-down. Top-down

strategy is a strategy when learners use prior knowledge to understand the meaning of a message contained in listening activities. In contrast to previous strategy, the bottom-up strategy is a strategy when learners use their linguistic knowledge to understand the meaning of the message brought by the material in listening activities. In addition to cognitive strategies, there are also strategies in listening called as a metacognitive strategy. When using this metacognitive strategy, students have the power to control their listening learning process through planning, monitoring, assessment, and modification activities (Rubin, as quoted by Hardan, 2013).

In this research, I use Extensive Listening as the approach to promote effective learning on listening skill. According to Ivone and Renandya (2019) there are several advantages in using Extensive Listening. By implementing Extensive Listening, the students can experience enjoyable listening. They will also face the more accurate and fluent spoken language so that they can improve their listening understanding. There will be also a beneficial thing like the students can build the skill of recognizing spoken text and their fluency of listening. It makes the students confident, especially to be able in catching up the regular speech rate. Further, Extensive Listening can develop the students' learning autonomy because they own the role of selecting the listening materials. In the implementation of Extensive Listening, *TED Talks* was chosen as a platform containing various videos to perform as listening materials in this research. *TED Talks* is a part of *TED.com* in which internet users can watch videos and share ideas and researches as well as discoveries. *TED Talks* covers a wide variety of topics. The popular fields are topics in technology, entertainment, design, business, science and global issues. *TED Talks* also provides a choice of how long the video will be watched, for instance 0-6 minutes, 6- 12 minutes, 12-18 minutes, and over 18 minutes. Videos as the selected listening materials in this Extensive Listening research are closely related to facilitating learners' learning styles. Videos are an example of multimodality that combines more than one mode and to be believed can accommodate learners' learning styles. According to Fleming and Mills (1992, as quoted by Marcy. V, 2001), there are four types of learning styles. Those four types are well-known for the term VARK. VARK stands for Visual which tells that learners gain knowledge better when they see it; Aural which means learners will optimally understand when they hear it; Read/write which explains that learners will process the lesson well when they face the written words; and Kinesthetic which presents that learners will gain the knowledge by practicing and have a connection to reality. Talking about learner's autonomy means that the discussion of one of Extensive Listening principles. As mentioned by Benson (2001, as quoted by Najeeb, 2013), in learner's autonomy, the students will have chances for selecting what and how they want to learn which is in line with Extensive Listening principle.

METHOD

In this study, I used a mixed-method research. According to Wirawan (2012: 160), mixed-method research is research that combines both qualitative and quantitative methods all within one evaluation process. Mixed-method research will make findings richer research. Related to that, Sugiyono (2011: 404) added that mixed-method research is used to obtain more data comprehensive, valid, reliable and objective. It is similar with Creswell (2014) who stated that mixed methods utilize the strength of both

qualitative and quantitative research. This study was conducted in one of the private university in Yogyakarta. The subjects were 25 batch 2019 students who took the subject of Listening in Professional Context. There were 2 (two) instruments used in this study, they were (1) Questionnaire; The questionnaire consists of 21 closed-ended questions using a four-Likert scale. This instrument was used to find out how students use TED Talks videos. Also, it is used to discover students' responses to the use of TED Talks videos in listening class. (2) Interview; the interview was conducted to 5 students to gain the preliminary research and to dig out more about their responses when using TED Talks Video in listening class.

FINDINGS AND DISCUSSION

This research was purposed for answering two problem formulations which were described as follows: (1) How is the implementation of Extensive Listening through *TED Talks* in listening class?, and (2) What are the advantages of Extensive Listening Implementation by using *TED Talks* videos? The research findings were obtained from questionnaire and interview to the respondents.

The Implementation of TED Talks Video in Listening Class

The Implementation of TED Talks Video in Listening Class

No	How the students used TED Talks Videos in listening class				
	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	This was my first time to know about TED Talks Videos.	71.4%	14.3%	14.3%	-
2	I didn't find any difficulties in accessing TED Talks Videos.	28.6%	57.1%	14.3%	-
3	I chose TED Talks videos based on my interest.	71.4%	14.3%	14.3%	-
4	I chose TED Talks videos, which I knew the topics well.	57.1%	42.9%	-	-
5	I chose TED Talks videos by seeing the length of the video.	57.1%	42.9%	-	-
6	I chose TED Talks videos that I understood what the speaker said.	42.9%	57.1%	-	-
7	I would change the TED Talks videos when I found that I don't understand the content.	57.1%	28.6%	14.3%	-
8	I would change the TED Talks videos when I found that it is difficult.	42.9%	42.9%	-	14.3%
9	I needed several times to search TED Talks videos to find the videos that really fit to me.	14.3%	85.7%	-	-
10	I used the caption features in TED Talks Videos.	28.6%	57.1%	-	14.3%

The finding of the research for how the Extensive Listening implementation by using *TED Talks* Videos were presented in table 1. From the table, highlights were concluded. 71.4% students said that *TED Talks* was new for them. They never used it before. However, although *TED Talks* new for them, they still could access it easily by visiting the *TED talks* website. 71.4% students selected videos which based on their

interest. This phase fitted to the principle of Extensive Listening and Learners' Autonomy, which learners had their authorities for choosing what they wanted to learn. In the research, the students had two weeks to experience the Extensive Listening by using TED Talks Videos. Then, the students started accessing TED Talks and had their full role and autonomy in choosing TED Talks videos based on their interest, and they might also choose topics that they knew well. Related to the learners' autonomy, the students had opportunities to consider selecting TED Talks videos by seeing the length of the video. It was confirmed by the fact that there were 57.1% students answered strongly agree to the statement. In the introduction, there was a fact mentioned that the students face difficulties in catching up with the speakers' accents. Here, by using their power in learner's autonomy and together with Extensive Listening approach, 57.1% students responded by choosing "Agree" to select TED Talks videos that they understood what the speaker said. They would change the videos when they found the videos were difficult to be understood by them. This fact made 85.7% students needed several times to search TED Talks videos to find the videos that really fit to them.

Students' Responses to the Implementation of TED Talks Videos in listening class

Students' Responses to the Implementation of TED Talks Videos in Listening Class

Students' Responses to the Implementation of TED Talks Videos in Listening Class					
No	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I found myself more comfortable when I could have videos for the listening materials.	85.7%	14.3%	-	-
2	I could comprehend better when the listening materials were in form of videos.	71.4%	28.6%	-	-
3	I could perform better in the assignments when I could choose the videos as the listening materials by myself.	57.1%	42.9%	-	-
4	TED Talks Videos performed better than audio only because they provided images, texts and audio.	71.4%	14.3%	14.3%	-
5	TED Talks Videos could accommodate my learning styles.	85.7%	14.3%	-	-
6	By using TED Talks Videos, I could recognize new vocabulary for me.	71.4%	28.6%	-	-
7	I could acquire new vocabulary better by using TED Talks Videos.	42.9%	57.1%	-	-
8	I could understand the content well by seeing the video in TED Talks.	57.1%	42.9%	-	-
9	I found myself enjoyable in learning listening skill by using TED Talks Video.	71.4%	28.6%	-	-

The finding of the research for Students' responses to the implementation of *TED Talks* videos in listening class were presented in table 2. The students were more comfortable to have *TED Talks* videos as their listening materials. 85.7% students gave the positive responses to the statement. The students' learning styles in that class were varied, including auditory, visual, read/write, kinesthetics. The fact that video is a representative of multimodality which means the involvement of two or more modes of communication in learning a language, such as combining the images and sounds made the students could experience the autonomy and moreover, also be enjoyable because of videos could accommodate their learning styles. Students could comprehend better when the listening materials were in form of videos. In the interview, one of them said that she preferred to use video because it showed the speaker's gestures so she could guess what the speaker was talking about. *TED Talks* videos performed better than audio only because they provided images, texts and audio. In the interview section, a student responded that if used video, it was way easier. It was because there were some images that were shown in the video when the speaker talked. The students gave their positive responses too about new vocabulary acquisition. They used the caption features in *TED Talks* videos. They mentioned also that they could understand the content well by seeing the video in *TED Talks*. One of the interviewees said that he could know the key points of the material by seeing the pictures, and it helped him get the context from the material. Furthermore, 71.4% students said that by using *TED Talks* video in their listening class as the implementation of Extensive Listening, the students found it enjoyable.

CONCLUSION

The findings of the research reveal that students could optimize the features that *TED Talks* videos provided such as caption or subtitles, the video length selection, varied topics and also videos that the speakers' talking using accent the students are familiar with. Besides, students gave their positive responses to the use of *TED Talks* videos as the listening materials in the Extensive Listening Approach. They were enjoyable; they comprehended the content better, they could catch up on what the speaker said, and they also acquired new vocabulary.

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INVESTIGATING GRADUATE STUDENTS' CHALLENGES OF WRITING FOR SCHOLARLY PUBLICATION: A GENRE KNOWLEDGE PERSPECTIVE

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ABSTRACT

Although graduate students' challenges and hurdles of writing for scholarly publication have been extensively reported in the literature, few studies have focused on documenting their multifaceted challenges which go beyond the discursive elements. To fill this void, this study reports the barriers faced by graduate students in writing for scholarly publication seen from Tardy's (2009) genre knowledge perspective. Drawing on qualitative, in-depth interviews with three master's students of English Language Education (ELE) in a public university in Java, Indonesia, this article showcases the graduate students' voices of challenges in writing for scholarly publication in terms of formal knowledge, process knowledge, rhetorical knowledge, and subject-matter knowledge. The implications of these findings for the practice of English for Academic Purposes (EAP) pedagogy in the higher education context to support the graduate students' scholarly publication journey are further discussed.

Keywords: *challenges, genre knowledge, graduate students, writing for scholarly publication.*

INTRODUCTION

The notion of writing for scholarly publication has been a problematic issue for non-anglophone writers who use English as either foreign or additional language (Flowerdew & Li, 2007; Hyland, 2016). The last two decades have seen the growing number of literature which examined the challenges faced by the non-anglophone writers in writing and publishing their research in English-medium journals (Chien, 2019; Habibie & Hyland, 2018; Ho, 2017; Hultgren, 2019; Rezaei & Seyri, 2019). One primary reason for the difficulties encountered by those writers in getting their research published in reputable journals has to do with the limited opportunity to practice their English outside formal education contexts. Such disadvantage then creates another challenge which deals with "the additional burden of having to develop adequate proficiency in an additional language, English" (Flowerdew, 2019; 249). In addition, Luo and Hyland (2020) assert that proficiency-related problems and lack of familiarity with the academic conventions often lead to discursive barriers. Hence, such challenges are often referred to as linguistic disadvantages (Flowerdew, 2019; Hyland, 2015).

Being in the position of disadvantaged in the process of writing for scholarly publication, the tensions of non-anglophone or often called as English as an Additional Language (EAL) writers are exacerbated by the fact that learning how to publish in reputable journals involves not only knowledge of how to write properly for scholarly publication but it also requires the understanding of norms, conventions, and conversations of certain academic community (Bazerman, 1980). Considering this proposition, the challenges for scholarly publication then go beyond the discursive or linguistic elements as becoming a member of academic community requires the writers "to learn the valued genres of discourse community, an important one being the genre of research article" (Fazel, 2018: 80). Thus, the challenges of

scholarly publication faced by EAL writers are said to be multifaceted involving the discursive and non-discursive elements.

In order to capture both aspects in understanding the EAL writers' challenges in writing for scholarly publication, Tardy's (2009) genre knowledge framework is used as a theoretical lens to reveal the barriers faced by those writers. Further, she defines genre knowledge as the concept of knowledge which needs to be understood by the writers or scholars in order to be able to take part in the intended community through the process of enactment and communication. This system basically consists of four major elements, including formal knowledge, rhetorical knowledge, process knowledge, and subject-matter knowledge (Tardy, 2009: 22). Formal knowledge refers to the understanding of structural elements of a genre. This includes such elements as structural moves, lexicogrammatical features, modes of genre communication, and associated linguistic codes pertaining to a genre. Process knowledge is then defined as the understanding of genre-related procedural practices, which are the process of genre composition and dissemination. Rhetorical knowledge refers to the understanding of the intended purposes of a particular genre in the given context where it is situated. Also included in this knowledge is the awareness of what so-called socio-rhetorical context and dynamics of persuasion. Background knowledge covers specific content knowledge of someone's discipline. As it covers multidimensional aspects of genre network, genre knowledge is then used as the underpinning framework to disclose the participants' challenges in writing for publication. This is because such framework "goes beyond a traditional focus on the discursive and linguistic elements of the genre and offers a useful holistic view of how genre knowledge is developed" (Fazel, 2018: 81).

The present study was conducted to discover the graduate students' challenges of writing for scholarly publication. Therefore, the question that guides this study is: "What are the challenges faced by graduate students in writing for scholarly publication?" The challenges faced by those participants in publishing their research articles in reputable journals were then analyzed using Tardy's (2009) framework of genre knowledge. When such a concept is applied in the area of writing for publication, the framework could be translated into several aspects. First, formal knowledge is realized in the discursive elements of a research article. Second, process knowledge could be translated as the understanding on the step-by-step process of scholarly publication—from selecting appropriate journals to getting published stage. Third, rhetorical knowledge is reflected in the expectation of the research article genre. This might include the expectation of journal reviewers and editors in regard the novelty and contribution of the research. Last, subject-matter knowledge is seen from the understanding of the writer's own disciplinary subjects, which also include how knowledge is constructed and disseminated.

METHOD

Grounded in qualitative inquiry, the present study elucidates master's students' barriers in writing for scholarly publication. Three master's students of English Language Education (ELE) participated in this study. Those participants were from three public universities in Java, Indonesia. In order to be included as participants of this research, there were required to meet two criteria: 1) are final-year master's students of ELE, 2) have at least one published article in a reputable journal to fulfill graduation requirement, or are in the middle of scholarly publication process. All master's degree of ELE where the participants enrolled require final-year students to publish their research articles in reputable English-medium journals. Such regulations have been passed out for several years as a part of the university requirement for students enrolling in master's degree.

The data were then collected by using semi-structured interviews. Patton (2002) affirms that the use of interview is considered as advantageous in collecting the participants' perspectives that are meaningful, knowable, and explicit. Further, semi-structured interview was primarily

chosen due to the fact that this method is advantageous “in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher” (Cohen, Manion, and Morrison, 2018: 176). In order to obtain the data from the semi-structured interview, an interview protocol (Creswell, 2012) was prepared accordingly. This protocol was a guide for the researcher to conduct the interview and thus contained questions that addressed the participants’ barriers in publishing their scholarly articles. The questions were made in accordance with Tardy’s (2009) conceptualization of genre knowledge.

To recruit the participants, the researcher contacted some prospective participants through his personal network. Social media and e-mail were two platforms used to reach those participants. After the participants agreed to take part in this study, the researcher gave informed consent to be signed by the participants. Before signing the consent form of this research, the researcher also explained the purposes and the time allotment of the current research to the participants. Next, the semi-structured interviews were conducted in the participants’ L1 – Bahasa Indonesia for approximately 30-60 minutes. Then interview sessions were recorded and transcribed for the purposes of analysis. The interview transcriptions were then given to the participants so that member check procedures could be applied to ensure there was no misinterpretation in scrutinizing the obtained data. Thematic data analysis as applied to find emerging themes from the data. Informed by Tardy’s (2009) framework elaborated beforehand, the data were later categorized into four major themes: formal knowledge-related, process knowledge-related, rhetorical-knowledge-related, and subject-matter-related challenges.

FINDINGS AND DISCUSSION

This section elaborates the analysis of the challenges encountered by the participants in writing for scholarly publication. The themes of the challenges were developed based on Tardy’s (2009) genre knowledge conception, which includes four knowledge as presented in the previous section. The explanation discussed below are the main findings of the study. Firstly, in terms of formal knowledge, the participants faced some barriers in terms of realizing the theoretical knowledge of writing of practice and using proper academic vocabulary. Secondly, the difficult aspect of process knowledge was about juggling the complexities of the peer review process. Thirdly, the barriers of writing for scholarly publication seen from the perspective of rhetorical knowledge were related to expressing ideas effectively in their manuscripts.

Formal Knowledge

In regard to formal knowledge, all the participants interviewed expressed their confidence in mastering the structural moves of research articles in English. They then recounted that their department has facilitated the acquisition of academic writing skills through graduate-level EAP courses. Albeit their confidence in understanding the structural moves of scholarly writing, the participants reported that they found it challenging to apply their knowledge in the actual practice of writing. Tiffany, one of the participants, voiced the fact that she found it a bit difficult to maintain the flow of her literature review section to achieve coherence, albeit her good understanding of the elements of literature review. In a similar vein, Sandra and Lisa also mentioned that moving their knowledge into good manuscripts was indeed problematic as it did require a lot of practices and experiences.

I believe that I have known how to write an academic paper for publication properly. However, there some areas which I find it challenging for me. For example, I know the elements and the requirements of good literature review but maintaining the coherence of literature review is my weakness. (Tiffany)

When I was in the first semester of the master's program, I took an academic writing course. This helped me a lot in improving my knowledge, yet I still feel that I lack practice of writing academically. (Lisa)

I have no problems with mastering the theory of the moves and elements of academic writing. However, I just think that I do not write research articles that much except for graduation requirement (Sandra).

Seen from the perspective of lexico-grammar, two participants pointed out that they needed to pay more attention on their academic vocabulary. They further reported that their journal reviewers advised them to change some words and expressions in their published articles so that those words were in accordance with the academic style. As Sandra pointed out, the reviewer of her research article published in an international journal suggested her to change some of the words which were considered “less academic”. Tiffany further added that “expressing our ideas in written English is not easy as the style is different from that of spoken English”. This finding resonates the previous research conducted by Corcoran (2015) and Habibie (2015) which report that EAL writers often find it challenging to use vocabulary—both academic and disciplinary in their academic writing. Although the two participants self-reported their barriers in using appropriate academic vocabularies in English, they were confident with their grammar, as they have taken some grammar-related courses when they were doing their undergraduate program in ELE.

Process Knowledge

The participants in this study generally found peer review process quite problematic. This was especially on the different belief between the participant herself and the reviewer of her journal regarding certain aspects of research or subject matters. Sandra pointed out that “my journal reviewer asked me to add qualitative data on my research, which means I need to spend more time collecting the data again”. Sandra’s initial draft was a quantitative-based survey study on the students’ intercultural competences in EFL classroom. While Sandra had to incorporate qualitative data based on her reviewer’s comments, Tiffany found it difficult to understand the reviewer’s comments in her draft. Tiffany’s initial draft was about a case study of teacher’s utilization of technology in EFL classroom. She recounted how the reviewers of her research article gave two different perspectives on her research “there were two reviewers of my research article draft and I think both of them have different research paradigm. One of the reviewers commented that my draft needed major revision since I did not include any quantitative data to support the finding whereas another reviewer did not see this as problems”.

Regarding the participants’ struggle in the peer review process, previous studies have reported much similar result. Li’s (2006) study, for instance, reports that the participants face some challenges when they deal with the reviewer’s feedback. In her study, Li reported that the participant noted the reviewer’s different background might lead to the disagreement in the interview, which then leads to rejection. In a different study, Fazel (2018) discovers that one doctoral student who became his participant experienced the feeling of unclear and confusing because of the conflicting messages of the participant’s reviewers. Similar to that of the participant’s experience of the current study in dealing with the conflicting comments of the reviewers, such comments will then result to confusion.

Rhetorical Knowledge

Rhetorical knowledge could be seen as the understanding of the purpose of publication in academic journals which includes the recognition of the different expectations that each journal editors might have. Considering the fact that those expectations should be fulfilled, the writers need to pay attention to the style and format of their writing. As reported by the participants of the present study, the graduate students of ELE also found it problematic to

fulfill the editor's expectations as they were new into the discourse community of scholarly publication. Additionally, one participation also narrated her difficulties in writing appealing paper for the audience so that their writing was considered as "academically sound" to be published in a reputable journal. The participants' voices regarding the challenges of rhetorical knowledge are depicted in the following excerpts of interview.

I think each journal has different expectations, which I don't really know. (Lisa)
Writing for publication is not just writing. It is also a means to show that we are willing to present a good academic work, which is in accordance with the journal standard. (Tiffany)

The above challenges encountered by the participants in the present study resonate with Fazel (2018) who discovered that the doctoral students in his research found problematic to meet the diverse expectations that journal editors might have. Another participant in his study then points out the obligation for scholarly writers to present an academic work which is "appealing" to diverse audiences as the realization of the function of an academic journal to disseminate knowledge in the field.

Subject-matter Knowledge

Another challenge reported by the participants during the interview was related to subject-matter knowledge. Subject-matter knowledge was closely related to how knowledge is constructed in certain field. It was evident from the interview that one of the participants experienced barriers in developing her theoretical framework. In Habibie's (2015) study, this concept is referred to as "Epistemology and (sub)disciplinary knowledge" or "knowledge of the field". The importance of such concept lies on the fact that it contributes to the confidence of the writer in revealing his/ her scholarly interests.

In the present research, the participant's barrier in developing her disciplinary knowledge was mostly because of her topic. Her topic was an intersection between English language teaching and teaching students with special needs. Based on the participant's understanding, her topic has not yet been extensively investigated in the literature, meaning that the previous studies available were quite limited. Thus, this resulted in her challenges in connecting one idea with others. The following interview excerpt shows the aspects the participant encountered in subject-matter knowledge.

My topic is about the teacher's practices of multimodality in an English class for hearing-impaired students. Frankly speaking, I find it quite difficult to find the previous studies let alone the sufficient literature related to my topic. So, I have been struggling with the theoretical framework which is appropriate to be used in my research. (Sandra)

CONCLUSION

This study has revealed English Language Education (ELE) graduate students' multifaceted challenges in writing for publication. Such challenges were framed by using genre knowledge perspective proposed by Tardy (2009). The findings then revealed that participants encountered four challenges related to the genre knowledge of writing for scholarly publication. First, in terms of formal knowledge, the participants faced some problems in dealing with achieving coherence in their paper, transferring their knowledge of academic writing into a good manuscript, using academic vocabulary properly, and expressing their ideas in academic English. Next, with regard to process knowledge, the ELE graduate students participating in this study found peer review process, reviewer's comments, and conflicting beliefs of the reviewers as problematic. Third, the participants found it problematic to write a journal article which was

compelling the audience as well as to understand what expectations the journal editors have. Last, subject-matter knowledge was also reported to barrier of scholarly publication, especially related to the construction of knowledge in the field.

As have been previously explained, the present study adopts case study approach by interviewing three participants. Hence, the findings of the study might not be generalizable to the broader context of other postgraduate programs of English Language Education). Richer data then could be yielded by recruiting more participants from different graduate programs across Indonesian universities or teacher training institutes. However, the detailed description of the challenges of ELE graduate students in writing for publication could offer much comprehensive understanding of the multifaceted issues in the context of postgraduate context. This is because the explanation of those issues has been presented by using genre knowledge theory which is considered essential to facilitate someone's socialization in certain academic community (Tardy, 2009).

This study has shed light on the barriers faced by the ELE graduate students in getting their research published in reputable journals. The information is then considered pivotal for EAP designers in the master's degree context. The provision of EAP training in graduate context should be designed in such a way so that it gives students more practice by contextualizing the lesson with the process of writing for scholarly publication. By so doing, it is hoped that the training will direct the students to realize their academic writing skills into publishable articles. Also, the materials and activities should be designed by focusing more on the areas that the students found problematic.

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THE TEACHER'S ROLE AS A FACILITATOR TO IMPROVE STUDENTS' ORAL COMMUNICATION SKILL

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ABSTRACT

Teacher should have an important role in creating and maintaining quality of learning in the classroom. Since the help of technological development, the role of teacher has made some significant changing. The teacher's role moves into a facilitator as the teacher creates a lively learning atmosphere by engaging the students to be active, interactive, communicative and involved in the learning process. A facilitator helps each student build on their skills and learn new knowledge. Students work in an atmosphere similar to the real life. Communication is used as a tool to think and to learn: to express information, opinions, to understand concepts, to discuss experience and knowledge. The study was carried out using Action Research Method; it was used to see the capability of the students to speak up. The subject was 32 students. The study revealed that most students showed improvement on speaking skills.

Keywords: *role of a teacher, facilitator, oral communication*

INTRODUCTION

Various changing and trends are coming in the education field. The role of a teacher is also changing smartly, including the methodologies. It has been changing from active teaching in front of the class, becoming a facilitator during the process of learning because of the innovation. It means assists and guides students in learning for themselves, forming their own thoughts and owning material through self exploration, consultations and discussions.

A facilitator's role is bringing subjects into discussions, encouraging sharing of thoughts, and motivating students to take responsibility for learning. Assigning projects containing problems-solving topics and performing the projects in the form of role-playing is a method for encouraging learning. So it is a kind of introducing concepts and sharing with students, and assessing students by giving feedback on the ideas, language, performance relates to the projects given. The teacher introduced the guidelines while the student were picking out the rest of the details. The results of the project would be more personal to the student-groups and have a more lasting impact. Students learn to think critically, absorb of what they are learning, apply the topics naturally as their daily lives.

Literature Review

Traditional teaching as lecturing being the centerpiece of instruction, where students passively absorb pre-processed information and then regurgitate it in response to periodic multiple-choice exams" (McCarthy and Anderson, 2000). This teaching strategy provides incentives to learn only at the surface (passive) level rather than at the deep (active) level (Marton and Saljo, 1976; Jaques, 1992).

By having innovation in the modern era, education is now referred to as experiences in which students are thinking about the subject matter as they interact with the instructor and each other (McKeachie, 1999; Chickering and Gamson, 1987) and it is called active learning. Active learning is “a method of learning in which students are actively or experience involved in the learning process and where there are different levels of active learning, depending on student involvement. (Bonwell & Eison, 1991). Teachers and students play an equally active role in the learning process (Gelisli, 2009; Ercan, 2004) which is called active learning strategies, it refers to a variety of collaborative classroom activities ranging from long-term simulations to five minute cooperative problem-solving exercises (Bonwell and Eison, 1991; Sutherland and Bonwell, 1996). Teaching and assessment become connected and student’s level of gained knowledge is measured through both formal and informal assessments including written and oral questions, performance ratings, project reviews, portfolios and self-reporting (Stiggins and Chappuis 2011). Deborah Nolan (2010) stated that the primary aim in learning in contrast to teaching is to shift the focus from the teacher and the delivery of course content to the students and their active engagement with the course material.

Active learning methods are already widely spread, and it is an often associated with constructivism. The constructivist theory says the concepts follow the action rather than precede it, and that new experience builds on an existing knowledge (Brainerd and Piaget, 2003).

The ideas of constructionist led to four important principles of active learning which comprise:

1. Learners construct their own meaning (learners are not passive knowledge absorbers, they make knowledge meaningful and useful in a new situation);
2. New learning builds on prior knowledge (learners combine old and new information and make sense of it);
3. Learning is enhanced by social interaction (learners resolve conflicting ideas in social settings
4. Learners participate in small group activities first and discussions within the entire class later.

Learning develops through “authentic” tasks (learners’ activities should simulate those that will be encountered in real life) (Cooperstein and Kocevar-Weidinger,2004). Eventhough, the role of teachers unchanged, it still kept at the center of student learning, but they should no longer roled as a source of knowledge. The teacher function is to create an atmosphere where students will be engaged in learning to develop the topics assigned. Therefore, the interpretation of the teacher’s role at each instructional phase is crucial for successful learning. Students not only just listen, but they must read, write, discuss, or engage in the projects assigned. It relates to knowledge, skills and attitudes, as “the goals of the learning process”. Students engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engage in doing things and thinking about the things they are doing.

Below are Characteristics of the Facilitator adapted from McCarthy and Anderson (2000) as one who is willing to commit to a style of “asking” rather than “telling.”:

1. paying personal compliments
2. willing to spend time in building relationships rather than being always task-oriented
3. initiating conversation rather than waiting for someone else to
4. asking for other’s opinions rather than always having to offer their own
5. negotiating rather than dictating decision-making
6. listening without interrupting
7. emoting but able to be restrained when the situation requires it
8. drawing energy from outside themselves rather than from within
9. basing decisions upon intuitions rather than having to have facts
10. has sufficient self-confidence that they can look someone in the eye when talking to them
11. more persuasive than sequential
12. more enthusiastic than systematic
13. more outgoing than serious
14. more like a coach than a scientist
15. more like a counselor than a sergeant
16. is naturally curious about people, things and life in general
17. can keep the big picture in mind while working on the nitty-gritty

RESEARCH METHOD

Lewin (in Kemmis and Taggart 1992:8) described action research as proceeding in a spiral of steps, each of which was composed of planning, action and the evaluation of the result of the action. Kemmis and Taggart (1992:11) defined planning as constructed action and by definition must be prospective to action-it must be forward-looking. It must be recognized that all social action was to some degree unpredictable and therefore somewhat risky. The general plan must be flexible enough to adapt to unforeseen effects and previously unrecognized constraints. While action was deliberate and controlled-it was a careful and thoughtful variation of practice, and was critically informed. Furthermore, they mentioned that observation had the function of documenting the effects of critically informed action and reflection recalls action as it had been recorded in observation, but it was also active. The last step in a circle was reflection. Reflection seeks to make sense of processes, problems, issues and constraints made manifest in strategic action. Action research is a dynamic process in which these four moments are to be understood as moments in the action research spiral of planning, action, observing and reflecting.

The atmosphere was created in a natural situation as outside the classroom, the chairs and the tables were originally set as an authentic-meeting room, students was worn the authentic costumes. The steps for performing the project are presented on table 1.

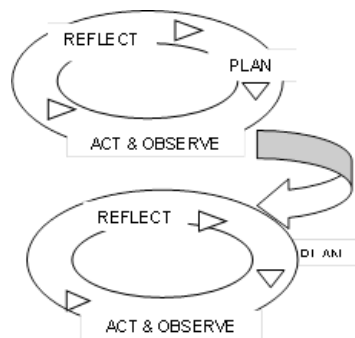


Figure 1. Action Research Process

No	Activities	Meetings
1	Searching for the materials (authentic course books- students learnt & online learning materials from the internet) – project 1-4	1
2	Comprehending, summarizing and synthesizing	2
3	Creating ppt, drafting dialogue	3
4	Practicing the concept	4
5	Performing the Business Meeting – group 1 & 2	5
6	Performing the Business Meeting - group 3 & 4	6

Table 1. Steps of the Project

FINDINGS AND DISCUSSION

The purpose of doing the research was to implement a teacher to be a facilitator in EFL Classroom in the Business Project. It was used to improve student communicative competence. The obtained results from students' questionnaire and research observation revealed that the implementation of the role of a teacher to be a facilitator was ideal since it could improve students' communicative competence.

In the process of implementing the role of a teacher to be a facilitator at the first time, students got confused and frustrated. The researcher helped students to manage their own learning step by step.

- a. Introducing the project assigned
 - The project related to the students' major subject that would help students to get background knowledge of the theme easier
 - Dividing the class into groups to ease the control and students would work more efficiently and effectively.
- b. Guiding students to break the theme to be a topic and sub topics
- c. Assigning students to enlarge the knowledge by searching from the internet source and the books' students learn from the major subjects to work the content and the extent of the projects
- d. Creating the content of the project in the form of a power point that should be presented in the students' performance assigned as presentations that help students to improve their communicative skills and self-confidence.

- e. Guiding students presenting the project in the natural atmosphere that influence on the students' feeling to be more enjoyable and motivate students to be creative, and more responsible for their learning
- f. During the process of doing the project, students did consultation and the researcher place the role as a facilitator and gave feed back of their project not only on the performance but for every consultation.

The treatment of placing the teacher as a facilitator changed the students;

1. becoming more creative and applying students learning to face the life's challenges
2. motivating students to learn and having more responsible on their learning. Gibbs and Habeshaw (1989: 37) stated that students learn to well when they took responsibility for their learning and resulting in fewer discipline problems.
3. constructing students own learning, enlarging student knowledge, getting more skills and improving communicative competence with all language system areas
4. helping students to build self-confidence. Thus, developing students' oral communication skills based on self-confidence as the most essential factor that determines students' willingness to take part in oral activities in language classrooms. In other words, it was worth saying that where there is self-confidence there will be good communication, i.e. ; it was thought that low confident would usually tend to perform less successfully because they were concerned about being criticized or disapproved when using the language orally. The correlation between self-confidence and academic achievement was a dynamic one; as levels of self- confidence raised, academic achievement increased, and this had a particular affected on the students' communicative competence.

Therefore, teachers needed to develop students' confidence within the teaching process.

Speaking plays a vital role in the process of communication; it helps people express their ideas, thoughts, and feelings to others. Thus, providing students with an effective environment enables language speakers to speak fluently and interact freely with each other without anxiety. The students'achievement is presented below.

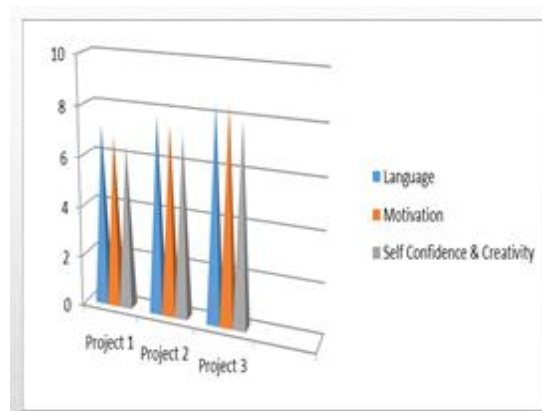


Figure 3. Student Motivation

CONCLUSION

In summary, it could be concluded that implementing the role of a teacher to be a facilitator was an effective learning strategy, particularly because it promoted student interactions and students-teacher interaction. Obviously, the strategy developed students' skills, construct students' own learning, enlarge students' knowledge, improve communicative competence with all language system areas, build students' self confidence. As a result, practicing presentations exercises must an experience offered to students in a broad diversity of university classrooms.

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COMPARING PRE-RECORDED ONLINE LECTURE AND LIVE ONLINE LECTURE AT STATE POLYTECHNIC OF MALANG, BUSINESS ADMINISTRATION MAJOR.

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ABSTRACT

COVID-19 pandemic puts teacher at no liberty to conduct teaching and learning activity. The one and only option is to have distance learning. On conducting distance learning, many problems can hinder the teaching and learning process, namely the internet access, the costly phone credit, and teacher presence. The latter is probably the one that the teacher should manage it well. In order to do so, teacher can either utilize online live lecture which is provided by some platforms (zoom and google meet for instance) or opt to use pre-recorded online lecture. Live online lecture may be better in substituting the teacher's presence, since the teacher and the students are live simultaneously and can interact to each other in online setting. Yet many complain as this type of distance learning may cost a lot in term of the phone credit as well as it needs strong and stable connection. Speaking of Indonesia, those two factors could be a trouble. Nevertheless, pre-recorded online lecture may be a second option since it provides less costly internet service. Even when talking about cognitive off-loading, prerecorded online lecture can be the best option as students can access the video freely, yet the teacher presence may seem lacking. This research tries to compare both online lecture styles on its effectiveness in teaching passive voice in State Polytechnic of Malang, Business Administration. In term of effectiveness, it is found that prerecorded online lecture may outdo live online lecture as it allows students to rewatch the video in case they forget something while doing the task. Besides, it also helps students to save some money since downloading video is way less costly than live streaming.

Keywords: *distance learning, live online lecture, pre-recorded online lecture*

INTRODUCTION

Pandemic is such turmoil blowing every sector of human life, and education is one of them affected. All nations are demanded to take online learning to shout out physical distancing campaign. In Indonesia, blended learning or even flipped learning still becomes an unusual why to hold learning activity for many limitations it has. Yet, the show must go on; online learning should be done no matter what. Many obstacles in conducting online learning in Indonesia namely, the internet access, the costly credit, and teacher presence (Zainiyati, H and Hadistya, DDN. 2017). The latter seems quite problematic in Indonesia since teachers in Indonesia are accustomed to have traditional face-to-face classroom. Many opt to substitute the teacher present with online live video call as provided in some applications, such as *Zoom* and *Google Meet*. Some other found that recording themselves explaining the material then uploading it simpler and less costly than live video chat. So, which one could be relied on the most? This research tries to compare both methods which initially aim to substitute the teacher presence and which one is more effective to do so.

In prerecorded online lecture setting, the teachers record themselves teaching and explaining the material while simultaneously showing picture, graph, or text. Students fully have access to watch the video as many as they need. Further, they also have flexibility not to take, not since they can re-watch the video and in case they forget the material, this activity is called cognitive off-loading. Cognitive off-loading example is using an external storage which can be accessed in the future to help memorizing information (Patel et al., 2019). To sum up, pre-recorded online video allows the teacher to share the video in less expensive format since they have access to manage the size of the video. Consequently, it also benefits the students since they don't need to spend much phone credit to access the lecture. Even, some of credit card providers provide unlimited quota to access YouTube (online video-sharing platform) where the teacher can upload the video. There are two techniques of taking prerecorded video, the first one is recording a video in traditional classroom setting, so the teacher explains the material while writing on the whiteboard. The second one is screen recorder, so the teacher shares their PPT material while giving an explanation in each slide. On the other hand, the lack of teacher presence may be the weakness of prerecorded style, since student unable to ask directly to the teacher.

Meanwhile, live online lectures leverage the use of video call to deliver the material directly in online classroom. So the teacher usually utilizes screen share mode to share the PPT and explain it in real time. It may need larger bandwidth to access the live online lectures, yet the student can always interfere the teacher's explanation to ask question when they think they still don't get the gist of the lecture. They can raise hand during and after the teacher's explanation. Such situation can be considered as the most suitable substitution of traditional classroom in this pandemic era. Yet, this live online class needs strong internet connection as well as big bandwidth size to access. Considering Indonesia is an emerging country, those two can hinder the teaching and learning process.

In this research, the material thought is passive voice. As the population is State Polytechnic of Malang students majoring Business Administration, it is very important to them to write a formal correspondence letter. To write formally, students need to understand passive voice well.

METHOD

This research is a comparative study, comparing 2 groups of students. The population is the students of State Polytechnic of Malang. There were 2 classes who joined this research, 3F and 3G in Business Administration Major. Each class consists of 27 and 28 respectively. 3F used the pre-recorded type of class whereas 3G used live online lecture.

This study applied qualitative and quantitative. The qualitative method was done by using questionnaire as the instrument to find out students' opinion. Students provided anonymous feedback about the instructors, course content, and overall experience at the end of the course.

The research used pre-test and post-test to further be compared by using SPSS 20 regarding their significance. Two sets of post-test were used to add some insight of this study related to high order of thinking. The first post-test was the same as the pre-

test in term of the difficulty level. The second post-test was different to the pre-test. It included comprehension question with a higher level of difficulty.

The pretest for both of the group was conducted in 1-hour time. Both of the group had the class timed, the prerecorded group was gathered in the appointed time, and they can download the video, then they can either do the quiz directly or discuss it first with their friends. The other group had the teacher explaining the material and after the explanation the students could either have question-and-answer session, or directly do the quiz. The students were also allowed to discuss the material with their friend while the teacher stood by in the online classroom.

FINDING AND DISCUSSION

Below are results from t-test using SPSS 20, which compared the means of the first and the second group.

Table 1. Difference in posttest with equal difficulty with pretest

Group Statistics							
	Class	N	Mean	Std. Deviation	Std. Error Mean	t	Sig
Difference	3F	27	28.8889	16.94637	3.26133	- 1,360	0,180
	3G	26	40.0000	38.78144	7.60567		

Using t-test to test the significant difference between groups, resulted that there was no significant difference between the first and the second group growth in doing pre and post-test ($t(51) = 1,360, p = 0,180$). It means that the no matter how they got the material delivered; they could absorb the knowledge well. Yet, in this pre and post-test exercise, the questions actually only dig up their knowledge of passive voice without further confirming whether or not they got the gist. According to Bloom's Taxonomy, this kind of exercise belongs to knowledge level of exercise (Bloom, B.S. and Krathwohl, D. R. 1956). One example of the exercise is "The electric bulb _____ by Thomas Edison (invent)". In the example, they just need to directly put the verb into passive voice, even without comprehending the context. So, in transferring knowledge, either pre-recorded or live online lecture will highly likely elicit the same result. Meanwhile, using different post-test, it was found that there was a significant difference between the two groups ($t(51) = -3,423, p < 0,001$).

Table 2. Difference in Posttest with Intermediate Level (More Difficult Than Pretest)

Group Statistics							
	Class	N	Mean	Std. Deviation	Std. Error Mean	t	Sig
Difference intermediate level	3F	27	-17.7778	26.17740	5.03784	- 3,243	0,002
	3G	26	7.5000	30.47130	5.97591		

As the post-test had a higher level of difficulty, the students in the pre-recorded group could perform better compared to those in live online group. The exercise instruction itself is to ask the student to write whether the verb is active or passive in correct tense, so they have to comprehend the context and the tense to do the task. After

having knowledge level of exercise, students should level up to higher level of exercise (taxonomies learning) and pre-recorded seems to cover this issue.

It is perhaps related to cognitive off-loading. Related to cognitive off-loading is saving enhanced memory, or the consequences of saving certain information on one's ability to learn and remember other information (Patel et al., 2019). In pre-recorded lecture, students can have the flexibility to access the video. They can fast it up or slow it down and choose the particular time where they don't get the explanation of the teacher and try to comprehend it again. It is in line with what Prunuske et al. (2012) stated that by having video student can revisit the lecture in their own pace. Further, in pre-recorded lecture, student can also pause the video and take note from the teacher's explanation; note taking is considered a good way to comprehend teacher's explanation (Walbaum, S.D.1989).

Question	SD	D	A	SA
1. Compared to a pre-recorded lecture, asking a question in online live lecture makes you solve your confusion better	0	9	38	10
2. Compared to an online live lecture, the prerecorded lecture makes you feel the teacher presence better	1	36	12	8
3. The ability to pause and rewind the module allowed you to study at your own pace and learn the material more effectively	3	8	34	12
4. The ability to review the material multiple times (if needed) through the use of pre-recorded modules helped enhance my learning	1	5	29	22
5. Compared to an online live lecture, the prerecorded lecture helped you better recall the course material	1	7	31	17
6. Compared to an online live lecture, the prerecorded lecture helped you better comprehend the course material	2	13	29	13
7. Compared to an online live lecture, the prerecorded lecture helped you better apply the course material in a new context or situation	2	11	29	15
8. Compared to an online live lecture, the prerecorded lecture helped you better analyze the material and understand how individual topics are related to each other.	1	12	33	11
9. Compared to an online live lecture, the prerecorded lecture helped you better integrate the different topics and see the whole picture	0	11	34	12
10. Compared to an online live lecture, the prerecorded lecture is less expensive	0	9	29	19
11. Compared to an online live lecture, the prerecorded lecture makes you do the exercise better	2	8	27	20

From the questionnaire there are three aspects of this study could find, namely the teacher's presence, the cost, and the internet access aspect.

First, although online learning lacks of connectedness and teacher presence (Bowers, J and Kumar, P. 2015) yet in this pandemic, it may seem that live online lecture become the most suitable substitution for experiencing teacher presence in online setting. As the researcher previously argued that Indonesia relies on traditional face-to-face teaching and learning so much, so that a proper substitution of teacher presence in

the pandemic is a must. Most of the students agree that although they do not get used to teleconferencing class, having live online lecture is better than just watch the video, since teleconferencing provides teacher greater control both student and teacher in learning activity Garrison (2009). Moreover, in live online lecture, the students are still able to get direct feedback from the teacher, as we know that feedback is one of the crucial aspects to make students persist in online setting. (Hart, C. 2012., Ojokheta, K. O. 2011).

Next thing should be taken consideration on is the cost of accessing the video, for the cost aspect, most students agree that pre-recorded is way more affordable. Having a pre-recorded lecture means that it democratizes the student to choose any size of the video they want to watch or download. They can adjust the video with their computer specification (4), for instance if they only have limited credit, they can always choose the small size of the video or else if they have unlimited internet access they could choose the good resolution video to experience more pleasant teacher's explanation.

The last aspect taken from the questionnaire is the internet access aspect. Internet access is pivotal in implementing online learning. It turned out nothing unexpected when most of the students claimed that they prefer to have pre-recorded to overcome the internet access problem they may have. By having pre-recorded they can opt to download the video lecture and play it once it has been downloaded. It may take a longer route, yet this method can avoid any obstruction which usually happens in live online lecture such as lagging video or having microphone off in the middle of the online class.

CONCLUSION

To summarize this study, as all people know that we are all still struggling to adjust with this online learning, teacher should take some considerations so the teaching and learning activity can run smoothly without both parties, the student and teacher, complaining about it.

It can be concluded that live online lecture is the best solution to make the students feel the teacher presence, although many aspects can hinder this method as many students still have limited phone credit and internet access. The wisest way probably to have at least half of the whole meetings in a semester could be done in live online lecture setting, the rest can be conducted in pre-recorded one.

Having pre-recorded is a must in distance learning since it provides students the flexibility to re-access the video again and it will be a great additional supplement for the students to access their cognitive off-loading from the lecture. In having pre-recorded also, teacher can give a higher order level of assignment as pre-recorded lecture allows the students to access not only the video but also other websites to access all at once. Therefore, students can provide an in-depth and critical answer of the higher order level assignment they get.

Having both live online lecture and record it seems also can be a viable option so students can re-access the lecture again anytime. It may take a longer time and also costly, yet it also can be a suitable solution once the internet access and cost problem are overcome.

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EVALUATION OF STUDENTS' SATISFACTION AND PERCEIVED LEARNING TOWARDS THE ESP TEACHING AT ACCOUNTING DEPARTMENT

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ABSTRACT

This research aims at determining the level of students' satisfaction with their learning experience and achieved the learning outcomes set by the department. Thus, factors contributing to students' perceived learning in ESP courses as well as factors exploring students' responses and reactions to the teaching of ESP at Accounting Department of State Polytechnic of Malang will be investigated. The study will be undertaken among undergraduate students of DIV Management Accounting since the ESP curriculum of this study program has recently encountered significant changes both in terms of the number of hours and the semester in which English course is given. Firstly, the concept of satisfaction will be defined. Secondly, a conceptual framework to demonstrate the relationship between the factors which lie behind university student satisfaction will be presented. Thirdly, the results and implications of a survey with which the authors tried to test the presupposed relationships within the boundaries of the conceptual framework will be given and discussed. The limitations of the research are also given. The findings of the study revealed that most of the students feel satisfied with moderate satisfaction towards the teaching of English at Accounting Department. Students perceived that English is important to support their academic needs as well as their future jobs. The most important English skill to learn is speaking. On the other hand, writing and listening skills are the most difficult skills for students to master. Most of the respondents felt that their English skills were still at the "adequate" and "lacking" level. The present study tries to indicate the level to which the goals of the learners have been met based on the perception of the students. Based on the findings, it is suggested that ESP course needs modifications in any forms to stand truly in line with learners' needs. There are many ESP courses held each semester in different contexts, but how effectively the curriculum has been developed should be meticulously observed.

Keywords: student satisfaction, ESP, student perception

INTRODUCTION

Higher education at a college or university level is perceived as one of most important instruments for individual social and economic development of a nation. Successful completion and enhancement of students' education are the major reasons for the existence of higher educational institutions. Now the higher education industry is strongly affected by globalization. This has increased the competition among higher education institutions to adopt market-oriented strategies. In Indonesian higher education, one of the main measures of success is the consistency of the learning experience. These indicators are subjective in nature and can mean various things to different individuals. In Indonesian universities, students' expectations of satisfaction with their educational experience are widely used for a variety of purposes in practice.

In this globalization era, English for specific purposes (ESP) has become an essential branch in English language teaching. ESP programs are demanded to match the implementation of the teaching of ESP and the specific field studied by the students. In the State Polytechnic of Malang, ESP is commonly taught in every study program and department for two to 6 hours per week from the first to the fifth semester for diploma program and from the first to the seventh semester for the applied bachelor program. As vocational university, the ESP programs taught in the first year focusses on teaching of Basic English while the teaching of specialized ESP is commonly started in the second year focusing on the practice of the four skills by emphasizing on speaking skills. Facts show that there are some possible problems of the teaching of ESP at the State Polytechnic of Malang including the teaching pedagogy, the teacher constraints, the design of the course which is suitable with the needs of the students at the work place, and students' ability. The teaching of ESP in which English is the students' foreign language faces complex problem. Thus, studies to determine the effective teaching approaches and learning strategies for ESP learners are needed. The studies can be started by analysing the needs analysis of ESP programs that can be started by exploring and understanding the students' perceptions towards ESP programs. Perception here refers to the thoughts and beliefs of the English learners.

Students' perceptions and ideas on all facets of academic life are now being sought in the form of a feedback questionnaire by educational institutions worldwide. The satisfaction of students can be defined as a short-term attitude that results from an assessment of the educational experience, services and facilities of students which was earlier calculated by traditional satisfaction constructs, but later on, higher education developed unique satisfaction models (Weerasinghe, I. S., & Fernando, R. L. (2017)). In this study, the students' perceptions towards the practice of the teaching of ESP effective at the State Polytechnic of Malang are investigated. A questionnaire regarding the teaching of ESP will be distributed to some departments from engineering and social departments. It is expected that the results of the study will contribute to the needs analysis of the practice of ESP at the State Polytechnic of Malang and developing ESP instructional materials. Although there is a significant amount of research on student satisfaction, student satisfaction is an important issue that has not yet been fully explored. Satisfaction or dissatisfaction with a university or faculty does not only affect student performance but more significantly, it also affects both the physical and psychological health of students. Dissatisfaction causes stress and this in turn provokes psychological and psychosomatic disorders (Öngider and Yüksel, 2002). Many studies have attempted to link student satisfaction, perceptions, or grades with the effectiveness of English course. Although these assessments of ESP courses add knowledge about students' perceptions of the course, there is some difficulty in linking the students' perceptions or outcomes with environmental variables. Many researchers did not control for students' characteristics in their analyses or did not adequately address students' academic and cognitive skills prior to the course. Obviously, without controlling for student characteristics, there could be some difficulty in attributing the outcomes of ESP courses as the result of educational practices. Ultimately, this uncertainty hinders the researcher's ability to link students' outcomes with the effectiveness of ESP courses.

Satisfaction is a person's attitude toward an object. It represents a complex assemblage of cognitions (beliefs or knowledge), emotions (feelings, sentiments, or

evaluations) and behavioural tendencies” (Hamner and Organ, 1978, p. 216). The object of satisfaction may be anything. When a person states that he/she is satisfied with something, he/she is regarded as having a positive attitude toward that specific object. Conversely, a person may be dissatisfied with something. In that case he is regarded as having negative attitudes toward that very object. Probably, the simplest, most straightforward method to measure satisfaction is to ask individuals questions as to what extent they are satisfied with a given object. Thus, accuracy can be enhanced by defining the “object” of satisfaction very carefully. In this research, the object is university students’ satisfaction and it is defined as the positive and negative attitudes developed by the students regarding their institutions.

This research aims at determining the level of students’ satisfaction with their learning experience and achieved the learning outcomes set by the department. Thus, factors contributing to students’ perceived learning in ESP courses as well as factors exploring students’ responses and reactions to the teaching of ESP at Accounting Department of State Polytechnic of Malang will be investigated. The study will be undertaken among undergraduate students of DIV Management Accounting since the ESP curriculum of this study program has recently encountered significant changes both in terms of the number of hours and the semester in which English course is given. Firstly, the concept of satisfaction will be defined. Secondly, a conceptual framework to demonstrate the relationship between the factors which lie behind university student satisfaction will be presented. Thirdly, the results and implications of a survey with which the authors tried to test the presupposed relationships within the boundaries of the conceptual framework will be given and discussed. The limitations of the research are also given.

METHOD

This research employed survey research design. The instruments in this study will in the form of survey on the student’s satisfaction towards the teaching of ESP courses at accounting department. This survey research aims at responding to concerns posed to address or observed issues, assessing needs and setting targets, determining whether particular priorities have been accomplished or not, defining baselines against which possible comparisons can be made, examining the pattern over time, and generally, explaining what occurs, how many and in which sense. Since this survey is intended for the second- and third-year students to examine a range of facets of their university and its courses’ teaching, evaluation and support, therefore the survey results were analysed using descriptive quantitative without testing any hypothesis. Since this survey is intended for the second and third year students to examine a range of facets of their university and its courses’ teaching, evaluation and support, therefore the survey results will be analyzed using descriptive quantitative without testing any hypothesis.

The items on the questionnaire were adopted from Douglas, J., Douglas, A., & Barnes, B. (2006) which was designed to generate student satisfaction in the teaching and learning activities of English Course offered. The questionnaire comprised 60 research questions that have been classified into different categories of the services product category including, lectures and tutorial implementations, supplementary facilities, facilitatory products, express service, and implied service. The survey was originally consisted of 60 questions, but the items were reduced to 46 items since this

research focused on the lecturers and course implementation. At the end, students were asked about their difficulties and suggestions towards English courses in Accounting Department. The questions of satisfaction were preceded by several demographic issues which allow for the segmentation of the sample population, gender, age, and current semester.

DISCUSSION

The results of questionnaire are described in detail in the following section. For the first question, "Do you like studying English?". The answers of the respondents are distributed almost equally into three categories. 30 respondents answered strongly like learning English, 36 respondents answered they like learning English, while 23 respondents shared neutral argument towards their interest in learning English. This showed that there is a tendency that most of the respondents shared positive interest in learning English. For the second question, "Is it important studying English in your department?". 68 respondents answered that English is strongly important to be studied in business administration department. Only 18 respondents answered that English is very important and only 6 students who think that English is not important. This showed that there is a tendency that most of the respondents think that learning English is strongly important.

For the third question, "Do you want to study English?". 63 respondents answered that English strongly want to study English. 21 respondents answered that verily want to study English. This showed that most of the respondents have a positive attitude towards learning English since the previous questionnaire item showed that the respondents think that learning English is essential.

For the fourth question, "Why do you want to study English?".

- (5) Because English is needed for my future job
- (4) Because English will expand my knowledge
- (3) Because English will benefit my study
- (2) Because English is international language
- (1) Because I love English

69 respondents answered that English is needed for their future job. 8 respondents answered English will expand my knowledge. 3 respondents answered because English will benefit my study. 6 respondents answered because English is international language and 3 respondents answered because I love English. These results show that most of the students learn English for supporting their future career so that they will prefer ESP materials that are closely related to their future job.

For the fifth question, "What is the most important English language skill to mastered?". 78 respondents answered speaking skills while only one respondent answered writing skills. This showed that the respondents assess the mastery of language through the fluency of speaking. It indicates that they will prefer to learn English which is given through active speaking activities the interesting fact is that no respondent think that reading and listening is the most important skill. Perhaps, the respondents think that reading and listening are only supporting skills to be mastered. For the sixth question, "Do you enjoy studying English?". 17 respondents answered that English is strongly enjoy studying English. 40 respondents answered that verily enjoy studying English. 31 respondents answered neutral. This showed that most of the

respondents have a positive attitude towards learning English but the attractiveness of the teaching of ESP needs to improve.

For the seventh question, "Do you think that English is beneficial for your academic study?". 58 respondents answered that studying English is strongly beneficial. 25 respondents answered that studying English is verily beneficial. While 10 respondents answered that studying English is beneficial. This showed that most of the respondents have a positive attitude towards learning English since the previous questionnaire item showed that the respondents think that learning English is essential. For the eighth question, "Do you think that English is beneficial for your future job study?". 68 respondents answered that studying English is strongly beneficial. 22 respondents answered that studying English is verily beneficial. While 2 respondents answered that studying English is beneficial. This showed that all the respondents think that learning English supports their future career.

For the 9th question, "Give your assessment towards your ability in English?". Surprisingly, there is no respondents who answered that they are excellent in English. 14 respondents that they are good in English. While 57 respondents or most of the respondents think that their ability in English is enough or not really good. This showed that most of the students think that they still need to improve their English proficiency especially ESP. For the 10th question, "Give your opinion towards the teaching of English in your department?". 48 respondents answered that the teaching of English is already very good. 25 respondents think that the teaching of English is excellent. 17 respondents that the teaching of English is good. One respondent answered that the teaching of English is still bad. This showed that most of the students think that the the teaching of English is are already very good but further improvement for the teaching of English is still needed.

For the 11th question, "Give your opinion towards the English materials used in your department?". 49 respondents answered that the English materials are already good. 22 respondents think that the English materials are excellent. 19 respondents that the English materials are good. This showed that most of the students think that the English materials are already very good but further revision for the better materials is still needed. For the 12th question, "Give your opinion towards the teaching of English at State Polytechnic of Malang has fulfilled my academic needs?". 43 respondents answered that the teaching of English is already very good at fulfilling their academic needs. 16 respondents think that the teaching of English is excellent. 32 respondents that the teaching of English is good. This showed that most of the students think that the English materials has already fulfilled their academic needs.

For the 13th question, "Is the teaching of English at State Polytechnic of Malang has fulfilled my future career needs?". 42 respondents answered that the teaching of English is already very good at fulfilling their future career needs. 16 respondents think that the teaching of English is excellent. 32 respondents that the teaching of English is good. This showed that most of the students think that the English materials has already fulfilled their future career needs.

For the 14th question, "Is the teaching of English at State Polytechnic of Malang has been suitable with the students' English proficiency level?". 37 respondents answered that the teaching of English is already suitable with the students' English proficiency level. 14 respondents think that the the teaching of English is excellent. 38 respondents

that the teaching of English is good. This showed that most of the students think that the teaching of ESP is already suitable with the students' English proficiency level.

For the 15th question, "Is the English teaching method at the State Polytechnic of Malang has been suitable with and beneficial for the students?" 46 respondents answered that the teaching of English is already very suitable with and beneficial for the students. 6 respondents think that the teaching of English is excellent. 25 respondents that the teaching of English is good. This showed that most of the students think that the teaching of ESP is already suitable and beneficial for the students' English proficiency level. For the 16th question, "Is the additional teaching materials of English such as CD audio-video and PowerPoint have been utilized in English Class?" 37 respondents answered that the use of additional teaching materials of English are not really good. 27 respondents think that additional teaching materials have adequately used. 19 respondents answered that the additional teaching materials are already excellent. This showed that most of the students think that the use of additional teaching materials is already adequate but still need to be improved.

For the 17th question, "Is the English class provide class group discussion?" 48 respondents answered that the teaching of English already provide a very good number of chances to work in group. 37 respondents think that the chance to work in group is excellent. 7 respondents that the teaching of English is adequate. This showed that most of the students think that the chance to work in group is already very good and beneficial for the students. For the 18th question, "Does your English teacher motivate you to study English?" 43 respondents answered that the teaching of English already provide a very good motivation to study English. 37 respondents think that the teacher provide an excellent motivation to study English. 7 respondents that the think that the teacher provides adequate motivation to study English. This showed that most of the students think that motivation to study English is already very good.

For the 19th question, "Does your English teacher help you in improving your ability in English?" 42 respondents answered that the teaching of English is very beneficial for improving their ability in English. 33 respondents think that the teaching of English is strongly beneficial for improving their ability in English. 16 respondents think that the teaching of English does not significantly improve their ability in English. This showed that the teaching of English is still needed to improve. For the 20th question, "Is English needed for your study? Most of the respondents answered that English is strongly important. For the 21st question, "Is the assessment procedure already suitable?" 63 respondents answered that the assessment procedure is already very suitable. 7 respondents think that the assessment procedure is strongly beneficial for improving their ability in English. 20 respondents think that the teaching of English does not significantly suitable with their expectation.

Results from question number 22 to 24 dealing with the importance of learning speaking, listening, writing, and reading skills for their study showed that speaking skill is the most importance skill followed by listening skills. On the other hand, writing and reading skills are still necessary. Results from question number 26 to 40 dealing with the students' difficulty in English showed various results. The respondents still have difficulty in understanding and reading textbook and journal while for understanding paragraph and report the level of difficulty is lower. In terms of writing report lecture note and essay the level of difficulty is adequate. In terms of speaking, most of the

respondents still have difficulty in speaking in public and during group discussion. Results also indicated that the difficulty also occurred in daily conversation. In terms of listening, most of the respondents think that it is difficult to understand the native English pronunciation. Thus, special attention needs to be given to the improvement of the teaching quality aimed at improving students' ability in speaking and listening. For question number 41 to 44," In general, do you think that the teaching of English at the State Polytechnic of Malang has improved your ability in listening, speaking, writing and reading in English?". Most of the respondents think that the teaching of ESP does not significantly improve their proficiency level in all four skills. This showed that the teaching of ESP still needs improvement.

The findings of the study revealed that most of the students feel satisfied with moderate satisfaction towards the teaching of English at Accounting Department. 7 respondents are very satisfied, 36 respondents are satisfied. 38 respondents think that the English courses is Fair while 12 respondents are not satisfied with the English courses offered in accounting department. The results further revealed the ability to communicate more effectively. English for specific purposes (ESP) courses, on the other hand, allow them to learn career-oriented English skills to satisfy the requirements of employers of learners who are trying to enter the workplace. Both students need to gain as much information about their target background as possible and improve their English language skills about what the target department managers or staff directors need. Students are required to conquer the pre-scheduled obstacles after completing the ESP course. In this case, analysis of needs is genuinely responsible for identifying the needs of learners to help practitioners develop the most suitable course. Learners are defined in terms of success in the ESP sense, i.e. their use of the language at the end of the course is the key point. In this respect, the aim of the ESP course is to prepare learners for a task or set of tasks. The practitioners, educators, and the learners themselves set these objectives.

CONCLUSION

The findings of the study revealed that most of the students feel satisfied with moderate satisfaction towards the teaching of English at Accounting Department. Students perceived that English is important to support their academic needs as well as their future jobs. The most important English skill to learn is speaking. On the other hand, writing and listening skills are the most difficult skills for students to master. Most of the respondents felt that their English skills were still at the "adequate" and "lacking" level. The teaching and learning of English courses at the accounting departments still needs to be improved because there are materials that are not yet relevant, the use of media is not optimal, learning methods are less varied, and there are still lecturers who do not motivate students in the English class and the tendencies of every lecturer has different teaching materials and teaching methods which lead to the asynchronous curriculum. Overall, teaching English at accounting department has improved students' ability in speaking English

The findings further showed the urge to communicate more effectively. On the other hand, English for specific purpose (ESP) courses help them learn the career-oriented English skills to meet employers' demands of the learners who seek to enter the workplace. These students must both learn as much knowledge as possible on their

target context and develop their English language skills about what is required by the target department managers or personnel directors. Passing the ESP course, students are expected to overcome the pre-planned difficulties. In this case needs analysis is truly responsible for identifying learners' needs to help practitioners develop the most appropriate course. In ESP context, learners are described in terms of performance, i.e. the main point is their usage of the language at the end of the course. In this vein the goal of the ESP course is to make the learners ready for carrying out a specific task or set of tasks. These goals are set by the practitioners, principals as well as the learners themselves.

The present study tries to indicate the level to which the goals of the learners have been met based on the perception of the students. Based on the findings, it is suggested that ESP course needs modifications in any forms to stand truly in line with learners' needs. There are a large number of ESP courses held each semester in different contexts, but how effectively the curriculum has been developed should be meticulously observed.

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