ISBN 978-602-73769-1-5

4th ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION
International Conference 2015

Conference Proceedings

"Perspectives in English Language Teaching, Literature, and Translation"

Unnes in collaboration with AWEJ, RELO, and The University of Auckland

Faculty of Languages & Arts
State University of Semarang

ELTLT

ELTLT

CONFERENCE PROCEEDINGS

4th English Language Teaching, Literature , and Translation

International Conference 2015

Unnes in collaboration with AWEJ, RELO & University of Auckland

Conference Proceedings

"Perspectives in English Language Teaching, Literature, and Translation"

Faculty of Languages & Arts

State University of Semarang

4th ELTLT CONFERENCE PROCEEDINGS
Faculty of Languages and Arts, Unnes

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

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of English Department of the Faculty of Languages and Arts, Unnes.

First published in January 2016

Editors: Siti Wachidah, Dewi Rochsantiningsih, Issy Yuliasri, Khairi Obaid Al-Zubaidi, Mirjam Anugerahwati
Layout: Thomas Sugeng H
Cover Design: Thomas Sugeng H

Library of cataloguing in Publication Data:
ELTLT Conference Proceedings published by English Department of the Faculty of Languages and Arts, Unnes
includes bibliographical references
Series **ISBN 978-602-73769-1-5**

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

Preface

ELTLT conference is one of a bridge that channels bond amongst academics, especially the expertise of English language teaching, literature, and translation. Last year, we discussed about The Global Trends in English language Teaching, Literature and Translation.Right now, we discuss about Perspectives in English Language Teaching, Literature, and Translation.

As the chair of the 4th English Language Teaching, Literature, and Translation International Conference 2015, I would like to extend our sincere gratitude to all presenters, especially a representative speaker from AWEJ,Dr. Joseph G. Mallia from the University of Malta, Malta, besides that, thank you to Jennifer Uhler from RELO and Dr. John Hope from The University of Auckland, New Zealand for accepting the invitation to speak as the keynote speakers. At present, we have 3 keynote speakers and 117 presenters from abroad and domestic. Besides that, we also have many participants not only abroad but also domestic.

We would like to do best for the smooth of the programs. The committee would also like to thank the rector of State University of Semarang, Prof. Dr. Fathur Rokhman, M.Hum. and the Dean of Languages and Arts Faculty, Prof. Dr. Agus Nuryatin, M.Hum. for their full support. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 5thELTLT next year

Bambang Purwanto, S.S., M.Hum
Chair of ELTLT Committee
Faculty of Languages and Arts
State University of Semarang

ISBN 978-602-73769-1-5

 ISBN 978-602-19638-8-3

Welcome from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2015.

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

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

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

Semarang, October 2015

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
State University of Semarang

ISBN 978-602-73769-1-5

 ISBN 978-602-19638-8-3

Welcome from the Head of English Department

We are privileged to organize this annual conference on English Language Teaching, Literature, and Translation. This year is our 4th year, and we have learned a lot from our previous experiences, and so we are now doing our best to minimize weaknesses. We have received quite a lot of abstracts, a lot more than the previous years. This means that more academics are interested in our conference and trust us as organizer of the conference. We are happy that we can accommodate most proposed papers for presentations. However, with regrets, we had to reject some due to time constraints and limited quota. We do hope that next year we can accommodate more.

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

I also wish that this annual ELTLT conference could serve as a bridge that connects academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

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

 ISBN 978-602-19638-8-3

Content

Preface v
Welcome from the Dean of Languages and Arts Faculty vii
Welcome from the Head of English Department ix
Content xi

GRAPHIC ORGANIZERS (GOS): AN ALTERNATIVE TO IMPROVE STUDENTS' READING COMPREHENSION IN LEARNING ANALYTICAL EXPOSITION TEXT (A CASE OF ENGLISH LESSON AT MA SHOLAHUDDIN DEMAK)
Abdul Ayiz 1

WHEN *SENSING* TEACHES MORE THAN *TEXT BOOKS*: REVITALIZING TEAM, ICT AND OBSERVATIONAL LEARNING TO THRIVE SOCIO-AFFECTIVE CONSCIOUSNESS IN LANGUAGE CLASSROOM
Adi Suryani 18

DEVELOPING DIGITAL ENGLISH GRAMMAR MATERIALS FOR THE SENIOR HIGH SCHOOL STUDENTS
Agnes Santi Widiati, Y.G. Harto Pramono and Hady Sutris Winarlim 31

AN ANALYSIS OF CONVERSATION STRUCTURE OF LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE
Ahmad Sofwan 48

LEXICAL MARKERS SERVING AS ACCURATE DETERMINANTS OF STRONG STRESS PLACEMENTON ENGLISH WORDS
Alim Sukrisno 59

THE BENEFICIAL EFFECT OF BILINGUALISM IN VISUAL MEDIA
Aliva Rosdiana 73

TEACHER'S STRATEGIC COMPETENCE USE IN VOCABULARY TEACHING THROUGH ENGLISH JOKES AT SEVEN GRADERS
Amelia Kartikawati 84

LANGUAGE LEARNING STRATEGIES IN TEACHING ENGLISH UNIVERSITY STUDENT: LECTURER PRESENTATION VERSUS STUDENTS PRESENTATION
Ani Nur Wasiah and Oscar Yustino Carascalao 94

A STUDY OF CODE SWITCHING AND CODE MIXING IN EFL CLASSROOM: A SURVEY OF CLASSROOM INTERACTION AT ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG
Annisa Astrid..... 99

A VIEW OF WORLD OF PERFECTNESS THROUGH "DIVERGENT" BY VERONICA ROTH
Anna Sriastuti 118

SCRIPTED INSTRUCTION IN EFL CLASSES: AN OPPORTUNITY OR A DRAWBACK?
Annur Rofiq..... 129

THE USE OF DRAMA "THE GOLDEN TOUCH" AS MEDIUM IN TEACHING SPOKEN WRITTEN NARRATIVE TEXT
Aprilia Riyana Putri 139

WOMAN BODY: FRIEND OR FOE? A STUDY ON MARGE PIERCY'S *BELLY GOOD*
Aris Siswanti 148

 ISBN 978-602-19638-8-3

THE EFFECTIVENESS OF GIST (GENERATING INTERACTIONS BETWEEN SCHEMATA AND TEXT) AND KWL (KNOW, WANT, AND LEARNED) STRATEGIES TO IMPROVE READING ACHIEVEMENT OF MALE AND FEMALE STUDENTS (AN EXPERIMENTAL RESEARCH OF THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL 2 DEMAK IN THE ACADEMIC YEAR OF 2014/2015)

Atiya Mahmud Hana 158

RAISING YOUNG LEARNERS' AWARENESS OF GRAMMAR THROUGH CREATIVE LANGUAGE ACTIVITIES

C. Murni Wahyanti..... 169

VOCATIONAL HIGH SCHOOL STUDENTS' PERCEPTION TOWARDS ENJOYABLE ENGLISH CLASS TEACHING AND LEARNING PROCESS

Cinthia Reswari 178

CALL AND COOPERATIVE LEARNING: A SOLUTION TO DEVELOP STUDENTS' LISTENING ABILITY

Delsa Miranty..... 183

THE PERSONALITY CHANGE OF CHINESE AMERICAN DESCENTS: A STUDY ON *THE WOMAN WARRIOR: MEMOIRS OF A GIRLHOOD AMONG GHOSTS* WRITTEN BY MAXINE HONG KINGSTON

Desy Khrisdiyanti..... 195

THE IMPACT OF ENGLISH AS AN INTERNATIONAL LANGUAGE ON ENGLISH LANGUAGE TEACHING IN INDONESIA

Devy Angga Gunantar 210

TEACHING GRAMMAR IN WRITING CLASSES IN ORDER TO CREATE A MEANINGFUL GRAMMAR TEACHING AND LEARNING

Diyantari 224

STUDENTS' LEARNING STYLES AND THEIR METACOGNITIVE AWARENESS OF LISTENING STRATEGIES: A CASE STUDY
Dodi Mulyadi 229

HOW PEER COACHING AFFECTS PROFESSIONAL COMPETENCE OF STUDENT TEACHERS IN TEYL PRACTICUUM
Dwi Winarsih 240

DEVELOPING ENGLISH MATERIAL FOR ISLAMIC ELEMENTARY SCHOOLS USING *THEMATIC INTEGRATIVE CHARACTER-BASED MODEL*
Farikah..... 247

THE UNREACHED AMERICAN DREAM: CORRUPTION OF WOMEN'S POWER AS REPRESENTED IN STEINBECK'S *OF MICE AND MEN*
Bety Mawarni, Fatma Hetami, Fatikha Amalina 252

AN EVIDENCE-BASED PARADIGM FOR ENGLISH LANGUAGE TRAINING IN NON-WESTERN LEARNING INSTITUTIONS
Joseph George Mallia..... 266

TEACHERS' PRIME CONCERNS AND PERCEPTIONS OF CLT WITH NON-WESTERN STUDENTS OF ENGLISH
Joseph George Mallia..... 277

USING SQ3R AS READING STRATEGY TO ENHANCE THE LEARNERS` COMPREHENSION ON ANNOUNCEMENT TEXTS
Henni Rosa Triwardani and Siti Fatimah..... 289

ANALYSIS ON FLOUTING MAXIMS FOUND IN JAVANESE TRADITIONAL PUPPET SHOW VIDEO BY PUPPETEER : KI ENTHUS SUSMONO
I made Suwartama..... 301

 ISBN 978-602-19638-8-3

STRUCTURALISM OF BETRAYAL ANALYSIS IN C.S.LEWIS'NOVEL *THE CHRONICLES OF NARNIA THE LION, THE WITCH, AND THE WARDROBE*
Ikka Malia Chairun Nissa 322

SPEECH ACT IN AUSTRALIAN PRIME MINISTER TONY ABBOTT AND FOREIGN MINISTERJULIE BISHOP SPEECH AFTER "BALI NINE" EXECUTIONS
Indra Yoga Prawiro 331

DEVELOPING MODIFIED SCAFFOLDING MODEL TO ELICIT LEARNERS'S SPEECH PRODUCTION
Inti Englishtina 343

UTILIZING A MOODLE-BASED E-LEARNING PLATFORM IN ELT: AN AUTOETHNOGRAPH
Ismail Anas 372

STUDENTS' CHOICE OF TRANSLATION TECHNIQUES AND QUALITY OF THEIR TRANSLATIONS
Issy Yuliasri 389

EFFECTIVENESS OF MOTHER TONGUE-BASED STORY BOOKS IN DEVELOPING LISTENING COMPREHENSION SKILL
Joe-Bren Lee Consuelo 396

RECONSTRUCTING CHINESE AMERICAN EXPERIENCE IN CATHY SONG'S POEM "HEAVEN"
Juliati 399

TOTTO-CHAN": INSIGHTS INTO MULTIPLE INTELLIGENCES-BASED ENGLISH TEACHING TO YOUNG LEARNERS
K. M. Widi Hadiyanti 409

ISBN 978-602-73769-1-5

EXPERIENTIAL LEARNING THEORY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE INDUSTRIAL ENGINEERING DEPARTMENT AT THE UNIVERSITY OF ATMA JAYA YOGYAKARTA
L. Bening Parwita Sukci 421

THE USE OF RESEARCH PAPER WRITING INSTRUCTIONAL MATERIALSTO IMPROVE STUDENTS'ACADEMIC WRITING: A CLASSROOM ACTION RESEARCH
M. Ali Ghufron 433

BITTERSWEET CULTURAL ACCEPTANCE AS A REPRESENTATION OF SKIN COLOUR DIFFERENTIATION IN TONI MORRISON'S SHORT STORY *SWEETNESS*
Mohamad Ikhwan Rosyidi 446

TONE AND IMAGERY IN TENNYSON'S 'TITHONUS'
Muhammad Rifqi 456

ISLAMIC VALUES CONSTRUCTION ON NOVEL "NEGERI 5 MENARA" BY AHMAD FUADI
Muhammad Rosyid Husnul W 469

TEACHER'S ROLES IN TEACHING AND LEARNING OF ENGLISH VOCATIONAL HIGH SCHOOL (CASE STUDY: SMK N 1 SEMARANG)
Manikowati 478

ENHANCING STUDENTS' MOTIVATION AND ACHIEVEMENT IN LEARNING GRAMMAR THROUGH CONTEXTUAL TEACHING AND LEARNING THROUGH RELATING, EXPERIENCING, APPLYING, COOPERATING AND TRANSFERRING (REACT) STRATEGY
Mashlihatul Umami 490

 ISBN 978-602-19638-8-3

APPLYING ECOLOGICAL APPROACH IN *A SOUND OF THUNDER* BY RAY BRADBURY
Mia Fitria Agustina 503

"*JANGAN BERPIDATO*" AND GUS MUS'S SOCIAL CRITICISMS
Mytha Candria 515

OPPOSING BONDAGE, DOMINATION, SADISM, AND MASOCHISM (BDSM) IN *FIFTY SHADES OF GREY*: RADICAL FEMINISM PERSPECTIVE
Nenin Astiti Ayunda 524

TEACHING GRAMMAR IN CONTEXT: WHY AND HOW?
Noor Maulidiyah 535

ANALYSIS ON THE TRANSLATION OF WORDPLAYS IN "THE GOD OF SMALL THINGS" BY ARUNDHATI ROY (STUDIES ON THE WORDPLAY SHIFTS AND THE TRANSLATION QUALITY)
Nur Saptaningsih 545

CONVERSATION ANALYSIS OF AN 8-MINUTES INTERVIEW ON METRO TV BETWEEN DALTON TANONAKA AND AGNES MONICA
NurlailaTuanany 557

AN ANALYSIS OF ABSTRACT USING MICRO-LEVEL COHERENCE AND MACRO-LEVEL COHERENCE
Oscar Yustino Carascalao and Rif'atun Hasanah 567

IMPROVING STUDENTS' PRONUNCIATION USING JAZZ CHANTS
Primanda Dewanti and Monika Widyastuti S 580

ISBN 978-602-73769-1-5

TRANSLATION QUALITY OF JKT48'S SONGS LYRICS: INDONESIAN VS ENGLISH VERSION
Pritha Anggiarima 590

AN INVESTIGATION OF CHALLENGES RELATED TO COMMUNICATIVE LANGUAGE TEACHING PRACTICES IN INDONESIAN SENIOR HIGH SCHOOLS
Puput Arfiandhani 602

'THESEEING WOMAN' A NEW IMPERIAL AMBIVALENCE IN MARIE GRAY'S *JOURNEY'S IN JAVA*
Rahayu Puji Haryanti 625

FLOUTING MAXIMS IN *INDONESIA LAWAK KLUB* CONVERSATION
Rahmawati Sukmaningrum, Faiza Hawa and Oscar Yustino Carascalao..... 642

STRUGGLING WITH THE PAST: REDEFINING AFRICAN-AMERICAN PHYSICAL APPEARANCES THROUGH ALICE RANDALL'S *THE WIND DONE GONE*
Rasiah 659

BIRACIAL HELGA CRANE'S STRUGGLE FOR RACIAL IDENTIFICATION IN NELLA LARSEN'S *QUICKSAND*
Ratna Asmarani 672

DEVELOPING ONLINE READING SUPPLEMENTARYMATERIALSFOR THE TENTH GRADERS OF SMAN 3 PROBOLINGGO
Reny Windi Astuti and Tety Mariana 686

POLITENESS STRATEGIES USED BY COLTER STEVENS AS THE MAIN CHARACTER IN SOURCE CODE MOVIE
Retnowaty..... 696

 ISBN 978-602-19638-8-3

A PRACTICAL APPLICATION OF CRITICAL THINKING IN TEACHING WRITING AT NON-ENGLISH DEPARTMENT STUDENTS' CLASSROOM
Rif'atun Hasanah and Oscar Yustino Carascalao 709

THE SUBALTERN DECLARATION OF ITS EXISTENCE IN THE IDEAL WORLD REFLECTED IN NADINE GORDIMER'S *GREGOR*
Rini Susanti W 718

THE EFFECT OF BRITISH PARLIAMENTARY DEBATE TECHNIQUE ON STUDENTS' ENGLISH SPEAKING ACHIEVEMENT
Ronauli Sihombing, Astri Khoirun Nissa and Amelia Estrelita..... 727

ANALYSIS OF TRANSLATION METHODS ON HARPER LEE'S NOVEL *TO KILL A MOCKINGBIRD* FROM ENGLISH INTO INDONESIAN
Rudi Hartono and Arif Suryo Priyatmojo 734

PHONOLOGICAL FOSSILIZATION OF THE JAVANESE ADULT LEARNERS OF ENGLISH: R&D OF A MODEL OF TEACHING MATERIALS OF ENGLISH PHONOLOGY FOR EFL LEARNERS
Senowarsito and Sukma Nur Ardini..... 745

STUDENT-CENTERED LEARNING AND CROSS CULTURAL UNDERSTANDING IN LEARNING INTODUCTION TO LITERATURE TO IMPROVE THE STUDENTS MORALITY AND MULTICULTURAL VALUES
Siminto and Retno Purnama Irawati 756

ADDRESSING CHARACTER EDUCATION IN EFL CLASS THROUGH UNITY OF SCIENCE CONCEPT
Siti Tarwiyah 780

ISBN 978-602-73769-1-5

USING AUTHENTIC MATERIALS TO ENGAGE LEARNERS IN *REAL LIFE, CONTEXTUALIZED* LITERACY PRACTICES
Sri Suprapti 793

READING POSTCOLONIALISM ISSUE IN ORIFLAME'S BOOKLET NO 8/ 01 AGUSTUS-31 AGUSTUS 2014
Sri Utami Budi 804

STRENGHTENING TEACHING PRACTICUM IN SCHOOLS THROUGH LESSON STUDY (A Case of Student Teachers of the English Department of Unnes)
Sri Wahyuni 812

ETHNOGRAPHIC CASE STUDY IN LANGUAGE EDUCATION RESEARCH: AN EMPIRICAL STUDY
Sri Wuli Fitriati 824

THE EFFECT OF USING COMPUTER-BASED TIMELINE MEDIA ON LEARNERS' MASTERY OF ENGLISH TENSES: A PRELIMINARY STUDY
Susana Teopilus, Hendra Tedjasuksmana, and Diana Lestariningsih A 836

CONTRIBUTION OF DICTIONARY REFERENCE SKILLS TO READING COMPREHENSION ACHIEVEMENT
Tatik 852

DIRECT CORRECTIVE FEEDBACK ON STUDENTS'WRITING PERFORMANCE
Testiana Deni Wijayatiningsih 873

IMPLEMENTING PROJECT ASSESSMENT TO EVALUATE STUDENTS' TEACHING PERFORMANCE IN TEFL CLASS
Vega Hesmatantya 881

 ISBN 978-602-19638-8-3

SFL PERSPECTIVE AND EQUIVALENCE IN TRANSLATION OF BOTANICAL TERMS
Vianinda Pratama Sari 891

ASSESSING LEARNERS' POTENTIAL LITERARY COMPREHENSIVE LEVEL ON POPULAR MOVIES BY USING DYNAMIC ASSESSMENT PRINCIPLES
Widya Ratna Kusumaningrum and Atsani Wulansari 898

THE ANALYSIS OF GRICE'S COOPERATIVE MAXIMS AND FLOATING MAXIMS IN THE CONVERSATION OF SIMPSON SEASON 26 EPISODE 15
Yan Hardiansyah 923

COMPARING THE READABILITY LEVELS OF A SOURCE TEXT AND ITS BACK-TRANSLATIONS
Yan Mujiyanto 947

THE EFFECT OF SMALL TALK ON UNDERGRADUATE STUDENTS' SPEAKING ABILITY
Yansyah and Hidayah Nor 954

LANGUAGE FOR LANGUAGE, OR LANGUAGE FOR SOCIAL ISSUES?
Zulfa Sakhiyya 967

ISBN 978-602-73769-1-5

 ISBN 978-602-19638-8-3

GRAPHIC ORGANIZERS (GOS): AN ALTERNATIVE TO IMPROVE STUDENTS' READING COMPREHENSION IN LEARNING ANALYTICAL EXPOSITION TEXT (A CASE OF ENGLISH LESSON AT MA SHOLAHUDDIN DEMAK)

Abdul Ayiz

A Student of Graduate Program

State University of Semarang

Abstract

Reading class for EFL high school students tends to be boring. Many students are not interested in reading due to the complicated structures of a text. The curriculum 2013 now has been changed back into the previous curriculum, that is the school based curriculum (KTSP), which requires students at senior high school to learn many kinds of texts. One of the texts students have to learn is analytical exposition text which usually becomes problem for them to comprehend. This paper investigates the effects of Graphic Organizers (GOs) on reading comprehension achievement of EFL students. GOs are visual frameworks which can help EFL students in the comprehension of a text. Its use is like a map which locates particular information of a text and enables students easily to find particular information in a text. A quasi-experimental design was used in the study. 60 EFL students participated for this study. 30 students formed as the experimental group and the others as the control group. The participants were given the reading comprehension achievement test before the treatment. After the treatment, both groups were given the reading comprehension achievement test again. Based on the statistical analysis, it was found that there was significant difference in the reading comprehension achievement of the groups in favor of the experimental one. The results have shown that the instruction of GOs in EFL reading class can be an alternative to help students in the comprehension of reading materials in English.

Keywords: Reading comprehension achievement, Graphic organizers, EFL high school students

Introduction

One of the biggest challenges in teaching English as foreign language (EFL) is how to teach reading skill. Students are considered having good reading skill when they can comprehend reading passages for detail information and as fast as possible. Reading comprehension can be

 ISBN 978-602-73769-1-5

very essential when it can lead the students to discuss and question about what a particular text means and to explore the text for greater understanding. Teaching reading can be fun and exciting, but many times can be frustrating as well, especially when it is taught for EFL senior high school students who do not have motivation in learning English.

As a matter of fact, up to now, there are still some difficulties students have when dealing with reading passages. For example, they are not able to determine precisely about the main idea of a text, to find supporting details, to find words whose same meanings, and sometimes making inferences. It happens especially for the eleventh-graders at MA Sholahuddin.

Students need innovation in reading class by using an interesting, practical and applicable technique to comprehend reading passages easily. There are many techniques proposed by experts to teach reading comprehension which can be used by English teachers to improve the students' reading comprehension. Among the techniques, there is also another technique the English teacher can use to enhance the students' reading comprehension. The technique is by using Graphic Organizers (GOs) as teaching tools which can provoke the students to get engaged in predicting, clarifying, summarizing, questioning, goal setting, reviewing, and noting text organization−all done while discussing the meaning of the text information. When the students see how information is organized in text and how that information can be arranged in graphic organizers, the text can be comprehended much more easily. This instructional technique is also a logical extension of text organization.

A writer writing a particular text definitely uses lexis, discourse markers, and organization patterns to signal how a text should be understood (Grabe, 2000). Texts are understood through reader interpretation of the larger organization structures signaled by the writer. These organizational structures can be demonstrated to students fairly easily and they can offer students important insights into understanding and learning from texts.

The writer assumes that graphic organizer is interesting, practical and applicable to improve students' reading comprehension. The eleventh-graders in Indonesia are required to learn some genres (kinds of instructional texts) included in the national curriculum of KTSP. One of the genres they have to study is analytical exposition text. Thus, this research elaborates the

 ISBN 978-602-73769-1-5

major discourse structure mechanism that contributes to the comprehension of analytical text and five areas of questions such as identifying the main idea, finding the supporting details, the vocabulary, fact and opinion, and making inferences.

Some similar studies which also applied graphic organizers for improving students' reading comprehension have been conducted. The followings are some studies which have been conducted to investigate the issues about graphic organizers which help students' improvement in reading comprehension.

Heidarifard (2014) in her study tried to investigate the effect of graphic organizers on l2 learners' reading comprehension of general education students. 80 female Iranian second-grade high school students formed the groups of participants for the study. Their age was in range from 16 to 19. 40 participants received the graphic organizers intervention as Group A and the other participants received the traditional reading instruction as Group B. The critical thinking questionnaire was given to the participants of Group A to see whether the participants' critical thinking ability will influence their reading comprehension or not and the posttest was given to the participants in order to examine the extent to which graphic organizers' instruction will affect L2 learners' reading comprehension. The result showed that instruction of graphic organizers had a positive effect on the reading comprehension achievement of L2 learners reading comprehension and according to linear regression analysis on the results of the critical thinking questionnaire group A critical thinking ability was not a significant predictor and a significant improvement of the participants reading comprehension ability after a six-week delay was seen as a result of reading instruction with the help of graphic organizers.

Dar and Rajan (2013) in their study which concerns with the *Using Graphic Organizers to Improve Reading Comprehension Skills for the Middle School ESL Students* also revealed that graphic organizer has significant impact on students' reading comprehension of experimental group in five types of reading questions compared to the controlled group students'. The five types of areas of questions are about identifying the main idea, finding the supporting details, dealing with vocabulary, fact and opinion and making inferences.

ISBN 978-602-73769-1-5

Jiang (2012) adds about the effect of discourse structure graphic organizers on EFL reading comprehension. Her study investigated the effects of a 16-week reading instruction program with discourse structure graphic organizers (DGSOs) on the development of English reading comprehension among college-level EFL students. A DSGO completion test and a TOEFL (Test of English as Foreign Language) reading comprehension test were administered before, immediately after and 7 weeks following the instructional treatment. The result showed that the DSGO instruction significantly improved discourse comprehension as measured by the DSGO completion task, and the effect was retained 7 weeks after the instructional treatment. Significant improvement was also observed in the general reading ability as measured by TOEFL reading comprehension in the immediate posttest, but the effect did not persist in the delayed posttest. These findings apply to both the first and third semester students. Pedagogical implications of the DSGO instruction are discussed.

According to the studies presented previously the writer can conclude that graphic organizers can give significant improvement towards students' reading comprehension skills. Despite students' improvement in reading comprehension skill, after seeing the application of graphic organizers the writer assumes that graphic organizers can also be used to trigger students' critical thinking skills which help students figure out their problems in reading comprehension because in that way they will be able to read the graphic organizers taught to them.

Graphic Organizers as pedagogical tools

Using graphic organizers can be an alternative to teaching reading. Here the English teacher gives the students the images of how a sentence is constructed and connected to others which later creates the cohesion of the text. Students become readers who see graphic organizer like a map which contains any information from the text. By seeing the map full of information from the text, students can directly comprehend the text patterns much more easily. They can directly locate the details of information presented in the form of graphic.

The graphic organizer is shown through boxes and arrows set up in such a way to present the connection from one word to another, one sentence to the next and from a paragraph to another which are interrelated. Students can be asked to fill in the boxes as individuals or in groups to decide what the key terms mean. Here are some examples of graphic organizer in

 ISBN 978-602-73769-1-5

the form of boxes and arrows. The following is the graphic organizer (Grabe, 2002) when dealing with a definition of a particular topic.

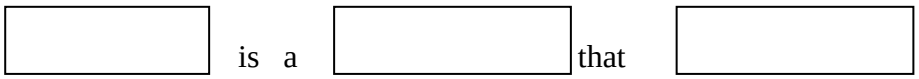


Figure 2.1: definition of a topic

If we want to show cause and effect relation of particular sentences, the graphic presentation can be seen as follows:

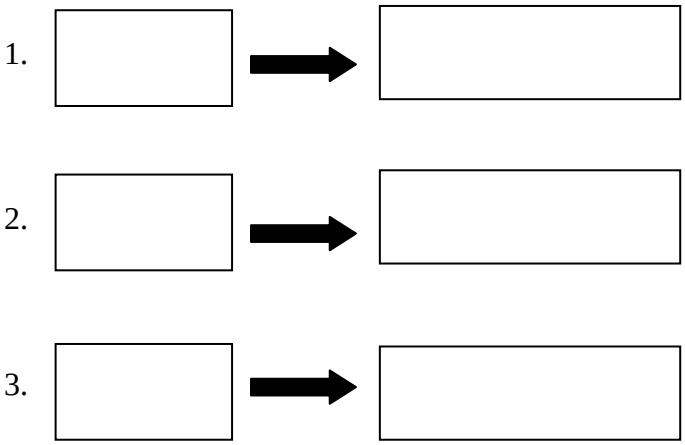


Figure 2.2: showing cause and effect

In addition, since the analytical text exposition consists of thesis, arguments and reiteration in its structures, it requires the learners to be able to generate ideas and then break them into some arguments which are against or pro related to the thesis and finally it comes to the conclusion. The graphic organizer which was used to teach the analytical exposition text was topic generation with four ideas. The figure can be shown as follows:

ISBN 978-602-73769-1-5

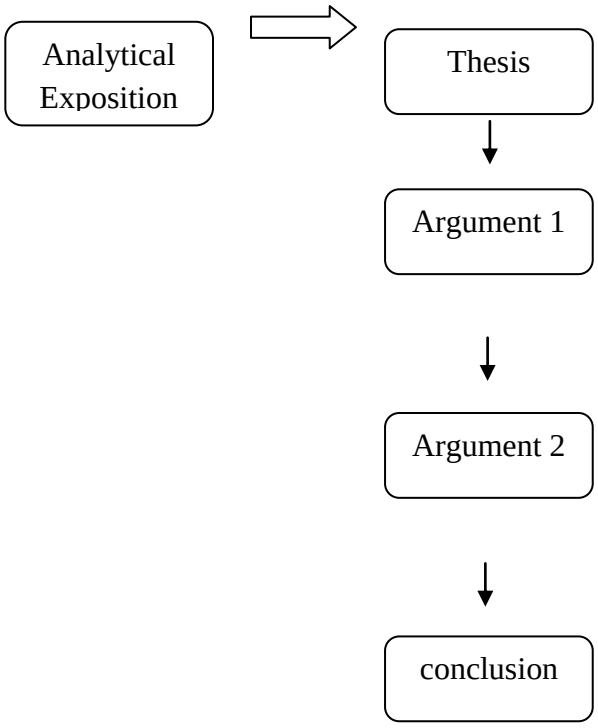


Figure 2.3: topic generation

By seeing this graphic organizers, the students can get the clear image of how the text is constructed as well as to locate particular information more easily because all information is displayed in certain boxes and connected with arrows. Thus, by using the graphic presentation, English teacher can turn a text which is abstract to something can be seen and located easily.

The methodology

This research can be classified as a quasi-experimental research. Initially, 30 students in XI IPS 2 were chosen as the control group and 30 students in XI IPS 3 were chosen to be the experimental group. Both groups were given pre-test at the beginning to see the homogeneity of the groups. The pretest consisted of 25 questions of which were about analytical exposition texts covering five areas questions previously stated. After the homogeneity was analyzed, the normality of the two groups were analyzed. This study had three main activities; they are pretest, treatments, and posttest. Those activities were done in five meetings. The time allocation for the reading class was 90 minutes. The post test was conducted in the last meeting. T-test is used to analyze the result of post tests for the two groups to see if there is significant difference for the result of the reading achievement after the treatment.

 ISBN 978-602-73769-1-5

Result

Test of normality

The following tables shows the concise summary of data normality test on pre test and post test using the test of Kolmogorov-Smirnov and Shapiro-Wilk for the two groups.

Table 1.

Normality Test of the Pre Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Groups	Statistic	df	Sig.	Statistic	df	Sig.
Score	A	.209	30	.132	.928	30	.345
	B	.184	30	.111	.937	30	.276

According to the output Test of Normality, the pre test scores of the two groups were considered having normal distribution for the Sig. of group A was 0,345 while the Sig. of group B was 0,276. Since Sig of both groups were more than the level significant α 0.05, it can be concluded that the data in the pre test of both groups were accounted as normal distributional data.

Table 2.

Normality Test of the Post Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Groups	Statistic	df	Sig.	Statistic	df	Sig.
Score	A	.123	30	.232	.845	30	.417
	B	.242	30	.411	.762	30	.689

Based on the table 2 above, it can be seen that data of Saphiro-Wilk in post test of group A as the control group were 0,417 while the data of group B were 0,689 at the level significant α 0.05. Since the data of the two groups were more than the level significant 0,05, it can be concluded that the data in post test for both groups were accounted to have normal data distribution.

ISBN 978-602-73769-1-5

Test of Homogeneity

Before the treatment can conducted in a quasi experimental study, the test of homogeneity is conducted to show that the participants of the research have the same variant to start with. The table below shos the result of the homogeneity test of pre test and post test

Table 3.

Homogeneity Test of Pre Test

Homogeneity Test of Variances			
Levene Statistic	df1	df2	Sig.
.736	5	20	.155

Based on the table 4., it can be seen that Levene Statistic of pre test score was 0,736 and Sig. 0,155. Based on Sig.score, Sig. 0,155 > (0,05), it can be concluded that the data were homogenous.

Table 4.

Homogeneity Test of Pre Test

Homogeneity Test of Variances

Levene Statistic	df1	df2	Sig.
2.621	5	20	.342

Based on the table 5., it can be seen that Levene Statistic of pre test score was 2,621 and Sig. 0,342. Based on sig.score, Sig. 0,342 > (0,05), it can be concluded that the data were homogenous.

From both tables above, it can be concluded that the variance of data have characteristic of homogeneity for pre test and post test data P value > 0,05. From the explanation above, it can be concluded that variances of the two groups are homogenous.

Hypothesis Testing

The followings are the tables which describe the mean difference and the result of the post test for both control group and experimental group.

 ISBN 978-602-73769-1-5

Table 5.

The mean difference between the pre tests for the control group and the experimental group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestcontrol	62.63	30	8.075	1.474
	pretestexperimental	60.50	30	9.130	1.667

According to the data of the pre tests from the control group and the experimental group above, the mean for the control group shows 62.63 while the mean for experimental group is 60.50. It means that both of the control group and experimental one is not far different.

Table 6.

The mean difference between the post tests for the control group and the experimental group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	postcontrol	65.87	30	6.279	1.146
	postexperimental	86.50	30	4.385	.801

Based on table 6, the mean for the post test of the control group shows 65.87 with standard deviation 6.279 while the mean for the post test of experimental group is 86.50 with the standard deviation is 4.385.

Table 7.

The result of the post tests for the control and the experimental group

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	postcontrol – postexperimental	-20.633	8.261	1.508	-23.718	-17.549	-13.681	29	.000

ISBN 978-602-73769-1-5

Based on the statistical data above, it shows that the T count from the two groups shows 13.681. it means that $t_{0.05;13}$ = 1.699. Since the T count is more than the t table, it is concluded that there is sinificant difference in reading comprehension of the two group. In other words, GO tools are effective to student's improve reading comprehension.

Discussion

The research was conducted on March 9, 2015 in XI IPS 3. The reading class of the experimental group was taught by the researcher using GO teaching technique while the control group was taught by the conventional technique. in the teaching and learning process, the analytical exposition text was delivered to the participants. The research was conducted for 4 weeks with two meetings in a week. Each meeting lasted for 90 minutes.

This paper argues that the use of GOs for teaching analytical exposition text affect the student's reading comprehension. Satistically the mean scores of the control group and the experimental group differ significantly. After the treatment, there is an increasingly statistically mean score from the experimental group while the mean score from control group remains unchanged. Therefore, the findings of this study revealed that the use of GOs had positive effects towards the students' reading comprehension.

Conclusion

The purpose of this reasearch was to investigate the effects of the use of Graphhic Organizers on reading comprehension of high school students. the findings of the study show that the use of GO in teaching analytical reading comprehension can lead the students to locate the information from the text easily in order to help in comprehending an English text. Reading is a complex process especially for those who read in a foreign laanguage. Most students in Indonesia encounter almost the same problems related to English such as vocabulary, culture difference, and text structure while trying to comprehend a text. Thus, the use of Graphic Organizers can be an alternative for English teachers when they teach their students.

 ISBN 978-602-73769-1-5

References

Anderson, M., et al. 1997. *Text types in English 2*. Macmillan: South Yarra.

Brown, H.D., 2000. *Principles of language learning and teaching (4th edition)*. Pearson Education Ltd.

Dar, P.S. and Rajan, P. 2013. Using graphic organizers to improve reading comprehension skills for the middle school ESL students. *English Language Teaching*, Vol.6(2). Available at http://dx.doi.org/10.5539/elt.v6n2p155, and accessed on December 16, 2014.

Dar, Z.K. and Shams, M.R. 2010. Teaching reading with a critical attitude: using critical discourse analysis (CDA) to raise efl university students' critical language awareness (CLA). *International Journal of Criminology and Sociological Theory*, Vol.3, (2). Available at http://www.pi.library.yorku.ca/ojs/index.php/ijcst/, and accessed on December 16, 2014.

Fahim, Mansoor and Ahmadi, Hossein. 2012. Critical thinking, content schemata and EFL readers' comprehension and recall. *Journal of Comparative Literature And Culture* (JCLC), Vol. 1,(2). Avaliable at www.worldsciencepublisher.org, and accessed on December 16, 2014.

Fahim, Mansoor and Sa'eepour, Maryam. 2011. The impact of teaching critical thinking skills on reading comprehension of iranian EFL learners. *Journal of Language Teaching and Research*, Vol. 2, (4). Available at http://www.doi:10.4304/jltr/, and accessed on December 16, 2014.

Gerot, Linda & Peter, Wignell. 1994. *Making sense of functional grammar*. Sydney: Antepodan Educational Enterprises.

Goodman, Kenneth. 1988. *The reading process: A definition of reading in approaches to second language reading*. New York: Cambridge.

Grabe, Bill. 2002. Using discourse patterns to improve reading comprehension. *JALT*, Vol.1(1). Available at http://www.jofamericanscience.org, and accessed on December 16, 2014.

Haris and Sipay. 1980. *How to increase reading ability*. New York: Longman, Inc.

Harmer, Jeremy. 2001. *The practice of English language teaching. (3rd edition).* Essex: Pearson Education Limited.

Harmer, Jeremy. 2007. *How to teach English.* Essex: Pearson Education Limited.

 ISBN 978-602-73769-1-5

Heidarifard, Maryam. 2014. The effect of graphic organizers on l2 learners' reading comprehension. *Journal of American Science*, Vol.10 (3). Avaliable at http://www.jofamericanscience.org, and accessed on December 16, 2014.

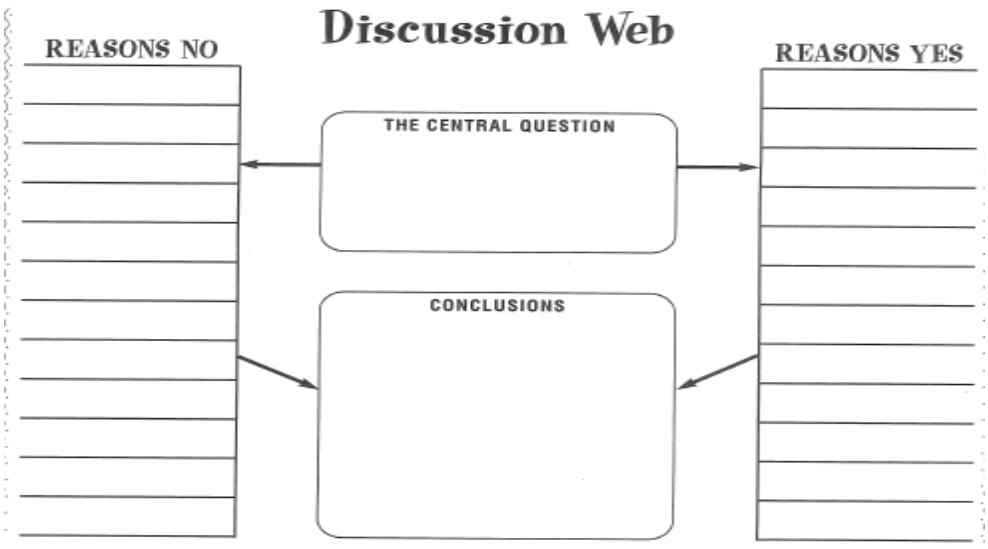
Jiang, Xiangying. 2012. Effects of discourse structure graphic organizers on efl reading comprehension. *Reading in A Foreign Language*, Vol.24 (1). Available at http://www.nflrc.hawaii.edu/rfl/April**2012**/articles/**jiang**.pdf and accessed on December 16, 2014.

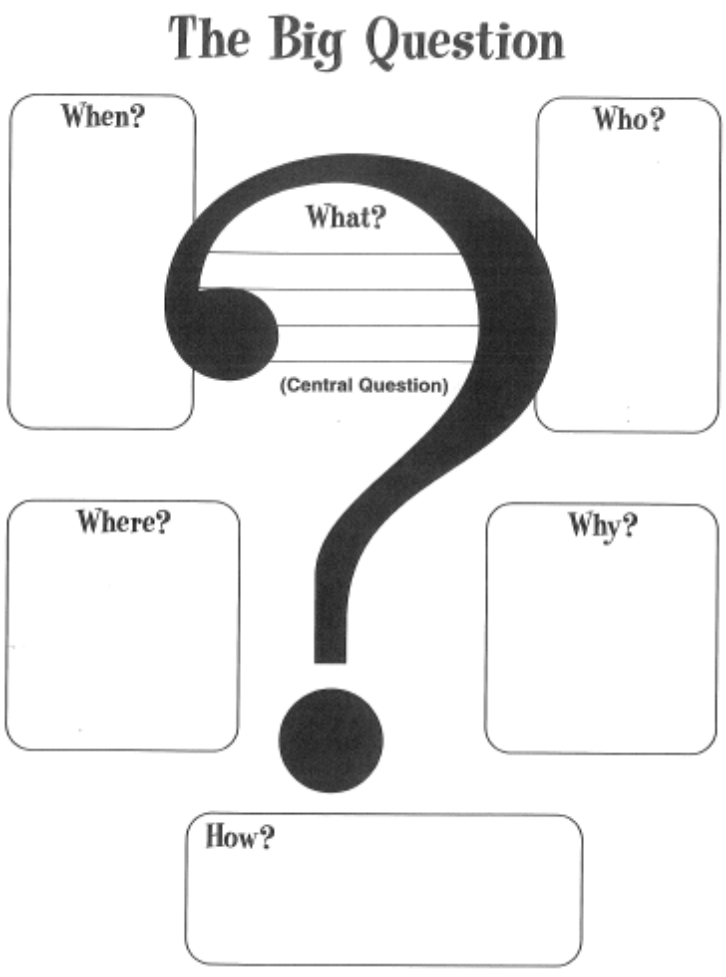
Kemmis, S., & R, McTaggart. 1989. *The action research planner (3rd edition)*. Victoria: Deakin University Press

Manoli, P. and Papadopoulou. 2012. Graphic organizers as a reading strategy: research findings and issues. *Creative Education*, Vol.3 (3). Available at http://dx.doi.org/10.4236/ce.2012.33055, and accessed on December 16, 2014.

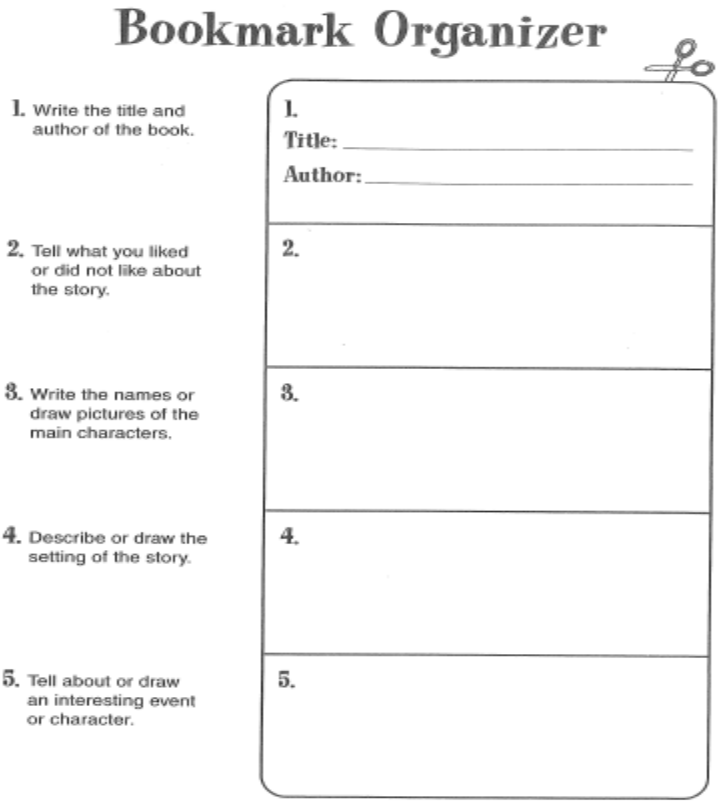
Munby, J. 1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.

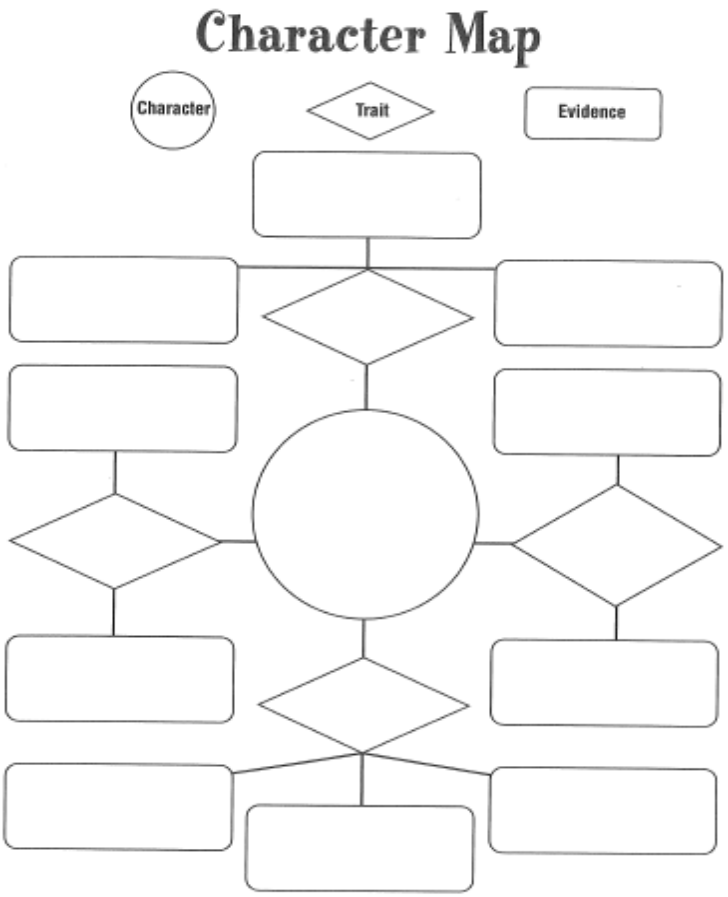
William, M., and Burden, R. 1997. *Psychology for language teachers*. Cambridge University Press



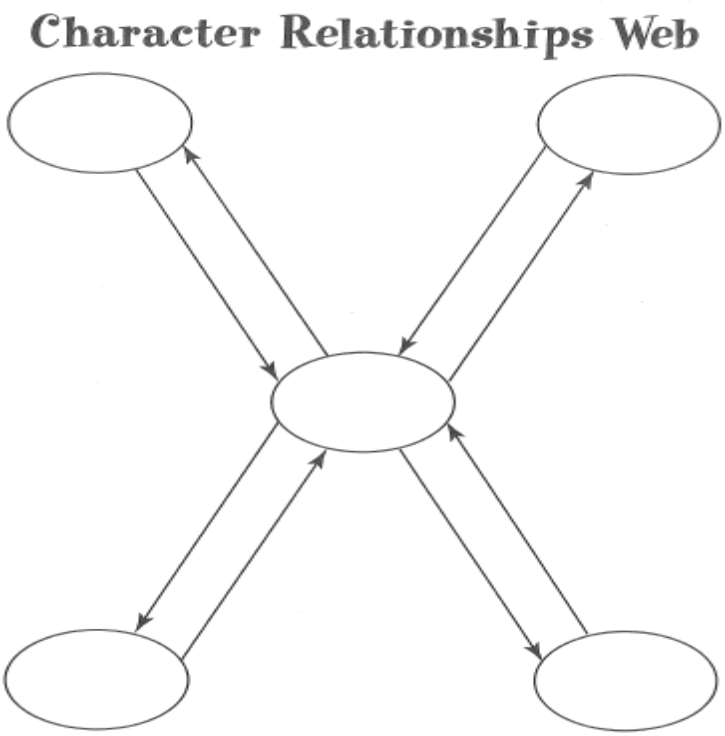


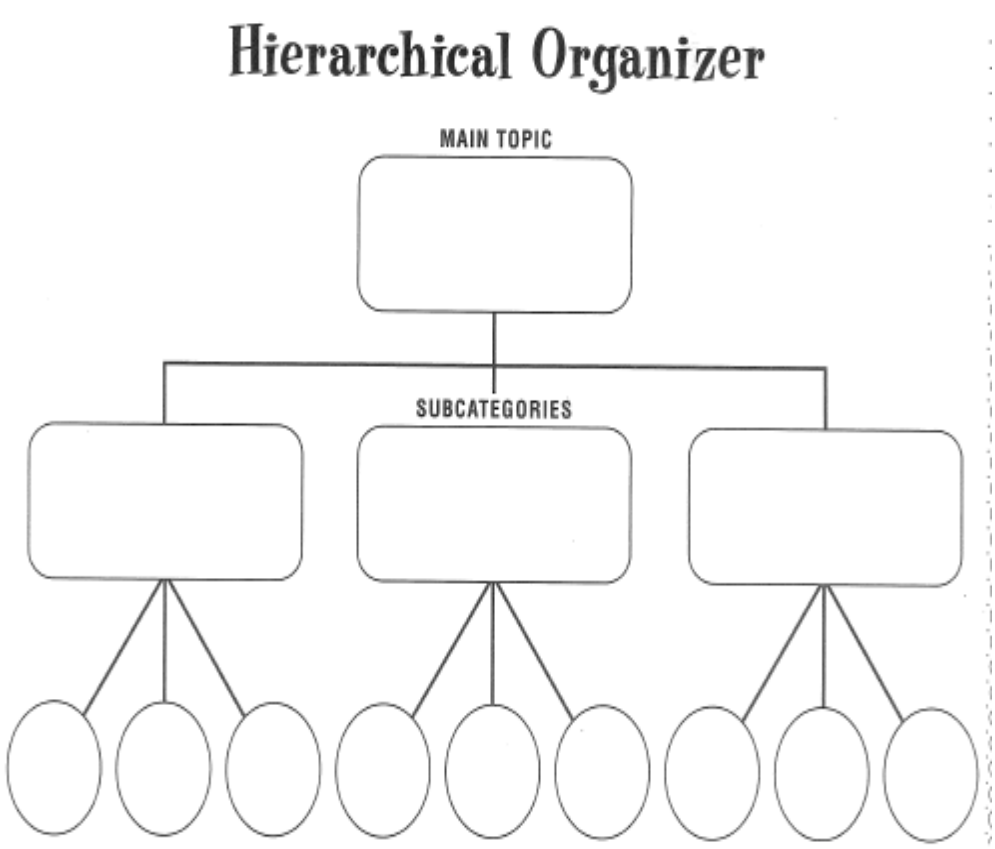
ISBN 978-602-73769-1-5





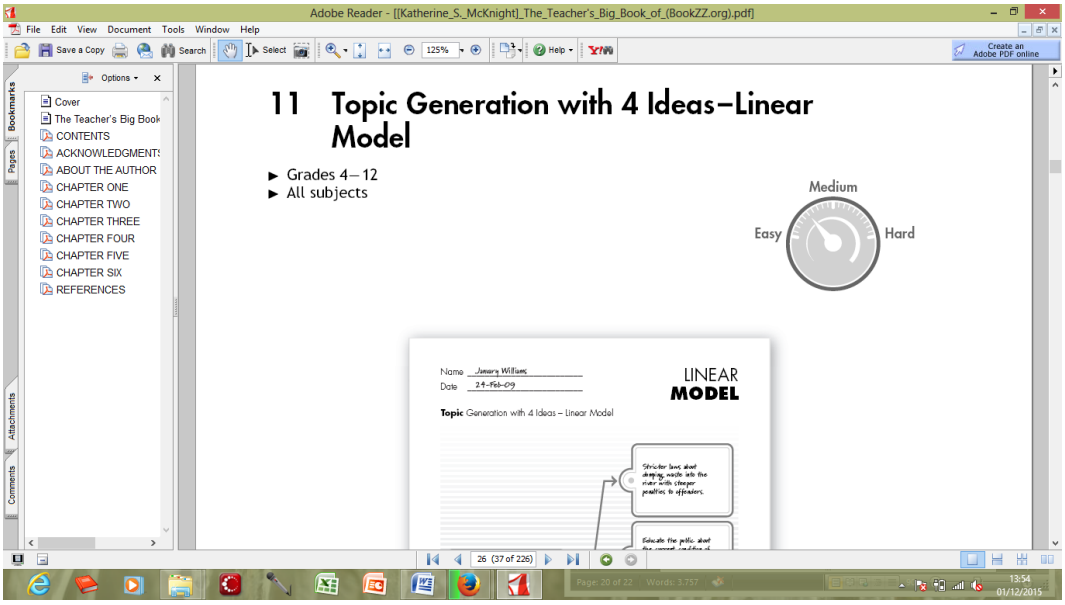
 ISBN 978-602-73769-1-5

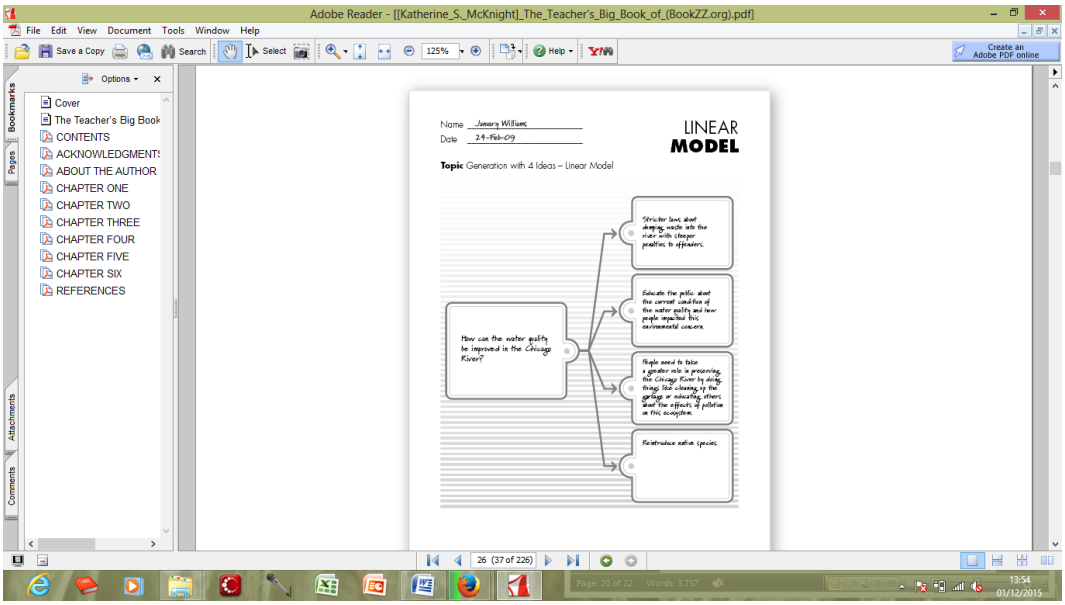




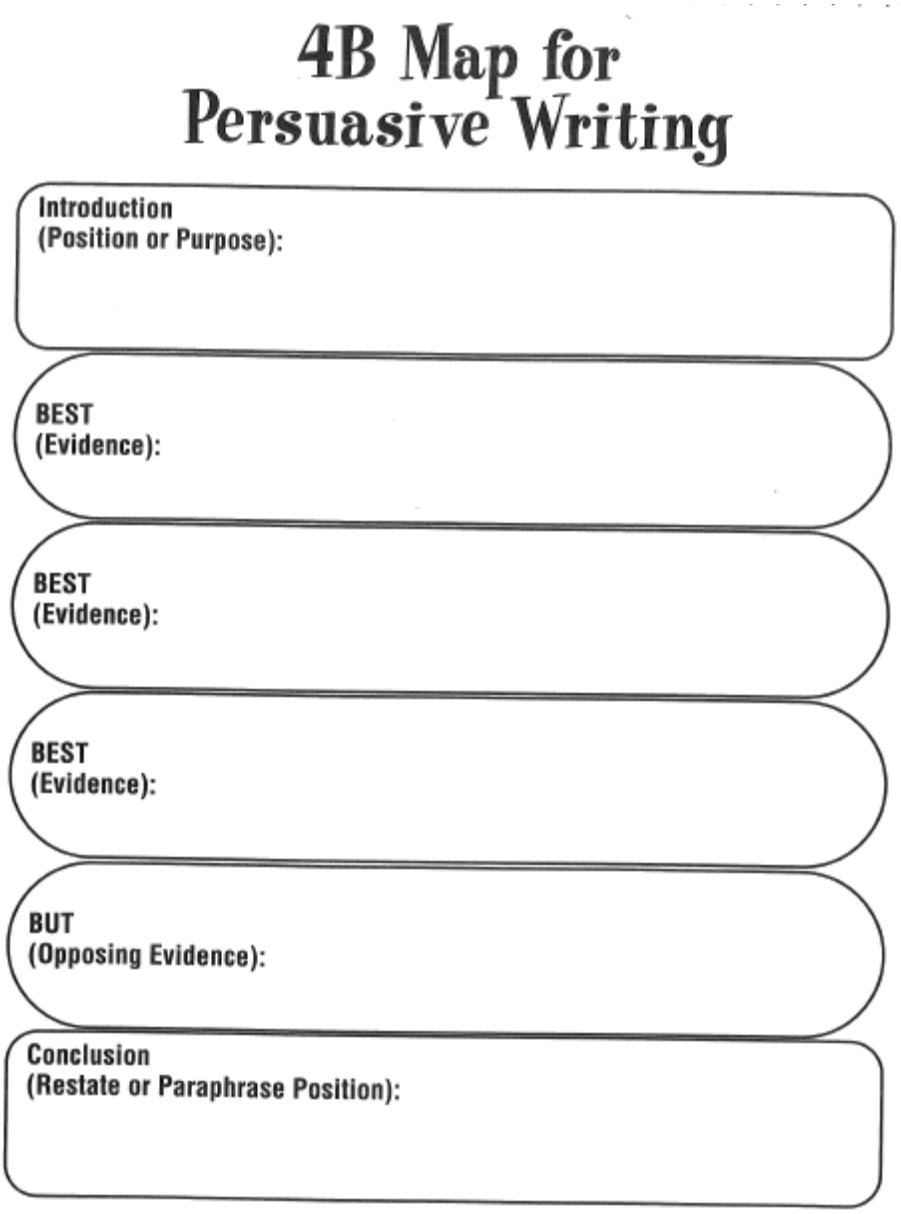
ISBN 978-602-73769-1-5

Topic generation is good for analytical exposition text





 ISBN 978-602-73769-1-5



ISBN 978-602-73769-1-5

WHEN *SENSING* TEACHES MORE THAN *TEXT BOOKS*: REVITALIZING TEAM, ICT AND OBSERVATIONAL LEARNING TO THRIVE SOCIO-AFFECTIVE CONSCIOUSNESS IN LANGUAGE CLASSROOM

Adi Suryani

ITS (Institut Teknologi Sepuluh Nopember)

adisuryani.rahman@gmail.com

Abstract

The flourish of ICT and complexity of today's social-cultural and technological issues entails a strong need for a change in education. Today's education should be more directed outward by observing what happens in the society instead of just inward by indoctrinating certain perspectives and memorizing facts. Thus, it is not classroom-centred education anymore, but it is now becoming society-centred and being the miniature of society. Today's classrooms are expected to facilitate broader and various learning process, dynamic mental process and provide autonomy and creativity for students to construct their own knowledge by observing, sensing and learning from society. Through this process, students can see society as place and source of learning. Learning from society can also trigger social learning. Together, the aspect of observing issues emerging in society and being able to accommodate various perspectives in joint-learning lay the foundation for creating socio-affective conscious learners. This study aims to explore how and what the students can learn by observing, thinking, feeling and proposing problem solving for social, cultural and technological issues in joint-learning and what challenges they encounter during their learning process. The data is grounded on students' reflective notes and the result of collaborated problem solving in groups in language classroom. The data shows that the students learn some constellations of socio-affective learning aspects. Those are the exercises of multiple sensory, social learning (awareness, coordination, affinity, sharing, respect, communication), emotional learning (regulation, awareness, positive emotional contagion in group, adaptive). Their sensory, social and affective learning are enhanced by ICT.

Keywords: Information and communication technology, team learning, socio-affective consciousness, observational learning, affective learning, social learning

Introduction

Classroom learning should not work independently from social-cultural learning in wider society. It is expected that after students finish their school study, they come back to society

and keep on learning from society. This indicates that classroom learning should prepare their students to be lifelong social learners. This process can be facilitated by building a link between classroom activity and socio-cultural issues emerging from society. This means that students should be aware and sensible to trending issues in society. To do this, sudents should be able to use their sensory to observe what happens in society, analyze and try to think its problem solving. This indicates that classroom learning materials should not only based on textboo content, but teachers can develop learning materials by bringing outside-classroom issues into classroom. Classroom should be textbook-based, but it should be society's social-cultural issues-based.

Learning from issues emerging in society stimulates several types of learning. It involves wider types of learning: multisensory learning, problem solving, experiential, self-reflective and socio-affective learning. To learn from socio-cultural issues in society, students are given chances to discover their learning interest, be analytical, aware, see the real context and construct their own knowledge. All of these elements can be the ingredients of forming lifelong and self-directed learning. However, it is expected that students' self-directeness in learning does not turn them into overly independent or egoistic learners. Thus, it is important to attach the social and team learning within the learning process. The construct of team learning is very significant since learning is not individual process. Students should be able to collaborate and accomodate different perspective from others. Thus, it is expected that this group learning can balance students' capacity to engage in independent and interdependent learning. The other element which can support their learning is ICT. Through this ICT, they can observe and discover issues or their affecting factors in wider scope/range.

In this study, I intend to bring link between socio-cultural learning from society and classroom learning. It is focused on exploring how students are able to learn from emerging contextual issues in society, what learning they acquired, how they can learn it within team and what challenges they encounter during their learning process. By allowing and encouraging students to engage in this learning process, it is expected that stuednst are able to learn beyond the cognition area from textbook. They can be stimulated to view learning as a multi-process. By observing social-cultural issues emerging in society and searching for the problem solving in groups, students can engage in social-affective learning from the aspect of

content materials and process of learning. Thus, there is a synergy between content materials and process.

Research Problems

There are two main issues which I want to explore. Those are:

1. How students can process their socio-affective learning, what learning they learn or what components of socio-affection they learn? Through this question, I also intend to explore how thay can learn in their team.
2. How is the role of socio-affective learning in the construction of "more than basic students?"

Theoretical Framework

Social-Affective Learning

Frequently, materials in textbooks are devoted to stimulate cognitive learning through the provided contents. Beyond this cognitive learning, there are social-affective learning underlying successfull cognitive learning. Social theoriest advocates that learning is not only about cognition, but there are several social factors may make learning process happens. Learners can fail not because they are not smart, but they do not have capacity to learn things socially and affectively. Linke (n.d.) mentions that social and emotional learning should be foundation for developing academic programme. Social and emotional learning capacity is required to be able to learn interdependently with others by building social relationship and managing self-emotion (Linke, n.d., p. 14). Social-affective theorists believe that student's success in learning is not depending on how well they can comprehend information, but on how well they can interact with their social environment. This is as mentioned by Hartup (1992, p. 1, cited in Linke, n.d., p. 14) "...the single best childhood predictor of adult adaptation is not school grades, and not classroom behaviour, but rather, the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationship with other children, and who cannot establish a place for themselves in the peer culture are seriously at risk." Thus, the heart of social-affective learning is allowing the growth of cooperative elements within social interdependent activities (Johnson & Johnson, 2009).

 ISBN 978-602-73769-1-5

Social learning is not only about capacity to build social relationship, but also competence to learn from social environment, be aware of external forces to one's self-process. How an individual reacts is not dependent on his/her inner process, but environmental stimulus (Bandura, 1971, p. 2). Thus, one's successfull learning is not only determined by level of cognition, but also how he/she relates to external surroundings. Bandura (1971, pp. 2-3) argues that human has capacity to learn from his/her environment because human has ability to learn by investigating others, learning from experiences and next outcome and manage their own self (behaviour). This self regulative element allows adult learners to construct their own knowledge. As mentioned by Pogson and Tennant (1995, cited in Dunn, 2002, p. 3), adult learners can assembly their own knowledge which can be different from others since they are different individuals who live in different environment.

Problem-Based Learning

By observing social-cultural issue in society and proposing the possible problem solving in groups encourage students to engage in problem solving-based learning. Problem-solving learning is started with problems, addressing problems'difficulty and intricateness (Jonassen & Hung, 2008). The learning is initiated by discussing practical issue (Hmelo-Silver & Barrows, 2006, p. 22). In more detail, Smith, Sheppard, Johnson and Johnson (2005, p. 3) describe the cycle of problem based learning: identify problem, factors that learners want to know, learn and implement. This type of learning stimulates students' own knowledge construction since each individual can think differently, has his/her own problem interest and ways of solving. This learning can create more active learners than traditional teaching method since lecturing style focuses on imitation/copying, remembering and following certain pattern repeatedly (Major & Palmer, 2001).

In problem solving learning, students can be more active in developing their own knoweldge by making "cognitive connection, social connection and experiential connection" (Cross, 1990, cited in Major & Palmer, 2001, p. 1). Thus, this type of learning is relevant to the construct of constructivism (Camp, 1996, p. 3). Different from lecturing style, problem solving is focused on practice (Doucet, Purdy, Kaufman & Langille, 1998, p. 590). Problem solving also allows students to work together (Major & Palmer, 2001), synergize perspectives to find ways out. This is because problem based learning should be implemented in small

group or community of practice (Newman, 2005, p. 13). This indicates that within problem based learning, collaboration can be developed.

Team Learning

The problem based learning involves team learning element. Within team learning, students can learn making decision, performing action, forming ideas and planning (Kayes, Kayes & Kolb, 2005, p. 5). Working in team can teach students to emerge collective team identification which increases emotional attachment and identity to group (van der Vegt & Bunderson, 2005, p. 535), learn each other or transfer one's information and experience to other members (Ellis, et.al., 2003, cited in van Woerkom & Croon, 2009, p. 561). This construct support the concept of social learning. Knowledge cannot be created by an independent individual. It is developed together and socially disseminated (Schutz, 1964; Berger & Luckman, 1967, cited in Brooks, 1994, p. 1). This socially constructed knowledge formation can bring a challemge for teamwork. Michaelsen (1992, p. 111) mentions that team learning has great challenge in its' formation process since within this process, team members should identify their resources, strength and weaknessess. Similarly, Barron (2000, pp. 403-404, cited in van den Bossche, Gijselaers, Segers, Woltjer & Kirschner, 2010) states teams "are faced with challenges of establishing common frames of reference, resolving disrepancies in understanding, negotiating issues of individual and collective action, and coming to joint understanding." A team can work effectively when there is collective cognition and action (van den Bossche, et.al., 2010). Thus, building shared mental should become focus in team building. Some researchers, Alpay et al. (1998, cited in van den Bossche, et.al., 2010) and Dillenbourg and Traum (2006, cited in van den Bossche, et.al., 2010) argue that this shared mental should be build not only through co-understanding, but also through co-agreement.

Experiential and explorative learning

Learning by observing social-cultural issues in society involves experiential learning. Students may feel and have direct experiences relating to the issues. Direct experience can be essential for students' learning since when they experience by themselves, they can use their sensories and cognition to analyze what happens to them. Experiential learning involves a series of action: getting experience, examining and contemplating, analysing and coming to the idea, and implementation (Kolb, 1984, cited in Kenny, p. 1). This type of learning can be

different from knowldege from textbook which is already available for students, in experiential learning students should understand their own experience. As mentioned by Jarvis et al. (1998, p. 46, cited in Kenny, 2008, p. 1), experiential learning is "the process of creating and transforming experience into knowledge, skills, attitudes, values, emotions, beliefs and senses.

Experiential learning is very relevant to constructivism. Experiential learning emphazises on role of knowledge formulation which is done by students by their own selves, giving chances for students to bring their own previous knowledge into classroom learning, allowing flexibility in knowledge transformation (Lewis & Williams, 1994, p. 5). Experiential learning has many benefits. Experiential learning encourages students to perform reflection, being aware, more active learning, preparing students to be lifelong learners and understanding reasons of knowledge formulation (Lewis & Williams, 1994). Experiential learning closely relates to out-class learning (Koerner, n.d.). This indicates that experiential learning contains rich materials. Experience learning also carries other types of learning: affective learning which includes self efficacy, social quality, assessment and determination and intellectual learning including comprehending and implementing concept (Koerner, n.d.). Experiential learning involves both cognition and affection (Kolb & Boyatzis, 1999).

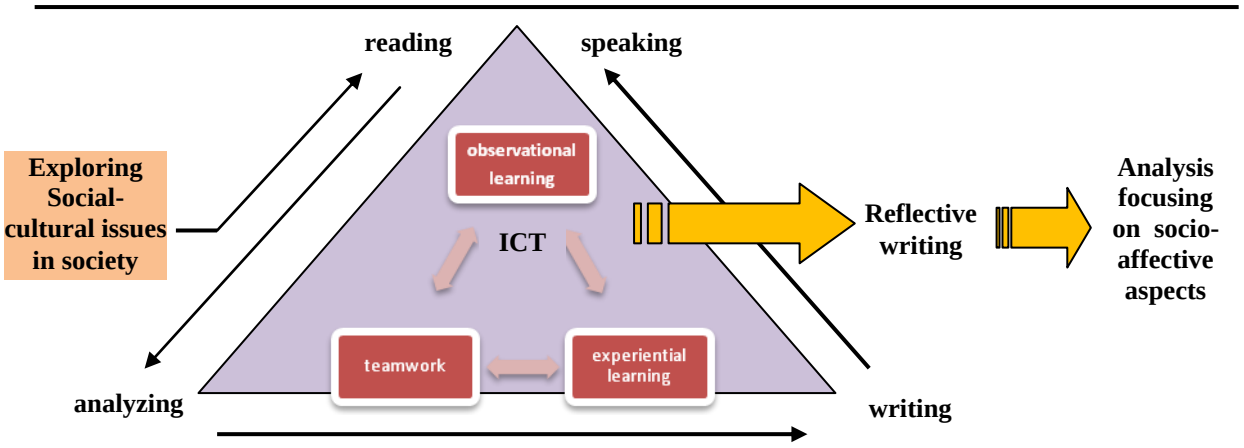
ICT in Education

ICT plays a significant role in facilitating learning today. It does not only touch the area of cognition, but also affection (Goyal & Murthy, n.d.) and social learning (Magenheim, 2003). ICT roles in education cannot replace the essential role of teachers and learners. It is a facilitator which can be integrated in any types of learning (Tondeur, van Keer, van Braak & Valcke, 2008). Besides playing a role as facilitator, ICT can be a learning motivator (Clerehugh, n.d.). ICT also can accomodate diverse learning approaches. It can facilitate individual learning. It also can support collaborative learning (Ylänne & Pihlajamäki, 2003) and process of knowledge construction by learner's own self (Resta & Laferrière, 2007). Technology also can help learners by creating conducive environment for supporting learning (Resta & Laferrière, 2007). However, the use of ICT in education should be inherent with other elements. This is because to implement ICT, educators should face several obstacles ranging from teachers, learners, school and contextual aspects (Pelgrum, 2001).

ISBN 978-602-73769-1-5

Method of the Study

In this study, I adopt a qualitative research method. A phenomenology perspective becomes the foundation of seeing the issue. The analysis is performed by interpreting students' sef-reflective writing on what they have learnt from their learning process. There are several steps which students learn before going to their reflective thinking. Those are exploring social cultural issues (1), understanding the issues in more detail through observation and reading (2), analyzing the issues individually (3), write essay on the issue individually (4), re-analyzing the issue in group (5), making video in group (6) and presenting the issues in group (7). The following figure represents how I process the study.



Process of the Study

Discussion

Learning should not be limited from one source. The overemphasized use of text-book should be balanced with learning from real context around students, especially which excite or activate their senses. This may lead them to genuine interest, curiosity and motivation to learn. They are learning not only because this is their teachers want or what curriculum says, but this is what they are eager to learn. By giving them a flexibility to select what interest them from socio-cultural issues around them can grow students' sense of autonomy and independence in their learning. This lays the foundation of lifelong learners. To build lifelong learners, teachers should move their position from controlling to facilitating (Bryce, Frigo, McKenzie & Withers, 2000, p. 17). Lifelong learners are also learners who have control over what they are doing. Ther are four main flexibilities: pace, choice, method and content (Candy, 1991, p. 208, cited in Bryce, Frigo, McKenzie & Withers, 2000).

 ISBN 978-602-73769-1-5

The data show that a multi-approach of observational, teamwork, experiential and ICT learning which is wrapped within reading, writing and speaking activities can activate students to learn the content of socio-cultural issues around them and practice some socio-affective elements. The data show that students practice and exhibit several socio-affective learning which I classify into four learning areas: observational, teamwork, ICT and affective learning.

1. Team Learning

Knowing the feeling of working together informs the students what they should do in groups, what challenges they find, what the advantages are, what difficulties and consequences of group work failure are. There are several areas which the students learn when they work in teams. Those are the aspects and values of managing tasks (cooperation, communication/sharing, coordination, cultural rules of politeness, brainstorming, task distribution, task clarity), managing people (behaviour, disapproval, accomodating different characters and styles of working, different strength and interest), managing self (self-group positioning, identifying self-strength and weakness, synchronizing self to group, sense of interdependence) and managing team identity (encouragement, spirit).

2. Observational Learning

By searching what happens in society, students can grow and sharpen their socio-affective senses which become the foundation of socio-affective learning. There are several aspects they sense and learn. Those are sensing the real problems and crises, see the real pictures of hunger, poverty, youth problems, war, inequality, being more critical, imaginative, creative, reflective, explorative and becoming aware that learning can be from everywhere.

3. ICT Learning

When the students work in groups to make videos, they also learn some socio-affective elements from their ICT learning. Those are being conscious that when they work with ICT, they should be careful and patient. They also learn that ICT increase their creativity and upgrade their digital literacy, become aware that ICT is entertaining but also tiring and confusing.

ISBN 978-602-73769-1-5

4. Affective Learning

The data show that when the students learn in their groups. They experiences mixture of pleasant and unpleasant feeling. They learn how to build "chemistry" with their friends in one group, they learn that successful result and effective teamwork can bring feeling of proud and sense of worthy, they are excited (do not feel bored), learn to grow their caring senses to the emerging social issues and being curious.

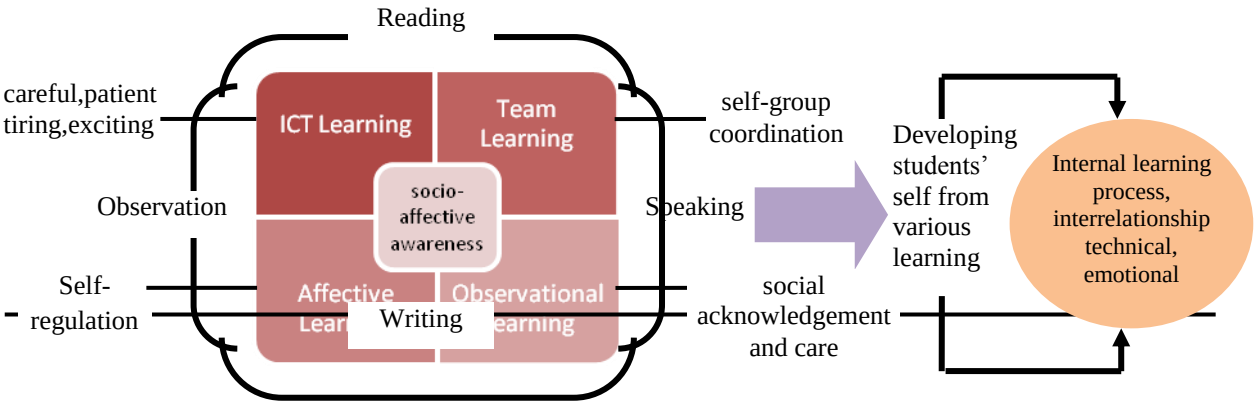
The socio-affective awareness obtained through multi-approaches of learning may provide bases for the construction of holistic students from multi-aspects: From **the internal learning process** (learn for learning), it creates lifelong learners, potential of creative, explorative and innovative learners. From the **social aspect,** it creates students with good communication and relations, have social awareness and care. From the **ICT aspect**, it supports students to be technical students who know how to do things instead of only knowing what it is about. From the **emotional aspect**, socio-affective awareness encourages the students to develop self regulation.

The data also indicate that socio-affective awareness should be practiced instead of only read. It may encourage students to be sensitive/be aware of what happens around them and responsive to those issues. It requires students to work interdependently to learn together. This allows them to build knowledge together and process information cooperatively. Thus, social learning is not only about just imitating/copying other's behaviour, but also constructing one's own behaviour by elaborating what they learn from social milieu with their own thinking since an individual has capacity to interpret what other people do.

Socio-affective awareness is required for students for being success in school/their academic from the aspects of cognition, emotion and social life. It supports students to have group capacity, learn together. Students' self development is characterized by their academic achievement, positive attitude on academic work and academic behaviour (Gagné & Gagnier, 2004, p. 136). This social capacity is sustained by emotional regulation capacity. Emotion affects social functioning (Covell & Scalora, 2002; van Rijn, Schothorst, van't Wout, Sprong, Ziermans, van Engeland, Aleman & Swaab, 2011).

The role of socio-affective awareness stimulated through multi-approaches of learning in second language classroom is represented as follows.

 ISBN 978-602-73769-1-5



Role of socio-affective awareness raised through multi-approaches for learning

Conclusion

Second language classroom should not be the formal place to lern language only. It should facilitate students to acquire skills for students' further learning or learning in other disciplines. One of basic requirement for students to be able to develop themselvs in any areas are growng their socio-affective awareness. This awareness can be raised through the application of multi-approaches of teaching and learning. It needs students to rotate their learning centre from classroom to society and come back to classroom. Those are the combination of ICT, observational, teamwork and experiential learning. The blend of the approach is greatly dependent on teachers' creativity which should be based on their students' needs and interests.

References

Bandura, A. (1971). Social learning theory. New York: General Learning Press. Retrieved from www.googlescholar.com, on January 05, 2015.

Brooks, A. (1994). Power and the production of knowledge: Collective team learning in work organizations. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA. Retrieved from www.googlescholar.com, on August, 2, 2015.

Bryce, J., Frigo, T., McKenzie, P. & Withers, G. (2000). The era of lifelong learning: implications for secondary schools. The ACER Core-Funded Research Program.

Camp, G. (1996). Problem-based learning: A paradigm shift or a passing fad? *Medical Education Online, 1, 2, 1-6.*

Clerehugh, Y., J. (n.d.). ICT as a motivator for disaffected pupils? 1-20. Retrieved from www.googlescholar.com, on February, 13, 2015.

Covell, C., N. & Scalora, M., J. (2002). Empathic deficits in sexual offenders. An integration of affective, social and cognitive constructs. *Aggression and Violent Behaviour, 7, 251-270.*

Doucet, M., D., Purdy, R., A., Kaufman, D.,M. & Langille, D., B. (1998). Comparison of prolem-based learning and lecture format in continuing medical education on headache diagnosis and management. *Medical Education, 32, 590-596.*

Dunn, L. (2002). Theories of learning. Learning and teaching briefing papers series. Oxford centre for staff and learning development. Retrieved from www.googlescholar.com, on September 04, 2013.

Gagné, F. & Gagnier, N. (2004). The socio-affective and academic impact of early entrance to school. *Roeper Review, 26, 3, 128-138.*

Goyal, M. & Murthy, S. (n.d.). Probing students' affective domain in an ICT-enriched course. Proceedings of epiSTEME 4, India. Retrieved from www.googlescholar.com, on February, 03, 2015.

Hmelo-Silver, C., E. & Barrows, H., S. (2006). Goals and strategies of a problem-based learning facilitator. *Interdisciplinary Journal of Problem-Based Learning, 1,1, 21-39.*

Johnson, D., W. & Johnson, R., T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher, 38, 365-379.*

Jonassen, D., H. & Hung, W. (2008). All problems are are not equal: Implications for problem-based learning. *Interdisciplinary Journal of Problem-Based Learning, 2, 2, 6-28.*

Kayes, A.,B., Kayes, D., C. & Kolb, D., A. (2005). Developing teams using the Kolb team learning experiences. *Simulation & Gaming, 36, 3, 1-9.*

Kenny, N. (2008). Experiential learning. Centre for Open Learning and Educational Support. University of Guelph. Retrieved from www.googlescholar.com, on November, 01, 2013.

Koerner, S. (n.d.). Experiential learning in the classroom. Oudoor Education Group. Victoria. Retrieved from www.googlescholar.com, on November, 01, 2013.

Kolb, D., A. & Boyatzis, R., E. (1999). Experiential learning theory: Previous reserach and new direction. Weatherhead School of Management. Case Western Reserve University. Retrieved from www.googlescholar.com, on November, 01, 2013.

Lewis, L., H. & Williams, C., J. (1994). Experiential learning: Past and present. *New Directions for Adult and Continuing Education, 62, 5-16.*

Linke, P. (n.d.). Social and emotional learning as a basis for curriculum. Retrieved from www.googlescholar.com, on February 2, 2014.

Magenheim, J. (2003). Social, affective and normative aspects of learning in ICT-enriched learning environments-collaborative exploration of societal aspects of ICT. A paper presented at the IFIP Working Groups 3.1 and 3.3 Working Conference: ICT and the Teacher of the Future. St. Hilda's College. The University of Melbourne, Australia. Retrieved from www.googlescholar.com, on February, 13, 2015.

Major, C., H. & Palmer, B. (2001). Assessing the effectiveness of problem-based learning in higher education: lessons from literature. *Academic Exchange Quarterly, 5, 1.*

Michaelsen, L., K. (1992). Team learning: A comprehensive approach for harnessing the power of small groups in higher education. *To improve the Academy, 249, 11, 107-122.*

Newman, M. (2005). Problem-based learning: An introduction and overview of the key features of the approach. *Journal of Veterinary Medical Education, 12-20.*

Pelgrum, W., J. (2001). Obstacles to the integration of ICT in education: Results from a worldwide adult assessment. *Computers & Education, 37, 163-178.*

Resta, P. & Laferrière, T. 92007). Technology in support of collaborative learning. *Educ. Psychol. Rev, 19, 65-83.*

Smith, K., A., Sheppard, S., D., Johnson, D., W. & Johnson, R., T. (2005). Pedagogies of Engagement: Classroom-Based Practices. *Journal of Engineering Education, January, 1-15.*

Tondeur, J., van Keer, H., van Braak, J. & Valcke, M. (2008). ICT integration in the classroom: Challenging the potential of school policy. *Computers & Education, 51, 212-213.*

Van der Vegt, G., S., D., V. & Bunderson, J., S. (2005). Learning and performance in multidisplinary teams: The importance of collective team identification. *Academy of Management Journal, 48, 3, 532-547.*

Van den Bossche, P., Gijselaers, W., Segers, M., Woltjer, G. & Kirschner, P. (2010). Team learning: Building shared mental models. *An International Journal of the Learning Sciences, 39: 9128.*

Van Rijn, S., Schothorst, P., Van 't Wout, M., Sprong, M., Ziermans, T., Van Engeland, H., Aleman, A. & Swaab, H. (2011). Affective dysfunctions in adolescents at risk for psychosis: Emotion awareness and social functioning. *Psychiatry Research, 87, 100-105.*

Van Woerkom, M. & Croon, M. (2009). The relationship between team learning activities and team performance. *Personnel Review, 38, 5, 560-577.*

Ylänne, S., L. & Pihlajamäki, H. (2003). Can a collaborative network environment enhance essay-writing processes? *British Journal of Educational Technology, 34, 1, 17-30.*

DEVELOPING DIGITAL ENGLISH GRAMMAR MATERIALS FOR THE SENIOR HIGH SCHOOL STUDENTS

Agnes Santi Widiati

Y.G. Harto Pramono

Hady Sutris Winarlim

Unika Widya Mandala Surabaya

Abstract

English has become the tool for communication among the people across countries, and schools are competing to provide English for the students as early as possible. There are plenty ready-to-use digital English modules in the market today; however, they are not relevant with the English syllabus of the primary or secondary schools. The teaching is focused on the four skills directed for communication. As such, grammar is not presented as a part of the English lessons; but only when needed to support the four skills. The absence of systematic design of English grammar lesson makes their grammar mastery weak. To fix this, the writers develop grammar materials for the secondary school, specifically for the tenth graders. Young people love working with computers or other kinds of modern gadgets, so the materials developed in this research are in the digital form, both usable by teachers at school and by students independently via the Internet. Based on the needs assessment executed in high schools in Surabaya, Sidoarjo, and Malang, the researchers have obtained the inputs about the grammar topics needed and the types of exercises preferred by the students. Articulate Storyline 2 software is used to develop the materials supported by animation and voice recording. Each module covers the objectives, description, exercises equipped with feedbacks, and quizzes with scores to measure the achievement of the objectives.

Introduction

In this era of globalization, learning English has undergone rapid development mainly supported by the developments in technology and means of communication. The availability of resources and tools of learning supports one's process of learning. The other influential factors of one's success in learning a foreign language, English in this case, include motivation, suitability of teaching materials to the needs of students, teachers who are able to present teaching materials effectively and efficiently, and many other minor factors.

Related to the duties of teachers in the classroom, in any learning circumstances, teachers possess the assosiated responsibilities related to the following areas (1) learning objectives, (2) the development of teaching materials, (3) the type and amount of class assignments and homework , (4) the type and amount of duties and other activities outside the classroom, (5) the use of textbooks, (6) increase the motivation to learn outside school hours, (7) and the achievement of students' learning (Hedge 2008).

Based on the preliminary observations on English grammar abilities of the students, the researchers found that most students, especially students of the first semester who are still fresh graduates of the High School (SMA) lack of English grammar mastery. The causes of the problems that can be identified are among others: low motivation, insufficient learning time in the classroom, and boredom.

In Indonesia, the role of the use of English in public life is increasing in line with the rapid development of the world. The ability to speak English as an international language will be increasingly deemed necessary in 2015 when the cooperation among the ASEAN countries will be intensified along with the implementation of the Asean Economic communicty (AEC) (http://www.asean.org/communities/asean -economic-community, April 5, 2014). Asean economic integration under the AEC is planned to cover Asean as a region which is fully integrated. Thus, the implementation of the AEC intensifies the communication among its country members in various fields and at the same time demands the ability of individuals to be able to communicate in English as an international language. To support this need, a variety of material development and learning are indispensable.

Taking into account the two main things that have been described above, namely the development of the English language learning and the urgency of the needs of the society to be able to communicate in English towards the relations between countries, the researchers intend to develop digital English language learning materials that can be used as an independent learning tool for learners of English.

Digital learning materials are the embodiment of information technology which can support the learning process and improve learning outcomes. Digital materials attract the interest of

the leaners, and at the same time they eliminate boredom through their display features. Above all, digital materials provide the learners with the opportunity to learn and practice at their own needs, time, pace, and interest.

Dickinson (1987) claims that learning is an individual process. A teacher can tell students about the meaning of a word but to gain the ability and the skills to use the word, the students must put their own active efforts. Dickinson also adds, "You can take a horse to a river, but you can not make it drink." Supporting the proposition of Dickinson, experts in learning stress the importance of the activating of the learners so that they are willing to carry out the process of learning itself. This means that the learners should be given the opportunity to do an outside-the-class-hour learning activities. This concept of learning requires the availability of tools and learning materials accessible to learners according to their individual needs as well as the amount of time they can dedicate to assess them.

Computer-based language learning materials serve as learning tools that can be enjoyed due to the variety of the software features. As a result, they increase the motivation of the learners to learn beyond the walls of the classroom. Furthermore, the interactiveness of the software is indispensable in the sense that it involves the cognitive and physical skills.

With regards to the teaching of English in high school that focuses on the communication skills, experts argue that their ability to use language to communicate properly is not separable from their grammar mastery. Taking into account the role of grammar in this respect, the researchers develop digital English grammar materials for senior high school students.

In accordance with the background of the problems that have been outlined above, several problems are formulated as follows:

1) English Learners feel boredom in learning conventionally by books, and this can lower their motivation to learn.
2) The number of available computer-based English learning materials is far from sufficient to provide a variety of learning materials that are readily accessible for independent learning.

3) The absence of learning materials computer-based English grammar, especially for high school students who can support English language competence in accordance with the scope of the material in school curriculum.

The purposes of developing the digital English Grammar Materials are as follows:

1) To eliminate learners' boredom and to increase motivation in learning English, especially in the field of grammar.
2) To provide a variety of interactive digital English grammar materials for class X senior high school students that can be accessed by learners to learn independently.
3) To provide study materials on English grammar for high school students which can support the English language competence in accordance with the scope of the materials and the school curriculum.

Experts in pedagogy state that learning will be effective and rewarding under the condition that there are elements of adequate support. The active involvement of learners is one of the main requirements, therefore; the development of the software is designed to stimulate the active participation of the learners.

Each set of the software is equipped with an explanation of the meaning, form, and use of grammar, and interactive exercises that provide feedback to the user's answers directly. Furthermore, the software also comes with animations and sound (music) so as to activate the learners' multi-sensory sensitivities. On daily basis, people who function normally do not only use their single sense, but a combionation of senses, for example: people listen to music when looking at singers sing on the television screen, people do things based on a written order that he reads.
Experts on education research claim that a learning activity which is made to resemble real activity would prove to be more effective and rewarding to the participants.

Software that is commercially available in CD-ROM contains the content that has been developed based on rational need to learn English in general and most developed in other countries that is not in accordance with the content of high school curriculum in Indonesia. Products developed interactive digital software is developed according to the needs of students who are directly analyzed in the development process, therefore, the developed

software can support the improvement of English language competence related to the content of the curriculum.

Learning Grammar

Grammar is a study of how a word is formed and how the words form sentences to express ideas. Grammar serves as the basic structure of a language used by the language users to express themselves. Linguists state that language users will be able to express their ideas more precisely when they realized the role of grammar in shaping meaning. Mastery of grammar is the basis for a speaker to be more effective in expressing their ideas. Further, foreign language learners require more efforts to master the vocabulary, grammar and language skills, whereas native speakers have had such mastery from childhood.

Associated with learning a foreign language, in this case English, the mastery of grammar is often argued not to guarantee the learners to be able to communicate in English better. This is supported by a number of researches that claim the learnners' learning grammar does not a straight impact on the speaking fluency of the learners. On the other hands, our curriculum which has applied the communicative approach sets aside the teaching of grammar, making grammar become more and more alienated from the students's learning. The close observation concerning the teaching and learning of grammar has presented us with a very nice input for both teachers and learners. It is best to be explained that language is best learn when there is sufficient exposure to it.

Scrivener (2005) emphasizes the use of communicative exercises of English grammar. The form of the exercises can be both in the form of oral and written. For novice learners, written exercise is a common way used to provide activities that are concentrated to the particular grammar topic. These are the kinds of different written exercises from which digital learning materials can be used:

1. Filling in the blanks. Exercises about English article, for example, remove all the articles A number of possible answers can also be provided.
2. Choosing the right form of the verb. Exercise can be made to resemble a game in which parts of the sentence is written in the cards.

3. Sentence transformation. Learners are asked to change the voice of the sentences, for example, from active to passive.
4. Split sentences. This exercise is designed for the learners to pair, match, or drag and drop. This form of exercise can be developed for a wide range of English grammar topic.
5. Grammar quiz. The exercise can also be designed to resemble a grammar quiz.
6. Memory test: This exercise exposes the learners to a number of images in a short time, and the learners will have to choose the image that corresponds to the sentence being read.
7. Growing story: This exercise stimulates the creativity of the learners especially in writing by providing a number of sentences which the learners have to continue.
8. Questionnaire: This exercise guides the learners to form sentences from the bones of the questions. The learners are given for example: Where / go / tonight?, and they will have to construct a sentence using the pronoun "you".
9. Board games: Due to the vast area of board game coverage, these games can be designed for a wide range of topics in English grammar.

The concept of Learning and the Role of Self-Study in Learning English

Experts agree that the learning strategies influence the learning success. Strategy is described as specific methods used by a person to approach a problem or task. Brown (in Nunan 2003) citing Oxford and Ehrman defines strategy as 'actions, behaviors, steps, or specific techniques used by students to improve the context that may vary from time to time, or from one situation to another '. Everyone use a variety of strategies that vary over time and from one problem to another.

As a unified procedure carried out in the classroom, language teaching methods are developed based on the concepts of language and learning (Nunan, 2003). Brown (in Nunan 2003) states that most of the teachers and language teaching experts are preoccupied with formulating the purpose of teaching the language to 'find the right method' which is similar to looking for a magic formula that is useful for all learners forever. In connection with this, essential language teaching methods have been developed by the experts, among others grammar-translation method and audiolingualism.

 ISBN 978-602-73769-1-5

In the 1970s, as a result of the review of the language that has been continuously carried out by experts, language is seen not as the rules of grammar, but rather as a tool to reveal meanings. This new concept makes it possible for a new and promising communicative language teaching method called Communicative Language Teaching or CLT. (Nunan, 2003). In the initial application, CLT gave a tremendous impact in language teaching; namely: 'meaning' was more emphasized than the 'form', 'smoothness' was preferred over the 'accuracy'. This method also stresses the importance for the teachers to consider the differences in the needs of learners. This concept greatly affects language teaching experts and teachers which later gave birth to a new trend that based on the learners (learner-centered education).

Dickinson (1987) states that learning is an individual process. A teacher can tell the learners about the meaning of a word but for them to gain the ability and the skills to use the word, the learners must put their own efforts actively. Dickinson says, "You can take a horse to a river, but you can not make it drink" Supporting Dickinson's statement, experts stress the importance of activating learners to be willing to carry out the process of learning. This means that learners should be given the opportunity to undertake learning activities outside of scheduled hours in the classroom. Thus the concept of learning requires the availability of tools and learning materials accessible to learners according to their individual needs and the time availability.

Interactive Computer-Based Learning

The most active computer-based learning materials are in the form of software. In using the computer-based teaching materials, the learners will interact individually with the teaching materials used. This means that the interaction that occurs to one learner should be different from another. This accommodates the different characteristics, capabilities, and initial understanding of the learners which are unique, and each individual should be responsible for the achievement of his study. Computer-based learning materials designed to help teachers and learners have interactive mode that allows users to get feedback on activities they do. The materials of the study are also equipped with animation and audio allowing the learners to use more than one sense.

Digital language learning materials is a tool to help learn and teach languages. Beatty (in Nunan eds. 2003) defines it as a process where learning using a computer can generate an increase in their language abilities and skills. The development of computer-based interactive learning materials can be viewed from three approaches namely behaviouristic, communicative and integrative approaches (Warshauer, 1996).

The first approach of the behavioristic approach is based on the approach of language teaching during the 1950s period where the teaching is focused on training in the form of repetition and memorization (drilling). Under this approach, the computer serves as a tutor. The second approach is based on the concept of behaviourism that emphasize individual discovery in the learning process. According to this approach, the computer used to practice skills according to the interests and needs of the learners. In this case, the computer is used as a tool where users have the freedom to use and understand the language learned. The third approach is based on the technology development; multimedia computer and Internet. Multimedia technology provides a variety of media that are useful for learning including text, graphics, sound, animation, and video that can be used simultaneously. The approach brings the use of language as a communication tool as in real conditions, where for example someone in the real life listens while watching movies, reading while looking at pictures which are being described.

In conditions of everyday communication, language is used to communicate with the involvement of other media that form the communication. The program based on this approach can also be equipped with animation so that it can trigger interest and increase motivation to learn. In other words, this program has the characteristics to be edutainment.

The digital learning materials that are developed through this research although focused on a single language component, namely grammar, but they will be equipped with interactive activities that provide feedback to learners, animation, and sound.
In his book on the use of static images and animations in English learning software, Pramono (2008) states that the images that are specifically designed in accordance with the learning materials enhance its effectiveness. The digital learning media developed in this study come with specific content (content-specific software) because of the content and format of the

 ISBN 978-602-73769-1-5

activity is based on learning objectives in accordance with the topics of English grammar that has been determined in accordance with the teaching materials of class X.

Research Design

This research is a developmental research in nature, and the development of the products consists of two major phases: (1) the development of the software, and (2) the development of the website.The first phase includes the needs analysis, product development, product testing, and validation of the product to determine the effectiveness.

The second phase, the development of the website, commences when the products have already been fully developed. The products are designed to be accessible through the Internet as to fit in the time availability of the learners. The uploading of the program on the Internet will also make it possible for schools to use the programs in the school language laboratory for independent learning.

The subjects were students of class X from public and private senior high school in Surabaya, Sidoarjo and Malang, including their English teachers.

Needs Analysis

The purpose of providing computer-based learning materials is to accommodate different learning needs. The needs to learn are influenced by several factors including the ability of English language skills, interests, and time availability of the learners. The needs analysis was crucial as to to determine the topics that would be developed into the teaching materials and in what way. What was also important was the feedback from the teachers since they are the ones who know best about the needs of their students. The idea of collecting data both from the students and the teachers was to find what the learners enjoy to do as well as what will be beneficial for them, and the only way to find out the latter is derivable only from the teachers.

Results of data collection and analysis needs

In the process of data collection, there are 5 private senior schools participating: 2 private senior high schools in Surabaya, 2 state senior high schools in Surabaya, and 1 private high school in Sidoarjo. The data from the teachers are the grammar topics they think their students

need the most. The most important data from the students' answers to the questions in the questionnaire show the students' interests in using computer-based learning materials.

The topics the teachers deem important are as follows:

1. To be
2. Pronouns (subjects, objects, possessive)
3. Possessive adjectives
4. Parts of speech nouns, adjectives, verbs
5. Suffix and prefixes
6. Tenses
7. Clauses: adverbial. Nouns, adjective
8. Conjunctions
9. Passive voice
10. Modals
11. Direct – indirect
12. Conditional sentences
13. Causatives
14. Subjunctives
15. Gerund

Student interest

The completed questionnaires from the learners showed that their interest towards digital English language learning materials is very high, and they have been used to working with the Internet either through a computer or a smartphone.

The Digital English Grammar Materials Devepoled: A Protoype

Based on the topics chosen by the teachers and as a result of what the reasearchers learn from several English Textbooks used in the five schools, the researchers have decided to choose three topics; namely:

1)Passive voice

2)Direct - indirect speeches

3)Gerunds

 ISBN 978-602-73769-1-5

At this phase of the development, a prototype of the digital material for the topic: Passive Voice has been developed. This topic is split into two modules so that they are not too long to accomplish. It is expected that the users (the high school students) will be able to learn more intensively and effectively in this way.

As a prototype, this courseware can give a model for further development. The courseware is developed using Articulate Storyline 2. This software is chosen because it has features and facilities that can meet the need for the development, such as: the animation, the feature for different item types both objective and subjective, feedbacks, review, and information about the scores a user achieve after doing an exercise. This software also allows audio recording to be inserted making it easy for users to understand the materials more easily, especially the explanation of grammar concept, rather than just learning by reading; besides, the 'voice feedbacks' presented after a user does an exercise is intended to arouse a user's interest in doing the exercises better.

The prototype courseware contains the following parts:

1. **Tutorial** consisting of three parts: Meaning and Use, Form + Understanding Check

   Notes + Understanding Check
2. **Exercises** with two item types: multiple choice and sentence transformation. This part is also equipped with feedbacks, result, and review to help users in doing the exercises before they do the quiz.
3. **Quiz** with two item types: multiple choice and sentence transformation. In this part, feedbacks, scores, and review parts are presented after a user finishes the quiz.

Individual try-out with two users has been done, and following up the result of the try-out, this protytipe has been revised in terms of the wordings of the explantion parts, instructions for the exercises, and the feedbacks presented. The examples of the screen in the Passive Voice courseware prototype can be seen in the Apendix.

Conclusion

As a result of the developmental research, the Passive Voice courseware prototype is expected to help both teachers and students (English Language learners). The courseware developed is

expected to help the English Language in understanding the English grammar concept: meaning, form, and use of grammar topics. Until this development phase, parts of the explanation are written and voiced in English, but the researchers also consider that they be delivered in the Indonesian language, so that Indonesian learners of English can actually use the coursewares for independent study more easily.

References

Bakar, Nadzrah Abu. English Language Activities In Computer-Based Learning Environment: A Case Study In ESL Malaysian Classroom. *GEMA Online Journal of Language Studies*, Volume 7(1) 2007, ISSN: 1675-802133, http://www.ukm.my/ppbl/Gema, 17 Maret 2014

Brown, H. Douglas. 2007. *Prinsip Pembelajaran dan Pengajaran Bahasa* (terjemahan oleh Noor Cholis dan Yusi Avianto Pareanom).Pearson Education.

Burke, L. R. (1982). *Computer-Assisted Instruction.* Colorado: Englewood.

Dickinson, Leslie. 1987. *Self-instruction in Language Learning.* Cambridge University Press

Hedge, Tricia. 2008. Teaching and Learning in the Language Classroom: A Guide to Current Ideas about the Theory and Practice of English. Oxford University Press.

http://www.asean.org/communities/asean-economic-community, 5 April 2014

http://www.amazon.com/Adobe-65185764-Captivate-6, 24 April, 2014

Leech, G and Jan S. 2002. *A Communicative Grammar of English*. London: Longman – Pearson

Lim, Kang-Mi. EFL: *Computer-Assisted Reading Instruction University of Sydney*. http://www.aare.edu.au/04pap/lim04139.pdf, tanggal akses 17 Maret 2014

Lowe, Janis Sue. 2004. *A Theory of Effective Computer-based Instruction for Adults*. Dissertation Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College, The School of Human Resource Education and Workforce Development.*etd.lsu.edu/docs/available/etd.../**Lowe**_dis.pdf*,17 Maret 2014

Nunan, David.eds. 2003.*Practical English Language Teaching*.New York: McGraw Hill

Pramono, Y.G. Harto. 2008. Picture-text Complementarity in English Language Learning: Exploring Effective Static and Animated Picture: Designs for exploring learning. VDM Vertag Dr. Mueller e.K

Qiu, Mingzhu. *Introducing a Computer-based Multimedia Program to Help Teachers Learn and Teach International English Phonetic Symbols*http://219.142.121.14:8801/lunwen/files/Papers/papergccce/141.pdf: 17 Maret 2014

Scrivener, Jim. 2005. *Learning Teaching: A guide-book for English language teachers*. Macmillan

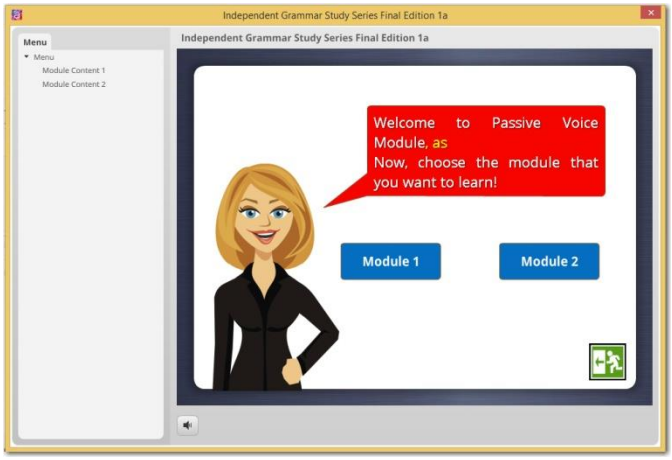
Thompson, Geoff. 1996. *Introducing Functional Grammar*. London: Arnold

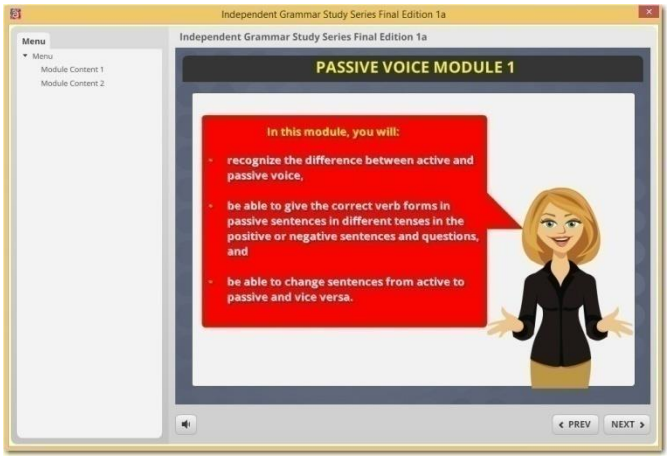
Warschauer, M. (2009, May 7). *Computer Assisted Language Learning: An Introduction.* Retrieved from ict4lt: http://www.ict4lt.org/en/warschauer.

White, Ronald V. 1988. *The ELT Curriculum: Design, Innovation and Management*. Oxford: Basil Blackwell Ltd.

APPENDIX

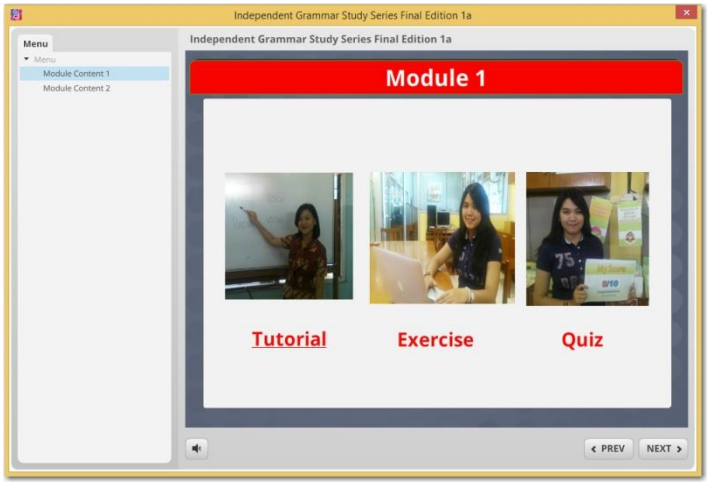
The welcoming screens:



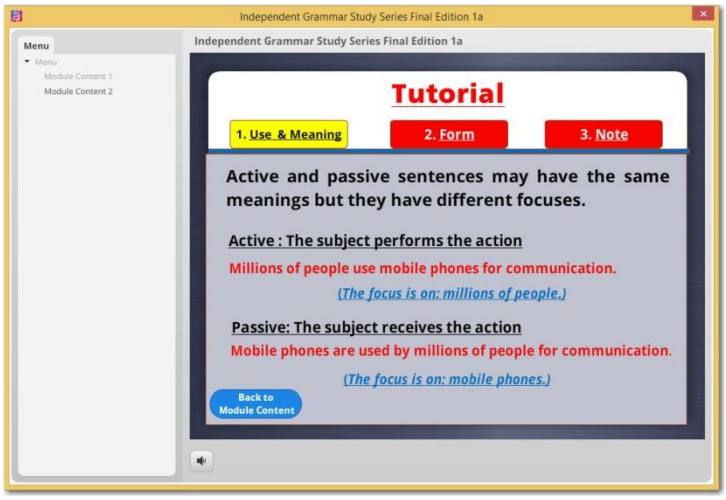


 ISBN 978-602-73769-1-5

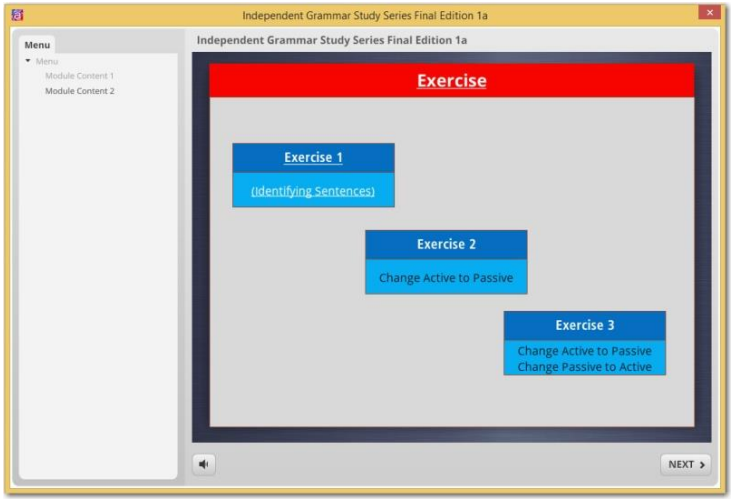
The module content:



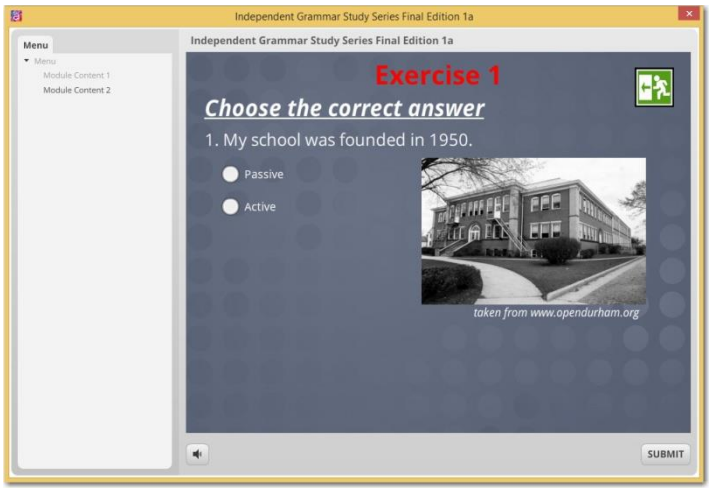
The Tutorial content:

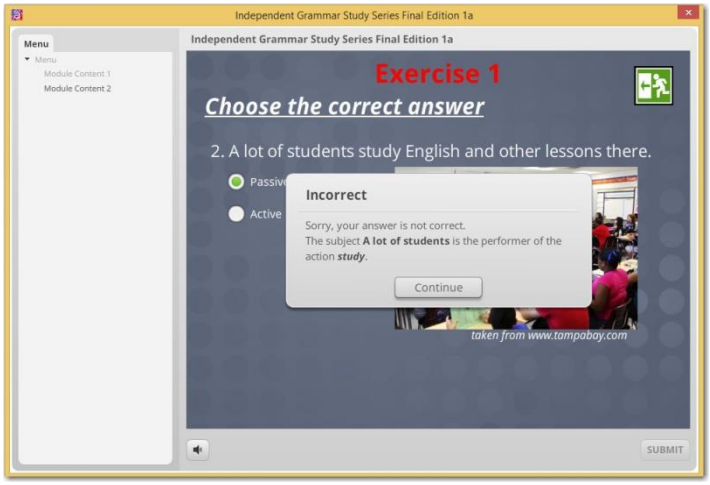


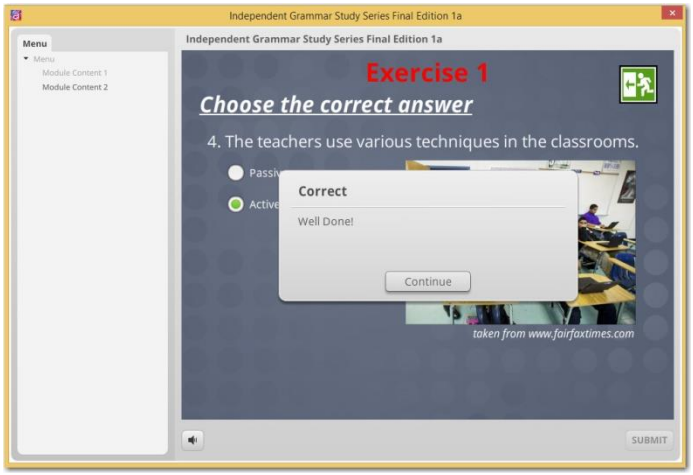
The Exercises



 ISBN 978-602-73769-1-5

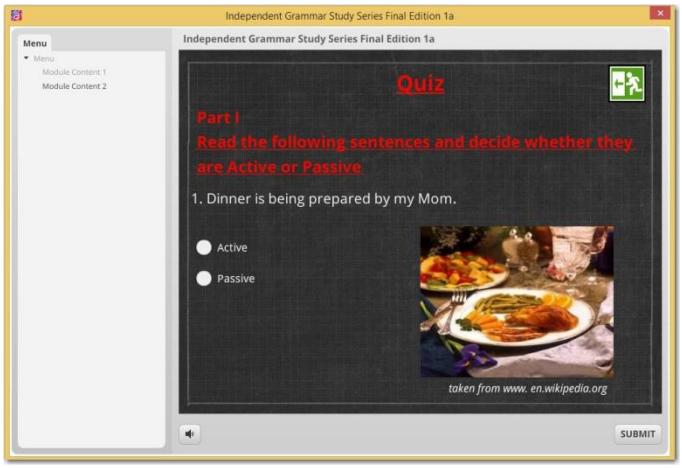


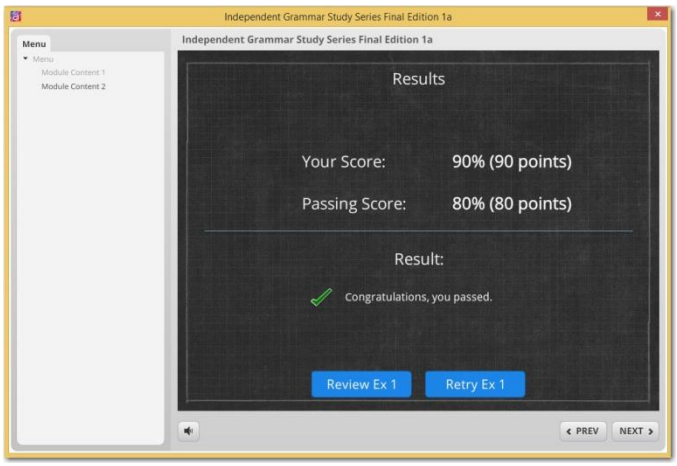




 ISBN 978-602-73769-1-5

The Quiz:





 ISBN 978-602-73769-1-5

AN ANALYSIS OF CONVERSATION STRUCTURE OF LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE

Ahmad Sofwan

State University of Semarang

sofwan1589@yahoo.com

Abstract

Learners of English as a foreign language need to develop skills in conversation as part of their discourse competence. It is important that they learn the structure of the conversation for them to be able to produce a well-communicative language when speaking to other people. The theory of conversation analysis is used to analyze the organization and the features of the conversation of learners of English as a foreign language, including exchange structure, turn-taking strategies, adjacency pairs, repair, and sequences within the conversation. The recorded casual conversation among learners is transcribed and analyzed. It is expected that this study helps learners understand the importance of conversation organization and contribute to the development of the learners' communication skills and to the enhancement of their discourse competence.

Keywords: conversation structure; turn-taking strategies; adjacency pairs; repair; sequences.

Introduction

Skills in conversation are required for someone to be able to communicate well in different contexts because there is a conversational structure that should be observed by conversationalists. People do not only need to have good mastery in grammar but also "the knowledge of the rules of use and communicatively approach performance" (Richards & Schmidt, 1982:52). People need to know how to open, sustain and close the conversation. They also need to know when to speak by following the turn-taking selection rules, to respond to different patterns of adjacency pairs, to repair if they find themselves or other people making mistakes during the conversation, and other important rules in the conversation.

This paper is meant to describe some of the rules in a conversation and analyze the data from the non-native English learners' recorded conversations and describe the developmental acquisition of conversation rules by the learners. It also applies the conversation analysis

theory to analyze the features of the casual conversation produced by learners of English as a foreign language. The analysis consists of their global and local structure of the conversation.

Literature Review

Conversation analysis deals with observing details of social actions and is conducted to 'describe, analyze, and understand talk as a basic and constitutive feature of human social life' (Sidnell, 2010:1). It studies the structure and organization of human oral conversation to discover how participants understand and respond to one another in their turns at talk. In addition, conversation has the following architecture: (1) turns are organized so more than one person has a chance to speak and the turn taking is made in an orderly manner, (2) people can expect what is going to happen next, and where there is a choice, how the selection is to be decided, and (3) provide a way to repair malfunctions and errors when they occur (Finegan, et al., 1992).

There is a global and local conversation structure. With the global structure, a complete conversation is made up of opening, body and closing. Four parts are identified in the opening section: 1) a summon-answer sequence, 2) an identification-recognition sequence, 3) a greeting sequence, and 4) the how are you sequence, and in the analysis of the closing, he explored the pre-closing sequences, then the closing sequences and finally the terminal sequences (Schegloff,1972). Closing in a conversation consists of two-parts: a) determining whether all the points have been mentioned and b) an agreement to end the conversation (Liddicoat, 2007).

The local conversation structure includes turn-taking, adjacency pair, interruption, repair, etc. Turn refers to continuous utterances with communicative function by a speaker within a certain period of time. End of the turn is marked by role change between speaker and listener or by signals of giving up the turn such as two parties' silence. Participants must agree on who should speak when. They normally take turns at holding the floor and do so without negotiation. They usually signal when they wish to end their turn and select the next speaker to speak or leave the choice open. The next speaker takes the floor by beginning to talk. In an interaction with two participants (A and B), while A begins to speak, B stops. In return, A stops talking while B is speaking. The whole conversation is organized as A-B-A-B in general

(Liu, 2004). A conversation may break down because one participant fails to take the floor when it is his/her turn to do so, so a pause may take place before other participant takes the floor. Turn-taking rules may also be violated when two participants attempt to speak at the same time (Finegan, 1992).

Another feature of local structure is adjacency pairs, defined as two subsequent utterances constituting a conversational exchange. It means that certain turns have specific follow-up turns associated with them. Questions are followed by answers, invitation is returned by acceptance or refusals, assessment by agreement, greetings by greetings, apology by acceptance, summons by acknowledgement, and so forth. In adjacency pairs, the two parts must be produced by different speakers, must be ordered as first part and second part, and must be matched (Finegan, 1992).

Repair is also a feature of conversation structure. People make repairs because they realize they have made a mistake, or cannot think of the correct word, or have not heard or understand other people's utterance. To resolve repairs, participants may asking questions, repeat part of the utterance to be repaired, stop speaking, or using particles: *uh, I mean, that is.* Four different types of repairs are identified: (1) self-initiated, self-repaired; (2) other-initiated, self-repaired; (3) self-initiated, other-repaired; and (4) other-initiated, other-repaired (Levinson, 1983).

Methods

This is a qualitative descriptive study, by using a conversation analysis. The data consisted of 3 recorded casual conversations between learners of English as a foreign language. Learners were asked to conduct casual conversations and their conversations were recorded and transcribed. The analysis on the conversation was conducted to find out the global structure of the conversation, consisting of opening and closing, produced by the learners. In addition, further analysis was made on the local structure of conversation, including turn-taking, adjacency pairs, and repairs.

 ISBN 978-602-73769-1-5

Findings and Discussion

Openings

Learners have generally acquired how to open the conversations. They use summon-answer sequence, identification-recognition sequence, a greeting sequence, and the how are you sequence, as exemplified in the following data.

Excerpt 1 (Text 2)

Gisty : Hi Anna!
Anna : Oh Hi Gisty!
Gisty : You okay?
Anna : Yeah, but it feels so cold this morning.
Gisty : It sure is.

In the above data, both Gisty and Anna gave summon-answer and identification-recognition sequence, then how are you sequence follows after that. A similar pattern is found in the following data.

Excerpt 2 (Text 3)

Desy : Hi, Suci. What's up?
Suci : I'm great. What about you?
Desy : I'm wonderful. Where have you been?
Suci : Just boarding house. And you?
Desy : Ya, I also from my boarding house. Do you have any class today?
Suci : Yes. Today, I have only one class. ICT class with Mr. R. There is on 7 a.m. And you? Do you have lot of class today?
Desy : Yeah. I have four classes today.

In this excerpt, Desy as the first speaker summoned the second speaker by greeting and continued with the how are you sequence. What is interesting is that both speakers used where have you been sequence after they addressed to each other. This is typical Indonesian style sequence in which the speakers usually ask where they have been at the beginning of the conversational exchange.

ISBN 978-602-73769-1-5

However, a different sequence is found in Excerpt 3. Here the speakers did not use typical opening sequence, but they initiated the conversation by addressing the weather condition. This might be the fact that they are close friends and know each other, so they did not need to open the conversation by getting the attention of the other participant. They did not feel to invade others.

Excerpt 3 (Text 1)

Dora: Oh, it feels so cold this morning.

Fredi: It sure is. Early this morning my car's windshield was covered with frost. I had to spray it with water before I could head to school.

Dora: (Pausing)….Who would have thought it could be this cold in early December, especially in Semarang.

Fredi: I know. The temperature was such a 35 degrees Fahrenheit when I woke up this morning. I was freezing as soon as I got out of bed. The cold weather just hit me by surprise.

Closing

Learners have also generally acquired how to close the conversations in appropriate manner. Pre closing sequences indicate that nothing else to say by the participants. Participants conclude the last topic in the conversation or reiterate the objective of the conversation. Closing is made by using parting expressions, like *good bye, bye, see you*, etc.

In Excerpt 4 the first speaker indicated that their pre-closing sequence by mentioning that they had talked all day long and all the points had been discussed. Also, they indicated that they needed to do other things with other people, by using short turns *okay*. Finally, they agreed to end the conversation, by using parting expressions *see you, see you soon, and I'll see you later*.

Excerpt 4 (Text 1)

Fredi: I think we have talked all day long.

Dora: Many things

Fredi: Or many things about our campus and about movie and then you of course, don't forget we have to do our assignment.

Dora: Okay I think I have promise with Diana to do other assignment

 ISBN 978-602-73769-1-5

Fredi: Okay Okay then I have another promise for another friends to do our final projects
Dora: Who?
Fredi: No no no no
Dora: Okay, okay fredi
Fredi: Okay dora see you
Dora: Okay see you
Fredi: See you soon
Dora: I'll see to you later
Fredi: Okay bye..

The pre-closing sequence is indicated by the fact that the speaker mentioned that she had finished with her list of shopping items as in Excerpt 5 or the first speaker indicated that she had to leave for other things to do as in Excerpt 6. Then, the speakers agreed to end the conversation by using parting expressions *see you later*, *see you*, and *good bye*.

Excerpt 5 (Text 2)

Anna: Okay, the list is quite long. By the time I get to the cashier to pay, I will probably have a full shopping cart.
Gisty: Be careful please, Anna!
Anna: I will. See you later.
Gisty: See you.

Excerpt 6 (Text 3)

Desy: Yes I will make the special for you later. Okay Suci I have to go because I have a class on 9
Suci: Okay enjoy your class. Good bye
Desy: Okay Suci good bye. Have a nice day
Suci: Yes you too.

Turn-taking

Learners do not seem to interrupt to each other. Turns are taken in an orderly manner. This might be due to the fact the conversation is one on one interaction and each party follows the

 ISBN 978-602-73769-1-5

turn taking rules. Excerpt 7 shows that the exchange is smoothly organized and no interruption takes place in the conversation.

Excerpt 7 (Text 3)

Desy : Hi, Desy. What's up?

Suci : I'm great. What about you?

Desy : I'm wonderful. Where have you been?

Suci : Just boarding house. And you?

Desy : Ya, I also from my boarding house. Do you have any class today?

Suci : Yes. Today, I have only one class. ICT class with Mr.R. There is on 7 a.m. And you? Do you have lot of class today?

Desy : Yeah. I have four classes today.

Suci : Oh, so tiring.

Desy : Ya. Poor me. I have TESOL, GMD, aaaa ELT for Young Learners and also the Research in Linguistics.

Adjacency Pairs

Learners have acquired various patterns of adjacency pairs. Adjacency pairs found in the data include question-answer in Excerpt 8 and 9, assessment and disagreement in Excerpt 10, assessment and agreement in Excerpt 11 and 12, request for a favor and granting in Excerpt 13, request for a permission and granting in Excerpt 14, and apology and acceptance in Excerpt 15.

Question and answer

Excerpt 8 (Text 2)

Anna : Next, what do you want for snacks?

Gisty : Snacks? Umm.. I think some chips would be fine with me. You can also buy chocolate cookies for movie, watching movie.

Excerpt 9 (Text 3)

Suci : When will you go to your hometown?

Desy : Friday afternoon

 ISBN 978-602-73769-1-5

Assessment and disagreement

Excerpt 10 (Text 3)

Desy : Mmm.. The most difficult lesson I think it's TESOL.

Suci : Why? I think TESOL is maybe fun lesson.

Desy : Eee.. Ya this is fun with the technique but not with the assignments. Because we have weekly assignment with the due date. So we have to do with not only on time but also in time.

Suci : Yes, I agree with you.

Assessment and agreement

Excerpt 11 (Text 3)

Desy : Oh what a lovely plan.

Suci : Yeah.

Excerpt 12 (Text 1)

Dora: Oh, it feels so cold this morning.

Fredi: It sure is. Early this morning my car's windshield was covered with frost. I had to spray itwith water before I could head to school.

Request for a favor and granting

Excerpt 13 (Text 1)

Dora: Oh no, I just remember that my mom had asked me to go grocery shopping before she left for work this morning, but I need to finish my school project. Can you go for me, Fredi?

Fredi: I guess I can. I am done with my homework. What did mom want you to buy?

ISBN 978-602-73769-1-5

Request for a permission and granting

Excerpt 14 (Text 1)

Dora: Why don't we go to the 2:00PM show? We can meet at Summer Pizza House at noon.That will give us plenty of time to enjoy our pizza. My cousin Karen is in town. Can I bring her along? I hate to leave her home alone.

Fredi: Karen is in town? Yes, bring her along.

Apology and acceptance

Excerpt 15 (Text 1)

Fredi: I'm so sorry but don't worry, I wanna go now buy

Dora: Okay now you have to go

Preferred and dispreferred responses

The data in Excerpt 16 show that learners also demonstrate their ability to provide dispreferred responses in an adjacency pair. In this excerpt, the speaker offered whether the second speaker wanted him to buy her some pastries and the second speaker answered *no* instead of *yes*, and followed by giving some threat expression to the first speaker. Similarly, in Excerpt 17, the first speaker made an assessment to the movie and the second speaker gave negative response to the first speaker.

Excerpt 16 (Text 1)

Fredi: OK, I will put down one box of ice cream if you say so. Do you want me to buy some pastries for you?

Dora: I know the pastries at the market are delicious; however, *no* is my answer. Do not tempt me, Fredi

Excerpt 17 (Text 1)

Fredi: It was a wonderful movie right? The actor and the actress about the movie, about the soundtrack. It's so wonderful..Wwhat do you think about the movie?

Dora: I don't think so because I don't understand about the movie.

 ISBN 978-602-73769-1-5

Repair

The data also show that learners are able to manage to repair the error in the exchange of the conversation. In Excerpt 18 Dora made a mistake in using the pronoun *she* for her male friend and she initiated the repair by herself by using the pronoun *he*. Then, in the following exchange, Fredi initiated the repair by asking whether Dora refers the person under discussion as a friend or slave. Then, Dora asked for clarification by asking what he meant. Finally, Fredi initiated the repair by using the expression friend in crime and Dora agreed the repair.

Excerpt 18 (Text 1)

Dora: Fredi is my friend. **She** is, errr **he** is so tired so he is wants to sleep

Fredi: Your friend? Not your slave?

Dora: What do you mean?

Fredi: Your slave, slave?

Dora: I don't think so, he is slave or friends, or crush

Fredi: Maybe he is friend in crime

Dora: ahaaha..

Fredi: Your friend in crime right?

CONCLUSION

As part of the discourse competence, learners have demonstrated their ability to acquire main features of conversational structure. They have generally acquired how to open and close the conversation, even though in one exchange the participants still use the patterns influenced by their native language. They also demonstrate their competence in various adjacency pair sequences, including using dispreferred responses. Only in one exchange, the participants show their ability to repair their conversational exchange.

REFERENCES

Finegan, et al. 1992. *Language, its structure and use.* Sydney: Harcourt Brace.

Kong, R. and Su Ting. 2014. An Analysis of Conversation Structure in Ellen Show. *Studies in Literature and Language Vol. 9, No. 2*, pp. 37-42.

Levinson, S. C. 1983. *Pragmatics*. London: Cambridge University Press

Liddicoat, A. J. 2007. Closing conversation, *An Introduction to Conversation Analysis*, London: Continuum.

Liu, H. 2004. Conversational structure analysis. Beijing, China: Peking University Press.

Richards, J. C. and R. W. Schmidt. 1982. Speech acts and second language learning, In *On Conversation (Seameo Regional Language Centre Occasional Papers no. 25)*, pp. 52-78.

Schegloff, E. A. 1972. Sequencing in conversational openings, In J. J. Gumperz and D. Hymes (eds.), *Directions in Sociolinguistics: The Ethnography of Communication*, New York, Holt, Rinehart and Winston, Inc.

Sidnell, J. (2010). Conversation Analysis- an introduction. West Sussex, UK: Wiley-Blackwell.

Biodata:

Ahmad Sofwan, Ph.D. completed his undergraduate degree in English language education from IKIP Yogyakarta, then obtained his master's and doctorate degree in Linguistics from La Trobe University, Australia. He has been teaching in English Department of State University of Semarang since 1989. His research interest includes pragmatics, discourse, second language acquisition and translation.

LEXICAL MARKERS SERVING AS ACCURATE DETERMINANTS OF STRONG STRESS PLACEMENTON ENGLISH WORDS

Alim Sukrisno

Faculty of Letters and Arts, State University of Semarang

sukrisnoalim@gmail.com

Abstract

English spelling vis a vis its pronunciation is most often than not quite arbitrary. This arbitrary relationship causes a great deal of difficulties for learners of English as a foreign language to pronounce English words. However, some phenomena of English lexical and structural markers indicate that there are regularities between these markers and the way English words are stressed. Structural markers such as *-es –ing,* and *-ed* do not serve as determinants of stress pattern. However, some lexical markers such as noun- markers *–ion, -ity, -ology*; and adjective-markers such *as –ic, -ous,* etc. upon close investigation serve as strong determinants of primary stress pattern. These markers are oftenattached to word groups called cyclic word groups. Learners of English as a foreign language can make use of these stress determinants in their effort of pronouncing English words with maximum accuracy.

Keywords: pronunciation, lexical markers, determinants, cyclic, stress

Introduction

Serving as the introduction to this present article is my longitudinal observations of pronunciation mistakes or errors made by a variety of Indonesian learners of English of different academic levels of education when they are engaging in verbal interactions in English. These English learners consist of undergraduate English students, post-graduate students. Even English teachers as well as fellow English lecturers also share this error making. Most of the above mentioned people, especially my fellow English lecturers, most often than not, demonstrate exceptional fluency in speaking or in conversational exchanges. However, during their speech or conversation, in spite of their fluency, I have noticed quite many pronunciation mistakes or errors they subconsciously make. I always note down the words wrongly or inaccurately pronounced and I transcribe them in phonetic transcription.

Some of the above mistakes involve common words which they regularly use in their everyday conversation, such as the words *'develop/ment, continue, procedure, paragraph, correct'* and no end of other mistakes too numerous to be mentioned one by one. The pronunciation mistakes involve not only segmental by also suprasegmental (stress) realization of the words they happen to pronounce. For example, instead of pronouncing [dIvɛlƏp], a lot of people under my observation pronounce it as [divƏlɔp]. In pronouncing this particular word, they have realized two aspects ofpronunciation, segmental and suprasegmental pronunciation. Segmental pronunciation refers to the realization of vowel, diphthong and consonant, while suprasegmental here restrictively refers to 'stress'. The transcriptions above demonstrate segmental pronunciation. A suprasegmental mistake also occurs when they stress the word *'develop'*. A lot of people under my observationplace the stress on the third syllable, thus [divƏ'lɔp], instead of the correct one [dI'vɛlƏp]. More segmental and suprasegmental mistakes are as follows:

['prɔsidʒur]	instead of [prƏ'si:dʒƏ]	for 'procedure'
['pʌrʌ'grʌf]	instead of ['pærƏgræ(a:)ft]	for 'paragraph'
['kɔrɛk]	instead [kƏ'rɛkt]	for 'correct'

A logical question then arises 'Why do they or English learners and teachers make such pronunciation mistakes?' The answer to this question may be of two kinds. First, facts show that English pronunciation is arbitrary. This means there is no one-to-one correspondence between English spelling and the way it is realized in pronunciation. This in turn explains why the word 'en**ough**' is pronounced as [InʌfƏ], while the same spelling in 'thor**ough'** as [θʌrƏ]. The spelling of the letter combination '**ou'** is arbitrarily pronounced as [ʌ] in 'en**ou**gh.' The same letter combination is arbitrarily pronounced as [Ə] in 'thor**ou**gh.' Causing another frustration is that the letter combination '**gh'** is pronounced as [---f] in 'enou**gh'**, but it is not pronounced at all or mute [---] in 'thorou**gh'**.

Arbitrariness in pronunciation does not only occur in segmental realization as has been explained above, but also in suprasegmental (stress) realization. Take the word '*object*' as an example. This word can be stressed either as **''object'** or as **'ob'ject'**, but each delivers a different meaning. **'Object'** ['ɔbdʒIkt] functions as a noun, while **'object'**

 ISBN 978-602-73769-1-5

[Əb'dʒɛkt]functions as a verb. The choice of stress placement is arbitrary, too. Another example can be seen in the word **'*present.*'** Depending on the meaning it conveys. It can be pronounced as ['prɛznt] (noun or adjective) or [prI'zɛnt] (verb). In brief, this arbitrariness in the relationship between spelling and its sound representation definitely becomes the caause of pronunciation mistakes.

The second cause of pronunciation mistakes may be originated from the learners' lack of the knowledge of spellophononetic rules by Sukrisno (2011). As can be seen later that spellophononetic rules are the patterns of predicting the pronunciation of English words based on the way these words are spelled. These particular guessing rules can be effectively used to predict the realization of not only segmental but also suprasegmental pronunciation. As what will be explained later, some English words can be grouped into cyclic words (Sukrisno, 2015a). For example, let us take an example of one English cyclic word group ending in '*-ize/-ise*,' such as found in the word '*emphasize, terrorize,televize,*' etc. These words belong to the cyclic word group ending in '*–ize/-ise.*' English learners unfamiliar with spellophononetic rules will probably have problem or at least hesitation in pronouncing this verbal marker. They may pronounce it as either [-aIs], [aIz], [-Is], or even as [-Iz]. They may also have some problem in assigning the strong stress of this particular English cyclic word group. Thus, they may suprasegmentally pronounce the above words as '*em'phasize, ter'rorize*,' and '*tele'vise*.' Another confusion in placing strong stress may also develop when these words take structural and lexical markers, such as '*emphasizes, terrorizing,'*and '*television.*'

Problems or difficulties relating to the segmental and suprasegmental pronunciation of this particular kind become the focus of the discusion in the following sub-sections. And because the title of this article is mainly concerned with the application of stress, the rest of the discussion will only be concerned with stress placement especially in connccction with structural and lexical markers existing in English words.

Later in the discussion section, the feature of structural and lexical markers will be highlighted and their function in determining the placement of primary stress will also be elaborated.

 ISBN 978-602-73769-1-5

Review of Related Literature

Three essestial issues underlining the development of this article are the notions of cyclic word groups, spellophononetic rules, and English word markers. Each of these concepts will be elaborated in the following sub-sections.

English Cyclic Word Group

This particular terminology was coined by Sukrisno (2015a) in his unpublished dissertation report entitled *'Cyclic Spelling Patterns of English Word Groups Spellophononetically Enabling English Learners to Determine Segmental and Suprasegmental Realizations in Pronunciation.'* The history of this terminological coinage is explained below,

If we observe English words, we will find out that some of them demonstrate a regular phenomenon in terms of the way they are spelled. This can be in the form of the prefixation of certain words with a certain marker, such as '***auto****graph, **auto**matic, **auto**pilot*,' etc. Regular spelling patterns can also be found at the end of certain words. These patterns can ben seen in the suffixation of certain words, for example: *'illu**sion**, supervi**sion**, televi**sion**,'* etc.; and '*geo**graphy**, bio**graphy**, choreo**graphy**,*' etc. Because, the marker ***'auto-', '-sion'*** and ***'-graphy'*** appear again and again in regular patterns in front or at the end of different combinations of spelling, they perform a cyclic or recurring function. Therefore, Sukrisno (2015a) calls each of these particular word groups as 'English cyclic word groups'. In his dissertation report, Sukrisno (2015a) listed at least 18 cyclic word groups. This list includesEnglish cyclic words ending in *'-ic'* discussed by Hill, (1974). However, Hill discussed this cyclic word group only from the point of its stress realization. Whereas, Sukrisno, elaborates both the segmental and suprasegmental (stress) realization of this cyclic word group,

The discovery of these cyclic words and their terminological coinage contributes a lot in determining English pronunciation. As Sukrisno proved that each of these 18 cyclic word groups behave in specific ways in determining the pattern of segmental and suprasegmental realizations. Suprasegmental realization in this article is restricted to stress which is defined by Ramelan (1994: 25) as 'the degree of force or loudness with which a syllable is pronounced so as to give it prominence.'

 ISBN 978-602-73769-1-5

As part of suprasegmental phonemes, stress is arbitrary. However, by referring to the cyclic word groups documented by Sukrisno (2015a), cosistent assignments of primary stress can be accurately determined. Let us take one cyclic word group ending in *'-fy'*, consisting, for example, of the words *'clarify, justify, identify'* etc., we can be certain that the primary stress is placed on the 'ante-penultimate syllable' (Sukrisno, 2015b).Ante-penultimate means one syllable before penultimate or three syllables counted backwards from the end of a word. Thus, the above cyclic words arestressed as follows: **''clarify, 'justify, i'dentify',** etc. In this case, the verb marker *'-fy'* functions as an accurate predictor of stress assignment (Sukrisno, 2015b).However, whenever the above words are attached with a noun-marker *'-tion'*, they become nouns; '*clarification, justification, identification,*'and as a result, the stress pattern changes. These cyclic words are stressed on the penultimate syllable; thus '*clarifi'cation, justifi'cation, identifi'cation*', etc.

Briefly speaking, English cyclic word groups can serve as determinants or predictors of primary stress assignment. With regard to this, one cyclic word group engenders one spellophononetic rule on stress pattern. Sukrisno (2015a) discovered 20 spellophononetic rules.

Spellophononetic Rules

Since the term *spellophononetic* is a relatively recent coinage, references dealing with this new knowledge do not exist in the literature. The only sources available to talk about this particular knowledge are an article written by Sukrisno (2012a) and other subsequent articles related to it (Sukrisno, 2012b; 2012c; 2015a; and 2015b). Referring to Sukrisno's (2012a) work, the following is the background of the birth of spellophononetics.

Concerned with the difficulty of English pronunciation caused by the arbitrariness between English spelling system and the way it should be pronounced, Sukrisno (2012a) introduced a rule of predicting the pronunciation of a word based on its spelling. This particular technique is henceforth called spellophononetic technique. So as to know the background of how this technique came into being, we have to refer to Sukrisno's (2012a) assertion below:

> Generally, a character or an alphabetic letter will be lexically meaningful whenever it appears in combination with other letters forming a lexical unit called a word, except in

 ISBN 978-602-73769-1-5

the indefinite article represented by the letter '***a***'. In turn, whenever a word or stretches of words is/are transmitted verbally, it/they has/have to undergo an articulatory process called pronunciation. Here, of course, the involvement of the knowledge of how sounds are produced (derived from phonetics) and how sounds are arranged sequentially with other sounds(derived from phonology) is definitely a must. Based on this interrelationship between spelling, knowledge of sound production, and the influence of one sound into another, a technique of pronunciation called *alphophononetic, or* we may more conveniently and interchangeably call it *spellophononetic,* is introduced.

We can apply this spellophononetic technique based on a single letter of a word, but it will work best when a certain letter or a sequence of letters occur/s in a word. The knowledge underlying the operation of this spellophononetic technique is called spellophononetic rule. The example of the application of this rule is the case of the English letter *'a'* and the the letter combination of *'ph'*. According to Sukrisno (2012c), the letter '**a**' can be phonologically realized as the sounds [eI], [ə], [a:], [æ], [ɔ:], or on a quite rare occasion as [ɛ], but it is never realized as [ʌ]. Meanwhile, the letter combination of *'ph'* in whatever position of an utterance is always phonologically realized as [f]. Another rule stipulates that *'a'* in a final position of an utterance must be realized as [ə] (Sukrisno, 2012c). Thus, relying on this particular spellophononetic rule, we must **NOT** pronounce the words '***data***' or '***paragraph***' respectively as [dʌtʌ] and [pʌrʌgrʌf], as we often hear learners and teachers of English pronounce them. Instead, they have to be pronounced as [deItə] and [pærəgra:(æ)f]

Related to above rule, later we will see that English word markers, both structural and lexical markers can be spellophononetically treated when they should be phonologically realized. Therefore, we can conclude that spellophonenetic rules will facilitate someone in pronouncing English words in a more accurate manner.

English Word Formation

In English, we can create or form new words by means of a number of techniques, such as inflectional, derivational, compounding, blending, clipping, etc. These word formation are discussed by a number of vocabulary authors; some of them are Shopen (1985),O'Grady and

 ISBN 978-602-73769-1-5

de Guzman (1996),Jackson and Ze Anvela (2000). Most pertaining to the topic of this article is the first two techniques, inflectional and derivational techniques.

> According Jackson and Ze Anvela (2000: 70),
>
> Inflection is a general grammatical process which combines words and affixes (always suffixes in English) to produce alternative grammatical form of words. For example, the plural morpheme is an inflectional morpheme. This implies that the plural form *roses*, for instance, does not represent a lexical item fundamentally different from the singular form *rose*, [sic] it is simply an inflectional variant of the same word.

Meanwhile, still according to Jackson and Ze Anvela (2000: 70),

> derivation is a lexical process which actually forms a new word out of an existing one by the addition of a derivational affix. For instance, the suffixes *-ation* and *-ure* may be added to the verbs *resign* and *depart* respectively to derive the noun *resignation* and *departure*, which are different words.

From the two definitions above, we can conclude that the new word resulting from an inflectional process still maintains the same part of speech or form class; while the words resulting from derivational process always belong to different parts of speech.

Thus the word *go* added with a third person singular morpheme becomes *goes*. The word *goes* remains to function as a verb. Whenever *go* is added with the present participial morpheme, it becomes *going*. The word *going* remains as a verb, though in some context, it functions as gerund (noun) whenever it becomes the subject or object of a sentence. In both cases, with the addition of different inflectional morphemes, the word does not change into a different class category. Referring to the topic of the discussion in this article, -es and *-ing* are both called inflectional or structural markers. However, word markers can be derivational, such as found in the following example. The word*deny* is a verb, but whenever added with *-al*, it becomes a noun, because *-al* is a noun marker. In another case, *-al* sometimes acts as an adjective marker; for example, *functional*.Both *-al* in *denial* and *-al* in *functional* are derivational markers. Because both of them are capable of creating new words belonging to different word classes, they can be also called lexical markers.

 ISBN 978-602-73769-1-5

The terminologies of inflectional marker and lexical marker together with their respective namings will become some of the key words in the subsequent section. As we can see later in the discussion section, both structural markers and lexical markers play an essential role in determining the way we have to pronounce English words.

Structural and Lexical Markers as Determinants of Strong Stress Placement on English Words

As briefly indicated in the previous section, structural markers and lexical markers of the English language contribute facility of pronuncination to learners of English. To show us how these markers function in determining the placement of strong stress, they will be elaborated one by one below.

Structural Markers and their Function in Determining Stress Placement

Belonging to structural markers are inflectional morphemes whose attachment in a word does not change the form classes. They are among others:

morpheme *-s/es* functioning as a plural marker;

morpheme *-s/-es* functioning as a third person singular marker;

morpheme *-d/-ed* functioning as a preterite/past-form verb marker;

morpheme *-d/-ed* functioning as a past-participial marker; and

morpheme *-ing* functioning as a present-participial marker.

Some prefixes can also function as structural markers, since the attachment of any one of which also does not change the form class. These prefixes are among others:

un-, dis-, il-, in-, mis- functioning as negative markers;

over- functioning as an excessive marker;

re- functioning as a repetitive marker, etc

Both prefixes and inflectional suffixesserving as structural markers have something in common with regard to their functions as indicators in stress realization. No matter to what words the above structural markers are attached, they are not capable of changing the primary stress placement. Let us see the following examples:

a). inflectional markers

'titilate	+	-s	----'titilates
po'sition	+	-ing	---- po'sitioning

 ISBN 978-602-73769-1-5

'fertilize	+	-d	----'fertilized
in'vestigator	+	-s	----- in'vestigators

b). prefixes

over-	+	'confident	---- over-'confident
un-	+	be'lievable	---- unbe'lievable
il-	+	le'gitimate	---- ile'gitimate
re-	+	'organize	---- re-'organize

From the examples of (a) and (b) above and other potential examples that we can possibly propose, it is quite clear that the addition of inflectional morphemes and prefixes do not change the placement of the strong stress of the headwords. Thus, it can be concluded that inflectional markers and prefixes are not predictors or determinants of primary stress placement of English words. Therefore, anyone who knows the stress pattern of the headword, will certainly be able to stress the newly inflectionally and prefixionally formed word when they obey this stress placement pattern.

Lexical Markers and their Function in Determining Stress Placement

Unlike structural markers, lexical markers behave in two different ways when they are used as a determinant of strong stress placement.

Lexical markers can be grouped into two kinds: 1). derivational morphemes in which whenever they are attached to a headword will bring about a change in the word class of the newly-formed words. Examples of derivational morphemes are among others: *-tion* (noun marker), *-ize* (verb marker), *-al* (noun/adjective marker), *-fy* (verb marker), *-ly* (adjective/adverb marker), *-ity* (noun marker), *-dom* (noun marker), *-ive* (adjective marker), etc. 2) derivational morphemes which *do not*alter the word-class whenever they are attached to a headword but they signal the change of agency or meaning. Examples of these morphemes are; *-ment* (noun marker), *-er/-or* (agent markers), *-ship* (noun marker), *-ee* (agent marker), etc.

As to their function to determine stress placements, lexical markers demonstrate mixed characteristics. Some of them become an accurate or at least strong determinant of primary

stress placement, while some others do not. The elaboration of these two different characteristics is as follows.

a)lexical markers acting as determinants of primary stress placement

As discussed earlier, Sukrisno (2015a) inventorized 20 English cyclic word groups; they are cyclic word groups ending in *-fy, -ity, -tude, -some, -alogy/-ology, -ography, -ic, -tion, -sion, -ssion, -ise/-ize, -ture, -ee, -asm, -meter, -able, -ible, -ate* (verb marker), *-ate* (adjective marker), and *–ate*(noun marker). We can also add some more cyclic word grouped not listed by Sukrisno, such as *-nomy, -tomy, -gogy*, etc.

In terms of primary stress placement, Sukrisno's (2015a) study shows an interesting result which can be seen in the table below.

No.	Cyclic word group ending in ..	Number of words	Primary stress placement	
			Stressed on .. syllable..	Accuracy (%)
1.	-fy	84	3rd .. .cb	98.81
2.	-ity	455	3rd ... cb	100
3.	-tude	25	1st ... cf	76
4.	-some	33	1st ... cf	93.75
5.	-alogy/-ology	99	3rd ... cb	100
6.	-ography	30	3rd ... cb	100
7.	ic	663	2nd ... cb	97.73
8,	-tion	1142	2nd ... cb	100
9.	-sion	88	2nd ... cb	98.86
10.	-ssion	48	2nd ... cb	100
11.	-ise/-ize	261	1st ... cf	72.69
12.	-ture	85	1st ... cf	76.47
13.	-ee	95	1st ... cb	65.26
14.	-asm/-ism	274	1st ... cf	62.77
15.	-meter	19	3rd ... cb	84.21
16.	-able	422	3rd ... cb	64.22
17.	-ible	90	3rd ... cb	91.11
18.	-ate (verb)	337	3rd ... cb	96.42
19.	-ate (adj.)	97	3rd ... cb	96.91
20.	-ate (noun)	68	3rd ... cb	85.29

(Courtesy of Sukrisno, 2015a with some modification)

The list of the cyclic word groups are exhaustively documented from Oxford Advanced Learner's Dictionary of Current English (Hornby, 2005) and from the Jakarta Post, a daily issued national newspaper.

 ISBN 978-602-73769-1-5

The above table demonstrates spellophononetic rules on the suprasegmental feature of stress with regard to the cyclic word groups inventorised in it. The rule must be generically read as follows: *'Whenever, we come across any word belonging to a certain word group in column 2, we have to assign the strong stress of the word as shown in column 4; if we do so, the degree of accuracy is indicated in last column.'*

From the table above, the suffixes listed in column two are lexical markers, either serving as a verb, adjective, or noun markers. As we can see, to some greater or smaller extent, that they serve as accurate determinants of strong stress placement. This means that just by seeing any of those markers attached to a headword, we can always make a good prediction in placing the stress. Applying the spellophononetic rule above, we can accurately determine the stress pattern of any word belonging to any of the cyclic word group listed in column 2. For example, let's randomly take some words, say *eventuality*, *comprehensible*, and *fortunate.*The above spellophononetic rules govern that the words with noun marker ending in *-ity* must be stressed on the third syllable c.b. (counted from behind or ante-penultimate); the words with adjective marker *-ible* on the 3rd syllable c.b.; and the words formed with *-ate* serving as verb/adjective/noun marker also on the 3rd syllable c.b. Abiding by these rules will result in the suprasegmental pronunciation as follows; *eventu'ality*, *compre'hensible*, and *'fortunate.*

In terms of accuracy, some lexical markers belonging to certain cyclic word groups are capable of yielding perfect precision (100%) of strong stress placement, such as shown by the cyclic word groups ending in *-ity, -a(o)logy, -ography, -tion* and *-ssion*, while the cyclic words of *-fy, -some, -ic, -sion, -ible*, and *-ate* (verb and adjective markers) document close-to-perfect accuracy (above 90%). Some lexical markers, such as *-tude, -ize/-ise*, etc. yielded less precision, but they document no less than 60% accuracy. Therefore, we can conclude that the lexical markers listed in the table above are accurate determinants of primary stress placement.

The predicting or determining power of strong stress placement of the above lexical markers can be tested by attaching these markers to their respective roots or headwords. Any root or headword of any of the above lexical markers must readjust its stress pattern in accordance

 ISBN 978-602-73769-1-5

with its respective spellophononetic rule, though the stress of the attached root/headword is originally located on a different syllable. This accounts for the fact that the headword *de'termine* which is originally stressed on the 2nd syllable c.f. (counted forward from the first syllable) or on the penultimate syllable, whenever it is added with the noun marker *-tion*, the newly derived word---*determination*---must be stressed on the penultimate syllable---thus *determi'nation.*Similarly, when we have to pronounce the word *reality* which is derived from the root *'real*whose stress is on the first syllable, we have to reassign the stress pattern on the ante-penultimate syllable---thus *re'ality.* These readjustments of the strong stress pattern are in complete conformity with the spellophononetic rules governing the cyclic words ending in-*tion* and *-ity*shown in the table above.

b). lexical markers which do not serve as a determinant of primary stress placement

Some lexical markers, however, do not function as a predictor of primary stress placement. Examples of lexical marker of this kind are among others: *-al* (noun/adjective marker), *-ness* (noun marker), *-ship* (noun marker), *-ment* (noun marker), etc. These lexical markers are not capable of determining the strong stress placement. Thus we can label these lexical markers as non-determinants of strong stress assignment. The status of these lexical markers as non-determinants of stress placement can be proved by attaching each of them in its respective headword/root. For examples:

'happy	+	ness	→	'happiness
'champion	+	ship	→	'championship
de'velop	+	ment	→	de'velopment
dis'miss	+	al	→	di'missal

From the derivational formations above, we can easily prove that the lexical markers undergoing primary stress placement testing do not serve as determinants of strong stress placement. The strong stress remains to be assigned on the original stress of the respective headword.

If we relate these lexical markers to the previously mentioned prefixes, such as *un-*, *dis-*, *in-*, *over-*, *re-*, etc, both types of marker share something in common. Both types of markers do not serve as determinants of strong stress placement. Therefore, we can aways be certainas to

 ISBN 978-602-73769-1-5

how to stress a word whenever this word is added with any of the above prefixes. For examples:

un	+'popular	→	un'popular
dis	+'integrate	→	dis'integrate
ir	+'regular	→	ir'regular
re	+ as'sessment	→	reas'sessment

In summary, it suffices to say that prefixes are also non-determinants of strong stress placement. Therefore, whenever a root or headword is prefixed with any of the above marker or any other prefixes, the stress of the newly derived word can be easily determined provided that we have a prior knowledge of the stress patterns of the roots/headwords.

Conclusion

On the basis of the discussion in the previous section, it can be concluded that the relationship between some spelling patterns of English words and their suprasegmental pronunciation is not completely arbitrary. Regularity of pronunciation, at least on stress placement exists. This regularity can be seen from the behaviour of some lexical markers with regard to their capacity in determining strong stress placement. Lexical markers, such as *-fy, -ize, -tion, -sion, -ssion,* etc. can be used as very accurate predictors or deteminants of strong stress placement. This consistent regularity, in turns, forms specific spellophononetic rules governing the relationship between spelling and its suprasegmental (stress) realization. Therefore, learners of English as a second or foreign language can take advantage of this spellophononetic rules in gaining better or more accurate pronunciation.

References

Hill, Archibald. A. 1974. Word Stress and the Suffix –ic. *Journal of English Linguistics*, Vol. 8: 6.

Hornby, A.S. 2005. *Oxford Advanced Learner's Dictionary of Current English*. Oxford. Oxford Univerity Press.

Jackson, H. and Ze Anvela, E. 2000. *Words, Meaning and Vocabulary*. London: Cassel.

 ISBN 978-602-73769-1-5

O'Grady, W. and de Guzman, V. P. 1996. Morphology: the analysis of word structure. In O'Grady, W., Dobrovolsky, M. and Katamba, F. (Eds.) *Contemporary Linguistics: An Introduction.* Harlow, Essex: Longman.

Ramelan. 1994. *English Phonetics*. Semarang: IKIP Semarang Press.

Shopen, Timothy. 1985. *Language typology and syntactic description. Grammatical categories and the lexicon*. Cambridge: Cambridge University Press.

Sukrisno, A. 2012a.Alphophononetic [ælfoʊfɔnə'nɛtIk] Technique: A Technique of Obtaining and Preserving More Accurate English Pronunciation. *Proceeding of an International Seminar 'Enhancing Academic Literacy to Foster Conservation Values in Character Education.'* Post Graduate Program, State University of Semarang.

Sukrisno, A. 2012b. The Pronunciation of the Words Ending in '-ate' in the Light of Spellophononetic Technique. In Conference Proceeddings *'English Language Teaching and Literature in Relation to Culture.'* Faculty of Languages and Arts, State University of Semarang, Indonesia.

Sukrisno, A. 2012c.Obam**a** and Natash**a**: How the Last Letters of their Names are Pronounced.*Language Circle: Journal of Language and Literature*. Volume VI/2 April.

Sukrisno. A. 2015a. *'Cyclic Spelling Patterns of English Word Groups Spellophononetically Enabling English Learners to Determine Segmental and Suprasegmental Realizations in Pronunciation.' An Unpublished Dissertation.* Unpublished Dissertation Draft. Postgraduate Programme. State University of Semarang.

Sukrisno, A. 2015b. English Verb-Markers Serving as an Accurate Predictor of English Pronunciation: The Case of a Verb-Marker '-fy'. *Language Circle: Journal of Language and Literature*, X/1 (October 2015).

THE BENEFICIAL EFFECT OF BILINGUALISM IN VISUAL MEDIA

Aliva Rosdiana

Islamic University of Nahdlatul Ulama' Jepara

alivarosdiana1983@gmail.com

Abstract

Bilingualism is a phenomenon that affects people throughout the world. People use bilingualism in particular situations in society such as in education, job, mass media, etc. People who speak bilingualism means that they get second language learning. Radio, televison, and YouTube are important vehicles of mass communication. Mass communication differs from the studies of other forms of communication, such as interpersonal communication, in that it focuses on a single source transmitting information to a large group of receivers. The study of bilingualism in visual media is chiefly concerned with how the content of visual media persuades or otherwise affects either behavior, attitude, opinion, or emotion of the person or people receiving the information. The beneficial effect is the development of bilingualism. Watching video affects children's acquisition of their native language and hasten language shift to the majority language. By watching the video, it also enrich our knowledge to particular vocabularies based on particular topics. The Internet makes it possible to have conversations across countries and continents. Individuals have multiple identities and belong to other speakers of their heritage language. So, the linguistic competence will develop as a by-product of the interest. In addition, it brings people closer.

Keywords: bilingualism, mass communication, visual media, Internet, multiple identities.

Introduction

More than half people in the world are bilingual even multilingual. Moreover in European Union people become bilingual more than 50 percents of population by year. Definitely it would be increasing year-by-year. Bilingualism is simply about two languages (Baker, 2001 :2). What does it mean to "speak" two languages? People can say Hello in about 5 or more. People are native in their languages as their mother tongue. But they speak another languages, Spanish for instance, at a pretty fluent level, and they also take other courses of other language, Japanese for example. Are they bilingual or trilingual? People who speak

more than one language are called bilingual or trilingual or polyglot. The point is, bilingual is hard to define because language is hard to define. In www.Huffingtonpost.com it was stated, "In Miami, for example, one of the questions is what's the student's first language. But as Coral Way's principal, Josephine Otero, pointed out, that doesn't necessarily mean a child isn't fluent in his or her second language."

But that same article states that 2/3 of the nations, 4.7 million elementary school English learners (people who's first language/dominant language was not English) were actually born within the United States. It is indicated that immigrants are holding on to their minority languages at least for one generation. While these kids should be taught the fundamentals of English, and it does put strain on education system. Trend of using bilingual or multilingual than monolingual occupy big percentage in many population of the world today. It also affects cognitive abilities. How many people are bilingual in Asian countries? European countries? In India, for example, children consistently grow up with two or three languages. This is very normal. Singapore is another country where this practice is completely common; English generally being one of the languages. It seems that other countries do quite a bit more to promote bilingual education while raising bilingual children than the United States does.

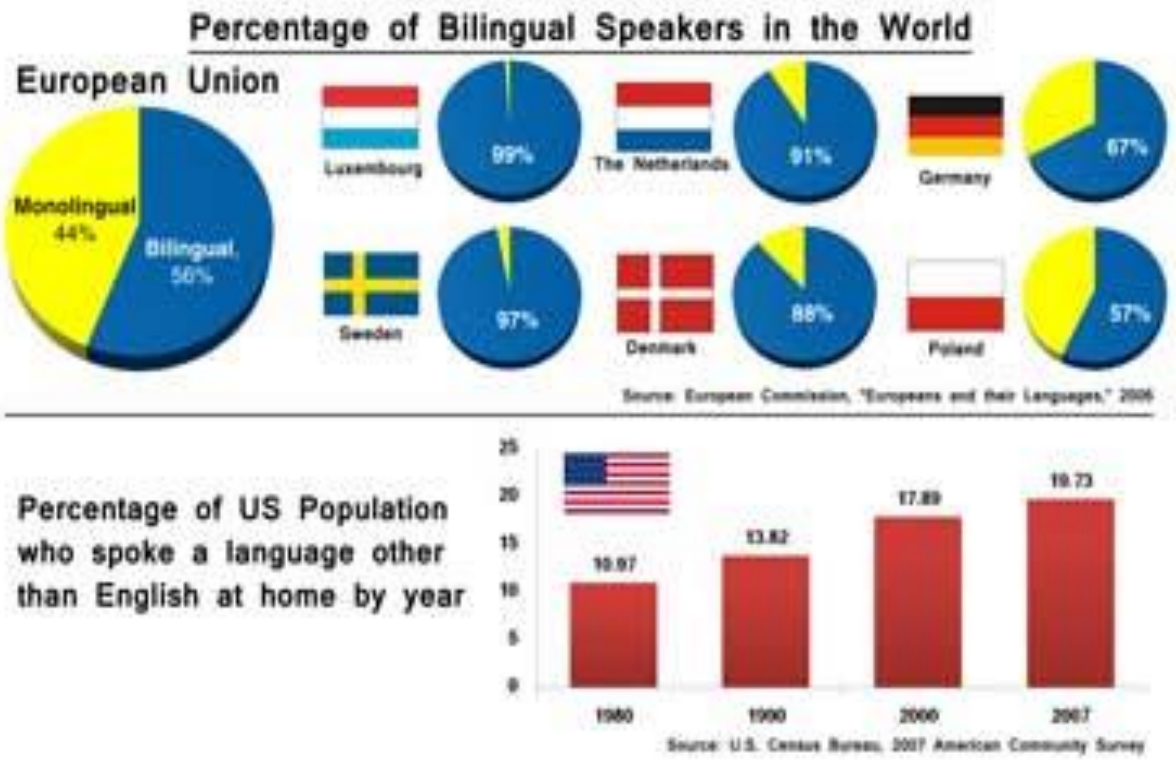


Fig. 1.: Percentage of Bilingual Speakers in the world

 ISBN 978-602-73769-1-5

VOA is a network since 1942 broadcasts on radio, television, and the internet outside of the US in English and some foreign languages. It is an effective way for people not only children but also adult to study English especially certain vocabularies used in particular situation, or social behavior of people and American's lifestyle. Therefore, this study focused on two questions below:

1. How YouTube gives beneficial effect to the development of bilingualism?
2. What visual media used to develop English by language learners?
3. What particular code called register find in youtube as a learning method to learn English?

In those questions, people were asked on a certain extent determined by and accountable to a whole network of groups and individuals, both in the public at large and in the educational system. It is on who were concerned with bilingualism in visual media gives benefit to English language learners, and visual media used to develop English by language Learners.

Based on explanations above, the writer is interested in conducting a Descriptive study related to the beneficial effect of bilingualism in visual media of VOA via YouTube. The purpose of this study is to find how YouTube can give beneficial effect to the development of bilingualism and particular codes used found in YouTube.

Review of Related Theories

1. Communication and Mass Media

Communication is a process of transmitting information, ideas, emotions, skills, and knowledge by using symbols, words, gestures, and visuals. Communication theory concentrates its attention on the receiving end of a communication channel. It pays attention to the analysis of a message only in order to measure the efficiency of the communication channel in terms of how much of the message get through to the receiving end (Carroll, 1953:203). By the analysis of a message, efficiency must be evaluated by seeing how much information gets through from the source to the destination. The word information used has a special sense that involves symbols of a message. The symbols has a function as a code to convey large amount information to receiver.

 ISBN 978-602-73769-1-5

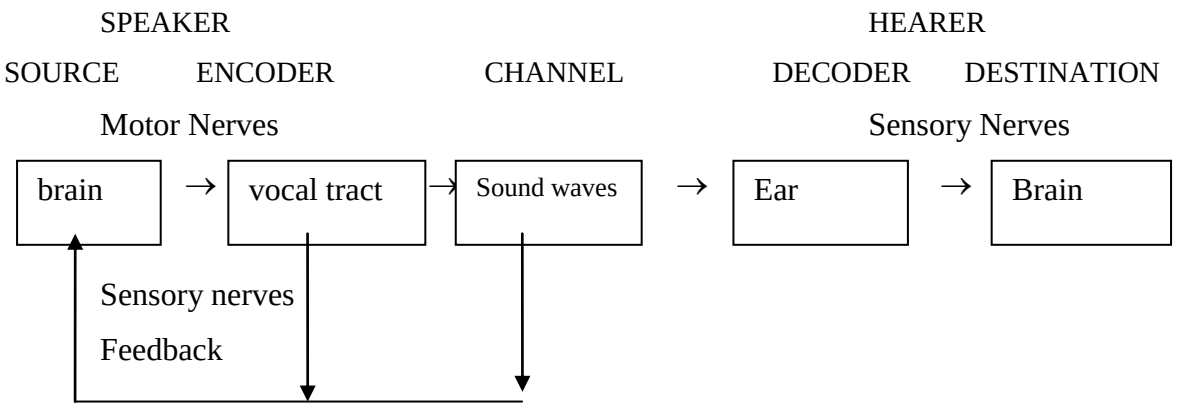
Communication has a big influence in social life where people exist in community. In business, school, entertainment, market, job, etc, people do communication with different language that they use in a particular context. Every situation or context must have different code. The communication model below gives description of the process of communication.

SOURCE → ENCODER → CHANNEL → DECODER → DESTINATION

Fig. 2: The Process of Communication

The process of communication starts from the "source" as a mental process gives rise to a message to be transmitted. Then the message is encoded into a signal. Channel transmits the signal to be decoded and identified by receiver. In the end of destination, the message is received and understood by the hearer or the reader.

Communication theory concentrates on the receiving end of a communication model. That is the communication is concerned with th eselection of messages at the sending end of communication channel. Choosing a particular words, people must have a communicative competence. Besides, people also must have a skill on listening. A communication model below describes how speakers and hearers can communicate well is because the work of neuron in the brain, the produce of vocal tract, and the ear to be transmitted to the brain.



1) Motor nerves: the motor nerves transmit nerve pulses that produce movements of muscles.
2) Sensory nerves: the sensory nerves transmit preceived stimuli.
3) Feedback: information about the signal and information about articulatory movements are sent back to the source.
4) Vocal tract: the pharynx and the nasal and oral cavities.

Fig. 3: A Communication Model High Speech (Hammarstorm & Jernudd, 1972:15)

 ISBN 978-602-73769-1-5

Communication and communicative competence are two theories that is intertwined. Both speakers and hearers must have communicative competence in order that communication runs well. Competence alone refers to the implicit knowledge of language and performance which is affected by psychological and social factors. Meanwhile, communicative competence covers four main aspects, they are grammatical competence which is dealing with syntax; sociolinguistic competence which is dealing with social appropriateness of communication; discourse competence which is dealing with cohesive and coherence in discourse; and strategic competence which is focusing on pragmatic function of communication. The model of communicative competence below shows that communication cannot be run well unless both speakers and interlocutors have four aspects of competence. Below is the model of communicative competence that speakers and interlocutors must have when they communicate each other.

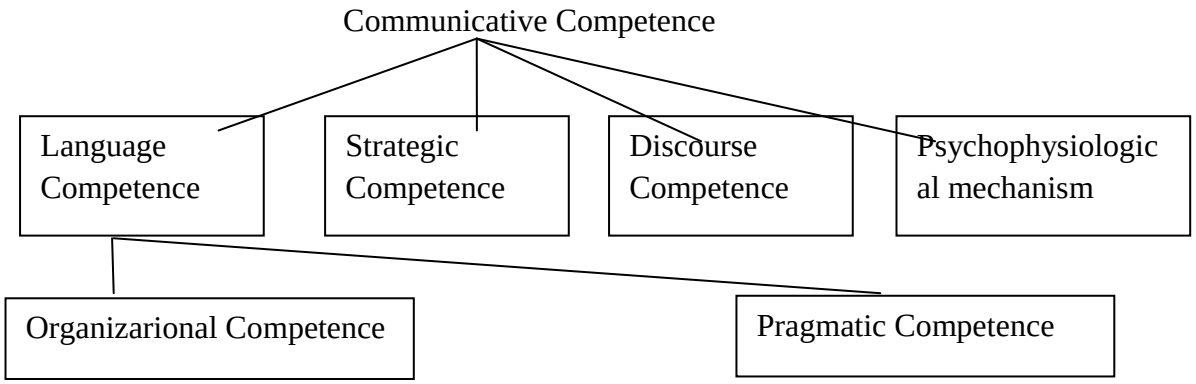


Fig. 4: Adapted from a model of Communicative Competence by Badib A., (2007) (see also in O' Grady *et al*, 508).

Internet is one of mass media today used by people in the world. By online learning, many people not only children but also adult as well can use this media to learn English. University, native speakers of English, teachers, can upload teaching record with many majors via YouTube. Learning English via YouTube is an effective way to see how native English speakers speak, the style and attitude, and the culture as well. The things they talk about however may be different from one language to another. This shows that there is much more to learn a language than just the vocabulary and the grammar of the language, but also learn the social behavior of people who speak it.

ISBN 978-602-73769-1-5

3. YouTube as a Visual Media Used to Develop English

Visual media used to develop bilingualism here is VOA via YouTube. The reason of using YouTube as the media are:

- YouTube lets anyone upload videos for private or public viewing. Founded in 2005 by Chad Hurley, Steve Chen and Jawed Karim, it was acquired by Google in 2006 for USD $1.65 billion.
- YouTube is a free video-hosting website that allows members to store and serve video content.
- Videos are streamed to users from the YouTube site (www.youtube.com) and videos can be streamed from blogs and web sites with YouTube-embedded code.
- VOA (Voice of America) is the official external broadcast Institution of the United States Federal government.
- The VOA affiliate and contract agreements with radio and television stations and cable network worldwide.

The Voice of America (VOA) is the official external broadcast institution of the United States Federal government. VOA radio and television broadcasts are distributed by satellite, cable and on FM, AM, and shortwave radio frequencies. They are streamed on individual language service websites, social media sites and mobile platforms. The VOA has affiliate and contract agreements with radio and television stations and cable networks worldwide (www.wikipedia.com). One program of VOA broadcasted in Indonesia via Metro television is "*VOA Dunia Kita*". This program has an aim to introduce Indonesian people by journalists who work in America to know American lifestyle, American language, and American culture. Their journey would be recorded, documented, and broadcasted. Every week they broadcast different theme as the materials.

According to Retno, "*Dunia Kita*" comes from two resources. The first is Central News. The news is using English. Then Indonesian Service adapts it into Indonesian and voice dubbing or voice over (vo). Therefore, languages used in "*Dunia Kita*" is English-Indonesian, and sometimes another language such as Javanese in "*Heboh Belanja di Amerika*" part 1. The second is origination. It is how getting ideas, making research, and reporting.

 ISBN 978-602-73769-1-5

4. Bilingualism: Code-Switching and Code-Mixing

Bilingualism is the ability to use and to speak two languages. People who use two or more language is called bilingual person. Most of us consider bilingualism as something good that has an advantage. One of the advantages of a bilingual child and adult is having two or more worlds of experience. With two languages goes a wider cultural experience, and, very possibly, greater tolerance of cultural difference and less racism (Baker, 2000:4).For one thing, knowledge of another language enables people to communicate with members of other cultures in their knowledge. Bilingualism and multilingualism can be examined as the possession of the individual (Baker, 2001:2). In addition, Mackey (in Spolsky, 1976:166) believes that "bilingualism is the property of the individual." Alternatively, human get language acquisition in his/her family until they know two or more langauges when they study.

Borrowing other language in code-switching is commonly used especially in job community. A language user makes use of a code or codes when speaking, listening, etc to make sense of the communicative contributions to interact with another people. Listeners use their own code to make sense of the communicative contributions of those they interact with. Listeners may need to shift their expectations to come to useful understanding of speaker's intentions. Similarly, speakers may switch their form of contributions in order to signal a change in situation, shifting relevance of social roles, or alternate ways of understanding a conversational contribution. In other words, switching code is a means by which language users may contextualize communication.

Sometimes people mix their language and another language in one utterance or in the same oral/written text. It is common phenomenon in societies in which two or more languages are used. Poplack (WWW) refers code-switching to the mixing, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic. Listeners must have an ability to interpret particular code used in certain topic to get the idea of meaning based on vocabularies they hear from speakers.

 ISBN 978-602-73769-1-5

5. YouTube gives beneficial effect to the development of bilingualism.

Youtube is a free video-hosting website connecting network of the world. Especially "*VOA Dunia Kita*" which is not only in YouTube but it is also broadcasted in Metro TV. Hence, non-native English people can study English via YouTube and the culture of English speaking countries as well. That is how YouTube, especially video "*VOA Dunia Kita*", gives beneficial effects to the development of bilingualism as follows:

- The sounds of the first language can influence how people learn and use a second language. It is easier to learn sounds and words when the languages people are learning are similar. Besides, it can enrich people vocabularies.
- It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.
- It contributes the creation of the global village –to the worldwide diffusion of important and immediate news, sport and culture.
- It enables viewers to cross cultures. Thus, it can contributes to multiculturalism, and to an empathy and insight into other cultures, languages and lifestyles.

Discussion

Finding and Analysis

Many registers found in VOA by the topic of *Heboh Belanja di Amerika.* There is data analysis defined for answering question no. 3.

Topics of VOA taken:

Heboh Belanja di Amerika (broadcasted on 16 Dec 2013).

Hosts: Supriyono (Cak Supri) and Nadia Madjid (Ning Nadia).

Code-Mixing: Javanese-Indonesian-English.

Location: Mal Pentagon City, Arlington, VA.

Analysis: Cak Supri and Ning Nadia as hosts invites audience of *Warung VOA* to observe shopping theraphy and Black Friday shopping as the US holiday shopping season in the end of year. This episode use three languages, they are Indonesian, Javanese, and English, and it was also broadcasted on *Pojok Kampung JTV Surabaya*. It is started by inviting English shoppers to greet audience. Then, the hosts switch the language into Javanese-Indonesian.

 ISBN 978-602-73769-1-5

Some registers or particular words are found such as Black Friday, Thanksgiving, retail, retail therapy, and Cyber Monday.

1. Finding

No.	Utterances	Indonesian	Javanese	English
1.	S:"Dulur, taun ini memang heboh juga ya masa belanja	√	√	√
2.	yang biasanya terjadi pas akhir taun. Nah diawali dengan namanya Black Friday." N: Opo kuwi? S: Keranjang hitam. N: Jumat ini. S: Bukan hitam yang negatif. Malah positif ...tapi katanya neraca retail. Sebelum Black Friday iki. Iku merah, cak. Karena rugi. Pas black Friday, semuanya podo blonjo. Pas thanksgiving kuwi. Jadinya untung. Dadine hitam tintanya.	√	√	√
3.	N: "Nah itu ada istilahnya, cak. Retail therapy, terapi	√	√	√
4.	belanja" Musim belanja liburan dimulai sehari setelah thanksgiving. Dijuluki sebagai **Black Friday** karena inilah hari dimana para pengecer meraup keuntungan. Beberapa toko berupaya memulai Black Friday dengan membuka toko-toko mereka sebelum kalkun menjadi dingin dengan menjual semua barang dari Go-Cart hingga televisi layar lebar. Beberapa konsumen berkemah selama berhari-hari di depan toko hanya untuk mendapatkan diskon terbaik. Tetapi bagi mereka yang tidak suka menunggu, pakar belanja Trae Bodge mengatakan Anda bisa belajar lewat online atau yang disebut sebagai **Cyber Monda**y bahkan sebelum libur akhir pekan dimulai	√		√
5.	N: "...taun iki peretail iku gak seuntung dulu-dulu..."	√	√	√

2. Analysis: Particular Code called register find in youtube as a learning method to learn English.

From the video the speakers used bilingualism into three languages Javanese-Indonesian and English words, which are called register. The explanation of the terms used is as follows:

a. Black Friday: the Friday following Thanksgiving Day in the United States (the fourth Thursday of November).
b. Thanksgiving: a national holiday celebrated primarily in the United States and Canada as a day of giving thanks for the blessing of the harvest and of the preceding year.
c. Retail: is the process of selling consumer goods and/or services to customers through multiple channels of distribution to earn a profit.

ISBN 978-602-73769-1-5

d. Retail therapy: shopping with the primary purpose of improving the buyer's mood or disposition.
e. Cyber Monday: is a marketing term for the Monday after the Thanksgiving holiday in the United States. The term "Cyber Monday" was created by marketing companies to persuade people to shop online.

Conclusion and Suggestion

Conclusion

By learning bilingualism of VOA via YouTube, it can be captured that people have three things:

1. Vocabularies used in particular topic -holiday shopping season.
2. English spoken by native speakers when they explain and describe the situation happened in the shopping holiday.
3. It enables viewers to cross cultures. Thus, it can contributes to multiculturalism, and to an empathy and insight into other cultures, languages and lifestyles.

Suggestion

Knowing another language is also important within countries where there is more than one prevalent or official language, as in Switzerland, which has four official languages: German, French, Italian, and Romansh. Moreover, Education in Indonesia recently use English as an immersion programs in classroom. Thus, students are claimed to learn English as a second language besides their first language. How important learning two or more languages so that bilingualism can be called Vehicular Bilingualism, where one language is used for limited or personal uses. Then there is Comprehensive or Cultural Bilingualism where the language is used as a means of entry in the full culture (Spolsky, 1976:167).

References

Badib, Abbas A. 2007. *Model of Communicative Competence*. Surabaya: Surabaya State University

Baker, C.(2000). A *parents' and teachers' guide to bilingualism. second edition*. Clevedon: Multilingual Matters.

_____. (2001). *Foundations of bilingual education and bilingualism (3rd ed.).* Clevedon ; Buffalo: Multilingual Matters.

Carrol, John B. 1953. *The Study of Language.* USA: Harvard University Press.

Hammarstrom, Goran & Bjorn Jernudd. 1972. *Outline of Linguistics.* Australia: Monash University.

Patrick, Peter L. *The Speech Community.* UK: University of Essex.

Spolsky, Bernard. 1998. *Sociolinguistics.* England: Oxford University Press.

http://www.huffingtonpost.com/2013/04/14/us-bilingual-education_n_3079950.html Accessed on 18th of October 2015.

http://myyearatvoa.tumblr.com/post/25436814512/dunia_kita_behind_the_scene Accessed on 3rd of November 2015.

 ISBN 978-602-73769-1-5

TEACHER'S STRATEGIC COMPETENCE USE IN VOCABULARY TEACHING THROUGH ENGLISH JOKES AT SEVEN GRADERS

Amelia Kartikawati

Muhammadiyah University of Semarang

Jl. Kedungmundu No. 18 Semarang

amelia_kartikawati@yahoo.com

Abstract

The use of strategic competence, i.e., the ability to handle all of communication breakdown can give contribution to the development of a teacher's communicative competence to the vocabulary teaching in seventh graders. Seventh grade is a transitional time when children are leaving childhood behind and looking ahead to high school. It is important to concern in this level of education because less motivation will lead them not to be aware of the importance of learning English. Students tend to hesitate to speak in English because they are afraid of making mistakes in vocabulary. Whereas, the quality and quantity of one's vocabulary influences the quality of his communication. Students with good mastery of English, they have big chances to study abroad and they will be easier for seeking jobs in the future. Therefore, it is important to enrich students' vocabulary by doing fun activity through English jokes. Students can both learn and be entertained by the English jokes, so they will enjoy the learning activity. This paper aims at reporting research findings on the types of strategic competence used by the teacher in teaching vocabulary through English jokes at seventh graders, how to apply English jokes in classroom, and what are the barriers faced by the teacher during teaching-learning activity. It also explores the vocabulary learning achievement of the students.

Keywords: *strategic competence*, *English jokes*, *seventh graders*

Introduction

In Indonesia, English is the important subject at school because it is one of subjects assessed in National Examination. Unfortunately, the learning of English in classroom is not as fun as it should be. It comes to the serious environment which makes the students feel bored. In addition, the situation will make students feel that English is difficult to be learned. This statement is reinforced by the result of pre-observation at seventh graders of class 7C in SMPN 29 Semarang.

On August of fifth 2015, the researcher has done the pre-observation at class 7C of SMPN 29 Semarang in the academic year 2015/2016. The English subject was started at 7 a.m until 8.30 a.m. At that time, the students were excited for knowing that they were been observed. In the beginning, the teacher gave motivation to students for becoming good during the lesson. The material was about "Introduction Myself", teacher gave explanation and examples in how to introduce ourselves to others. Then, students were asked to introduce their selves one by one. Some of the students were good enough to speak up, but the rest of them hesitated to do so. During the lesson, most of students loved to make jokes. They made fun of their classmates when there were mistakes on the pronunciation. But, the teacher just continued the lesson without giving any warnings to them. Through the pre-observation at class 7C of SMPN 29 Semarang in the academic year 2015/2016, the researcher found out three problems which are put forward as follows:

1. When the students were asked to stand up and introduce their selves, the students only follow what was written on the whiteboard by the teacher. Such as, "My name is ....", "I live in ...." and "I am from .....". The students were not confident enough to tell other things about them in English. Whereas, the material was about "Introduction Myself" which should explore more than that as the self-expression of a student. Such as, "My hobby is ...." and "My favorite food is ....". The researcher concluded it is because the students have lack of vocabulary mastery.
2. The teacher used teacher-centre method in the learning activity. It made the atmosphere of the class is too boring. The researcher concluded that the reason why the students did jokes inside the classroom is because they wanted to draw attention from friends and the teacher. The students needed some relaxing time.

The problems above lead the researcher to do the study about what teacher should do to make students enjoy the learning activity in classroom. But first of all, the researcher has to know the ideal type of a teacher who is loved by students. Therefore, students were given questionnaires related to the ideal type of the teacher according to them. The result showed that humorist comes to the first as the character which every teacher should have. The result is not much difference to the previous study of Darmansyah (2003) cited in Darmansyah (2011) about the ideal type of a lecturer. The study was done by giving questionnaires to 240 students (semester 2, 4 and 6) of Civil Engineering Department in *Politeknik Negeri*

 ISBN 978-602-73769-1-5

Sriwijaya. The result showed that humorist is the most chosen word by the students to describe the ideal type of a lecturer. This study reinforces that jokes are really important in the students' learning activity. Therefore, the researcher will use English Jokes as the media to teach vocabulary at seventh graders of SMPN 29 Semarang.

The pre-observation at class 7C of SMPN 29 Semarang in the academic year 2015/2016 showed that the teacher could not manage the students well. It is related to the way teacher draws attention of students through the ability of speaking English. Teacher used *Bahasa* most during the teaching-learning activity. Researcher concluded the teacher has lack of proficiency to continue conversation in English. Actually, this problem can be prevented by preparing all material well before the lesson begins. But in all communication process, unexpected problems will sometimes happen. That is why teachers need strategies to prevent or reduce the problems in classroom. Teachers should improve their strategic competence, i.e., the ability to handle all of communication breakdown. It can give contribution to the development of a teacher's communicative competence in classroom. Strategic competence has two kinds of strategies as follows:

1. Message adjustment strategies
2. Resource expansion strategies

By analyzing strategic competence of the teacher in teaching vocabulary through English Jokes, it contributes to make English teaching-learning activity become more effective. In addition, the aim of learning vocabulary through English jokes will be reached for the seventh graders. For this purpose, the research questions are put forward as follows:

1. What is the ideal type of a teacher according to seventh graders at 7C of SMPN 29 Semarang in the academic year 2015/2016?
2. What is English Jokes as the media to teach vocabulary at seventh graders?
3. What is the strategic competence used by the teacher in teaching vocabulary through English Jokes at class 7C of SMPN 29 Semarang in the academic year 2015/2016?

In this paper, the researcher conducted a study about teacher's strategic competence use in vocabulary teaching through English Jokes at class 7C of SMPN 29 Semarang in the academic year 2015/2016. It is important to analyze how strategic competence can give contribution to the development of a teacher's communicative competence to the vocabulary teaching at seventh graders.

 ISBN 978-602-73769-1-5

Method

This study employed a descriptive qualitative design because most of content of the research is explained by words. Ndae (2013:26) stated that qualitative analysis can give more details information about the phenomenon which is not easy to be analyzed by quantitative one. Qualitative research is classified as a verbal data. It is conveyed by description to search and develop the sense of phenomenon. This research involved all of students (36) at class 7C of SMPN 29 Semarang in the academic year 2015/2016. Researcher chose class 7C of SMPN 29 Semarang because researcher used random sampling as the technique to take sample. Margono (2005:125) cited in Ndae (2013:28) defined that random sampling technique is a technique of selecting sample in which each individual has the same opportunity to be involved in the sample.

The researcher used pre-observation questionnaire, interview and classroom observation to collect data. The complete data about the questionnaire is shown in Table 1, which has been translated form *Bahasa* into English.

Table 1. Description of the Pre-Observation Questionnaire

Please choose 10 (ten) words below which you expect to represent the ideal type of a teacher in classroom:		
No.	**Words**	**Give check (√) to the words which you expect to represent the ideal type of a teacher in classroom**
1.	Humorist	
2.	With authority	
3.	Love to smile	
4.	Encouraging	
5.	Not strict	
6.	Honest	
7.	Intelligent	
8.	Caring	
9.	Creative	
10.	Discipline	
11.	Good looking	
12.	Objective	
13.	Has good material mastery	
14.	Close to the students	
15.	Low profile	
16.	Fair	
17.	Firm	
18.	Forgiveness	
19.	Patient	
20.	Friendly	

ISBN 978-602-73769-1-5

The pre-observation questionnaire was given to all students in 7C of SMPN 29 in the academic year 2015/2016. It is used to find out what is the ideal type of a teacher according to them. The students answered the pre-observation questionnaire without mentioning their identities. The choosing of 20 words above is based on the classroom observation in class 7C related to the needs of the students.

The researcher also used interview technique to the teacher. There are six questions which become the basic of evaluation in this interview. The teacher is the interviewee while the researcher was making a note during interview. The basic questions revealed (1) what the education background of the teacher is, (2) the experience in teaching seventh graders, (3) what problems the teacher faced in teaching seventh graders, (4) what the solution is in teaching vocabulary through English Jokes, (5) what the students' abilities are, and (6) how the use of English Jokes is as the media in teaching vocabulary. Besides questionnaire and interview, the researcher also did classroom observation by noticing all of teaching-learning activities inside.

The data acquired from the pre-observation questionnaire, interview and classroom observation are descriptively analyzed and presented in terms of frequencies and percentages.

Finding and Discussion

The results of the data analysis are shown and discussed in this section to answer the research questions.

The Ideal Type of a Teacher According to Seventh Graders at 7C of SMPN 29 Semarang in the Academic Year 2015/2016

Out of the total number of the students (36) who become respondents, the biggest number of them stated that they have chosen humorist (29 respondents) as the ideal type of a teacher in classroom. The 10 words which represent the ideal types of a teacher in classroom can be seen in Picture 1.

 ISBN 978-602-73769-1-5

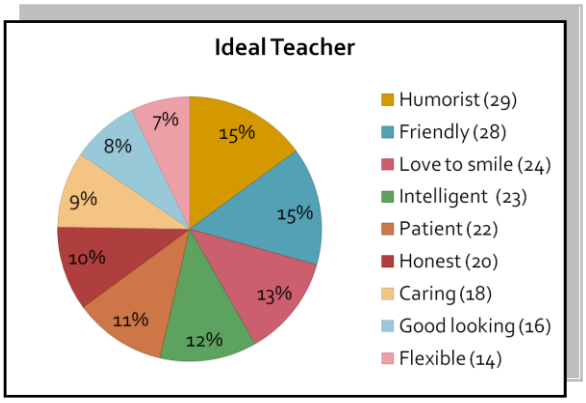


Figure 1. Top 10 Words Chosen by Students to Decribe Their Ideal Types of a Teacher in Classroom

The results of the study show that many students like to have humorist teachers. In line with the study conducted by Darmansyah (2003) cited in Darmansyah (2011), jokes are really important in the teaching-learning activity. There are five benefits of jokes in classroom; (1) jokes can draw students' attention, (2) jokes reduce the boredom, (3) jokes create the relaxing atmosphere in the classroom, (4) jokes overcome the students' tiredness of physic and mental in learning activity and (5) jokes make the communication between teacher and student easier.

English Jokes as the Media to Teach Vocabulary at Seventh Graders

English Jokes is used as the media to teach vocabulary at class 7C of SMPN 29 Semarang in the academic year 2015/2016. English Jokes *(Cara Menyenangkan Belajar Bahasa Inggris)* is a book written by an Indonesian author named Imam Baehaqi. It is published in July 2010 by Cakrawala Ilmu, Yogyakarta. The book contains 266 English jokes in 204 pages. The researcher has chosen 4 jokes to be learned by the students in the classroom. The complete data about the English Jokes can be seen in the Table 2.

ISBN 978-602-73769-1-5

Table 2. Description of the English Jokes

In the classroom	**New Taxi Driver**
A teacher said, "Marry, I'd like you to give me a sentence beginning with 'I', please." Mary thought for a few seconds and then said, "I is ...." The teacher *interrupted* her and said, "No Mary. You cannot begin a sentence with 'I is'. You must use 'I am'." Mary *looked upset* and said, "But Miss ..." The teacher *shouted*, "Give me a sentence beginning with 'I am', please." Mary *shrugged her shoulders* and said, "I am *the ninth letter* of the alphabet." 1. Interrupted : *menyela* 2. Looked upset : *nampak kecewa (sedih)* 3. Shouted : *berteriak* 4. Shrugged her shoulder : *mengangkat bahunya* 5. The ninth letter : *huruf kesembilan*	A taxi passenger *tapped* the driver on the shoulder to ask him a question. The driver screamed, lost control of the car, nearly hit a bus, *went up on the footpath*, and stopped centimeters from a shop window. For a second everything went quiet in the cab, then the driver said, "*Look mate*, don't ever do that again. You *scared* me!" The passenger apologized and said, "I didn't realize that a little tap would scare you so much." The driver replied, "Sorry, it's not really your *fault*. Today is my first day as a cab driver. "I've been driving *a funeral van* for the last 25 years." 1. Tapped : *menepuk* 2. Went up on the footpath : *naik ke jalur pejalan kaki* 3. Look mate : *dengar kawan* 4. Scared : *membuat saya takut* 5. Fault : *kesalahan* 6. A funeral van : *mobil jenazah*
Sham doesn't know how to read	**I got 100 in school today**
Mother : What are you doing, Ram? Ram : I'm writing a letter to Baby Sham. Mother : But you don't know how to write! Ram : No problem, Mom. Sham doesn't know how to read.	Little Susie came running into the house after school one day, shouting, "Daddy! Daddy! I got 100 in school today!" "That's great, Sweetheart," said her daddy. "Come in to the living room and tell me about it." "Well," said little Susie, "I got 50 in spelling, 30 in math and 20 in science."

The use of English Jokes is really effective to teach vocabulary at seventh graders. Seventh grade is a transitional time when children are leaving childhood behind and looking ahead to high school. Seventh graders need parental support to learn something new, especially English. The vocabulary in the English Jokes deals with the daily conversation which closes to the students' lives. That is why students will enjoy the vocabulary learning activity by laughing at the jokes, but they are still being able to involve to the material. Through the interview with the teacher, there are two barriers the teacher faced during the vocabulary teaching activity using English Jokes; (1) differences of culture and (2) lack of student's vocabulary to comprehend the English Jokes. Fortunately, the barriers can be handled by the teacher.

 ISBN 978-602-73769-1-5

This study also explored the vocabulary learning achievement of the students. The researcher did interview and observation classroom, it concluded that through English Jokes: (1) students have better quantity and quality of vocabulary, (2) they had a lot of fun in learning English than before, (3) they are not afraid anymore for asking to the teacher about their difficulties during teaching-learning activity, (4) students' skills of communication increase and (5) jokes strengthen the memory of students.

The Strategic Competence Used by the Teacher in Teaching Vocabulary through English Jokes at Class 7C of SMPN 29 Semarang in the Academic Year 2015/2016.

The aim of communicative language teaching is to improve the language learners' communicative competence. Based on the widely accepted theory of Canale and Swain (1980) cited in Dornyei and Thurrel (1991), communicative competence has three components; (1) grammatical competence, (2) sociolinguistics competence, and (3) strategic competence. The use of strategic competence, i.e., the ability to handle all of communication breakdown can give contribution to the development of a teacher's communicative competence in classroom. Rababah (2002) stated that strategic competence is related to the individual's ability to use communication strategies. The strategies which can be used are divided by Corder (1981) cited in Dornyei and Thurrel (1991) into two types and it is shown in the Table 3.

Table 3. Description of the Types of Communication Strategies

Communication Strategies	
Message adjustment strategies	**Resource expansion strategies**
The strategy is a kind of risk avoidance which is clearly expressed in the following typical language learners' statement: "I know my limit and what I should not even try."	In this strategy, language learners risk failure by trying to overcome the problems during the communication process. The language learners may use: 1. Paraphrase; 2. Approximation; 3. Non-linguistics means (e.g. mime, gesture, or imitation); 4. Borrowed or invented words (e.g. 'auto' for 'car')

Both native and non-native speaker use communication strategies, but non-native speakers use them more often. On the ninth of September 2015, the researcher has done the classroom

 ISBN 978-602-73769-1-5

observation in class 7C of SMPN 29 Semarang. It was started at 7 a.m until 8.30 a.m. In this study, researcher only becomes a passive participant. The teacher used English Jokes to teach vocabulary in classroom. The teacher divided students into small groups consisting four students in each group. They are handed all of the English Jokes by the teacher. At first, the teacher asked students to read and discuss the jokes with the peers in group. When the students found the difficult words, they may look up the dictionary or take a look on the vocabulary lists. The next step was the students are asked to read the jokes loudly. The teacher offered the students to ask if there were any questions about the jokes. When there were any difficulties, the teacher explained about the meaning sense of the jokes in *Bahasa*. It helped students to enlarge English vocabulary. From above, the researcher found out that the teacher used *Bahasa* most during the lesson.

The use of *Bahasa* most in the classroom indicates that the teacher has lack of proficiency to continue the conversation in English. The teacher has used strategic competence to handle communication breakdown by using translation from LI (*Bahasa*) to the L2 (English). The researcher concluded that the communication strategies used by the teacher is message adjustment strategies. The teacher stood on the comfort zone by not trying to overcome the problems during the communication process in classroom. Even the teacher used fillers in *Bahasa,* whereas according to Dornyei and Thurrel (1991) fillers are an essential part of language learners' strategic competence. The fillers used by the teacher during vocabulary teaching are: "*itu, lho* ...." and "*apa itu?*" which should be told in English: "I mean" and "what is it?". This problem happened because the teacher does not usually speak in English. It influences the way teacher teach in the classroom. If the teacher does not aware with this problem, the teaching-learning activity in classroom will be not successful. In addition, the students will not get many benefits in the material delivered by the teacher. It is because the students need good role models to motivate them in learning English. In this case, teachers have the responsibility to do so.

Conclusions and Suggestions

Learning vocabulary has to be done earlier to students. Seventh grade is the right time to do so. The use of English Jokes to teach vocabulary at seventh graders makes the teacher can be her own self when the teaching activity is running. It is because the relaxing atmosphere of

 ISBN 978-602-73769-1-5

the classroom through jokes. That is why the strategic competence analysis is done in this way.

Strategic competence is needed to be developed by an English teacher. It involves the communicative strategies which help teacher to create a successful language learning activity. Thus, the teacher should be confident to develop the strategic competence to handle communication breakdown during the lesson in classroom.

References

Baehaqi, I. (2010). *English Jokes: Cara Menyenangkan Belajar Bahasa Inggris.* Yogyakarta: Cakrawala Ilmu.

Darmansyah, S. M. (2011). *Strategi Pembelajaran Menyenangkan dengan Humor.* Jakarta: Bumi Aksara.

Dörnyei, Z., & Thurrell, S. (1991). Strategic Competence and How to Teach It. *ELT Journal* , 45/1: 16-19.

Ndae, C. D. (2013). *The Application of Teaching Vocabulary through Children Songs (A Case Study of PAUD Anak Bangsa VI Semarang in the Academic Year 2012/2013.* Semarang: IKIP PGRI.

Rababah, G. A. (2002). Strategic Competence and Language Teaching. *Educational Resources Information Center (ERIC)* , 1-6.

Biodata:

Amelia Kartikawati was born on 16th July 1993, a seventh semester student of English Education Department at Muhammadiyah University of Semarang. She loves writing and has been an author of four novels (*My Everlasting Actor*, *Promise You*, *Cat Me If You Can*, and *Love Splash*) which can be found at bookstores in Indonesia.

 ISBN 978-602-73769-1-5

LANGUAGE LEARNING STRATEGIES IN TEACHING ENGLISH UNIVERSITY STUDENT: LECTURER PRESENTATION VERSUS STUDENTS PRESENTATION

Ani Nur Wasiah

Oscar Yustino Carascalao

State University of Semarang Students

aninurwasiah.anw@gmail.com

oscarcarascalao@gmail.com

Abstract

The objective of this research is to describe the students' perspective and to know which strategy is more preferred by the students and to know some benefits after implementing the two strategies. The subjects of the research were nineteen students of master degree program of State University of Semarang in the second semester. The instruments of the research were interview guidance, field notes and questionnaire. The data of the research were collected by doing observation, conducting interview, and giving questionnaire. The data were analyzed by using the triangulation technique. The result showed that there are 37% students who prefer lecturer presentation, 37% students who prefer students presentation and 26% students who prefer both of lecturer and students presentation. This research also found that the students got some benefits in increasing their motivation in learning English independently, increasing their knowledge, increasing their vocabulary mastery. In conclusion, the students preferred student presentation to increase their English skills and they preferred lecturer presentation to increase their knowledge.

Key words: *Language Learning Strategies, Adult Learner, Lecturer Presentation and Student presentation* .

Introduction

Teaching and learning methods now are developing widely to achieve goals of learning process. Every students is unique. There are no students had similar way to absorb the knowledge in teaching and learning process, each students has their own method to achieve their goal. Therefore, students and lecturers try to find out and use kinds of strategies which are match for their learning style. Moreover, strategy is used as the control and goal-directedness (oxford 1990). Some students are suitable with the strategies which are applied

in the teaching and learning process but other students are not. In addition, some students who think that the strategy is not suitable for them will cause some difficulties for them during the process. In contrast, those are suitable will follow the process smoothly and they think it can be used as a tool to enhance their own learning. Furthermore, applying a certain strategy also happens in adult learning. It is also used to accomplish their goal. Therefore, this study mainly investigated the primary strategy that they preferred by nineteen students of graduate program of State University of Semarang in accomplishing their goal.

Literary Review

Learning strategies are defined as "specific actions, behaviors, steps, or techniques-such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task-used by students to enhance their own learning" (Scarcella and Oxford 1992, p. 63 in Celce Murcia, 2001). A strategy is neither is useful if: a) the strategy relates well to the L2 task at hand; b) the strategy fits the particular student's learning style preferences to one degree or another; and c) the student employs the strategy effectively and links it with other relevant strategies that fulfill these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford 1990, p. 8). Learning strategies can also enable students to become more independent, autonomous, lifelong learner (Allwright 1990; Little 1991 in Celce Murcia, 2001). Most of strategy that is used is cognitive strategy. *Cognitive strategies* enables the learner to manipulate the language material in direct ways, e,g. ,through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop, stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sound formally. (Oxford, 1990).

Learners has a unique strategies in enhancing their study. It also happens to the adult learners. Knowles in Celce Murcia (2001) says that "a prime characteristic of adultness is the need and capacity to be self-directing". McIntire in Celce Murcia (2001) supported and stated "because time is such a valuable commodity, participating in educational program is often a personal sacrifice. Typically, adult can devote only limited time to their educational endeavors, which often translates into their being dedicated students who take learning seriously". According to Bley-Vroman in Celce Murcia (2001) adult learners has degree of success or fail in learning.

 ISBN 978-602-73769-1-5

He says "among adults, there is substantial variation in degree of success, even when age, exposure, instruction and so forth are held constant. Adult not only generally do not succeed, they also fail to different degrees"

There are two main strategies which are commonly used in formal learning. They are: teacher centered which is specified to be lecturer's presentation and students centered which is specified to be Students' presentation. *Students-centered learning* is one of teaching and learning methods which very familiar in education. It related to the terms of *flexible learning* (Taylor, 2000), *experiential learning* (Burnard, 1999) and *self-directed* learning. There is no one universally-agreed definition of *students-centered learning*, many people in education term use that term in some occasions. However, by looking at the principle of *students-centered* learning people may say that it is a method which considers that students are learners. It means that as learners, students should be involved actively in learning process with the perspective that teachers are facilitators. While, Harden and Crosby (2000:335) stated that the focus of teacher-centered learning is transmitting knowledge from expert to novice.

Huba and Freed (2000) has made comparison paradigm of teacher centered versus student centered.

Comparison of Teacher-Centered and Learner-Centered Paradigms (Learner-Centered Assessment on College Campuses)

Teacher-Centered Paradigm	Learner-Centered Paradigm
Knowledge is transmitted from professor to students	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts
Professor's role is to be primary information giver and primary evaluator	Professor's role is to coach and facilitate
	Professor and students evaluate learning together
Teaching and assessing are separate	Teaching and assessing are intertwined
Assessment is used to monitor learning	Assessment is used to promote and diagnose Learning
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors
Desired learning is assessed indirectly through the use of objectively scored tests	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like
Focus is on a single discipline	Approach is compatible with interdisciplinary investigation
Culture is competitive and individualistic	Culture is cooperative, collaborative, and supportive
Only students are viewed as learners	Professor and students learn together

 ISBN 978-602-73769-1-5

Method

This study intended to investigate students' perceptions in learning language used observation, interview and questionnaires. The observation used to investigate students who surely identified as proficient learner especially in teaching and learning process. While, questionnaires were used to know their preferred strategy in learning language and in conducting this study the writer used two strategies, they are lecturer presentation and student presentation. The interview was also conducted to full fill information gap which was not available in list of questionnaires.

Findings and Interpretation

The result of strategy showed which kinds of strategies were used by students. These results were not indicated right or wrong answer but it tells which strategy is preferred by the students that is used for learning English especially in enhancing their study. The result showed that those two strategies is preferred by learners equally. Those are Lecturer presentation and student presentation.

Lecturer Presentation Versus Students Presentation	
Lecturer Presentation	37%
Students Presentation	37%
Both strategies	26%

As the table indicates, Both LP and SP showed that there is no more preferred strategy used by the students. It means that it is equal result between the students who choose LP and SP, 37%, in reaching their study. There are also some students who preferred to combine the two strategies. It shows 26% for this category.

Every student has certain reasons of their preference. Some of them share some benefits they got from the application of LP and SP. Here, are the judgments based on students' perspective. The judgments are used to mention what are the benefits of the lecturer's presentation and the student's presentation strategy. Here are the result of nineteen learners based on the interview and questionnaires.

Lecturer's presentation	Students' presentation
• Get clear explanation. • Get satisfied answer. • The class is more convenient (quite). • it saves time. • Get the right pronunciation • Enrich vocabulary. • Enrich the horizon.	• Active learner. • Be confident in public. • To be responsible. • Up to date. • Practice English skills.

From the result above, it is concluded that lecturer's presentation refers to enhancing for the cognitive aspect. However, the students' presentation refers to more enhancing in performance aspect.

Conclusion

The students got some benefits in increasing their motivation in learning English independently, increasing their knowledge, increasing their vocabulary mastery. The research findings elaborated that the students preferred student presentation to increase their English skills and they preferred lecturer presentation to increase their knowledge. Based on the result of those Strategies for enhancing their study that used in this research, we found that students who preferred LP is 37% and the students who preferred SP is 37% too. However, the students who preferred both strategies is 26%. Thus, the result were equal for the students who preferred to LP and SP strategies.

References

Alberta Education. 2012. *From Knowledge to Action*. Retrieved from Student-centered/Personalized Learning / 237 ©Alberta Education, Alberta, Canada 2012.

Attard, Angele; Ioio, Emma Di; Geven, Koen;Santa, Robert. 2010. *Students-Centered Learning An Insight Into Theory And Practice*. Bucharest

Cohen, L., Manion, L. and Morrison, K. (2000). *Research methods in education*. (5th ed.). New York: RoutledgeFalmer.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*.

Murcia, Celce. 2001. *Teaching English as a Second or Foreign Language*. Heinle & Heinle. Boston: United States.

Froyd, Jeffrey and Simpson, Nancy. 2013. S*tudent-Centred Addressing Faculty Question about Studen-centred Learning*. Texas A&M University.

A STUDY OF CODE SWITCHING AND CODE MIXING IN EFL CLASSROOM: A SURVEY OF CLASSROOM INTERACTION AT ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG

Annisa Astrid

Abstract

The Study was conducted in oder to find out a phenomena of code switching and code mixing happened in EFL classrom. The writer collected the data from English Education Study Program of UIN Raden Fatah Palembang. Four classes were observed to have the phenomena of code switching and code mixing. A set of questionnaire was given to 120 students and 15 lecturers of English in order to assess their attitude and feedback toward the use of code switching and code mixing. The Results of the research study showed that the lecturers and the students employed code switching and code mixing in the interactions which happened along teaching and learning activities with various patterns and considerations. Finally the data from the questionnaire reflects the positive attitude toward the use of code switching and code mixing along teaching and learning activities in the classroom.

Introduction

According to Wardhaugh (2010:98), code is defined as the particular dialect or language one chooses to use on any given occasion and the communication system used between two or more parties. He asserts, "Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism.

It is thus the norm for speakers in multilingual societies to mix and switch codes according to certain personal and social conditions of the communication they're involved in. These two processes of codes alternation are called code mixing and code switching. Generally, code switching describes any switch among languages in the course of a conversation, whether at

 ISBN 978-602-73769-1-5

the level of words, sentences or blocks of speech, such as what often occurs among bilinguals who speak the same languages, whereas code mixing describes the mixing of two languages at the word level (i.e., one word in the sentence is in different language) (Baker & Jones, 1998).

Indonesia a multilingual society. Many people in Indonesia have the knowledge of two or more languages. Thus, linguistic phenomenon of mixing or switching languages is quite common. For example, Many educated bilingual Indonesian speakers frequently mix their national language (*Bahasa Indonesia)* with English. It is inline to Gysels (1992; cited in Duran, 1994) who states that when fluent bilingual speakers of various languages make conversation, they often include words, phrases, clauses and sentences from different languages in a single discourse. Therefore, to switch one language to another, or to mix the use of two languages are common phenomena in a multilingual context. Where, In general, code switching and code-mixing occur in the community for two reasons: first, the speakers can merely communicate with the target language, and second, the diverse communication objectives.

EFL Classroom can be the small context of bilingual or multilingual setting, and at its most general, entails switching and mixing by the teacher and/or learners between the language of learning and teaching and the learners' main language. Code-switching and code mixing is a practice that enable learners to harness their main language as a learning resource. In EFL classes in Palembang, especially in English Education study Program, English is used as medium of instruction. Most students and lectures are Palembangnese where their mother tongue is Palembang language or *Baso Palembang*. *Baso Palembang* is used by Palembangnese in their daily activities beside Bahasa Indonesia as the national language. Therefore, it is common for students or lecturers to switch their languages from English to Bahasa or *Baso Palembang* or mix them all together.

Since 1990s, numbers of studies started to examine an issue related to the target (L2) and native (L1) use in an EFL classroom. In the past, some studies proposed L1 use contrasted the pedagogy of teaching English through English (Chambers, 1991). For those studies, teaching through the target language makes the language authentic and helps learners to be

 ISBN 978-602-73769-1-5

familiar with the whole English environment. This statement supports Krashen (1981)'s comprehensible input and natural order hypothesis. However, recently, this English-only pedagogy has been questioned and some research studies show that L1 is also beneficial in English learning classrooms. Guthrie (1984) has early questioned that whether the fact that a class is conducted entirely in the target language results in greater intake by those learners. It seems that the debate between L1 and L2 use has existed for a long time.

There are copies of research studies arguing that the strategy of code-switching can be a useful tool in assisting English language teaching and learning process. Code-switching helps the senders transfer the information to the receivers effectively (Skiba, 1997). Thus, code-switching has positive effect on learning processes. On the other hand, Ellis (1994), Cook (2001), and Richards and Rodgers (2001) who are specialized in second language acquisition stated that although the exposure to the target language (L2) can help learners to achieve success, this exposure may not always work effectively in every context. There are still lots of factors affecting the learning success.

Thus, in this research study, the writer was interested to focus on code switching/ mixing used as a strategy in EFL classes of English Education Study Program of UIN Raden Fatah Palembang. The writer limited the research on these the following research questions: 1) To what extent does CS/CM exist in the language of instruction? 2) What are the students' attitudes towards the use of code-switching in class? 3) What are the teacher's feedback and attitudes toward the use of code-switching in class?

Literature Review

Billingualism and Multilingualism

A speech community that has a relationship with another speech community, will pass language contact. Therefore, bilingualism in Indonesian language called kedwibahasaan (Chaer & Agustina, 1995:84). Of the terms proposed by Chaer, it is understood that bilingualism is related to the use *kedwibahasaan* by people bilingual speakers in their daily activities. There are several definitions of bilingualism even though essentially same. Such as by Mackey (2000:27) stated that the practice of bilingualism is alternately from one language to another language by a speaker. In line with the previous opinion, Lado (1964:214) argues

 ISBN 978-602-73769-1-5

that bilingualism is the ability to use 2 languages by someone with as good or almost as good, which is related to the knowledge of two languages regardless of level.

From the previous statements, it can be concluded that bilingualism is the use of two languages by a speaker in the interaction with the speaker of other language. Beside bilingualism, there is multilingualism. Actually, the concept of bilingualism and multilingualism is same. However, multilingualism is regarding the use of state of more than two languages by a speaker when communicating with others in turn (Chaer & Agustina, 1995, p.112).

Code Switching

The term CS is used to refer to the choice to alternate between two or more codes within the same sentence or conversation, or the use speakers make of "more than one language in the course of a single episode" (Heller 1988:1). Nunan & Carter (2001: 275) define it as a phenomenon of switching from one language to another in the same discourse. This behavior implies the use of one main, host or matrix language, and a secondary, guest or embedded language (Sridhar 1996 in Mc Kay, Hornberger 1996: 57).

Some researchers claim that code-switching can be an advantage in L2 (second language) learning while others think that code-switching only has disadvantages. Code switching has been regarded by some members of the ELT community, as negative, undesirable behavior, "a failure to use and learn the target language or unwillingness to do so" (Elridge, 1996:303). It has even been considered a "sign of laziness or mental sloppiness and inadequate command of the language" (Sridhar 1996 in McKay, Hornberger 1996: 59). Meanwhile, Gumperz and Hernandez-Chavez (1972: 586) claim that people think that those who code switch make a mess out of the conversation and cannot speak the language properly. Finally, Thomas (2001:137) maintains that in some communities code-switching is even seen as something unacceptable.

However, In EFL contexts where students share the same L1 and only use English inside the classroom, exclusive use of L2 in class is unrealistic, as the two languages are active

 ISBN 978-602-73769-1-5

inside the learners' heads and will influence each other. Furthermore, learners tend to converse inside the class in their mother tongue as naturally as they would outside the class because their sense of identity is inevitably bound with their native language.

Finally, There are researchers who see code-switching in a positive light. Sert (2005) suggests that code-switching can have a positive effect. When we code-switch we build a bridge from the known, our native language to the unknown, target language. He claims that this may have a vital and positive effect on foreign language learning. Sert thinks that code- switching in foreign language classrooms is useful. He states that "it is a tool for creating linguistic solidarity, especially between individuals who share the same ethno-cultural.

Code Mixing

Code-mixing is a symptom of language usage in which "a mixing or combination of different variations within the same clause." According to Myers-Scotton (1993) Mixed into the code could be called (inner code mixing) if this phenomenon suggests that elements of the relatives in language and if the elements do not interfere it is out (outer code mixing). For example, the mixed code (code mixing) described in the sentence: "***This morning I* sudah bawa *my baby* tu *near babysitter* lah**". Based on this example occurs code mixing due to mixing two languages in a mixed sentence.

Background the occurrence of code-mixing can be divided into two, namely 1) attitudinal type, background speaker's attitude, and 2) linguistic type, the limitations of language background. There are many kinds of code mixing. This classification is as follows: 1) insertion of the word, 2) insertion of phrase, 3) the insertion of a clause, 4) insertion of the phrase or idiom, and 5) insertion combined forming native and foreign.

The basic difference between code switching and code mixing is stated by Holmes (1991). She mentioned that code-switching emphasizes a multilingual speaker's movement from one grammatical system to another, the term code-mixing suggests a hybrid form, drawing from distinct grammars. In other words, *code-mixing* emphasizes the formal aspects of language structures or linguistic competence, while *code-switching* emphasizes linguistic performance. Speakers practice code-switching when they are each fluent in both languages. Code mixing is

 ISBN 978-602-73769-1-5

a thematically related term, but the usage of the terms *code-switching* and *code-mixing* varies. Some scholars use either term to denote the same practice, while others apply *code-mixing* to denote the formal linguistic properties of language-contact phenomena, and *code-switching* to denote the actual, spoken usages by multilingual persons.

Linguists who are primarily interested in the structure or form of code-mixing may have relatively little interest to separate code-mixing from code-switching, some sociolinguists have gone to great lengths to differentiate the two phenomena. For these scholars, code-switching is associated with particular pragmatic effects, discourse functions, or associations with group identity. In this tradition, the terms code-mixing or language alternation are used to describe more stable situations in which multiple languages are used without such pragmatic effects.

Code Switching Functions for Teachers and Students

Code switching has a variety of functions which vary according to the topic, people involved in conversation and the context where the conversation is taken place. Baker (2006) have discussed the topic of code switching from a sociolinguistics perspective, in which he listed twelve main purposes of code switching, which are relevant to bilinguals talks in general. Some of these functions can be observed in classroom environment and in relevance to teachers and students interactions. According to Baker, code switching can be used to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humour into a conversation, and in some bilingual situations, code switching occurs when certain topics are introduced.

In a previous study, Eldridge (1996) (cited in Sert, 2005) has listed four purposes in which student code switching as equivalence, floor-holding, reiteration and conflict control. Equivalence which is a strategy that bilingual used to find the equivalent of the unknown lexicon of the target language in the speakers' first language to overcome the deficiency in language competence in second language. The second purpose of code switching is for floor holding which is a technique used by bilingual students during conversing in the target

 ISBN 978-602-73769-1-5

language to fill in the stopgap with words in native language in order to maintain the fluency of the conversation. The third purpose of is reiteration, as it implies, it is emphasizing and reinforcing a message that has been transmitted firstly in the target language but then students rely on repeating the message in first language to convey to the teacher that the message is understood. The last function is conflict control, which is used to eliminate any misunderstanding when the accurate meaning of a word is not known in the communication.

Finally, According to Hymes (1962) stated in Chen (2003), there were five basic functions about code-switching/mixing. In the following the researcher analyzed the teacher's teaching in this course based on Hymes' framework.

(1) Expressive Functions

The teacher used code-switching to express the emotions. Students' mother tongue words are often inserted to express the true feelings.

(2) Directive Functions

Generally speaking, this function is used in a situation where a speaker wants to direct someone. This function can get the listeners' attention. In addition, this function often occurred in both social equals and social unequals. According to Hymes, there are two subcategories: (a) direction / persuasion and (b) social exclusion.

3) Metalinguistic Functions

It includes the definition of terms, paraphrasing others' words, and some metaphors. Especially metaphors exist between equals but other functions can exist between equals and unequals.

4) Poetic Functions

About poetic functions, it means that during the conversation, the speaker inserted some jokes, stories, some poetic quotations into an English- based conversation. During the teaching, the researcher did not find any examples related to this function. No related examples were found in the teacher's teaching.

5) Referential Functions

According to Chen's (2003) explanations, referential function has following categories. The first one is terms that lack readily available in the other languages. The

second one is terms that lack semantically appropriate words in other languages. The final one is that terms with which the speakers are more familiar in L1 than in L2. Also, here, no related examples were found in the teacher's teaching.

Method

The method used in this research is qualitative research methods. Kirk and Miller (1986: 9) define that qualitative research is a particular tradition in social science that fundamentally depends on the observations in humans in its own region and in touch with these people in a language and in its idiom.

Participants

The partcipants of the study were students and lecturers of English Education Study Program of State Islamic University of Raden Fatah Palembang. There were four classes observed by the writer. Each class consisted of 30 students and was taught by one lecturer and there were 15 lecturers who were asked to fill in the questionnaire.

Data Collection

In order to answer the first research question "To what extent does CS/CM exist in the language of instruction?" The writer used recorded classroom observation, to observe phenomena which happened along the teaching and learning activities. The writer made guideline for the observation as follows;

Observation items

1) How common did Code switching/ Code mixing happened in the classroom?
2) What languages are being switched/ mixed?
3) What kinds of linguistic features of code switching/ mixing which happened in the classroom?
4) In what condition did the lecturers/ students switch/ mix the language?

Moreover, in order to answer second research question "What are the students' feedback and attitudes towards the use of code-switching in class?" The writer distributed a questionnaire to students of English education study program in order to know their attitudes toward code switching/ mixing done in the classroom during teaching and learning activities. There are 10

 ISBN 978-602-73769-1-5

items of the questionnaire. The students were asked to give response based on the Likert scale (strongly agree = 4, Agree = 3, Disagree = 2, and strongly disagree = 1)

Finally, in order to answer the third research question "What are the teacher's feedback and attitudes towards the use of code-switching in class?" the writer distributed a questionnaire to the lecturers of English. The questionnaire consists of six open ended questions in order to assess lecturers' opinion on code switching used in teaching and learning activities.

In order to support the data gained from the questionnaire. The writer also conducted informal interview to the students and the lecturers to strengthen the data gained from the questionnaire.

Data Analysis

The data got from the recorded observation were transcribed in order to describe kind of interaction happened in the classroom related to code switching/ mixing employed in the classroom. Meanwhile, the data from the questionnaire were interpreted in the form of percentage. Finally, the data from the informal interview was analyzed to support the data got from the questionnaire

Findings and Interpretations

The Findings from Recorded Observation to Answer the First Research Question "To What Extent does CS/CM Exist in the Language of instruction?"

The examples Code Switching / Code mixing done by lecturers or students in the classroom based on the results of the observation are as follows:

- Code switching done by the lecturers

1) Pragmatic is the study of the speaker's meaning...*Ilmu tentang makna penuturan berbicara*
2) The effect of my utterance is called perlocutionary act ...*Yaaa*.. the act...the act of an utterance...*efek dari penuturan*...
3) Is not irony *yaa..makna sindiran* ..
4) Let you consider this.. I dont like the students who consider my class as a supermarket ..... *Saya tidak suka siswa yang menganggap kelas saya sebagai supermarket*

 ISBN 978-602-73769-1-5

5) In your immagination if you see locutionary act, it is only an utterance ..*pada tataran* illocutionary *ini hanya tuturan biasa*
6) What kind of lexical change here... *ada perubahan kata disini*
7) why man speech differ from woman speech *misalnya di salon anda bisa mengamati mengapa tuturan pria itu berbeda dengan tuturan wanita*. For example if women come to the saloon what will they ask...*mau motong rambut apa? Yg kayak artis itu...bla bla*..and the conversation take longer but if you come to the men saloon..what will they say? *Saya mau potong rambut* that's it and after that pay...
8) Semiotics is the study of sign of language ...*ilmu ttg tanda bahasa*..
9) It is called sound wave ...*ini dinamakan gelombang bunyi*...
10) but you have to focus on English first *tapi anda akan fokus bahasa Inggris saja... nanti kalo bahasa lain kalo kalian masuk S2*.
11) You now what I mean the jungle like farm..*agak2 cak hutan*...
12) So my question why not one of the options is seeming? *Kira2 kenapa ya?*

- Code Mixing done by the lecturers

1) I will not tell you about everything...*pertemuan ke 8* you will study about pragmatics....
2) Sociolinguistics is the study between language and society for example *ya nak*..
3) Include *banci's* language *termasuk bahasa banci di thailand*
4) Dont think that you are beautiful if you are *sawo matang*
5) What is adjective? *ya tau kata sifat..definisi*....
6) Comparison *ada yg tau? Perbandingan ada 3 tingkatan*..three degrees..what is the first degree? *Apa? Tingkatan yg pertama adalah... yg kedua.. yg ketiga*..
7) Jadi kalo positive itu we did not compare two things *jadi yg pertama kita tidak membandingkan masing2 masing2 benda masing orang*
8) *misalnya adjectivenya* interesting..this class is as interesting as that class.... *kelas ini sama menariknya dengan kelas itu atau misalnya lagi eemm*.. Beno is as handsome as...*siapo*? febriyadi...
9) For the second degree..*tadi yg kedua itu* comparative...*membandingkan dua kota..dua negara.*
10) We have two formulas... *jadi ada dua formula disini*.. *yg pertama menggunakan er* this is for only 1 syllable *utk 1 suku kata*..example *yang mana*

 ISBN 978-602-73769-1-5

11) So for the first syllable *jadi kalo satu suku kata penyebutannya hanya satu*... na for the consonant, at the end of the *eeee...apa sih*...of the syllable...*jadi kalo disini*...the last letter is t...*jadi ada* vowel before the consonant so you double the consonant..*jadi harus didobelkan konsonannya*.
12) Rina is more dilligent than *siapa misalnya*...andi...*jadi* rina is more dilligent than Andi .... *Rina lebih rajin dari Andi*.
13) The third one is superlative...superlative is... *apa* superlative?...*yang..paling...jadi tidak ada bandingannya...misalnya ...eemmmm*...mam devi is the most beautiful lecturer of all
14) *Kelas ini adalah kelas terpanas...jadi katek lagi bandingannya kelas nila yg paling panas*..this class is the hottest of all
15) Sahrul khan is the most handsome man of all..*jadi dio tula yg paling ganteng*....
16) Bla--- bla... i think*nya dihilangkan..langsung saja*...so it will be too easy for the students because *yg buat students bingung adalah* "I think"
17) You can do that *Misalnya* you teach in senior high school
18) But look at this..*so sudahnya bagaimana*

- Code Mixing done by students

1) adjective is to explain about noun..*menjelaskan* Noun *dan* Pronoun,..
2) As we know that in phonetics there is two...*eh* divided into two..
3) Because...people come..*emmm sifat manusia itu berbeda2 jadi..eh*..so..human is *ada dua*...
4) If they work together it will make good relationship *akan membuat hubungan yang baik dan bila tidak* and if they dont make relationship *maka biasa-biasa saja ya begitulah*...
5) *Jadi* the pollution can be made for farmer...
6) *And* the other *sumber daya*...
7) We can *kita bisa*...we can think about positive and negative....
8) Because of that *selalu ada saja* problems...
9) What do you think about the mafia..*dimana-mana mafia itu ada*...
10) We can make the zoo or *taman kecik2an*....

Based on the observation done in four different classes, code switching/ code mixing happened in all classess. All the lecturers in four classes whom were observed by the writer employed code switching in the class while delivering instruction or interacting to their students. Meanwhile, the students employed code mixing.

 ISBN 978-602-73769-1-5

The lecturers usually switch the code from English to Indonesian and sometimes to Palembang. The frequency of code switching done by the lecturers seem to be influenced by students' proficiency. It was proved that in the class of higher semester students, the lecturer employed code switching less than that in the class of first semester students.

The lecturers usually spoke in English to describe some terminologies, but then, the lecturers usually elaborated their explanation by switching the code into *Bahasa Indonesia* (Indonesian Language) or *Bahasa Palembang* (Palembang Language). The lecturers usually gave instruction in English first, and automatically translated directly into Indonesian.

Additionnally, the lecturers and the students also mixed the code (Indonesian- English- Palembang Language). Based on the data, code mixing was done because of lack of proficiency. Students who are still in learning condition are still influenced much from their native language and in order to cope for the problems, they tend to employ code mixing. Surprisingly, it also happened for some lecturers. Those lecturers sometimes find difficulties to express certain things in English. This reflects lecturers' incompetencies.

According to Hymes (1962) there were five basic functions of Employing code switching in the classroom; expressive functions, directive functions, metalinguistics functions, poetic function, and referential functions. Based on the data got from the observation, code switching done by the lecturers cover the following function:

- Metalinguistic functions
  1) Pragmatic is the study of the speaker's meaning...*Ilmu tentang makna penuturan berbicara*
  2) The effect of my utterance is called perlocutionary act ...Yaaa.. the act...the act of an utterance...*efek dari penuturan*...
  3) Is not irony yaa..*makna sindiran* ..
  4) Let you consider this.. I dont like the students who consider my class as a supermarket ..... *Saya tidak suka siswa yang menganggap kelas saya sebagai supermarket*
  5) In your immagination if you see locutionary act, it is only an utterance ..*pada tataran locutionary illocutionary ini hanya tuturan biasa*

 ISBN 978-602-73769-1-5

6) What kind of lexical change here... *ada perubahan kata disini*
7) You now what I mean the jungle like farm..agak2 cak hutan...

- Referential Functions
  1) why man speech differ from woman speech *misalnya di salon anda bisa mengamati mengapa tuturan pria itu berbeda dengan tuturan wanita*. For example if women come to the saloon what will they ask...*mau motong rambut apa? Yg kayak artis itu...bla bla..and the conversation take longer* but if you come to the men saloon..what will they say? Saya mau potong rambut that's it and after that pay...
- Expressive Functions
  1) So my question why not one of the options is seeming? Kira-kira kenapa ya?
  2) but you have to focus on English first *tapi anda akan fokus bahasa Inggris saja... nanti kalo bahasa lain kalo kalian masuk S2*.

Meanwhile, code mixing employed by the lecturers and students can be categorized in the following classification 1) insertion of the word, 2) insertion of phrase, 3) the insertion of a clause, 4) insertion of the phrase or idiom, and 5) (combined forming native and foreign). Based on the data got from the observation. Code mixing done by the lecturers and the students can be categorized in the following classifications:

- Insertion of phrase
  1) I will not tell you about everything...*pertemuan ke 8* you will study about pragmatics....
  2) Sociolinguistics is the study between language and society for example *ya nak*..
  3) For the second degree..*tadi yg kedua itu* comparative...*membandingkan dua kota..dua negara.*
  4) this is for only 1 syllable *utk 1 suku kata*..example *yang mana*
  5) So for the first syllable *jadi kalo satu suku kata penyebutannya hanya satu*... na for the consonant, at the end of the *eeee...apa sih*...of the syllable...*jadi kalo disini*...the last letter is t...*jadi ada* vowel before the consonant
  6) Rina is more dilligent than *siapa misalnya*...andi...*jadi* rina is more dilligent than Andi ....

 ISBN 978-602-73769-1-5

7) ..*yang..paling...jadi tidak ada bandingannya...misalnya ...eemmmm...*mam devi is the most beautiful lecturer of all
8) But look at this..*so sudahnya bagaimana*
9) We can *kita bisa*...we can think about positive and negative....
10) Because of that *selalu ada saja* problems...
11) What do you think about the mafia..*dimana-mana mafia itu ada*...
12) We can make the zoo or *taman kecik2an*....

- Insertion of word

1) Dont think that you are beautiful if you are *sawo matang*
2) What is adjective? *ya tau kata sifat..definisi....*
3) *eemm*.. Beno is as handsome as...*siapo*? febriyadi...
4) The third one is superlative...superlative is... *apa* superlative?...
5) You can do that *Misalnya* you teach in senior high school
6) adjective is to explain about noun..*menjelaskan* Noun *dan* Pronoun,..
7) As we know that in phonetics there is two...*eh* divided into two..
8) Because...people come..*emmm sifat manusia itu berbeda2 jadi..eh*..so..human is *ada dua*...
9) *Jadi* the pollution can be made for farmer...
10) *And* the other sumber daya...

- Insertion of clause

1) Comparison *ada yg tau? Perbandingan ada 3 tingkatan*..three degrees..what is the first degree? *Apa? Tingkatan yg pertama adalah... yg kedua.. yg ketiga*..Jadi kalo positive itu we did not compare two things *jadi yg pertama kita tidak membandingkan masing2 masing2 benda masing orang*
2) Jadi kalo positive itu we did not compare two things *jadi yg pertama kita tidak membandingkan masing2 masing2 benda masing orang*
3) this class is as interesting as that class.... *kelas ini sama menariknya dengan kelas itu*
4) We have two formulas... *jadi ada dua formula disini.. yg pertama menggunakan er*
5) *Kelas ini adalah kelas terpanas...jadi katek lagi bandingannya kelas nila yg paling panas*..this class is the hottest of all
6) Sahrul khan is the most handsome man of all..*jadi dio tula yg paling ganteng*....

 ISBN 978-602-73769-1-5

- Insertion of combined words (native and foreign)
  1) Include *banci's* language termasuk bahasa banci di thailand
  2) so you double the consonant..*jadi harus didobelkan konsonannya*.
  3) Bla--- bla... i think*nya*.....

The Findings from Questionnaire for Students to Answer the Second Research Question "What are the students' attitudes towards the use of code-switching in class?"

There were 120 sets of questionnaire distributed to the students of English Education Study Program of UIN Raden Fatah Palembang. However, there were only 96 students who returned the questionnaire. The results are as follows

Table 1. The Data from Students' Questionnaire

Item	SA		A		DA		SDA	
	N	%	N	%	N	%	N	%
1	17	17,5	47	48,5	29	29,9	3	3,1
2	16	16,5	58	59,8	13	13,4	9	9,3
3	33	34,0	49	50,5	5	5,2	9	9,3
4	9	9,3	13	13,4	53	54,6	21	21,6
5	8	8,2	49	50,5	27	27,8	12	12,4
6	10	10,3	32	33,0	45	46,4	9	9,3
7	19	19,6	50	51,5	22	22,7	5	5,2
8	18	18,6	48	49,5	17	17,5	13	13,4
9	7	7,2	22	22,7	43	44,3	24	24,7
10	16	16.5	50	51,5	24	24,7	6	6,2

Table 1 illustrates the attitude of students toward code switching which happened in the classroom during teaching and learning activities. From the table, it can be seen that 17 students (17.5%) strongly agreed and 47 students (48.5%) agreed that whenever their lecturers teaching the students only in English, it would be beneficial for them. This data was supported from the interview to several students who mentioned that because they are students from English Education Department, it would be very beneficial for them to be frequently exposed to English. Therefore, they are okay if the lecturers teach the subjects only in English. Some of the students also mentioned in the interview that whenever their lecturers talk in English, it will make them practice more to get used to comprehend what their lecturers intended to say.

ISBN 978-602-73769-1-5

However, most of students; 16 (16.5%) students strongly agreed and 58 students (59.8%) agreed that whenever their lecturers taught them in Indonesian/ *Baso Palembang* and English is much more desirable for them. From the interview, some students said that it is much more convenient for them to listen the explanation that mixed the language between English and Indonesian/ *Baso Palembang*. They could feel much more relaxed from thinking all the time to interpret the message from their lecturers.

From the students' response to item 3 of the questionnaire, it can be inferred that most of students; 33 students (34%) strongly agreed and 49 students (50.5) agreed that it would be much easier to understand the lesson by having the lecture switched/ mixed between English and Indonesian/ *Baso Palembang*. The results of the informal interview also emphasize that by having the instruction in English and in Indonesian/ *Baso Palembang*, would be much easier for the students to get the point of the lesson and understand uncommon words in English,

Moreover, from the data listed in the table, it can be seen that 53 students (54,6%) disagreed and 21 students (21.6%) strongly disagreed that mixing the instruction in English and Indonesian / *Baso Palembang* would make them confused to understand the lesson. Even, most of students ; 8 student (8.2%) strongly agreed and 49 students (50.5) agreed that it would make them much more confused if their lecturers only use English in teaching in the class.

Additionally, most of students; 45 students (46.4%) disagreed and 9 students (9.3) strongly disagreed to the statement that mixing of Indonesian and English leads to the weakness of their English. Even, most of students; 19 students (19.6%) strongly agreed and 50 students (51.5%) agreed that by having the lecturers who usually employed code switching/ mixing in teaching and learning ability could strengthen their English Ability.

Finally, most of students claimed that they would respect more the lecturers who teach the class by using full English and by employing code switching/ mixing in English and Indonesian compared to lecturers who only teach in Indonesian.

 ISBN 978-602-73769-1-5

3) What are the teacher's feedback and attitudes towards the use of code-switching in class?

There were 15 sets of questionnaire which were distributed to 15 lecturers of English Education Study Program. However, there were only 12 lecturers returned the questionnaire. The first question of the questionnaire was to assess the experience in teaching English. Most of the lecturers who responded to the question confirmed that they have been teaching English for around ten years and they have taught several subjects required in English Education Study Program.

The second item of the questionnaire functions to know lecturers' philosophy in teaching (the goal of teaching and the way the teacher achieve the goal). All the lecturer have similar answer to this item. They confirmed that the goal of teaching is how the students can understand what the point of the lesson is. All of the lecturers responded similarly that in order to achieve the goal, as the lecturers, they have to manage the activities well by having various strategies employed in teaching.

The third question of the questionnaire is to find out how often the lecturers switched the language from English to Indonesian or to Palembang language. None of the teacher mention that they never code switches the language. Most of them mentioned that they often switch the code and few of them said that they sometimes do it for certain reasons.

The fourth question of the questionnaire is to gain the lecturers' purposes on why they have to do code switching. Actually, all the lecturers' answers are similar. They said that they usually switch the language to make students easier to comprehend the today's lesson, to make sure that the students follow their instruction, to define certain terms and to make intimate relationship to the students.

The fifth item of the questionnaire functions to find out whether the lecturers agree or disagree to using English all the time as the medium of instruction in the class. Most of the lecturers disagreed to use English all the time in the classroom. They have similar reason to not using English all the time that is to make sure that their students could catch what they deliver to their students. There are two lecturers who agreed to use English all the time. Those

 ISBN 978-602-73769-1-5

two lecturers mentioned that in order to expose their students to English as much as possible than it is important for lecturers to speak English all the time in the classroom.

Finally, the sixth item of the questionnaire was to find out whether the lecturers agree or disagreed to switch the language from English to Indonesian or even to Palembang language while teaching in the classroom. Most of the lecturers agreed. Some lecturers mention that the switch can be done with certain purposes.

Conclusion

This study proved that code switching and code mixing as the strategies used by people who live in bilingual/ multilingual countries also can be employed by students and teachers/ lecturers in EFL (English as a Foreign Language) classes. In the multilingual communities, people usually have certain considerations in order to choose the code/ language to use in communication. Therefore, people have consideration on switching or mixing the code in communication. The way people switch or mix the languages in multilingual communities can also be seen in EFL classes. Students and teachers/ lecturers have different purposes why they have to switch or mix between two languages or more.

References

Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism*, Multilingual Matters LTD.

Baker, C & Jones, S.P. (1998). *Encyclopedia of billingualism and Billingual Education*. Clevedon, UK: Multilingual Matters.

Chambers, F. (1991). Promoting use of the target language in the classroom. *Language Learning Journal,4*,27-31.

Chaer, A., & Agustina, L. (1995). *Sosiolinguistik Perkenalan Awal*. Jakarta: Rineka Cipta.

Duran, L. (1994). *Toward a Better Understanding of Code Switching and Interlanguage in Bilinguality: Implication for Bilingual Instruction*. Retrieved from http://www.ncela.gwu.edu/pubs/jeilms/vol14/duran.htm

Eldridge, J. 1996. Code-Switching in a Turkish Secondary School. *ELT Journal* 50 (4) 303-311.

Guthrie, E. (1984). Intake, communication and second language learning. In J. Sauvignon &

M. Berns (Eds.), *Initiatives in communicative language teaching* (pp. 35-54). Reading, MA: Addison Wesley.

Gumperz. and Hernandez-Chavez. ed., 1972. *The Encyclopedia of language and linguistics*. Oxford: Pergamon press.

Heller, M. (Ed.) 1988. *Code-switching: Anthropological and sociolinguistic Perspectives*.Berlin: Mouton de Gruyter.

Holmes, Janet (1991). *An Introduction to Sociolinguistics*. London: Longman

Hymes, D. (1962). The ethnography of speaking. In T. Gladvin and W. C.

Sturtevant (Eds.), *Anthropology and human behavior* (pp15-53). Washington, DC: Anthropological Society of Washington.

Krashen, S. D. (1981). *Second language acquisition and second language learning*.Oxford, UK: Pergamon.

Kirk, J., & Miler, M. L. (1986). *Reliability and Validity in Qualitative Research. Vol. I.* Beverly Hills: Sage Publication.

Mackey, William. (2000). *The description of billingualism. In Wei, Li.* The Billingualism Reader. Routledge: London

Milroy, L. & Muysken. P. 1995. (Eds.) *One speaker, two languages, cross disciplinary perspectives on code-switching.* Cambridge: Cambridge University Press

Myers-Scotton , C. (2006). Multiple voices: an introduction to Bilingualism, Blackwell publishing.

Nunan, D. & Carter, D. 2001. *Teaching English to Speakers of Other Languages.* Cambridge: Cambridge University Press.

Sridhar, Kamal. 1996. Societal multilingualism. In: Mc Kay, Sandra, Lee & N. H.Hornberger (Eds.) *Sociolinguistics and Language teaching*. Cambridge: Cambridge University Press, 47-70.

Wardaugh, R. (2010). *An Introduction to Sociolinguistics* (6th Ed.). UK: Wiley-Blackwell

Rababah, G. A., 2002. Strategic competence and language teaching. Available at: http://www.eric.ed.gov/PDFS/ED472697.pdf [Accessed 1 April 2015].

Sert, O., 2005. Code-switching, *The Internet TSL Journal*, [online] Available at: http://iteslj.org/Articles/Sert-CodeSwitching.html [Accessed 4 April 2015].

Thomas, S, G., 2001. *Language contact, an introduction.* [e-book] Edinburgh: Edinburgh University Press Ltd. Available through: http://books.google.com/. [4 April 2015]

 ISBN 978-602-73769-1-5

A VIEW OF WORLD OF PERFECTNESS THROUGH "DIVERGENT" BY VERONICA ROTH

Anna Sriastuti

annasriastuti@yahoo.com

Abstract

Today world divides people based on certain criteria that one will easily say to the other, "I have sympathy on what happened to you, but I couldn't do anything since you are not part of my community" or "I own better qualities than you that I have rights to have power over you". 'I-you-they' has been used to address and categorize them under certain conditions. Veronica Roth in her novel "Divergent" tried to tell us that we actually had privileges to pull ourselves out from uncomfortable condition where we used to be grouped and dared ourselves to choose the one, the most suitable to what we thought we suited to. Bravely, Roth offered a quotation, "Faction before Blood" to challenge the characters in this novel and also readers outside the novel to find their real identities in life, even if the price was abandoned by their families and friends. Apart from the divisions existed the society, Roth made us aware of the existence of the excellence that possesses perfectness of life qualities. Their presence could be a bless and a threat for the certain communities who favored to live comfortably in boxes and judged others from what they could view from their boxes. Using sociological approach, it would be suitable to view a world of perfectness in *Divergent* by firstly having further discussions on characters in the novels.

Keywords: perfectness, divergent, characters, sociological approach

Introduction

If you are given a choice whether to keep your nationality or not, what would be your choice? Will you be loyal enough to stay in your old community or will you dare enough to leave your origin and start a new pace of life and be at a place that suits you better? If then, there are classifications like developed, developing, and underdeveloped contries, who firstly came up with these classifications? Under what circumtances the division are considered accurate? Who holds the power? What are the purposes? What effects does it have for the people? Is there any country which does not belong to one of these classifications? These phenomenons are pictured in *Divergent,* a novel by Veronica Roth. Set in a futuristic dystopia, a society was divided into 5 factions.

> "Those who blamed aggression formed Amity." The Amity exchange smiles. They are dressed comfortably, in red or yellow. Everytime I see them, they seem kind, loving, free. But joining them has never been an option for me. "Those who blamed ignorance became the Erudite." Ruling out Erudite was the only part of my choice that was easy. "Those who blamed duplicity created Candor." I have never liked Candor."Those who blamed selfishness made Abnegation."I blame selfishness; I do."And those who blamed cowardice were the Dauntless." (Veronica Roth, 2011: 42-43)

Roth seemed aware to view the world vividly and therefore came up with an idea of mirroring the world into her novel. In *Divergent*, Roth offered a way out for readers to notice the classifications in the society and at the end determine their lives. In this novel, it was told that teenagers had privilages to decide if they wanted to stay in their old faction or switched to another for the rest of their lives. Once a teenager chose a faction, he or she needed to stay there for the rest of their life, abandoned their families and relations they had with their old factions.

The problem rose upon a questioon of why the society is divided. It had related to cultural trauma felt by the people that they longed for a better world.

> "Decades ago our ancestors realized that it is not political ideology, religious belief, race, or nationalism that is to blame for a warring world. Rather, they determined that it was the fault of human personality—of humankind's inclination toward evil, in whatever form that is. They divided into factions that sought to eradicate those qualities they believed responsible for the world's disarray." (Veronica Roth, 2011: 42)

According to Jeffrey C. Alexander, a cultural trauma occurs when members of a collectivity feel they have been subjected to a horrendous event that leaves indelible marks on their groups consciousness, marking their memories forever and changing their future identity in fundamental and irrevocable ways. The trauma in the society in *Divergent* was caused more by the fault of human personality than political ideology, religious belief, race, or nationalism. It was then crucial to devide the society into factions and place each person in the faction each

belonged to or chose to belong to. This condition was believe to minimalize conflicts and encouraged people to contribute more, based on the skills and talents they had. The cooperative relationships among the factions were believed to be solid and beneficial for the deeds of the society.

> "Working together, these five factions have lived in peace for many years, each contributing to a different sector of society. Abnegation has fulfilled our need for selfless leaders in government; Candor has provided us with trustworthy and sound leaders in law; Erudite has supplied us with intelligent teachers and researchers; Amity has given us understanding counselors and caretakers; and Dauntless provides us with protection from threats both within and without. But the reach of each faction is not limited to these areas. We give one another far more than can be adequately summarized. In our factions, we find meaning, we find purpose, we find life." (Veronica Roth, 2011: 43)

The factions existed in the society was claimed to be the answer of society healing from the cultural trauma people had in the past. This was the most ideal forms and suited perfectly to the society roles. Abnegation blamed selflessness and is regarded as incorruptible whose leaders are selected by their peers for their impeccable character, moral fortitude, and leadership skills so they would be ideal leaders. Candor blamed duplicity so they would be law keepers who hold justice above the others. Erudite blamed ignorance. They supplied knowledge and technologies with their intelligence and research. Amity blamed aggression and had passions in understanding and caring. They acted as counselors and caretakers, providing needs for other factions. And Dauntless blamed cowardice. They were protectors from any threat coming from inside and outside. This world of perfectness was shown in *Divergent.* It directed readers' mind to a strong ideal society one might ever exist. A dreamed society. However, is there any true perfectness? Is this the perfectness which tried to be mirrored by Roth? This study focused on the finding the meaning of perfectness which was offered by Roth in *Divergent.*

 ISBN 978-602-73769-1-5

Theoritical Reviews

Sociological Approach

Sociology is essentially the scientic, objective study of man in society, the study of social institutions, and of social process; it seeks to answer to the question of how the society is possible, how it works, why it persists. This aspect of sociology is related to the concept of social stability, of continuity within different societies, the ways the individuals come to accept the major social institutions, as both necessary and right. But, of course, sociology is concern also with the process whereby society changes, gradually from one type of society to another. As with sociology, literature too is pre-emitently concerned with man's social world, his adaptation to it, and his desire to change it (Diana Laurenson & Alan Swingewood, 1972)

A person who examines a text closely, looking for deeper meaning and insights, is called a literary critic. There are several different approaches a literary critic can take when closely examining a text. One approach is called the sociological approach. According to X. J. Kennedy and Dana Gioia's Literature in *An Introduction to Fiction, Poetry, Drama and Writing* (2012), when using the sociological approach, a critic "examines literature in the cultural, economic, and political context in which it is written or received." "Art is not created in a vacuum," critic Wilbur Scott observed, "it is the work not simply of a person, but of an author fixed in time and space, answering a community of which he is an important, because articulate part. The critic might look at the society – or context – in which the text was written or s/he might look at the society in which the text is read or seen or heard. The critic might be asking, "What can the society that the author lived in tell me about his/her work?" or the critic might instead be asking, "What does this text mean to our society?" What aspects of society might the critic examine? S/he might look at the culture of the society, including standards of behavior, etiquette, the relations between opposing groups (e.g., parents and children, the rich and the poor, men and women, religious beliefs, taboos, and moral values.) The critic might also look at the economy and politics of the society, including its system of government, the rights of individuals, how wealth is distributed, and who holds the power. Sociological criticism explores the relationships between the artist and society. Sometimes it looks at the sociological status of the author to evaluate how the profession of the writer in a particular milieu affected what was written. As an American novelist, Veronica Roth's ideas and concepts in *Divergent* was highly influenced by her point of view as an American.

ISBN 978-602-73769-1-5

American Ideal Society: Dreams and Reality

Some people may say that America was oncea place where bliss was pervasive, but they are ever wrong. American has always been a place ofproblems just like all other nations/ societies that have ever existed.

The American ideal society is a where anybody can make a new and profitable life for themselves despite their background or circumstances. Everybody is treated equally in this society and has an opportunity to build the "American Dream", making a better life for their children than they had themselves. Characteristics such as race, religion and sexual orientation no longer effect a person's treatment in this society. From our very founding the concepts of religious freedom and liberty for all have been the driving social constructs in our society. Economically, profits are maximised through the free-market ideals of capitalist system of economics. Hard work and time will allow anybody to excel in this wonderful free-market economy where there is a direct correlation between effort/ingenuity and reward. In this society everybody pays taxes to the government and in exchange receives security, education, law, and regulations that protect the common good. The government only looks out for our interests regardless of corporate/interest group input and only acts in the defense of the common good. Eventually the end state of this society is a country where everybody has a good job, lives in the suburbs, drives a nice car, has enough money for necessities and even has extra money for time off and vacations. The one problem with this wondrous society is that it only exists in the imaginations of the truly ignorant and the dreams of the most idealistic liberals. Unfortunately, the true picture of the USA is far different than the fanciful ideal outlined above so let me try to correct my previous misstatements.

Unlike its dreams, the society described in America is a society where anybody can make something of themselves if they: A) come from money, B) are extremely intelligent/skilled, C) are extremely lucky. While the decrease in upward social mobility is a more recent development, there are social ills which have been endemic to our system from the beginning. While Americans pay lip service to the ideals of equality and liberty, slavery existed for years and mistreatment of minorities stretches the full timeline of our country. Discrimination against minorities has evolved over the years, giving most definable ethnic groups a turn as the mistreated; from the abuses of the African Americans, to the "No Catholic Need Apply"

 ISBN 978-602-73769-1-5

signs and finally to Muslims and homosexuals in recent years, bigotry has a long history in the USA. As for religious freedom, a small but very vocal minority has co-opted areas of politics in order to impose their views upon society as a whole. Evolution deniers, young-earthers, climate-change deniers, pro-lifers, and various Christian doomsday prophets have twisted what should be secular lawmaking in an attempt to change society to fit their delusions. The capitalist system has unfortunately been corrupted into a pseudo-corporatist system where a select few individuals at the top have consolidated massive wealth and influence which they have utilized in order to block others from excelling. Income disparities between the top members of society and the rest of us have grown to previously unimaginable heights at the same time record unemployment numbers plague the country. The top 2% and multinational corporations have stacked the courts (particularly the upper tiers of federal courts) in order to stack the system in their favor. Political bribery has been legalized by removing donation caps and promoted and by allowing all donations to be anonymous and thus without repercussions. All politicians (but no more so than the Republicans) are beholden to the rich and formulate policy intended to redistribute money up, cut the top/corporate tax rates, and deregulate industry to increase profits at the expense of average Americans.(http://theprogressivecynic.com/2012/10/15/the-american-reality-vs-the-american-ideal/)

In this day and age of a rife of technology, power, and knowledge, it seems possible to create an ideal society where crime is almost non-exist, people are truly happy, the government actually does its job, people are united, and most important morality reigns above all. How it turns to be difficult? What need to be changed? Simple new laws, codes have to be created to fit specific needs of 21st century. A new way of dealing with criminals has to be conjured. A more effective government has to be creaed, one that serve the people. New court systems, definitions and roles of the police, moral, boundary laws, foreign affairs, people's rights under the government, all have to be redefined or revised to fit the demands and needs of the people today. (http://www.abovetopsecret.com/forum/thread584251/pg1)

Analysis

There are some people who may find that they don't have traits of other factions in the world today, maybe just one. While others focus on power, some people are in a constant pursuit of

knowledge, but don't care about being honest, brave, selfless, or peaceful. Likewise, there could be the bravest person in the world, but hey may not own the thought to being honest, knowledgeable, selfless, or peaceful.

In *Divergent*, people in the society were given an aptitude test to help them choosing the faction they were later in. But later each was given a right to take a choice to choose one of the five factions and wore the characteristics of the faction as their life identity. "Faction before Blood" had become their motto who remained people who they are and how they should behave accordingly to their factions. Legally, the classifications of the factions are Abnegation (for those who blame selfness), Amity (for those who blame aggression), Candor (for those who blame duplicity), Erudite (for those who blame ignorance), and Dauntless (for those who blame cowardice). A person's behaviors would represent his or her faction, so being in Abnegation, Tris as the main character, always tried to remain herself of who she was.

> "Everything—our houses, our clothes, our hairstyles—is meant to help us forget ourselves and to protect us from vanity, greed, and envy, which are just forms of selfishness. If we have little, and want for little, and we are all equal, we envy no one." (Veronica Roth, 2011: 28)

Each faction was believed to be the master in each field and therefore their contributions would help sharing an ideal or perfect society.

The problems rose after some questions: Was 'perfect' perfect? How about deviations? What would happen if some people did not fulfil the criteria determined by the faction? Veronica Roth seemed aware that putting people into boxes were not always a solution of ruling a society. There were people who could not be grouped into these factions. In *Divergent*, there were two deviations; factionless and divergent.

Factionless was not a faction. People who were without a faction belonged to factionless. These people awerere considered to be incapable of fulfilling the tasks of the factions they had used to have and therefore they could not stay in the factions. To live factionless was not

 ISBN 978-602-73769-1-5

just to live in poverty and discomfort: it was to live divorced from society, separated from the most important thing in life: society.

> "There are places where the road has completely collapsed, revealing sewer systems and empty subways that I have to be careful to avoid, and places that stink so powerfully of sewage and trash that I have to plug my nose. This is where the factionless live. Because they failed to complete initiation into whatever faction they chose, they live in poverty, doing the work no one else wants to do. They are janitors and construction workers and garbage collectors; they make fabric and operate trains and drive buses. In return for their work they get food and clothing, but, as my mother says, not enough of either." (Veronica Roth, 2011: 20)

This factionless was not a threat. They were rather be a burden of the society. They lived in places that could not be said a home, did jobs that were low, in return for their daily needs. These condition reflected what we have in real world. There are some people who seemed not 'human' enough since they could not fulfil the criteria set by people who call themselves as parts of normal society. These people live on the street or empty abandoned building. Their lives were far beyond what it is called a standard life. The are subsidized by the government. Although the subsidy is too little to support their lives.

Beside factionless, there is another deviation called a divergent. A divergent displayed equal aptitude for several characteristics. Like Tris, the main character of the novel, displayed equal aptutude for Abnegation, Dauntless, and Erudite. Having multiple characteristics can be a bless or a threat for that person. It other words, being a divergent was risky. In this novel, divergets were hunted down and killed by a group of people who were aware of divergents' extra talents which may threaten certain hungry power faction leaders. It was Erudite, who rebelled the norms of the society and declared to be the best for they had knowledge to be the most powerful ruler. With their intelligence, the Erudite made a research on a simulation serum which acted as a brain controller. Being injected by this serum, one lost his or her consciousness and obeyed the orders given to them. Jeanine, the leader of Erudite knew that the Erudite was the brain. The brain would dictate the doers. Dauntless was chosen because they were trained army, perfect soldiers. Jeanine planned a scheme of taking the control of the

 ISBN 978-602-73769-1-5

sociey by overthrowning the goverment leaders from Abnegation with the help from the Dauntless. It would be a perfect plan.

> "A faction of intellectuals is no army. We are tired of being dominated by a bunch of self-righteous idiots who reject wealth and advancement, but we couldn't do this on our own."... "Improved, and working toward a world in which people will live in wealth, comfort, and prosperity." "At whose expense?" I ask, my voice thick and sluggish. "All that wealth…doesn't come from nowhere." "Currently, the factionless are a drain on our resources," Jeanine replies. "As is Abnegation. I am sure that once the remains of your old faction are absorbed into the Dauntless army, Candor will cooperate and we will finally be able to get on with things." Absorbed into the Dauntless army. I know what that means—she wants to control them, too. She wants everyone to be pliable and easy to control." (Veronica Roth, 2011: 429-430)

One of Jeanine's obstacles was the exixtance of the divergents. These divergents were immune of this serum, that they might witness what happened and blocked Jeanine's plan. Perfectness was in divergents' genes. Veronica Roth again presented perfectness. Perfectness was not just the society but the genes inside some people called the divergent.

> "Yes and no. My conclusion," she explains, "is that you display equal aptitude for Abnegation, Dauntless, and Erudite. People who get this kind of result are…" She looks over her shoulder like she expects someone to appear behind her. "…are called…Divergent.
>
> "Beatrice," she says, "under no circumstances should you share that information with anyone. This is very important."
>
> "We aren't supposed to share our results." I nod. "I know that."
>
> "No." Tori kneels next to the chair now and places her arms on the armrest. Our faces are inches apart. "This is different. I don't mean you shouldn't share them now; I mean you should never share them with anyone, ever, no matter what happens. Divergence is extremely dangerous."
>
> (Veronica Roth, 2011: 22-23)

 ISBN 978-602-73769-1-5

At the end of the story, these divergents were proven to be able to stop Jeanine, the Erudite leader, of being the highest ruler, or a society controller.

An important highlight here in this article was the perfectness itself. It seemed that every party viewed perfectness differently. The five factions thought that the faction divisions were a perfect way of creating an ideal world whereas the other party thought that perfectness could happened under a single control, the one that held intelligence. The different perspectives of perfecness was triggered by several factors. The first one was the dissapointments toward the rulers. The leaders of the societry were those coming from Abnegation who blamed selfness. Their priority was to put the society in a good condition and made sure that the laws were done. Beside political leaders who held policy, they were also public servers who helped all people in all factions and even the factionless. Their roles as leaders were questioned. The leader of Erudite taught that these leaders were too weak. They couldn't lead the society to lives with comfort, wealth, and prosperity. Jeanine was not satisfied with the leadership from Abnegation leaders who were too linient. Perfectness viewed by the Abnegation leaders was not perfect for another faction. This unsatisfactory led to a rebel to take over the old government and built the new one. The second issues of the different perspectives of perfectness was the existence of some people who claimed to possess better qualities that the formal leaders. The Erudite was famous of their intelligence. The Erudite leader, Jeanine, thought that under her power, a real perfectness would be formed. Having cooperation with Dauntless leader, Jeanine knew that Erudite or the brain, shielded by trained soldiers of Dauntless, would be able to control the society. They would have power to form new policies like to stop the subsidy for the factionless for they just became the society burden or silence others who might oppose them. By this, a world of perfectness was built. The third thing is the existance of some talented people, called divergents. Divergents possessed characteristics of true leaders. They were perfect beings since they owned not just one but some traits of some factions. However, the divergents might be a threat for the hungry leaders. Jeanice, for instace, thought that keeping these people were risky. They were hunted and killed. In real world we know that there are some people born as leaders for their extra-ordinary skills and characteristics. For some groups of people, these kind of people were considered dangerous and many of them were 'silenced' forever. In many cases, the mystery behind the murders remained as secret.

 ISBN 978-602-73769-1-5

Conclusion

Veronica Roth presented a very complex story in *Divergent*. She presented a society that first was aiming to live together in harmony by grouping the people into factions. Living in a chosen faction, wore that faction's identity, and contributed to society based on task given to that faction would hopefully lead the society to a perfect one. However, there was nothing called perfectness. The measurement of perfectness was different from one another. The unsafisfactory toward the policy, the confidence to be better leaders, the fear of being defeated made some people went against what was agreed before. Roth presented what happens in real world in *Divergent* and let readers enjoy the story. She bravely offers readers first an opportunity to define themselves and then to react to situations aroung them.

References

Diana Laurenson & Alan Swingewood. 1972. *The Sociology of Literature*. Paladin: London.

Jeffrey C. Alexander, Ron Eyerman, Bernard Giesen, Neil J. Smelser, Piotr Sztompka. 2004. *Cultural Trauma and Collective Identity*. University of California Press: California.

Roth, Veronica. 2011. *Divergent*. Katherine Tegen Books:United States of America.

X. J. Kennedy & Dana Gioia. 2012. Literature: *An Introduction to Fiction, Poetry, Drama, and Writing.* Longman: London.

Sager, Josh.2011. *The American Reality Vs The American Ideal* (http://theprogressivecynic.com/2012/10/15/the-american-reality-vs-the-american-ideal/)

Enodebllahsti. 2010. *View of What An Ideal Society Is, and How America Should Be Run* (http://www.abovetopsecret.com/forum/thread584251/pg1)

Biodata:

Anna Sriastuti is a teacher at Faculty of Language and Literature, Satya Wacana Christian University, Salatiga, Central Java, Indonesia. She was born in Salatiga, March 12th, 1978. Her area of interests in present time is literature, especially ones related to issues on gender, children, and popular culture.

 ISBN 978-602-73769-1-5

SCRIPTED INSTRUCTION IN EFL CLASSES: AN OPPORTUNITY OR A DRAWBACK?

Annur Rofiq

FKIP Universitas Jember

annur_rofiq@yahoo.com

Abstract

Scripted Instruction (SI) can be simply defined as an instructional activity which is based on a prepared script. It has been evident in the USA since the last decades in response to students' low achievement especially on reading or literacy and numeracy. Pros and cons for SI have been around disputing its significance on teachers' professional development and students' learning achievement. Studies came up with contradictory findings. On one side, students and teachers are found to get benefits from SI. On the other side, SI is believed to inhibit teachers' talent, abilities, and development of professional expertise, as the script tightly controls what the teachers should say and do during the instruction. This paper discusses the feasibility of SI in English language teaching. Experiences at the Teacher Professional Education and Training (PLPG) program at Universitas Jember, Indonesia reveal that most English teachers are still weak at both pedagogical and professional competence. As a stepping stone, conversation gambits can be used to develop scripts. Teachers - senior teachers and teachers - teacher educators collaboration is required for script development. SI is assumed to make both English teachers and students "save and sounds" during the teaching and learning activities and get meaningful experiences from the activities.

Keywords: scripted instruction, conversation gambits, pedagogical and professional competence

Introduction

The idea of scripted instruction can be traced back as far as 1888 when Samuel and Adeline Monroe published the first and earliest texts for teachers with complete scripts. The texts were intended for teaching reading readiness, phonics, and oral reading. The idea is made more obvious and applicable when in 1960s Siegfried Engelmann and Carl Bereiter developed direct instruction method of teaching reading (Commeyras, 2007: 404). The method was developed with the concepts that students learn if they are taught and teachers will teach effectively if they have effective programs and instructional techniques (Maynes, 2012: 43).

Scripted Instruction (SI) has been evident in the USA since the last decade in response to students' low achievement especially on reading/literacy. It is becoming more evident when the No Child Left Behind Act which was passed in 2001 (McLaren & Farahmandpur, 2006). It is a method of teaching in which a commercially designed instructional program directs teachers to teach, even to talk (Dresser, 2012). Initially, the program was used to teach reading/literacy and Mathematics, but later it is used across curriculum. This method is influenced strongly by behaviorist learning theory, which is marked by an emphasis on repetition and micro to macro language skill-building (Reeves, 2012).

Since its first introduction, the numbers of schools in the USA which are implementing SI continue to increase. According to Reeves (2010) in Nebraska nearly 12% of schools districts use SI and an estimated 1 in 8 California schools use scripted reading program. Lately, SI becomes national trend in the USA. However, pros and cons for SI have been around disputing its significance for students' learning. Many studies had been carried out and studies came up with different findings.

On the pros side, researchers found that students and teachers get benefits from SI. SI is considered as a content expert and an expert model for second or foreign language instruction; it is a catalyst for teachers' professional growth (Reeves, 2010). As a result, teachers gained new knowledge about language and language teaching. Additionally, with the scripts, teachers gained increasing control over their own activity. With this control, children responded confidently, fulfilling their parts as the audience (Commeyras, 2007).

On the cons side, SI is believed to keep education and learning at superficial level as they narrow opportunities for teachers and students to be innovative and inhibit teachers' development of professional expertise. In other words, teachers often lose the sense of learning as an ongoing process (Dresser, 2012).

Apart from the disputes, research finding that teachers gained new knowledge about language and language teaching is worth paying attention to especially in relation to the teacher quality in Indonesia. It has been a common knowledge that teacher quality is still low. The Indonesian students' poor performance in both TIMSS and PISA may reflect the lower

 ISBN 978-602-73769-1-5

quality of teachers in Indonesia relative to other countries (Jalal, 2009: 7). As a result, teachers failed to perform their principal role of delivering knowledge and improving students' learning achievement. Studies on the condition of ELT practices and English teachers in Indonesia is surprising (if not worrying) as English teachers are found not mastering the language they are teaching (Yuwono & Harbon, 2010).

The Chance of SI in Indonesian Context

In the context of Indonesian English teachers, experiences from the Teacher Professional Education and Training (PLPG) program from year to year reveal that English teachers are still weak at both pedagogical and professional competences. The teaching performance during peer teaching sessions mostly did not satisfy the requirements. Weaknesses could be observed from the choice and implementation of teaching methods, materials, delivery of the materials, and learning evaluation (pedagogical competence). In addition, knowledge and skills of the subject (professional competence) were also weak.

There are two main reasons for teachers' weaknesses on pedagogical and professional competences. First, when they were at teacher education institutions (TEI), they did not have adequate English learning and teaching experiences. This might be due to the curriculum and competence of teacher educators that failed to equipped the teacher candidates with the required skills and knowledge. Reeves (2010) found that teachers may missed the opportunity to learn and practice teaching skills when they were at the teacher training program, and that teacher education institutions may not provide the prospective teachers with adequate skills and knowledge of teaching. Second, when they are in the working environment now, they do not have adequate in-service training on those two competences. At the school level, teachers are forced to work in isolation and with inadequate support from policymakers and other related stakeholders (Yuwono & Harbon, 2010). The English teacher group meeting (MGMP) rarely conducted training needed for improving teachers' competence. Where there are trainings, not all English teachers can attend the training programs; only representative teachers have the privilege to join it.

Evidence of teachers' weak professional competence can be seen from some basic grammatical and pronunciation errors that they made (Rofiq, 2014). During peer teaching in

 ISBN 978-602-73769-1-5

PLPG, there were many basic grammatical and pronunciation errors that teachers made. These resulted in "unsafe" instruction for both teachers and students. The followings are few of common grammatical errors that many teachers made.

"Today, I will explanation about…"

"Why do you late?"

"You absent yesterday. Where are you go?"

"I want to absent today. All students present today?"

"After studying this lesson, you can to write…"

"Who can number one?"

"What the meaning of this sentence?"

"What can you conclusion from the lesson?"

These sentences are very often used in the day-to-day learning of English in the class. When a teacher uttered the sentences incorrectly, then students will also imitate those incorrect utterances. Students who might know that those sentences are incorrect might be confused as the sentences came from their teachers.

In addition to basic grammatical errors that many teachers made, they also made some "unnecessary" pronunciation errors (Rofiq, 2014). For example, many teachers pronounce the word "paper" as /ˈpiːpə(r)/ or /ˈpepə(r)/ rather than /ˈpeɪpə(r)/, "daughter" as /ˈdaʊtə(r)/ or /ˈdɒhtə(r)/ rather than /ˈdɔːtə(r)/ and "clever" as /ˈkliːvə(r)/ rather than /ˈklevə(r)/, and many more. Again, these words are very often used in the day-to-day learning of English in the class.

This evidence is a clear indication that Indonesian English teachers do need tool and assistance to take them to better perform in their teaching profession. Relying on the knowledge and skills that they got from the teacher education institution is not adequate. Introducing scripted instruction to English teachers as an alternative method of foreign language teaching is worth doing. However, rather than using the standardized scripted instruction program which may not fit the curriculum of English as a foreign language in Indonesia, as in the case of Reeves (2010), developing own instructional scripts will be more beneficial.

Developing Own Scripted Instruction

In the USA there are many scripted instruction programs available in the market. Publishers provided the scripted reading programs such as *Open Court, Reading Mastery, Success for All* (Dresser, 2012: 76), *Corrective Reading* (Reeves, 2010: 242), and *Voyager Core K-3 Reading Program* (Commeyras, 2007: 404). These programs are claimed to be commercially and scientifically designed (Milosovic in Dresser, 2012: 72). As the programs are commercial, it is expensive in the sense that not many Indonesian schools would be able to afford them. More importantly, the contents may not fit the curriculum of English learning in Indonesia.

As part of long life learning and continuing professional development, it is a good idea to introduce script development to English teachers. Rather than becoming the consumer of information (using the commercial version), it is better to become the producer of information (developing own scripts). Gunter and Reed (1997) claim developing scripted lesson is relatively a straightforward task. Meanwhile Hummel et.al (2004) confirm that teachers can do by themselves and that it can be applied in any course content and levels of students. It might be true that teachers will find it difficult to start scripting, so collaboration with senior teachers or teacher educators must be established.

In addition to general and common steps in teaching and learning activities (opening, main activities, closing), any scripted lesson should emphasis on MODEL, PROMPT, and CHECK in the main activities (Gunter & Reed, 1997). The following is a chunk example of a scripted lesson from Gunter & Reed.

Teacher: "Students, listen while I say the days of the week in order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Listen again while I repeat them: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday."
[This is the MODEL step and should be repeated as needed based on the knowledge level of the students.]

Teacher: "Okay, students, I want you to say the days of the week in order with me: Ready ... [The teacher uses a signal to ensure that the students respond in with the teacher.]

Teacher & "Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday."

 ISBN 978-602-73769-1-5

Students: [This is the PROMPT step, and it should also be repeated as needed based on the performance of the students. Students should respond with at least 80% accuracy before moving on to unprompted practice. This should be verified by teacher observation before the teacher moves on to the CHECK step.]

Teacher: "Students, I want you to say the days of the week in order. Ready." [The teacher uses a signal to ensure that the students respond in unison.]

Students: "Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday."

In the MODEL step, the teacher should model the language behavior error freely. It is very important to make sure that students get knowledge and skills of the language behavior correctly from the teacher as the teacher seems to be the most influential input for the students' foreign language learning. This modeling function is weakly carried out by many English teachers in Indonesia. As the PLPG experiences reveal that many teachers failed to function as models of language behaviors both at language skills and components. Hummel et.al (2004) confirmed that teachers are required to model or demonstrate the correct sequence of behavior for successful completion of learning tasks.

In the PROMPT step, the teacher leads the students to perform the intended behaviors in unison. This can be pronouncing words, phrases or reading a sentence. The behaviorist approach is very obvious in this step. Repetition, drills and practices dominate the activities. It is done to facilitate students to be better learners and users of the language. Hummel et.al (2004) classified prompt or probes as they named, into two types: oral probes and written probes. Oral probes can be done in choral or individually and it is done while teaching new content. Written probe is usually done after presenting the lesson to help students learn the materials and achieve higher level of fluency.

In the CHECK step, the teacher allows students to perform the intended behavior independently. To guarantee the success of the foreign language learning, the teacher should set the criteria to achieve. Gunter and Reed (1997) give an example of target as such students can perform the intended behavior with at least 80% accuracy during prompted practice and 90% accuracy during independent practice. Of course, this target can be adjusted with the school or the teacher's own requirement.

 ISBN 978-602-73769-1-5

Novice teachers and teachers who feel that they do not have adequate pedagogical and professional competences may feel that developing own script is not easy and straight forward task. That is why, teachers will need to cooperate with senior and more competent English teachers or English language teacher educators from nearby teacher education institutions in order to develop scripts and carry out the lesson successfully. Probably time will be a constraint to the development of the script. As the wise word says "No pain, no gain", benefits from scripts will be very much higher than the efforts sacrificed by the teachers and teacher educators. Developing own script will give benefits in some ways.

- Teachers will learn and developed writing skills. Especially through co-writing with senior teachers and teacher educators, script writing will be meaningful experience.
- Teachers will know exactly what they are going to do in the class.
- Teachers will minimally produce sentences which are grammatically and phonologically incorrect.
- Students will have meaningful foreign language learning experience.

Developing SI from Gambits

There have been questions and wonders on the possibility of Indonesian English teachers to develop their own scripts. As they are still in struggle with their English, how could they develop scripts? This is a very logical question as empirical data show that teachers still face many problems with English. As an initial project of developing SI, teachers may start by using gambits. Gambits are "speech formulas which serve to guide the hearer through the discourse" (Dufon, 1995: 20). They are routine formula that can facilitate the flow of conversation by giving the speaker time to organize his or her thoughts (Taylor, 2002). These routines can be words, phrases, or even entire sentences that are expected and predictable in a classroom standard communication. Through gambits, an individual will try to overcome his or her crisis which occurs when language structures are inadequate to convey his or her thought (Nikmehr & Farrokhi, 2013).

Gambits can be a stepping stone for novice teachers to move on to a more complex classroom communication and sound proficient. Gambits can be used not only in the beginning of a conversation, but can also maintain and end a conversation. Whenever teachers' conversation

is appropriate from the beginning till the end, then it is likely that they will be good models of language users for their students. This is a very important point to consider as any foreign language learners will need a model for the use of the language. The most accessible models are supposed to be the teachers. Unfortunately, there are not many teachers capable of playing the role of models. In such a case, classroom gambits can find their place. The followings are the examples of gambits commonly used by teachers during the instruction (Global Talent Bridge, 2011:3).

Asking for an opinion	Asking for clarification	Paraphrasing	Persuading
What is your position on…?	What do you mean?	I think he mean…	You must admit that…
I'd like to hear your views on…?	What does… mean?	In other words,…	You have to agree that…
What do you think about…?	What do you mean by …?	What I mean is…	Let's not forget that…
	I'm sorry but I didn't follow you.	The point I am trying to make is…	Don't you think that…

Through gambits, novice teachers will try to acquire communicative competence in a foreign language from a highly control activity into an independent one later. With this scripted instruction teachers will develop themselves into good models of English users for their students. This happens because teachers can prepare and rehearse in advance the words, phrases, sentences, questions, predicted feedback, and any other utterances they are going to say in the classroom. During the rehearsal, teachers may check and proof read their scripts, and if necessary ask colleagues to check grammar and pronunciation. In doing so, errors can be minimized and students can consider teachers as model of the language use. Indeed, as Reeves (2012) confirms that teachers, especially novice ones, feeling inadequate and lack of teaching expertise benefit from scripted instruction.

Conclusion

Scripted instruction is an opportunity for the English language teachers of Indonesia who feel inadequate and unconfident in teaching the foreign language. The scripts will lead them to "safe and sound" instructions. As a stepping stone, teacher may use classroom gambits to develop scripted instruction. Collaboration among teachers-senior teachers and teachers-teacher educators are required during the development of the scripts. Through rehearsal of the scripts, grammatical and pronunciation errors can be minimized. As a result, students will see the teacher as a good model of English language users. However, teachers should not rely on

 ISBN 978-602-73769-1-5

scripted instruction for long. Gradually, they may release themselves from the scripts when they feel that they are competent enough to teach English. In other words, scripted instruction is a tool for teachers to learn and train themselves the language and the language teaching.

Annur Rofiq is a lecturer at the Faculty of Teacher Training and Educational Sciences, Universitas Jember, Indonesia where he teaches undergraduate students in TEFL-related courses. Currently, he is doing doctorate study at Universitas Negeri Malang, Indonesia. His research interests include ICT in EFL teaching and learning, instructional media, TEFL, teacher education, and teacher professional development.

References

Commeyras, M. Scripted reading instruction? What's a Teacher Educator to Do? *Phi Delta Kappan*, 88 (5), January 2007: 404-407.

Dresser, R. The Impact of Scripted Literacy Instruction on Teachers and Students. *Issues in Teacher Education*. 21 (1), (Spring 2012): 71-87.

Dufon, M. A. (1995). The acquisition of gambits by classroom foreign language learners of Indonesian. In *Papers from the 3rd annual meeting of the Southeast Asian Linguistic Society* (pp. 27-42), (Online), (http://sealang.net/sala/archives/pdf8/dufon1995acquisition.pdf), Retrieved on April 12, 2014

Global Talent Bridge, 2011. A Toolkit for ESL Practitioners: Supporting Skilled Immigrants. World Education Services, (Online), http://www.globaltalentbridge.org/toolkit/pdf/introduction.pdf. Retieved on April 12, 2014.

Gunter, P.L., & Reed, M. Academic Instruction of Children with Emotional and Behavioral Disorders Using Scripted Lessons. *Preventing School Failure*. 42.1 (Fall 1997): p33. From *Gale Education, Religion and Humanities Lite Package*.

Hummel, J.H., Venn, M.L., & Gunter, P.L. 2004. Teacher-Made- Scripted Lesson. In Moran, D.J., & Malott, R.W. (Eds.), *Evidence-Based Educational Methods* (pp. 95-108). Amsterdam: Elsevier Academic Press.

Jalal, F., Samani, M., Chang, M.C., Stevenson, R., Ragatz, A.B., & Negara, S.D. 2009. *Teacher Certification in Indonesia: A Strategy for Teacher Quality Improvement.*

Jakarta: The Ministry of National Education, (Online), http://ddp-ext.worldbank.org/EdStats/IDNprwp09c.pdf, Retrieved on April 12, 2014.

Maynes, N. 2012. Examining a False Dichotomy: The Role of Direct Instruction and Problem-Solving Approaches in Today's Classrooms. *International Journal of Business and Social Science*, 3 (8) (Special Issue - April 2012): 40-46.

McLaren, P., & Farahmandpur, R. 2006. The Pedagogy of Oppression: A Brief Look at 'No Child Left Behind', *Monthly Review, ProQuest Sociology*, 58 (3): 94-99.

Nikmehr, A., & Farrokhi, F. 2013. Gambits in a New Light. *International Journal of Applied Linguistics & English Literature*, 2(4): 228-239.

Reeves, J. Teacher Learning by Script. *Language Teaching Research*, 14(3), (2010, July): 241-258.

Rofiq, A. 2014. A Phonological Outlook on the Difficulties of Learning English and its Implication on the Teaching English as a Foreign Language. *Proceedings of the 61th TEFLIN International Conference. English Language Curriculum Development: Implications for Innovations n Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development*, 7-9 October 2014, 467-469.

Taylor, G. 2002. Teaching Gambits: The Effect of Instruction and Task Variation on the Use of Conversation Strategies by Intermediate Spanish Students. *Foreign Language Annals*, 35 (2): 171-189.

Yuwono, G.I., & Harbon, L. 2010. English Teacher Professionalism and Professional Development: Some Common Issues in Indonesia. *The Asian EFL Journal Quarterly*, 12(3): 145-163.

THE USE OF DRAMA "THE GOLDEN TOUCH" AS MEDIUM IN TEACHING SPOKEN WRITTEN NARRATIVE TEXT

Aprilia Riyana Putri

Nahdlatul Ulama University, Indonesia

apriliamuzakki28@gmail.com

Abstract

The topic of this study is teaching narrative writing to junior high school using drama as medium. The objective of this study are to find out the difficulties of the students in writing narrative text, to investigate how well drama contributes to the students' skill in writing narrative text and to give a model on how drama used to teach writing of a narrative text. In order to achieve the objectives of this study, the writer designs an action research using four steps; planning, action, observation, and reflection. The population of this study is the Eighth grade of MTs Al Faizin Jepara. The subjects were 40 students. There were 6 meeting during the action research. In the first cycle, the writer used drama but the script was made by the students and in the second cycle the writer still used drama as medium but the script was made by the teacher. It was to repair the weak points to the first cycle, because the result of the first cycle could not achieve the targeted mark, 65. In line with the Result the writer suggests that a teacher must be able to create her own way to improve her/his students' interest in following her/his teaching.

Keywords: Drama, Narrative, Writing

Introduction

Writing skill in SMP/MTs should be taught based on genres. The Genres which should be taught in Junior High School are procedure, descriptive, recount, and Narratives. Narrative is a kind of genre that has function to amuse, entertain and deals with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turns point of some kind, which, in turn, finds a resolution.

Based on the result of interview to the English teachers in MTs Al Faizin Jepara, the students' ability in writing especially in writing narrative text is low, and it needs improvement because there are many students who can not pass the targeted mark, 65. Some reasons of the case are students often feel bored when they learn to write. Teacher has to be creative in developing

technique and method in teaching writing to overcome this problem. The other reason is there is no motivation from the students to study, so a teacher needs to give a students' motivation. Next, writing skill is difficult to be learned, so that it may be easier to be learned if they use drama as medium.

In this study, the writer discusses one of teaching methods that is drama. The advantage of drama is easy to practice and to understand. The students are not only imagining what narrative is after a teacher has taught about it but also they have watched by themselves the performance of drama.

Review of Related Literature

Writing is not an easy task. It needs a lot of practice to develop this skill. Writing activity needs a process by which people comprehend what they have through observation. According to Nunan (1989: 36), writing is not a natural activity. All people have to be taught how to write. Unlike speech, writing is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stated and referred back any time.

In principle, to write means to try to produce or reproduce written message. Before we write, we need to determine what to write; we should have something meaningful to convey. To put forward our message successfully, we apply a number of writing strategies, as stated by Bram as follows: To put forward our messages successfully, we, the writers, apply a number of writing strategies. These strategies are not talent- oriented. Every (would- be) writer can learn and apply them in her or his writing. Every learner is then encouraged to keep on practicing. It is sure that we improve our writing mainly through writing itself. (Bram 1995: 7).

Effective writing requires a number of things. As Hedge edited by Maley states, as follows: compared with speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentences structures

 ISBN 978-602-73769-1-5

to create a style which is appropriate to the subject matter and the eventual readers (Maley, 1998: 5).

Speaking is the verbal of language to communicate with others. Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken (fulcher, 2003:23). Speaking is such a fundamental human behavior that does not stop to analyze it unless there is something noticeable about it (Bailey, 2005: 2).

Narrative is one of example of text types, generally it is called "genre". Genre is a category of artistic, musical, or literacy composition characterized by a particular style, form or content (Merriam- Webster Collegiate Dictionary, 2003: 522). Genre or text types are important to be learned by the students. It differentiates one text from another. The students can improve their skills and also understand a text when they have known about the genre of the text. Each text type has its own social function, significant lexicogrammatical features and also its generic structure.

Drama is the way to act in different way to what someone has in his or her life. The way to act here is usually in contrary with the fact to what he/ she feels, for example: pretend to feel happy for something that actually he/she feels sad, ask excuse for somebody else for not only because of making mistake but because of willing to have attention or other purposes, etc. As Wessels (1987:7) says about the definition of drama as follows: Drama is doing. Drama is being. Drama is such normal thing. It is something that we all engage in daily activities when faced with a headache or an attack of depression, yet you face the day and cope with other people, pretending that nothing is wrong. You have an important meeting or an interview coming up, so you "talk through" the issues with yourself before hand and decide to present a confident, cheerful face, what to wear, what to do with your hands and so on. You've spilled coffee over a colleague's papers and immediately you prepare an elaborate excuse. Your partner has just run off with your best friend, yet you cannot avoid going in teach a class of inquisitive students.

Class Action research

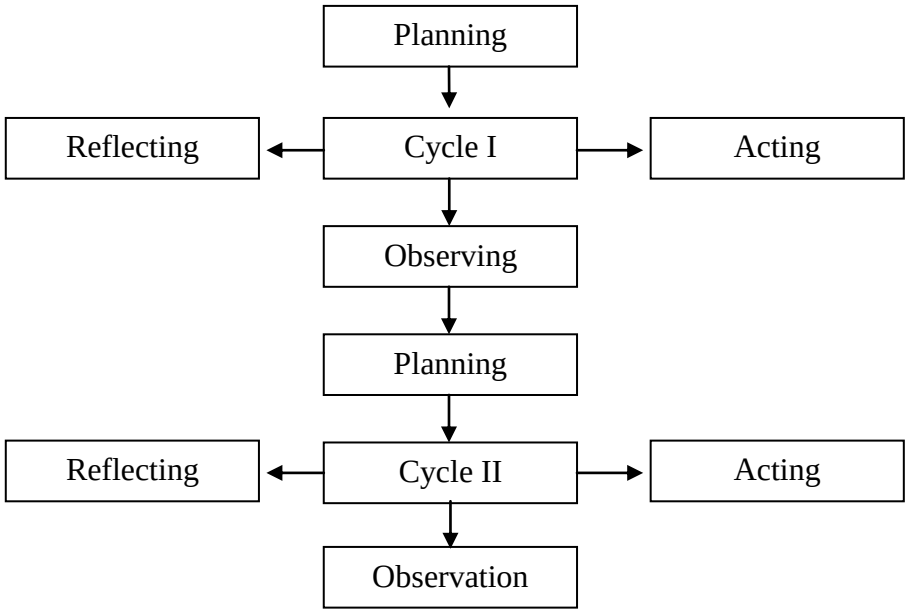
There are many possibilities in teaching and learning of language classroom, one of them is action research. Arikunto (2006:3) states that action research is a research done by researcher

 ISBN 978-602-73769-1-5

in which the researcher takes some actions or experiments which is always recorded and monitored continually to find plus and minus of something. Then, it carried out some controlled changes and an appropriate maximum effort to get the best result.

According to Kurt Lewin as quoted by Arikunto (2006:92), the cycle of action research is based on the following stages: initial reflection to identify an issue or problem or planning, acting, observing and reflecting. The relationship among the four components is as one of the main characteristics of action research.

Action research Model by Kemmis and Mc. Taggart in Arikunto (2006:97)



Phase I : Planning the actions which is called planning

Phase II : Implementing the content namely acting

Phase III : Observing: an observation done by an observer

Phase IV : Reflecting consists of activities to restate what has happened

Methodology Of The Research

Research Design

The researcher applied a classroom action research consisted of two cycles. Each cycle contained planning, action, observation, and reflection.

 ISBN 978-602-73769-1-5

Subject of the Research

The subject of this research is the Eighth students of MTs Al Faizin Jepara. There were 40 students involved in this research.

The reasons to choose the Eighth year students are known after consulting to the teacher. They are such as: The Eighth year students do not have motivation to study the lesson of writing, the result of writing made by the Eighth year students are less than the others and the allocated time for the students is not always adequate to finish the task of writing.

Technique of Data Collection and Data Analysis

This research is done in two cycles, cycle I and cycle II. To find out students' ability and motivation before both two cycles. The students have pre- test in writing a narrative text. The result of pre- test is to plan action I and II. Cycle I is to know students' motivation as well as ability in writing a narrative text. Besides, it is also used a reflection plan cycle II; meanwhile, cycle II aims at knowing the improvement of students' motivation as well as ability in writing a narrative text by planning better planning and action. In this case, the writer used drama as medium to teach students about narrative text.

The writer also used some instruments for collecting the data, they are: test and non test. In doing the test there are three writing test, they are: pre- test, test in the first cycle, and in the second cycle. And for non- test, there are: Questionnaire, Observation Guide and Journal. In questionnaire contains some multiple choice questions for the students to know the effectiveness of using drama in teaching spoken written narrative text. And in observation guide contains some statements and the observer only answer by putting a check list. It aims at gaining the data about teaching and learning process through drama as medium to empower students' ability in writing of narrative text. And then in Journal contains comments and responses from the students and the researcher about daily action in the class.

Students' writing narrative ability through drama is analyzed quantitatively by using rating scale of writing English given by Heaton, 1975: 109-111. This rating scale consists of five elements of fluency, grammar, vocabulary, content and spelling. Each element is divided into five scales which are given point 1 to 5 so that the maximum obtainable point is 25.

ISBN 978-602-73769-1-5

Research Findings

The result of writing narrative text in the First Cycle

The result of writing narrative text through drama as medium made by the eighth students of MTs Al Faizin Jepara can be seen in the following table

Table 1. Writing Result of cycle I

No	Category	Interval Score	Frequency	Total Score	Precentage (%)	Average
1.	Excelent	85- 100				2440
2.	Good	70- 84	4	292	10%	40
3.	Sufficient	60- 69	25	1572	62.5%	= 61
4.	Poor	50- 59	9	496	22.5%	
5.	Very poor	….-49	2	80	5%	
	Jumlah		40	2440	100%	61

Table 1 above shows the skill of writing of a narrative text made by the students of MTs Al Faizin Jepara was not really satisfying. It can be seen from the average score gained by the students. The students' average score in writing a narrative text in cycle I was 61. It means that it is still below the competence score because the competence score of writing is 65. There were not any students who got score in the category of excellent, and there were only 4 students (10%) who gained score in the category of good (70-84). The most students in the class got score in the category of sufficient (60- 69). There were 25 students (62.5%); while in the category of poor (50-59) there were 9 students (22-5%). And finally the rest of 2 students (5%) got score in the category very poor (…..-49). The scores are gained by accumulating five aspects altogether, they are: (1) fluency, (2) Grammar, (3) Vocabulary, (4) Content, and (5) Spelling. Each aspect consists of 5 range score so that the maximum total of range score from 5 aspects is 25.

The Result of Writing Narrative Text in the Second Cycle

The Result of cycle II was gained after the teacher uses the revised lesson plan of teaching writing narrative text by using drama the *Golden Touch*. The result of writing narrative of a narrative text after cycle II can be seen in the following table:

 ISBN 978-602-73769-1-5

Table 2. Writing Result of cycle II

No	Category	Interval Score	Frequency	Total Score	Precentage (%)	Average
1.	Excelent	85- 100			1	2684
2.	Good	70- 84	13	984	32.5%	40
3.	Sufficient	60- 69	26	1652	65%	= 67.10
4.	Poor	50- 59	-		0	
5.	Very poor	….-49	1	48	2.5%	
	Jumlah		40	2684	100%	67.10

Table 2 shows that the students' skill of writing of a narrative text made by the students of the Eighth year of MTs Al Faizin Jepara improves significantly. It can be seen from the average score of writing of narrative text based on the drama of *Golden Touch* is 67.10. In other words, the average score improves 6.1, from the average score of 61 in cycle I to 67.10 in cycle II. The highest improvement was for the score of grammar aspects. It was from 48 to 68.50. It means that it improves 20.5 points. It happened because in cycle II the lesson plan focused on the students' skill of transferring the text of drama into a narrative text in the form of past tense. At that time the teacher presented first past tense with "be" and with "verb" included regular and irregular verb, and then it was also extended by drilling them.

Conclusion and Suggestion

Conlusion

After applying the two cycles in her class action research the writer finds that the students' achievement in writing narrative text has improved and students' attitude toward writing, especially writing narrative text, has changed positively. The students' achievement in writing narrative text, which was made by the students of Eighth grade of MTs Al Faizin Jepara, improved after the two cycles of the class action research were done in her classroom action research. The improvement of students' ability in writing can be known from the class average score from pre- test and post- test in the second cycle. The class average score of pre-test made by the students in writing is 51.20. After the use of drama as medium to teach writing narrative text was used in the first cycle, the result of class average score improved to reach 61. Because the determined – competence score of writing in MTs Al Faizin Jepara is 65, the writer revised lesson plan and then applied the revised plan in the second cycle. After doing all the phases of action research in the second cycle, the result of class average score made by the students was really satisfied to reach 67.10.

ISBN 978-602-73769-1-5

Besides the students' achievement, the students' attitude toward writing, especially writing narrative text, has changed positively. They have better motivation to write, especially to write narrative text. It happened because the technique of using drama as medium, which used some kinds of group activities which may be seldom to be applied in teaching and learning process, not only motivate them but also drive them to write. They seem finding that writing narrative is not something difficult anymore.

The use of drama as medium is a good alternative technique to teach writing narrative text by explaining adequately the way to transfer the text of drama into the form of simple past tense as well as planning some kinds of group activities in teaching and learning process.

Suggestion

Based on the conclusion of the result of the class action research, the writer would give some suggestions as follows:

For teacher:

- Teacher may try to find any media to make the teaching and learning process not only easier to be understood but also more interesting for them.
- Teacher may pay attention to make some groups activity by not putting the bright students in one group in order to guide their peers in each group.
- It is better for the teacher to explain adequately about the use and the form of simple past tense which is mostly used in writing narrative text.

For Students:

- Students should get motivated to join any group activities to empower not only their skill of writing but also their skill of speaking.
- Students should realize that to master English they need to practice not only their written but also their spoken.
- Students have to have self – confident to perform orally their English skill as well as to express in writing.

 ISBN 978-602-73769-1-5

References

Arikunto, Suharsimi.2006. *Prosedur Penelitian Suatu Pendekatan Praktik.*Jakarta.PT.Rineka Cipta.

Bangs, T.E.1982. *Language and Learning Disordes of The Pre-academic Child.USA:*Prentice-hall,Inc.

Bassir N.L. 2002. *Bahasa Inggris Sulit Dipleajari Atau Sulit Diajarkan?*. http://artikel us/basir.Html.

De Vito, J.A 1970. *The Psychology of Speech and Language: An Introduction to Psycholinguistics*. New York: Random House Inc.

Dulay, Et al. 1982.*Language to Oxford*: Oxford University Press.

Eggins, S. 1994. *Understanding Second language Acquisition.* Oxford: Oxford University Printer.

Ellis, R. 1986.*Undertsanding Second Language Acquisition.* Oxford: Oxford University Press.

Flucher, Glenn. 2003. *Testing Second Language Speaking.* London. Pearson Longman.

Genesee, F. 1994. *Educating Second language Children: the World Child, the Whole Curriculum, the whole Community*. Cambridge: University Press.

Gerot, L. and wignell, P. 1994. *Making Sense of Functional Grammar*. Cammeray: Gred Stabler.

Greene, J. 1972. Psycholinguistics, Chomsky and Psychology. England: Penguin Book Ltd.

Hadi, Sutrisno. 1989. Methodology Research II/III, Yogya: Andi Offset

Hornby, AS. 1986 *The Advanced Learner's Dictionary of Current English*: New York

Howkins, J.M. 1990. *The Oxford Reference*. Great Britain: Lcarendon Press Oxford

 ISBN 978-602-73769-1-5

WOMAN BODY: FRIEND OR FOE?
A STUDY ON MARGE PIERCY'S *BELLY GOOD*

Aris Siswanti

Melania Shinta Harendika

Universitas Brawijaya

arissiswanti@ub.ac.id

Abstract

Stereotypes of beauty make women, of their own free will, sacrifice themselves to become ideal. Marge Piercy, through her poem*Belly Good*, criticizes this condition by providing multiple analogies on how women try hard to encounter what is called as the popular belief as a perfect woman. Metaphorical statements of belly as women's obsession are presented along with how the ideal women belly should be. Yet, Piercy also presents how women are still able to find comfort in their belly. Furthermore, belly is implicitly depicted as the source of life. This paradoxical situation is then appropriate to Caputi and Nance's notion on the worldly-believed stereotype of beauty that women are the pretty sex. Here, women are expected to be works of art. These two faces of a coin become the core of analysis in this study, of which one of the purposes is to grow the awareness of not being trapped in the perspective of beauty.

Keywords: stereotypes of beauty, Marge Piercy, *Belly Good*

Introduction

There have been several trends about what constitutes an ideal body for women. For example, in the 1990s, small and slim-framed body was considered ideal beauty. Women maintained low-fat diet to achieve an ideal flat figure. In the 2000s, the trend changed into a more toned body, endorsed by popular celebrities of the decade such as Britney Spears, who was popular with low rise pants and tank tops exposing toned midriff. Ten years later, there is another image of beautiful body for women. That is the "booty babe", who shows a fuller, curvier figure (Hart, 2015). However, the idea that slim body is an ideal beauty is not completely gone. Taking examples from Korean entertainment, a fast growing industry that has spread worldwide since the 1990s, the so-called "11 abs" or "ant waist" are two ideal body images that the female stars are praised for and fans aspire to have. According to Hoi (2013)"11 abs"

refer to the fine lines that resembles the number 11 on the toned and lean stomach, while "ant waist" is waist of a woman which is so slim that it looks like the waist of an ant.

The socio-cultural standard of women's beauty is presented in many media. Actresses are shown "younger, taller, and thinner" (Sarkar, 2014, 48). Thin women are associated with "wealth,health, control and beauty", while fat is associated negatively with "weakness, laziness,lack of control and unhealthy lifestyles". Positivevalues such as intelligence, friendliness or hard work are attributed to thinner peopleon television (Fouts & Burggraf, 1999, cited in Sepulveda and Calado, 2012, pp. 48-49).A study on fifteen Korean popular songs of 2014 also shows that an ideal body is young, beautiful, full of energy, fit, and fun (Siswanti, 2014).The repeated exposure to this idea helps women internalize that thin body is the ideal body image, and women strive for that ideal condition in order to look good and feel good about themselves. The obsession towards physical perfection can be inferred for instance from the statistics that out of more that 9 million surgical and nonsurgical cosmetic procedures performed in the US in 2012, 91 % was carried on female patients (American Society for Aesthetic Plastic Surgery, 2013).

That women are objects of such stereotyping of beauty is a topic presented in Marge Piercy's *Belly Good*. Marge Piercy is an America poet who is described as ""any image of what women were supposed to be like" for her sexuality and ambitions. Her works are "fiction with political dimension" of uncovering women and working class people (McManus, 2012). The poem *Belly Good*isa part *The Art of Blessing the Day: Poems with a Jewish Theme by Marge Piercy,* firstly published in 1999. The poem describes a woman's idea about her belly, and considering the agenda underlying Piercy's writings, the woman's description about her abdomen should not be taken lightly. This paper, therefore, is aimed at analyzing women's perception about their body as it is presented in the poem.

Review of Related Literature

Cultural Stereotyping of Beauty

In understanding Marge Piercy's *Belly Good,* Caputi and Nance's cultural stereotypes of beauty(1992)were provided as the device in examining how women, characterized by the speaker, see their bodies. Those stereotypes are as follows:

1. *Women are the pretty sex.*

   The first conceptoffered by Caputi and Nance (1992) is that beauty and the importance of appearance are considered feminine characters. At this point, it is believed that women are expected to regard themselves as works of arts. Fashion, thus, becomes a social master and the female body and all that is considered wrong or unpleasant about it, becomes a woman's enemy and obsession for life.
2. *Submission is beautiful and feminine beauty is submissive*.

   Morgan in Caputi and Nance states the second belief in the cultural stereotype of beauty. It marksthat it is only when a woman surrenders her life to her husband, respects and worships him, and is willing to serve him, that she becomes beautiful to him. As a result, it is widely believed that men must be older, taller, larger, stronger, and more experienced than women must, and that women must be younger, smaller, thinner, weaker, and more naive than the men they accompany.
3. *The image beautiful woman functions as an icon or symbol for the belief and values of the core culture.*

The third idea believes that today's culture worships itself in its myth of physical perfection as exaggerated by superstars, fashion models, sport heroes and movie stars. In studying Marge Piercy's *Belly Good*, Caputi and Nance's first notion of the cultural stereotype of beauty statingthat women are the pretty sex became the focus theory.This concept was used ininvestigatinghow bodily appearance is considered significant, whether women regard themselves as works of arts and see their bodies as enemy and obsession for life.

The Body in Consumer Culture

According to Featherstone(1991), in the era of consumer culture, people believe that the body is a vehicle of pleasure and self-expression. Because of that, there is an emphasis upon body maintenance and appearance within consumer culture suggesting two basic categories: the inner and the outer body.

1. The inner body refers to the concern with the health and optimum functioning of the body, which demands maintenance and repair of disease, abuse, and the deterioration accompanying the ageing process.

 ISBN 978-602-73769-1-5

2. The outer body refers to appearance as well as the movement and control of the body within social space. The study of the outer body can thus range from demographic and human ecological aspect down to face-to-face interaction in which appearance preservation of self and management of impressions become the focus of attention.

This theory was used in this analysis to find out whether the speaker's concept of her inner and outer body.

Research Method

Feminist Literary Criticism

As Ruthven (1984) states, there is a relationship between feminist discourse and literature for the reason that feminism can be contained inside the literary studies. This study, thus, implemented this approach to study feminism that might be enclosed in Marge Piercy's *Belly Good.* Also, Ruthven (1984) believes that 'woman' is not as an essence which goes before the social organization of life but as a construct formed by the social order and intervened in the discourses which it associates about itself. Sarkar (2014), likewise, states that according to feminist discourse, there is a complex changing aspects that occur amongst authority, ideology, and language. Socio-cultural standard of feminine beauty are presented in nearly entirely forms of popular media, projecting women images that portray what is considered the ideal body.

These notions suit what is discussed in Marge Piercy's *Belly Good.* It is how the image of ideal woman is raised by the social order no matter how problematic the situation is for the woman. Hence, feminist literary criticism is well thought-out the finest approach in finding how society influences woman's perception of herself.

Research Procedure

The research was carried out in several stages. First is deciding the material object of the research. Marge Piercy's *Belly Good* was chosen because as the object material. How women saw their bodies through this poem was then questioned. Feminism approach combined with Caputi and Nance's Theory of Cultural Stereotype of Beauty and Featherstone's Theory of The Body in Consumer Culture were implemented in answering the formulated question. The

 ISBN 978-602-73769-1-5

next stage is gathering the data. Figurative language and images related to the research problem and theoretical framework in Marge Piercy's *Belly Good* were gathered through close reading and note taking. After that, the patterns among the data were identified to find causes and effect of each performed image of women. Context and significance of the topic were then established. Moreover, various perspectives relating to the topic were identified. Finally, the impact and significance found in the findings were highlighted.

Findings and Discussion

The following is the poem *Belly Good*by Marge Piercy taken from the PoemHunter website's Classic Poetry Series (2004).

A heap of wheat, says the Song of Songs (1)
but I've never seen wheat in a pile. (2)
Apples, potatoes, cabbages, carrots (3)
make lumpy stacks, but you are sleek (4)
as a seal hauled out in the winter sun. (5)
I can see you as a great goose egg (6)
or a single juicy and fully ripe peach.(7)
You swell like a natural grassy hill. (8)
You are symmetrical as a Hopewell mound, (9)
with the eye of the navel wide open, (10)
the eye of my apple, the pear's port (11)
window. You're not supposed to exist (12)
at all this decade. You're to be flat (13)
as a kitchen table, so children with (14)
roller skates can speed over you (15)
like those sidewalks of my childhood (16)
that each gave a different roar under (17)
my wheels. You're required to show (18)
muscle striations like the ocean (19)
sand at ebb tide, but brick hard. (20)
Clothing is not designed for women (21)
of whose warm and flagrant bodies (22)

 ISBN 978-602-73769-1-5

you are a swelling part. Yet I confess (23)
I meditate with my hands folded on you, (24)
a maternal cushion radiating comfort. (25)
Even when I have been at my thinnest, (26)
you have never abandoned me but curled (27)
round as a sleeping cat under my skirt. (28)
When I spread out, so do you. You like (29)
to eat, drink and bang on another belly. (30)
In anxiety I clutch you with nervous fingers(31)
as if you were a purse full of calm. (32)
In my grandmother standing in the fierce sun (33)
I see your cauldron that held eleven children (34)
shaped under the tent of her summer dress. (35)
I see you in my mother at thirty (36)
in her flapper gear, skinny legs (37)
and then you knocking on the tight dress. (38)
We hand you down like a prize feather quilt. (39)
You are our female shame and sunburst strength.(40)

Belly as Women's "Enemy"

Marge Piercy's *Belly Good* lines 1 – 23repeatedly state that the speaker senses uncomfortable with her belly. Those lines are ironic with the contrast between the idealized belly shape according to the speaker and the real condition of the speaker's belly. The description "... but you are sleek/ as a seal hauled out in the winter sun." (lines 4 - 5) states what a perfect belly should be: slim and flat.Simile is implemented here comparing ideal slim belly to the image of a sunbathing seal. In contrast, lines 3 - 8 show the real condition of the speaker's belly that is far from the word ideal. It is pictured in the poem that the speaker's belly is like "Apples, potatoes, cabbages, carrots/ ... make lumpy stacks/ ... as a great goose egg/ ... or a single juicy and fully ripe peach./ You swell like a natural grassy hill." In these lines, numerousround-shaped objects – apples, potatoes, cabbages, carrots, eggs, peach – are shown. The belly is also negatively characterized as "lumpy" or "swelling". Swelling, in medical point of view, means an abnormal enlargement of a part of the body, normally because of an accumulation

 ISBN 978-602-73769-1-5

of fluid. By this expression, the speaker wants to highlight that her belly is not the ideal one because of its enlargement into a size that is not normal. In the real condition, the speaker's belly is not a physical swelling part. It may be bigger than the average or previous size but it does not always mean it has the accretion of fluid.

Lines 13 – 15 and 18 – 20 further describes the perfect women's belly. "... flat/ as a kitchen table .../ ... children with/ roller skates can speed over you/ ... required to show/ muscle striations.../ ... like the ocean/ ... sand at ebb tide, but brick hard." These lines implement simile in which an ideal belly is compared to a kitchen table. Hyperbole is also implemented in those lines that children can roller skate on it. Furthermore, an ideal belly should have permanent muscle striations. Yet again the speaker points out that she does not have such an ideal belly. It is seen in lines 9 – 11, and 23 "... symmetrical as a Hopewell mound/ ... the eye of the navel wide open/ ... the eye of my apple, the pear's port window./ ... you are a swelling part." Those lines have a simile in which the not-ideal belly is compared to a mound, which is an artificial heaped pile of earth.It is imperfect because the eye of the navel is wide open, probably because the belly has got bigger that the skin stretches out and exposes the navel. The speaker once again says that her belly is swelling. These lines emphasize the non-ideal condition of the speaker's belly.

These lines, hence,toughen Caputi and Nance's idea that one of the feminine characters is the prominence of appearance, or Featherstone words it as the outer body. Lines 1 – 23 do not state anything about the inner body or the functions of the belly. They do not arguewhether the belly can function in good health. However, those lines focus on the ideal appearance of the belly. It, therefore, suits Caputi and Nance's concept that women, represented by the speaker of this poem, regard themselves as works of arts. As a result, the speaker reflects that her belly, which is not ideal, is to some degree wrong or unpleasant, so it turns out to be her enemy.

Belly as Women's "Friend"

In the later part of the poem, the woman shows a positive image of her belly. First, it is depicted as a "maternal cushion radiating comfort" and "a purse full of calm" for the speaker (lines 25, 32). The belly still has the lumpy shape, but it gives comfort to the owner when she

 ISBN 978-602-73769-1-5

folds her hands on it. Another positive description about women's abdomen is that is "handed as a prize feather quilt" (line 39). It is referred to as a prize because the belly has born many children. The grandmother has given birth to eleven children with her "cauldron" belly (line 35). Cauldron is a large metal pot with a large mouth that is used for cooking on open fire. After giving birth, a woman's body including the abdominal area may change, and the speaker uses the metaphor of belly/cauldron to show that the belly is round and big for it has born that many children. The speaker's mother also has a round belly at her thirty (line 37) and the belly has enabled the mother to give birth to the speaker. This is why the speaker refers to the belly as maternal cushion and prize feather quilt. A woman's belly naturally helps give lives and comfort to children in and after child-bearing process.

Although in the later part of the poem the speaker mentions about the positive image of the belly, in the sense that it holds a crucial function in creating and taking care of lives, the speaker is still unhappy with her belly. The reason is all the same as that she describes in the earlier part of the poem, which is because the belly is round and that is not an ideal belly should be like. The speaker says that that "Even when I have been at my thinnest,/ you have never abandoned me but curled/round as a sleeping cat under my skirt." (lines 26-28) A sleeping cat does not only refer to the lumpy shape of the belly, but it can also to the fact that the fat in the belly will not go away. It stays there like a sleeping cat. A sleeping cat also implies laziness attributed to the person who has a lot of fat around the waist. When the speaker says that her belly is swelling even though she is skinny, it suggests how discontent she is about her body because her waist is not slim and her belly is not flat as they should be. This is relevant to Caputi and Nance's argument about the cultural belief that women are the pretty sex. The woman in this poem is so unhappy about her round belly because a flat belly defines beauty for a woman.

Another point taken in this finding is that the round belly functions perfectly in bearing children, yet it is not enough to make the speaker accept her body. This suggests that the outer look defines wellbeing more than the inner value. When a woman's body changes by time and natural processes, it is considered as a deterioration of the vehicle of woman's expression of existence. At the same time, the woman cannot neglect the usefulness of the round belly, and she is conflicted between taking it as her friend she is proud of and enemy she hates ("You are

our female shame and sunburst strength", line 40). The insecurity about body image is a woman's problem in this poem.

Conclusion

Marge Piercy's *Belly Good*is a reflection that women in consumer culture focus more on the appearance of their body instead of the function of the body. The speaker of the poem does not feel content with her belly for its shape, not its fault; it is not because the belly does not function appropriately but because it does not have the appropriate look. Therefore, it strengthens Caputi and Nance's notion that women ponder themselves as pretty sexand is relevant to Featherstone's argument about the importance of body in consumer culture. In this poem, the speaker senses that her own belly is her privateopponent and the ideal belly is the passion for life. Metaphorical and hyperbolical expressions are utilized to highlight the contrastsandwiched between an ideal belly and the actualsituation of the speaker's belly.

The description on the positive image of women's belly that seems to be limited to its child bearing function raises a further question. Is child bearing is the only function of the belly that is worth noticing? Also, many of the metaphors use objects commonly used in domestic activities, as in cooking. It is interesting to investigate if limiting woman experience to child bearing and domestic activities also contributes to women's insecurity about their body image.

References

American Society for Aesthetic Plastic Surgery. (2013). *2012 Plastic Surgery Statistics Reports*. Retrieved on 10 November 2015 from http://www.plasticsurgery.org/Documents/news-resources/statistics/2012-Plastic-Surgery-Statistics/full-plastic-surgery-statistics-report.pdf

Caputi, Janes and Nance, Susan. (1992). *One Size Does Not Fit All: Being Beautiful, Thin and Female in America.* In Nachbar, Jack and Lause, Kevin (Eds.). (1992). Popular Culture: an introductory text. Bowling Green: Bowling Green State University Popular Press.

Featherstone, M., Hepworth, M., and Turner, B. S. (1991). *The Body: Social Process and Cultural Theory.* London: Sage Publications Ltd.

Hart, Maria. (2015). *See How Much the "perfect" Female Body Has Changed in 100 Years* (It's crazy!). Retrieved 9 October 2015 from www.greatist.com.

McManus, T. (2012). *About Marge*. Retrieved April 4, 2014 from http://margepiercy.com/portfolio-items/about-marge/

PoemHunter.com. (2004). Classic Poetry Series: Marge Piercy poems. Retrieved April 4, 2014 from http://www.poemhunter.com/i/ebooks/pdf/marge_piercy_2004_9.pdf

Ruthven, K. K. (1984). *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press.

Sarkar, Sumita. (March, 2014). Media and Women Image: A Feminist Discourse. *Journal on Media and Communication Studies.* Vol 6 (3) pp. 48 – 58.

Sepúlveda, Ana R. and Calado, María. (2012). Westernization: The Role of Mass Media on Body Image andEating Disorders, Relevant topics in Eating Disorders, Prof. Ignacio Jáuregui Lobera (Ed.), ISBN: 978-953-51-0001-0, InTech, Available from: http://www.intechopen.com/books/relevant-topics-in-eatingdisorders/westernization-the-role-of-mass-media-on-body-image-and-eating-disorders

Siswanti, Aris. (December, 2014). Body in consumer culture: an analysis on Korean pop (K-pop) songs. In Santi Erliana and M. Zaini Miftah. *The Multifaceted Dimensions of English Linguistics, Literature and Education.* Paper presented at The 2nd ELITE International Conference, Palangka Raya Indonesia (pp. 317-326). Palangka Raya: English Edu. Program, State Islamic College of Palangka Raya.

THE EFFECTIVENESS OF GIST (GENERATING INTERACTIONS BETWEEN SCHEMATA AND TEXT) AND KWL (KNOW, WANT, AND LEARNED) STRATEGIES TO IMPROVE READING ACHIEVEMENT OF MALE AND FEMALE STUDENTS

(AN EXPERIMENTAL RESEARCH OF THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL 2 DEMAK IN THE ACADEMIC YEAR OF 2014/2015)

Atiya Mahmud Hana

A Graduate Student of State University of Semarang

atiyamahmud@yahoo.co.id

Abstract

This study is an experimental research with a factorial design which aimed to find out (1) the effectiveness of GIST strategy to improve reading strategy of male students (2) the effectiveness of GIST strategy to improve reading achievement of female students (3) the effectiveness of KWL strategy to improve reading achievemnt of male students (4) the effectiveness of KWL strategy to improve reading achievement of female students (5) the significant difference between the use of GIST and KWL strategies to improve reading achievement of male and female students (6) the significant difference between male and female students taught by using GIST and KWL strategies to improve reading achievement (7) the interaction among GIST, and KWL strategies, reading achievement, and gender.

The samples of the study were the eleventh grade students of Senior High School 2 Demak in the academic year of 2014/2015. There were two classes, the first and the second experimental groups. GIST strategy was used in the first experimental group, and KWL strategy was used in the second experimental group. To answer research questions number one up to four, T-Test was used. While two-ways ANOVA with F-test at the 5% (0.05) level of significance was used to answer the fifth up to seventh questions.
The result of this study showed that (1) GIST strategy is effective to improve reading achievement of male students (2) GIST strategy is effective to improve reading achievemnt of female students (3) KWL strategy is effective to improve reading achievement of male students (4) KWL strategy is effective to improve reading achievement of female students (5) there is no significant difference between the use of GIST and KWL strategies to improve reading achievement of male and female students (6) there is no significant difference between male and female students in reading achievement taught by using GIST and KWL strategies (7) there is no interaction among GIST, and KWL strategies, reading achievement, and gender.

Keywords: GIST, KWL, reading achievement, male and female students

Background of the Study

As stated by Celce-Murcia (2001: 189), there are at least six goals that should be considered in planning any extended English for Academic Purposes (EAP) reading curriculum. The first is conducting needs analyses to interpret institutional goals and expectations for learning. The second is planning (or fine-tune) reading curricula in relation to specific goals, topics, texts, and tasks. Then, the next step is selecting appropriate text materials and supporting resources. The fourth is diversifying students' reading experiences. The fifth is working with texts by means of a pre-, during-, and postreading framework. The last is recognizing complex nature of reading through meaningful instruction.

Six goals written above must be considered with different kinds of reading. Harmer (2007: 99) states that there are two kinds of reading. Those are extensive and intensive reading. Extensive reading refers to reading which students do not often (but not exclusively) away from the classroom or we call it as reading for pleasure or joyful reading. They may read novels, newspaper, maganizes, web pages, or any other reference materials. While intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays, and a wide range of other text genres.

In this study, the reseacher focuses on one of the genres that is analytical exposition. This text type is chosen because it is one of the materials stated in the syllabus of the second semester in the eleventh grade. Analytical exposition is a text that has a purpose to persuade the reader or listener that something is the case (Gerot, 1994: 197). It has three parts. The first is *thesis* consisting of two parts: (1) position, introduces topic and indicates writer's position; (2) preview, outlines the main arguments to be presented (preview). The second is *argument* consisting of two parts: (1) point, restates main argument outlined in preview; (2) elaboration, develops and supports each point or argument. The last part is *reiteration*, restates writer's position.

In analytical exposition texts, there are some significant lexicogrammatical features used. For examples, it focuses on generic human and non-human participants. It uses simple present

 ISBN 978-602-73769-1-5

tense. Relational processes, internal conjuction to stage argument, reasoning through causal conjuction or nominalisation, are used in this texts. They might be different from other text types.

In teaching genres, English teachers at senior high school should encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction (Harmer, 2007: 101). Students can find out many things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. To give that chance, English teachers should create innovative teaching strategies to encourage students to like reading classes.

In this study, the reseacher finds out the effectiveness of GIST (Generating Interactions between Schemata and Text) and KWL (Know, Want, and Learned) strategies to improve reading achievement of male and female students. GIST is a teaching strategy used to teach expository and narrative texts. It provides students with a way to summarize information by discarding unimportant information and focusing on the key words or ideas of the passage. In addition, it helps students grab a better overall understanding of the material they just read.

While KWL strategy was firstly developed by Dona Ogle in 1986, and is used to guide students through text. This strategy has some benefits. First, it encourages students to read actively though the learning events individually or in a group. Second, it improves students' motivation to read since it elicits students' background knowledge of the topic of the text, sets a purpose for reading, allows students to assess their comprehension of the text, helps the students to monitor their comprehension, and provides an opportunity for students to expand ideas beyond the text. Third, it makes the students active and motivated learners, for it allows them to obtain extended reading materials and continue to read more written materials.

Considering the benefits of using GIST and KWL strategies mentioned above, the reseacher wants to find out the effectiveness of both stategies to improve reading achievement of male and female students. The result of this study may help English teachers use innovative

 ISBN 978-602-73769-1-5

strategies in teaching reading classes especially in teaching genres. Reading classes are hoped to be more interesting so that students can be motivated in joining and getting involved in learning process.

Statements of the Problem

The reseacher formulates the statements of the problem as follows:

1. How effective is GIST strategy to improve reading achievement of male students?
2. How effective is GIST strategy to improve reading achievement of female students?
3. How effective is KWL strategy to improve reading achievement of male students?
4. How effective is KWL strategy to improve reading achievement of female students?
5. How significant is the difference between the use of GIST and KWL strategies to improve reading achievement of male and female students.
6. How significant is the difference between male and female students in reading achievement taught by using GIST and KWL strategies.
7. How is the interaction among GIST, KWL, reading achievement, and gender?

Objectives of the Study

The reseacher formulates the objectives of the study as follows:

1. To measure the effectiveness of GIST strategy to improve reading achievement of male students.
2. To measure the effectiveness of GIST strategy to improve reading achievement of female students.
3. To measure the effectiveness of KWL strategy to improve reading achievement of male students.
4. To measure the effectiveness of KWL strategy to improve reading achievement of female students.
5. To measure the significant difference between the use of GIST and KWL strategies to improve reading achievement of male and female students.
6. To measure the significant difference between male and female students in reading achievement taught by using GIST and KWL strategies.
7. To measure the interaction among GIST, KWL, reading achievement, and gender.

ISBN 978-602-73769-1-5

Review of Related Literature

GIST Strategy

GIST stands for Generating Interactions between Schemata and Text. It is a reading comprehension strategy that is used to teach both expository and narrative texts (Richardson, 2000). This strategy is used both during reading and after reading. Students create summaries that are around 20 words or less for increasingly large amount of texts. They are forced to discard unimportant information so that they may focus on what is significant for them to understand and remember.

According to Richardson (2000), GIST strategy has some benefits. First, it helps students grasp a better overall understanding of the material they just read. Second, it provides students with a way to summarize information by discarding unimportant information and focusing on the key words or main ideas of the passage. Third, it effectively improves students' reading comprehension.

The procedures of using GIST strategy can be seen as follows:

1. Select a short passage. It can be expository or narrative text.
2. Have students read the paragraph and have them individually around 20 words summary in their own words.
3. Once students are finishing up, have them generate a class summary on the board in 20-ish words. Their individual summaries will aid them in this process.
4. Reveal the next paragraph of the text and have students generate a summary of 20 words that encompasses the first two paragraph.
5. Continue the previous step paragraph by paragraph until students have produced a GIST statement (20-word summary) for entire reading.

Teaching procedures above give students opportunities to delete trivial information, select main ideas, and generalize in their own words. GIST is useful for them to have better understanding of a text. In addition, it is an apropriate strategy to teach expository texts because it helps students grap a better overall understanding of the passages they just read.

 ISBN 978-602-73769-1-5

KWL Strategy

KWL strategy was firstly developed by Dona Ogle in 1986. It is used to guide students through text (Conner, 2006: 1 and Ruddel, 2005: 242). It encourages students to develop effective reading skills, there are various teaching and learning strategies that can be used by the teachers in classroom. It is one of teaching and learning strategies used mainly for information text (Ogle, 1986). It helps readers elicit prior knowledge of the topic of the text; set a purpose for reading; monitor their comprehension; asses their comprehension of the text; and expand ideas beyond the text.

Ogle (1986) developed the strategy for helping students to access important background information before reading nonfiction. The KWL strategy (accessing what I know, determining what I want to find out, recalling what did I learned) combines several elements of approaches. The first two steps of KWL, students and the teacher engage in oral discussion. They reflect on their knowledge about a topic, brainstorm a group list of ideas about the topic, and identify categories of information. Next the teacher helps highlight gaps and inconsistencies in students' knowledge and students create individual lists of things that they want to learn about the topic or questions that they want to answer about the topic. In the last step of the strategy, students read new materials and share what they have learned.

According to Ogle (1986) in Riswanto (2014), there are some steps that should be considered in using KWL strategy:

1. Choose a text (narrative or expository texts).
2. Create a KWL chart. The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information.

   Topic : _____

K (What I **know**)	W (What I **want** to know)	L (What I **learned**)
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

ISBN 978-602-73769-1-5

3. Ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these associations in the *K* column of their charts. This is done until students run out of ideas. Engage students in a discussion about what they wrote in the *K* column.
4. Ask students what they want to learn about the topic. The teacher and students record these questions in the *W* column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the *W* column.
5. Have students read the text and fill out the *L* column of their charts. Students should look for the answers to the questions in their *W* column while they are reading. Students can fill out their *L* columns either during or after reading.
6. Discuss the information that students recorded in the *L* column.
7. Encourage students to research any questions in the *W* column that were not answered by the text.

Steps mentioned above reflect one of reading comprehension skill that is previewing. The aim of previewing is to find out what people are going to be reading before they actually read (Mikulecky, 2004; 17). They preview to get an idea of what they will find in the text. Then their brains can begin making connections, and their comprehension will be faster and better.

Research Methodology

Research Design

The reseacher uses factorial design since there are two independent variables in this study. According to Gay (2011: 272), factorial design refers to a design that has more than one variable (or grouping variable), also known as a factor. The reseacher uses 2 x 2 (two by two) factorial design that has two factors, and each factor has two levels.

Sample

Purposive sampling is used in this study. It means somebody chooses the sample based on his or her perspective. An English teacher at Senior High School 2 Demak chooses two classes that are nearly homogeneous in their achievement. They are XI IPA 4 and XI IPA 5. XI IPA 4 is chosen as the first experimental group and XI IPA 5 as the second experimental group. The

 ISBN 978-602-73769-1-5

first experimental group is taught by using GIST strategy, while the second experimnetal group is taught by using KWL strategy.

Research Instruments

Two kinds of instruments are used in this study for collecting the data. The main instrument is test, and the supporting instrument is observation. Tryout, pre test, and post test were given to the first and the second experimental groups.

Conclusion

The first conclusion is GIST strategy is effective to improve reading achievement of male students. The mean score for male students who learned analytical exposition text by using GIST in pre test was 59.64 and the mean score in post test was 70.35. T count shows 4.707, and df shows 13. It means that $t_{0.05;13} = 1.771$. Since t count = 4.707 > $t_{0.05;13} = 1.771$, so the first null hypothesis of this study was rejected. That means there is significant difference in reading achievement of male students in pre and post tests.

The second conclusion is GIST strategy is effective to improve reading achievement of female students. The mean score for female students who learned analytical exposition text by using GIST in pre test was 62.91 and the mean score in post test was 74.58. T count shows 7.000, and df shows 23. It means that $t_{0.05;23} = 1.714$. Since t count = 7.000 > $t_{0.05;23} = 1.714$, so the second null hypothesis of this study was rejected. That means there is significant difference in reading achievement of female students in pre and post tests.

The third conclusion is KWL strategy is effective to improve reading achievement of male students. The mean score for male students who learned analytical exposition text by using KWL in pre test was 55.41 and the mean score in post test was 70.00. T count shows 5.239, and df shows 11. It means that $t_{0.05;11} = 1.796$. Since t count = 5.239 > $t_{0.05;11} = 1.796$, so the third null hypothesis of this study was rejected. That means there is significant difference in reading achievement of male students in pre and post tests.

The fourth conclusion is KWL strategy is effective to improve reading achievement of female students. The mean score for female students who learned analytical exposition text by using

 ISBN 978-602-73769-1-5

KWL in pre test was 54.58 and the mean score in post test was 70.20. T count shows 7.713, and df shows 23. It means that $t_{0.05;23} = 1.714$. Since $t = 7.713 > t_{0.05;23} = 1.714$, so the fourth hypothesis of this study was rejected. That means there is significant difference in reading achievement of female students in pre and post test.

The fifth conclusion is there is no significant difference between the use of GIST and KWL strategies to improve reading achievement. From the data shows that Sig of teaching startegies is 0.240 and $\alpha = 0.05$, so $\alpha <$ Sig. It can be concluded that teaching strategies did not influence students' achievement, so the fifth null hypothesis of this study was accepted.

The sixth conclusion is there is no significant difference of gender in using GIST and KWL to improve reading achievement. Based on the table 4.31, Sig of gender is 0.271 and $\alpha = 0.05$, so $\alpha <$ Sig. It means that gender did not influence students' reading achievement, so the sixth null hypothesis of this study was accepted.

The seventh conclusion is there is no interaction among GIST, KWL, reading achievement, and gender, so the seventh null hypothesis of this study was accepted. Based on table 4.29, Sig of Strategies * Model is 0.318 and and $\alpha = 0.05$, so $\alpha <$ Sig. It means that there is no interaction among GIST, KWL, reading achievement, and gender.

References

Alshatti, S., et al. (2012). *Teaching and Learning Family and Consumer Sciences through K-W-L Charts.* Family and Consumer Sciences Education, 30(2), Fall/Winter 2012.

Best, J. W. (1981). *Research in Education*. New York: Prentice-Hall, Inc.

Brown, J. D. (1980). *Principles in Language Learning and Teaching*. New Jersey: Prentice Hall.

Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Addison Wesley Longman, Inc.

Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language (3rd edition)*. Boston: Thomson Learning, Inc.

Cohen, L., and L. Manion. (1989). *Education Research*. New York: Routledge.

Emaliana, I. (2011). *K-W-L-M: A Teaching Technique that Develops Active Reading for Non-English Department Students.* Presented at INASYSCON Brawijaya University.

Emaliana, I. (2013). *Comparison of the Learning Effectiveness on the Teaching of Reading Comprehension*. Language in India Journal Vol. 13:9 September 2013.

Finochiaro, M. (1974). *English as a Second Language: from Theory to Practice*. New York: Regents Publishing Company, Inc.

Fengjuan, Z. (2010). *The Integration of the Know-Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors.* Chinese Journal of Applied Linguistics (Bimonthly), Vol. 33 No.4. August 2010.

Gay, L. R, Mills, G. E., and Airasian, P. W. (2011). *Educational Research*. New Jersey: Pearson Education, Inc.

Gerot, L., and Wignell, P. (1994). *Making Sense of Functional Grammar*. New South Wales: Gerd Stabler.

Hadfield, J. (1999). *Presenting New Language*. New York: Oxford University Press.

Hamra, A., and Syatriana, E . (2010). *Developing a Model of Teaching Reading Comprehension for EFL Students.* TEFLIN Journal, Volume 28 21, Number 1, February 2010.

Harmer, J. (2007). *How to Teach English*. Essex: Pearson Education.

Hussein, M. H. (2014). *KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students.* Theory and Practice in Language Studies, Vol. 4, No. 11, pp. 2278-2288, November 2014.

Kumari, V. S. N., and Jinto, M. (2014). *Effectiveness of KWL Metacognitive Strategy on Achievement in Social Science and Metacognitive Ability in Relation to Cognitive Styles*. International Journal of Educational Research and Technology. Volume 5 [1] March 2014: 92-98

Mc. Kay. (2006). *Researching Second Language Classroom*. London: Lawrence Erlabaum Associates Publisher.

Mikulecky, B. S., and Jeffries, L. (2003). *More Reading Power*. New York: Pearson Education.

Nunan, D. (1992). *Research Method in Language Learning*. New York: Cambridge University Press.

Ogle, D. M. (1986). KWL: A teaching model that develops active reading of expository text. *Reading Teacher, 39*, 564-570.

Olsen, R., and S. Kagan. (1992). *About Cooperative Learning. In C. Kessler (ed.), Cooperative Language Learning: A Teacher's Resource Book*. New York: Prentice Hall. 1-30.

Philip, A. (2010). *The Effectiveness of KWL (Know, Want To Learn, Learned) in Teaching of Reading Viewed From Students' English Learning Interest (An Experimental Research in the Ninth Grade Students of SMP Negeri 8 Probolinggo Academic Year 2009-2010)*. Retrieved on January 11, 2011. From http://digilib.uns.ac.id/pengguna.php?mn=showview&id=14621

Richards, J. C., and Rodgers, T. S. (2001). *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Richardson, J., and Morgan, R. (2000). *Reading to Learn in the Content Areas*. Belmont, CA: Wadssworth.

Riswanto, et al. (2014). *The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement*. International Journal of Humanities and Social Science Vol. 4, No. 7(1); May 2014.

Roozkhoon, M., et al. (2013). *Evaluating KWL Charts Strategy in relation to Iranian EFL Learners' Comprehension of Culturally Unfamiliar Texts*. English Linguistics Research Vol. 2, No. 1; 2013.

Ruddell, M. R. (2005). *Teaching Context Reading and Writing.* Hoboken: John Wiley and Sons.

Ryan, R. M. & Deci, E. (2000). *Extrinsic and Intrinsic Motivation: Classic Definition and New Direction.* Contemporary Educational Psychology 25, 54-67.

Vacca, R. T. and Vacca, J. A. (1999). *Content Area Reading Literacy and Learning across the Curriculum*. Hoboken: Addison Wesley Educational Publisher.

Woolley, G. (2010). *A Multiple Strategy Framework Supporting Vocabulary Development for Students with Reading Comprehension Deficits*. Australasian Journal of Special Education, 34, pp 119132 doi:10.1375/ajse.34.2.119

RAISING YOUNG LEARNERS' AWARENESS OF GRAMMAR THROUGH CREATIVE LANGUAGE ACTIVITIES

C. Murni Wahyanti

Abstract

Current developments in foreign language teaching have shown the need to reconsider the role of grammar. It is argued that grammar understanding can promote more precise use of the foreign language. This belief has led to an increased interest in grammar teaching, including grammar teaching for young learners. In teaching English to young learners, activities that can promote grammar awareness are needed. The activities should be presented in context to make sure that the meaning is clear. The activities should also be creatively designed in order to challenge students' motivation and involvement. Grammar activities presented creatively in meaningful contexts are useful for noticing the language patterns.

This paper focuses on the changing status of grammar, the importance of grammar in the young learner classroom, and how to raise grammar awareness through creative language activities. It also reports the result of a small-scale study on implementing grammar-awareness activities for teaching English to Elementary School students.

Introduction

One of the most discussed topics in foreign language teaching is how to teach grammar. The discussion has been whether to teach grammar explicitly through a formal presentation of grammatical rules or implicitly through meaningful language use. The way to teach grammar is influenced by the status of grammar in foreign language pedagogy. This status has been a controversial issue since the emergence of second language acquisition research. Although it is commonly accepted that learning a foreign language demands mastery of its grammar, there is no agreement as to how this goal is to be achieved. Some studies have shown the need for grammar teaching in the foreign language classroom. However, it has also been acknowledged that exposure to the target language cannot guarantee high levels of grammatical competence. Consequently, form-focused instruction has been widely accepted and grammar teaching should become an important part of foreign language classrooms. In teaching English to young learners, grammar is supposed to be taught in a kind of nature ways that students will not be aware that they are learning grammar. The main focus is on building

 ISBN 978-602-73769-1-5

up the grammatical awareness rather than on grammatical knowledge. In this awareness raising stage, teachers should provide optimal condition for the young learners to discover the sentence patterns. This can be done by providing creative language activities.

Roles of Grammar

Most practitioners in the field of foreign language teaching agree that it is important to teach grammar. Some types of focus on grammatical forms were necessary if learners were to develop high levels of accuracy in the target language (Nassaji and Fotos, 2011:14). Grammar understanding enables learners to communicate accurately and meaningfully. But what is grammar? According to Cameron (2001:96) 'Grammar is something much more than the lists of labels and rules found in grammar books, and that grammar is closely tied into meaning and use of language, and is inter-connected with vocabulary'.

There are some roles of grammar that underlie the importance of grammar in foreign language education as described by Savage et al. (2010: 2-4). First, grammar is an enabling skill. Grammar is regarded as a necessary skill that enables competence to develop in the areas of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted. Second, grammar can support self-sufficiency. Grammar instruction assists English learners in becoming aware of sentence patterns and in continuing to notice it when these patterns are applied in other sentences or texts. Once learners have internalized the structure through repeated exposure, they can use this knowledge to monitor their own language use. The ability to self-correct leads to self-sufficiency. Regardless of their proficiency level, almost all students can benefit from learning English grammar. Third, grammar can motivate learners. Many foreign language learners believe that knowledge of grammar is essential for acquiring a new language. This description shows that grammar has a significant role in foreign language learning. It is a means for improving mastery of the foreign language. Without some knowledge of grammar, learners cannot communicate effectively and efficiently.

The Changing Status of Grammar

Grammar was originally the focus of foreign language teaching. Traditional methods considered grammar as a necessary part of classroom language learning. Mastery of grammar

 ISBN 978-602-73769-1-5

rules or items and practice through controlled activities such as memorization of dialogs and drills were typical classroom practices. It was said that language learning involved learning about the language rather than learning the language. In early 1980s, there was an increased demand of foreign language learning, especially in Europe. At the same time, children were increasingly able to learn foreign languages in school. This increased demand put pressure on educators to change their methods of language teaching. It was argued that mastering grammatical forms did not make learners able to use the target language for communicating with others (Richards and Rodgers: 2001: 65). The communicative approach was then introduced by linguists who were dissatisfied with the traditional method of foreign language learning such as grammar-translation and audio-lingual methods.

The communicative language teaching is characterized by general features or principles of language teaching rather than by a clearly defined set of classroom practices. These features include among others: an emphasis on learning to communicate in the target language; the use of group work or pair work; fluency and acceptable language is an important goal; and, the target linguistic system will be learned best through struggling to communicate. With the rise of communicative teaching approaches, the teaching of grammar was considered to have a limited role. Only certain students would benefit from grammar instruction. It was claimed that teaching grammar had little impact on learners' grammatical development and did not lead to the development of communicative competence (Krashen and Terrell, 1983: 57).

Recent research in second language acquisition (SLA), however, has led to a reconsideration of the importance of grammar. Many researchers now believe that grammar teaching should not be ignored in second language classrooms. Language teaching professionals have also become increasingly aware that grammar instruction plays an important role in language teaching and learning. There are a number of reasons for considering again the role of grammar. First, the view that language can be learned without some degree of consciousness has been found to be theoretically problematic (Smith, 1993). In addition, there is empirical evidence that teaching approaches that focus primarily on meaning with no focus on grammar are inadequate. This exclusively meaning-focused method does not lead to accuracy in language use (Swain, 1985). In particular, research has shown that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context

 ISBN 978-602-73769-1-5

(Nassaji and Fotos, 2011: 10). However, there are still many questions about how to teach grammar effectively.

The Importance of Grammar for Young Learners

It is often argued that there is no need to include grammar in a young learner classroom since grammar learning is considered too difficult or not relevant to young learners. Cameron (2001:96) however, thinks that grammar does indeed have a place in children's foreign language learning since it is intimately related to meaning and use of the language and closely associated with vocabulary. Skillful grammar teaching is useful. Furthermore, she mentions that when introducing grammar to young learners, several things should be noted. First, grammar is necessary to express precise meanings in discourse. Second, grammar ties closely into vocabulary in learning and using the foreign language. Third, grammar learning can evolve from the learning of chunks of language. Fourth, talking about something meaningful with the child can be a useful way to introduce new grammar, and fifth, grammar can be taught without technical labels (e.g. adverb of place). Thus, equipping young learners with some grammar knowledge is necessary since it can help them become fluent in the target language.

Grammar in Young Learner Classrooms

Grammar teaching requires skilled planning of tasks and lessons. Learners need to be helped to notice the grammatical patterns of the foreign language before they can use the patterns. In language classrooms, learners are surrounded by language from different sources, such as from the materials as well as from the teacher. This language or knowledge refers to input. Teachers need to help learners make the most of this input, so that it helps their learning process. Input which become part of a learning process is known as intake. The intake of grammar which is the result of learners paying conscious attention to the input is known as noticing (Schmidt, 1990). Classroom activities should be designed systematically and creatively so that they can facilitate the noticing of language.

Noticing is an active process in which learners become aware of the structure and notice connections between form and meaning. Successful noticing activities have some features in common. Cameron (2001:109) emphasizes that these kinds of noticing activities will usually

 ISBN 978-602-73769-1-5

support meaning as well as form; contrast the form with other, already known forms, and require active participation by the learner. Awareness at the level of noticing is necessary. The main focus in teaching grammar to young learners is on building up the grammatical awareness rather than on mastering cognitive grammatical knowledge.

As known, the beginning stages of language learning should be mostly focused on acquiring vocabulary, using or memorizing chunks of language and collocations, and leaving grammar for a while. Once students have accumulated some chunks and basic vocabulary, it is time to introduce some grammar. The learning of chunks of language combines vocabulary and grammar in a holistic way. The grammatical patterns is learned implicitly, based on formulaic sequences and chunks of language which are embedded in the context of language activities, such as songs, rhymes, stories and games. As children progress, they begin to transfer chunks to new contexts and to use them creatively. All this happens naturally, without any explicit reference to grammar or language analysis. This holistic learning of language chunks provides young children with a potentially rich, resource of language patterns (Carolread, 2010). It lays the foundations for developing a strong, intuitive feel for what is or is not correct. It also helps children later on when they have to pay attention to specific grammatical features and apply more explicit analytical skills to the way they learn.

Raising Grammar Awareness

It has been discussed that young learners can understand grammar but they are not ready yet to learn grammar rules. In addition, teachers need to take account of the time gap between understanding grammatical patterns and being able to produce them. Understanding is a necessary precondition for production, and it often precedes production for a considerable amount of time. This initial stage of grammar learning is known as awareness raising. It is 'what happens when the current stage of the learner' s grammar knowledge reorganizes itself in response to new discoveries' (Gerngross et al., 2006:6). Awarenes raising is learner-led. Teachers provide optimal conditions for awareness raising, but only the learners can discover the grammar. This awareness raising stage was introduced by Schmidt (1990). He proposed a theory which was called the 'Noticing and Consciousness-Raising' theory. According to this theory, learners are persuaded to become aware of specific grammar features of the language, in order to be able to draw conclusions from what they see. Later on, they are led by the

teacher to systematize their understanding of the language, according to the conclusions they have drawn. Hinkel and Fotos (2001: 29) added that the focus of grammar teaching should be on awareness rather than on performance. Learners can be made aware of the grammatical items or can be made consciously notice them. Learners can also be made aware of the explicit representation of a target form. Awareness-raising activities should be designed creatively. It requires language teachers to develop and implement fun activities that can challenge students' enthusiasm and interest.

Why is creativity important in language classrooms?

Creativity is becoming more important today. It is considered as a crucial factor for future success. Learners' creativity should be developed in order to prepare them for life beyond the classroom. In language lessons, activities should be directed to foster learners' creativity for some reasons.

First, language is creative by its nature, and language use is a creative act (Feher: www.teachingenglish.org.uk/article/creativity-language-classroom). Learners can express or communicate one idea in many different ways. They transform thoughts into their speech or writing and they are capable of producing new sentences. By giving learners creative exercises, teachers make them practise thinking creatively.

Creative tasks enrich the learning process. Learners use the language to do the creative tasks. These tasks can lead to communication and cooperation. Learners usually enjoy such kind of tasks since these can challenge their ideas.

Second, learners will be more motivated and challenged if they can create something valuable. They will feel that in some ways what they do and how they do it reflect who they are. When they look at their own products and see what they are able to achieve, their self-esteem increases (Fisher and Williams, 2004:1). Their ability to solve problems and capacity to be innovative also develops. These conditions are essentials for success in learning and success in life.

 ISBN 978-602-73769-1-5

Implementing Grammar-Awareness Activities

In teaching grammar to young learners, it is recommended that teachers use a variety of activities that can stimulate learners' imagination and creativity. The purpose is to motivate the students and to make them aware of the language patterns. The language teachers must help the students use the target language for doing things that interest them. In this way, the students experience using English and this helps to make the language meaningful and memorable. With this aim, the language teachers must first of all be creative. They must be able to create different activities which can make the students participate actively. To make the students participate actively, the teacher must give an example of how to do a task. In addition, she must allow learners to work individually, in pairs or in small groups before asking them to do the task in front of the class. There are some activities which can raise grammar awareness. The following two activities are the examples.

Simple surveys

Learners are taught about a certain topic, for example fruits. Then they are asked to interview their friends to find out their favorite fruits. The teacher has to teach the vocabulary and expressions that the learners will be encouraged to use. Practice asking and answering questions before doing the survey is necessary to make the learners have confidence in using the language and to ensure accuracy. The question such as *Do you like …… ?* can be introduced as a chunk. Once the information from several learners has been collected, the learner can put the result in a graph that shows the favorite fruits. Then he prepares a spoken report, and practices reporting the finding using the graph to the rest of the class. There should be examples from the teacher of how to do the activity.

Songs and Rhymes

Songs and rhymes are used to make learners sing or talk and at the same time learn grammar, vocabulary and pronunciation. The songs and rhymes chosen are those which require body movements or physical responses. When the learners have mastered the original one, the lyrics or some words of the song are changed to make things a bit different. This activity is meant to challenge learners' creativity, and to build their confidence and motivation. For example, the song 'Row, row, row your boat, gently down the stream.' can be changed into '

 ISBN 978-602-73769-1-5

Ride, ride, ride your bike, quickly down the street.' The movements change accordingly and so does the rest of the lyrics. Young learners generally enjoy this kind of activity.

Result of implementing grammar-awareness activities

To find out whether grammar-awareness activities were effective for improving learners' English mastery, a pre-experimental study was carried out in SDN Jomblang 01 Semarang. The subjects of the study were thirty-five fifth graders, and the length of the study was five months. The students were taught using different kinds of activities such as action songs, simple problem solving activities, role playing etc, without explicit explanation of grammar. At the end of every teaching unit, students were asked to do exercises which contained the grammatical items or chunks of the language taught. A pre and post-test were also carried out to find out if the treatment was effective. The result of the t-test showed that the difference between the pre and post test scores was significant. The t-value was higher than the t-table (7.074 > 1.983). Learners showed an initial awareness about grammar rules, and developed their knowledge about patterns and features in the language. It proved that grammar awareness activities was effective for teaching English to young learners.

Conclusion

Grammar is an inseparable part of foreign language learning. The teaching of grammar has gained a new insight, not only the teaching of grammar to adults, but also to young learners. It is agreed that grammar has a place in young learner classrooms. Teachers of young learners can help developing learners' understanding of grammar through grammar-awareness activities. They make the children notice the language patterns that occur in tasks, songs, rhymes and problem solving activities through creative and interesting techniques. These creative grammar-awareness activities are student-centered and they are effective for improving young learner' mastery of English.

References

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Carolread. 2010. https://carolread.wordpress.com/2010/03/12/g-is-for-grammar. Downloaded October 16, 2015.

Eli, Hinkel and Sandra Fotos. (2002). New *Perspectives on Grammar Teaching in Second Language Classrooms*. Routledge.

Fehér, Judit. http://www.teachingenglish.org.uk/article/creativity-language classroom. Downloaded Agust 27, 2015.

Fisher R. & Williams M. (eds). 2004. *Unlocking Creativity*, London: David Fulton

Gerngross, Gunter., Herbert Pucta, and Scoot Thornbury. 2006. *Teaching GrammarCreatively*. Athesia : Helbling Languages.

Krashen, S., and Terrel, T. 1983. *The Natural Approach: Language Acquisition in the Classroom*. New York: Pergamon

Nassaji,Hossein and Sandra Fotos. (2011). *Teaching Grammar in Second Language Classrooms. Integrating Form-Focused Instruction in Communicative Context*. New York: Routledge.

Richards, J.C and T.S. Rodgers 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Savage Lynn K. Gretchen B., Donna P. 2010. *Grammar Matters*. Cambridge. Cambridge University Press.

Schmidt, Richard W. The role of consciousness in second language learning. *Applied Linguistics* (1990) 11 (2): 129-158.

Smith, Sharwood M. 1993. Input enhancement in instructed SLA: Theoretical bases. *Studies in Second Language Acquisition*, 15, 165–79.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235-256). New York: Newbury House.

 ISBN 978-602-73769-1-5

VOCATIONAL HIGH SCHOOL STUDENTS' PERCEPTION TOWARDS ENJOYABLE ENGLISH CLASS TEACHING AND LEARNING PROCESS

Cinthia Reswari

Student of English Education Post Graduate Program of UNNES

c_in_res@hotmail.com

Abstract

An enjoyable English language class is one of the most important things to make the English language teaching and learning process successful. By being able to enjoy the learning process, students will learn English better. However, many teachers have difficulties in making an enjoyable atmosphere in their language class because they do not know what the students expect in their class. Therefore, it is essential to find out the students' expectation of an enjoyable English class. The purpose of this paper is to expose vocational students' perception towards enjoyable teaching and learning process in the English class. Theories of enjoyable English language teaching and learning will be discussed. Then, the findings on students' perception towards enjoyable English class will be presented. Hopefully, this paper can provide information to English teachers about what an enjoyable English class should be like.

Keywords: vocational high school students, perception, enjoyable English class

Introduction

An enjoyable English class is one of the most important aspects to make the English teaching and learning successful. Many teachers, especially those teaching teenagers or adolescents, still find difficulties to make their class enjoyable because they do not really know and understand their students' expectation and perception towards an enjoyable English class. Teenagers or adolescents have many special characteristics which result as a challenging job for teachers. Teenage students may be disruptive in class. In addition, they have the need for self esteem and peer approval (Harmer, 2001:39). This is why teachers feel much challenged in carrying out enjoyable English classes. They have many difficulties in doing that.

Based on the problem mentioned above, the researcher conducted a study to help to solve it. This study aims to find the answer to the question: what are the students' perceptions towards enjoyable English class?

Literature Review

According to Cambridge Advanced Learner's Dictionary, the word 'enjoyable' means an event or experience which gives pleasure. This implies that an enjoyable English class is a class that gives a pleasurable event or experience to the students. Ewell (1997: 10) states that "an enjoyable learning setting is a cultural and interpersonal context that provides interactions, considerable levels of individual personal support, and creates learning opportunities".

To be able to conduct enjoyable English classes, teachers must make their teenage students engaged with the class activities. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things that interest them (Harmer, 2001:39). Teachers can provide relevant materials as well as activities that can bolster students' self-esteem.

Teachers can do needs analysis or needs assessment to their students on their perceptions or expectations about enjoyable English classes. According to Graves (2000:101), the basic purpose of needs assessment is to gather information about the learners' abilities, attitude, preference, desired abilities, and outcome. By knowing those aspects, the teacher will be able to make the right decisions about what will be taught, how it will be taught, and how it will be evaluated. The diagram of this explanation is presented in Figure 1.

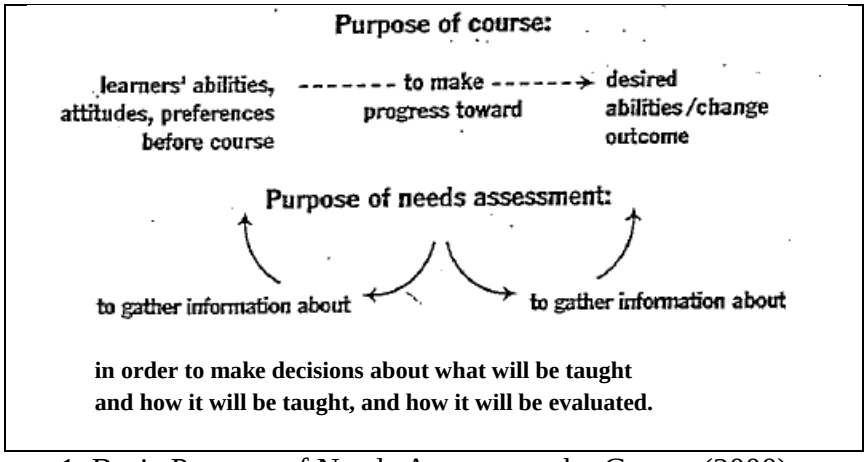


Figure 1. Basic Purpose of Needs Assessment by Graves (2000)

 ISBN 978-602-73769-1-5

Research Method

1. Research Design

   In line with the objective of this research, this study is categorized as a descriptive qualitative research.

2. Research Subject and Setting

   The subjects of this research were vocational high school students in one of the vocational high schools in Semarang. There were 28 students taken as the sample. They were from grade X and XI. This research was conducted in September 2015.

3. Technique of Collecting the Data

   The data were collected by an open-ended questionnaire. It consists of a question about students' perceptions or expectations about enjoyable English class.

4. Technique of Data Analysis

   The data were analyzed by the procedure of data analysis by Miles and Huberman (1994). The procedure of data analysis was as follows 1) data reduction, 2) data display, and 3) conclusion drawing and verification. The process can be seen in Figure 2.

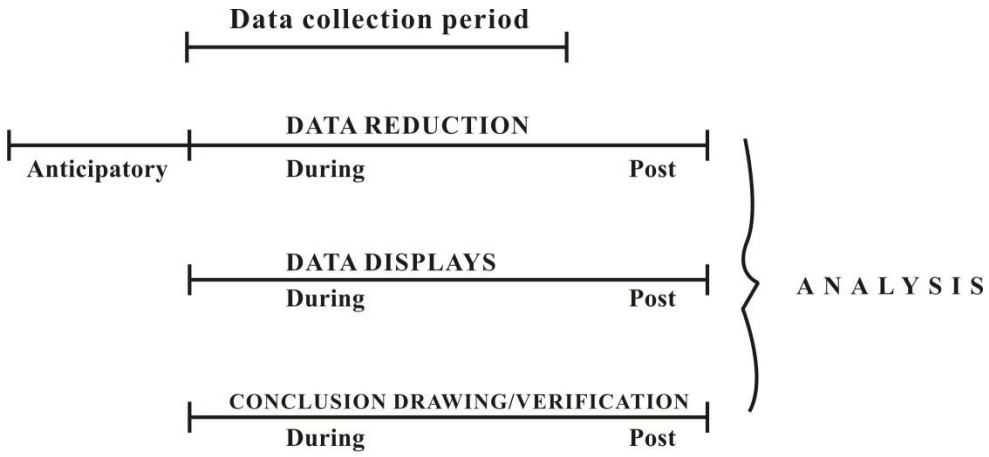


Figure 2. The Components of Data Analysis: Flow Model

Findings

The findings of this research are the students' perceptions towards enjoyable English class. The result of the open-ended questionnaire is presented in Table 1.

 ISBN 978-602-73769-1-5

Table 1. Students' Perception of an Enjoyable English Class

No.	Aspect	Total	Percentage (%)
1	Outdoor class	9	32.1428571
2	Story telling	4	14.2857143
3	Relaxed but serious	15	53.5714286
4	Game	8	28.5714286
5	Jokes	5	17.8571429
6	Entertainment (music, video)	6	21.4285714
7	Good communication between S&T	2	7.14285714
8	Discussion	12	42.8571429
9	Active	4	14.2857143
10	Presentation	1	3.57142857
11	Vocabulary	10	35.7142857
12	Interview	1	3.57142857
13	Use English	1	3.57142857
14	Grammar	3	10.7142857
15	Speech	3	10.7142857
16	Not monotonous	1	3.57142857
17	Dialog	1	3.57142857

Based on Table 1, it can be clearly noticed that the most expected things in an enjoyable English class are 1) relaxed but serious class with 53.58% of students choosing it, 2) a class with discussion activities with 42.86% of students choosing it, 3) a class with vocabulary activities with 35.71% of students choosing it, 4) outdoor class with 32.14% of students choosing it, and 5) a class with games with 28.58% of students choosing it.

Conclusion

Based on the findings of this research, it can be concluded that there are five (5) favorable expectation aspects of enjoyable English classesbased on the students' perception. They are 1) relaxed but serious class, 2) a class with discussion activities, 3) a class with vocabulary activities, 4) outdoor class, and 5) a class with games.

ISBN 978-602-73769-1-5

References

Ewell, P. T. (1997). *Organizing for learning: A point of entry*. Retreived fromhttp://www.intime.uni.edu/model/learning/learn_summary.html on the 10th of September 2015.

Graves, K. 2000. *Designing Language Courses: A Guide for Teachers*. Ontario: Heinle & Heinle Publishers.

Harmer, J. 2001. *The Practice of English Language Teaching Third Edition*. Essex : Longman.

Miles, M.B, and Huberman, A.M. 1994. *Qualitative Data Analysis*.California: Sage Publications Inc.

CALL AND COOPERATIVE LEARNING: A SOLUTION TO DEVELOP STUDENTS' LISTENING ABILITY

Delsa Miranty

Sultan Ageng Tirtayasa University

delsa12@yahoo.co.id

Abstract

This paper aims to provide some ideas both for English teachers and target learners about how to apply CALL and Cooperative Learning as the solution to develop students' listening activities in the classroom. Since teachers need to understand about students' needs, background, age and expectations when they learn English as the foreign language in the classroom. Therefore, the English teacher should provide environment which facilitates the children to have fun di the teaching learning process, nice atmosphere, comfort and enjoyable to learn English and practice it both in the classroom and in the laboratory. Furthermore, this paper will provide what the teachers should do related activities such as: listening to the songs, movies, cartoon by applying STAD (Students Teams – Achievement Divisions) in the classroom in order to develop students' listening ability both in the classroom and laboratory.

Keywords: CALL, Cooperative Learning, STAD,teaching, learning, classroom, laboratory.

Introduction

CALL, basically, it means using computers to support language teaching and learning ion some way. This definition applies to all languages, skill areas, and contents. Very specifically, CALL is software tools designed to promote language learning, but CALL can be looked at in broader ways, too.

Then, CALL itself can be collaborated with cooperative learning method in order to maximaze its functions. Since all cooperative learning methods share the idea that students works together to learn and are responsible for their teammates'learning as well as their own. In addition to the idea of cooperative work, Student Team Learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team

 ISBN 978-602-73769-1-5

learn the objective being taught. Th that is, in Student Team Learning the students' tasks are not to do something as a team but learn something as a team.

Three concepts are central to all Students Team Learning methods- team rewards, individual accountatability, and equal opportunities for success. Teams may earn certificates or other team rewards if they achieve above a designated criterion. Teams do not compete to earn scare rewards ; all (or none) of the teams may achieve the criterion in a given week.

Five principals Student Team Learning methods have been developed and extensively researched. Three are general cooperative learning methods adaptable to most subjects and grade levels: Students Teams- Achievement Division (STAD), Teams Games- Tournaments (TGT), and Jigsaw II. The remaining two are comprehensive curricula designed. More over, refers to the words limitation,this paperfocused on the STAD and listening materials only.

Body

Notion of CALL (Computer Assistance Language Learning)

CALL as a field that covers the search for and study of applications of the computer in langauge teaching and learning. The characterized the basis of CALL as optimal, technology-enhanced langauge teaching environments; that is, language and content settings in which technology was used as effectively as possible to support learning, Egbert, Hanson and Smith (1999).

Levy (1997: 1) describes CALL as a field that covers the search for and study of applications of the computer in langauge teaching and learning. The characterized the basis of CALL as optimal, technology-enhanced langauge teaching environments; that is, language and content settings in which technology was used as effectively as possible to support learning, Egbert, Hanson and Smith (1999).

Then, CALL, has come to include many different technoligies: laptop computers, personal digital assistants (PDAs), digital audio recorders, modem, and cable internet access, local area networking, and more. Providing the learners with optimal learning condition and opportunities meet the ESL standards for langauge learning is crucial to CALL, but it is only

 ISBN 978-602-73769-1-5

part of the process. When designing instruction for CALL context, teachers must also consider how to use technology so that is supports effective teaching. Egbert (2005) mentions about the five guidelines described below, compiled and summarized from the educational technology literature, are similar to those for general educational technology and mainstream classroom settings, but may be applied differently in langauge learning contexts.

Finally, computer supports that is considered effective in the language classroom, where langauge is not the focus. Nonetheless, all of these guidelines are important components in any classroom where language is central.

Notion of Cooperative Learning on Language Learning

Cooperative learning (CL) is a body of literature and research that has examined the effects of cooperation in education (Olsen and Kagan,1992:1). Olsen and Kagan say that CL is not general, free discussion; nor are all type of group work necessarily cooperative. Moreover about cooperative learning, Olsen and Kagan add, that cooperative learning is carefully structured- organized so that each learner interact with others and all learners are motivated to increase each other's learning.

Cooperative learning can give influence to each other's learning to such an extent that initial differences in achievement level (whether a student is low, medium, or high achiever). Cooperative learning as the instructional use of small groups so that students work together to maximize their own and each other's learning. It means that cooperative learning involves more than just asking students to work together in groups. Instead, conscious thought goes in to helping students make the experience as successful as possible (Johnson &Johnson, 1993:9).

In Cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher. The idea behind this form of cooperative learning is that if students want to succeed as a team, they will encourage their teammates to excel and will help them to do so (Slavin, 1995:4). Slavin says, often the students can do an outstanding job of explaining difficult ideas to one another by translating the teacher's language into kid language.

ISBN 978-602-73769-1-5

As Johnson (1994: 4) suggests, cooperative learning can be described as a process with the following qualities: Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group member. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning.

Moreover, cooperative learning support academic achievements, social, and personal development, and language learning (Slavin:1995). The cooperative group processes especially can provide opportunities for frequent and extended interaction in the target language among the students. CL refers to a method of instruction whereby student work together in groups to reach common goals. Within CL, students gain knowledge from sharing ideas rather than working alone. Students help one another so that all group members can reach some measure of success.

Elements of Cooperative Learning

Educators fool themselves if they think well-meaning directives to "work together," "cooperate," and "be a team," will be enough to create cooperative efforts among group members. Not all groups are cooperative. Sitting in groups can result in competition or individualistic effort with talking. To structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work. Therefore, educators have to know about the elements of Cooperative learning.

These elements are all important for cooperative learning. Johnson and Johnson (1989) state that mastering the essential elements of cooperation allows teachers to take exists lessons, curricula, and courses and structure them cooperatively. Likewise, modify cooperative learning lessons is needed to meet the unique instructional circumstances and needs of the curricula, subject areas, and students.

The essential elements of cooperative learning are positive interdependence, face-to-face promoting interaction, individual and group accountability, interpersonal and small group skills, and group processing. Systematically structuring those basic elements into group

 ISBN 978-602-73769-1-5

learning situations helps ensure cooperative efforts and enables the disciplined implementation of cooperative learning for long-term success, they are:

1. **Heterogeneous Teams**

   Heterogeneous in form of an academic achievement, gender,ethnicity, ability or disability and learning style. Heterogeneousgroups promote some elaborate thinking and explanations, and provideopportunities for students to develop feelings of mutual concern. Pair assistance clarifies concepts for both helper and the student being helped. Heterogeneousteams help students to value individual differences (Slavin:1991, Smith and Johnson:1991).

2. **Accountability**

   Moreover, Johnson and Johnson (1994b) argue that individual accountability can be achieved through the use of individual assessment which is then used to determine the success level of the group as a whole. Teachers need to assess how much effort each member is contributing to the group's work, provide feedback to groups and individual students, help groups avoid redundant efforts by members, and ensure that all members are responsible for the final outcome.

3. **Promote face-to-face interaction**

   Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning. Each of those activities can be structured into group task directions and procedures.

4. **Interpersonal and small group skills**

   Cooperative learning is naturally more complex than competitive or individualistic learning because students have to engage simultaneously in task work and team work. Social skills for effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to the students in order to improve the students' achievement in English ability especially in descriptive writing.

ISBN 978-602-73769-1-5

5. **Group processing**

   Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the processes of learning results from the careful analysis of how members are working together and determining how group effectiveness can be improved.

In line to the explanation above, Slavin (1980) states that there are three concepts in the model of Slavin (1980) which central to all student team learning method as follow:

1) Team rewards. Teams may earn rewards if they achieve above a certain designated criterion. Teams do not compete against each other-all or none of the teams may gain the team reward.
2) Individual accountability. The team's success depends on the individual learning of all team members.
3) Equal opportunities for success. Students contribute to their teams by improving on their past performance-each individual in the team can contribute equally to their team's success or failure, regardless of their ability.In conclusion, it is not enough to simply tell students to work together; they must have a reason to take one another's achievement seriously.

In conclusion, in the elements of CL that have already explained by those three experts, have the same general features especially the discussion about the important of individual accountability in a group for building the effective of CL. Moreover, individual accountability is needed to ensure that all students learn and that no members in the group are ignored.

The strength of Cooperative Learning

There are several advantages of using cooperative learning in teaching-learning process, they are:

1. **Group Goals/Positive Interdependence**

   Apart from interdependency amongst group members, a cooperative learning group also implies that group members influence one another (Johnson

 ISBN 978-602-73769-1-5

et al., 1994:16): "…there tends to be considerable peer regulation, feedback,support and encouragement of learning".

2. **Promoting Interaction**

   Since peer group interaction is an important element of the cooperative learning processand allege that the interaction process during thecooperative learning process also promotes the discovery and development of higher quality strategies (Slavin, 1987b:31; Johnson et al, 1994:14).

3. **Interpersonal Skills**

   Positive interdependence and promoting interaction are not likely to occur if students do not know how to make the most of their face-to-face interactions. As a result, they have to be taught such basic skills as leadership, decision making, trust building, clear communication, and conflict management.(Taylor:1991).

4. **Equal Opportunities for Success**

   Students compete against comparable members of other teams in a game- or tournament-like atmosphere, or giving students learning assignments (such as math problems) that are geared to their current level of skill.

5. **Effect on Motivation**

   Because a student's sense of self-esteem can have a strong effect on motivation (a point we made in the last section of this chapter), students in cooperative-learning groups were more likely to attribute success to hard work and ability than to luck (Slavin, 1995).

STAD (Student Teams-Achievement Divisions)

Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. There has never been a comprehensive review of the research on the effectiveness in increasing achievement of the methods of cooperative learning used in schools.

The student teams-achievement divisions or STAD as teaching technique was designed and researched by the Johns Hopkins University and is known as "student team learning" (Sharan, 1994). This cooperative technique is at present the most research cooperative learning model in especially Mathematics, Science, Social Studies, Art and other subjects.

 ISBN 978-602-73769-1-5

Then, the main purpose of STAD is to drastically improve and accelerate learner performance. As Sharan (1984) puts it, "The learning task in STAD always consists of reviewing the materials presented by the teacher: Student gathering of information from available sources and open discussion of ideas by the group as a whole requiring multilateral communication and exchange are not typical of STAD groups as they are of G-I (Group Investigation) groups and classrooms. The group goal is always to achieve a that is extrinsic to the learning process itself".

Moreover, by implementing STAD as a model of cooperative learning, the students can be encouraged to question, share information, compare modifier share with their peers throughout the writing process and try to express the result of their discussion in their individual task in terms of making argumentative writing.

Through STAD model, with its five phases, students can reduce their feeling or fear in expressing their ideas that is by sharing with their peers and they can easily express them into a piece of paper. In line to the explanation above, Kagan (1994) states that STAD is an effective approach to mastery basic facts and information. It is quite relevant to the present study focusing on students' performance in argumentative writing that deals with expressing argument and ideas.

Listening Skill in Language Learning

To listen accurately in a secoond language, language learners need to be able to comprehend and produce – in a native-like fashion-stress, intonation, rhtym,pacing, gestures, anad body language, and they need both lingusitic and sociolinguistics competence, Florez (1999). They should understand language functions such as sharing narratives, greeting and leave – taking, informing, questioning, clarifying, and interrupting. For practicing and developing skills, Peregoy and Boyle (2001) recommend activities such as singing, role-playing, dramatizing poetry, doing show and tell, tape recording children's books, and choral reading.

Listening Around the Computer

Learners can work around the computer with learners at their own level to obtain and practice basic skills. They can work with the plethora of listening exercised provided by web sites.

 ISBN 978-602-73769-1-5

More advanced students can listen to news stories and read the text at the same time at the National Public Radio site (http://www.nrp.org/) nor practice with idioms, pronounciation, spoken grammar and many more. Moreover, working around the computer allows learners to test their language and content hypotheses with peers, to learn pragmatics skills before taking them outside of the classroom, and to have some control over how and when they participate. In these ways, such activities provide opportunities for language learning, Egbert (2005: 40).

Listening through The Computer

When learners are capable of interacting with more fluent speakers, they can use the computer as a conduit to native speakers and more advanced second language learners around the world. Voice chat and audio e-mail can be modified to work effifectively for a wide range of classrooms that have access, Egbert (2005: 42).

Supporting Listening Activities

1. Provide opportunities for student to notice

   Noticing is important during listening the others since students also need to notice their own lingistics errors (Schmidt, 2001). Lightbown and Spada (2000) suggest that carefully devised tasks should include providing students access to correct forms that they can discover together.

2. Include pragmatics in lessons

   Teachers can use any of langauge modes to teach norms of social appropriatness in the target language culture if they make noticing these feature a lesson objectives, Hanford (2002). For example, video segments in software can help learners understand body language, gestures, proximity, and other pragmatic functions while they listen. Although communication through the computer such as text and voice chatting can provide only limited pragmatic and sociocultural information, using the computer for these activities is similar pragmatically to using the telephone, another essential skill for many students.

ISBN 978-602-73769-1-5

Moreover, according to Griffith University (Griffith University, 2008b), blended learning brings together face-to face classroom experiences with creatives uses of existing and emerging technologies to:

1. make learning content and experiences more accessible for students.
2. create dynamic communities of inquiry.
3. foster closer connections between classroom and work based environments

Relationship among CALL, Cooperative Learning and Students' Achievement

Knowing that cooperative learning can significantly increase student achievement (compared with competitive and individualistic learning) when properly implemented does not mean, however, that all operationalization of cooperative learning will be effective or that all operationalization will be equally effective. Without reviewing the research on the different cooperative learning methods, it is difficult to recommend specific cooperative learning procedures to educators.

In additions, Kagan (1994) states about relationship between CL and Students' achievement as follow if our future generations are to behave rationally across the full range of social situations thus our classrooms must include cooperative, interdependent learning situations along with competitive and individualistic learning situations. It would be as foolish to prepare students to be only cooperative as it would be to prepare them to be only competitive.

Furthermore Cooperative Learning is an area that has received substantial research in the last two decades and it has been shown to be an effective instructional strategy (Slavin, 1995). Slavin reports that in comparisons of 67 studies on the achievement effects of CL, 41 showed a significant increase in achievement of students involved in CL over those in control groups (Slavin, 1991).

In Cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher. The idea behind this form of cooperative learning is that if students want to succeed as a team, they will encourage their teammates to excel and will help them to do so (Slavin, 1995:4).

 ISBN 978-602-73769-1-5

In line to the language learning, CALL and cooperative learning language through interaction in cooperative learning is based on a social-constructivist view of learning, and it can use songs, movie, cartoon, as the materials to teach listening in the classroom and in the laboratory. Since one builds up one's own understanding of the world through communication (orally and written). Via the formulation and re-formulation that often occurs in interaction the material becomes one's own in a way that it can never do if one simply 'receives' the material in the form the teacher or the text supplies it. One formulates, explains and negotiates one's way to an understanding of the material (Stenlev, 2003).

Concluding

Finally, there are some conclusions in this paper. **First**, CALL should be applied for teaching listening in the laboratory since it can make the teaching and learning process enjoyable, fun and meaningfull in order to develop students' self esteem, attention and creativity and motivation. Moreover, the activities should be based on the materials, such as from movie, songs, cartoon and many others too. So, the teacher can give better explanation, and ideas related to the activities in the classroom and in the laboratory.

Second, STADasone of the part of cooperative learning should be applied since it can help the students for having decision making, trust building, clear communication,a strong effect on students' motivation and many others.

References

Egbert,J., Hanson –Smith, E. (1999). CALL Environment: Research, Practice, and Critical Issues. Alexandria, VA: TESOL.

Griffith University. (2008b). *Blended Learning at Griffth Strategies for Teaching and Curriculum design*. Retrieved January 26, 2009 from http://www.griffth.edu.au/gihe/pdf/gihe_tipsheet_web_bl.pdf.

Johnson, D.W., Johnson, R.T.(1993). *Implementing Cooperative Learning*. Education Digest, 58 (8), 62-66.

Johnson, D.W., Johnson, R.T. (1991).*Learning Together and Alone: Cooperative Competitive and Individualistic Learning. (3 rd ed.).* New Jersey: Prentice Hall.

Johnson, D.W., Maruyama, G., Johnson, R.T., Nelson, D., Skon, L. (1981). *Effects of Cooperative, Competitive, and Individualistic Goal Structures on Achievement: A Meta Analysis.* Psychological Bulletin, 89, 47-62.

Johnson, D.W., Johnson, R.T. (1993). *Implementing Cooperative Learning*. Education Digest, 58 (8), 62-66.

Lightbown, P., & Spada, N. (2000). How Language Are Learned (Rev. Ed). Oxford, England:Oxford University Press.

Levy, M. (1997). CALL: Context and Conceptualization. Oxford, England: Oxford University Press.

Olsen, R.E. W-B and Kagan, S.(1992). *'About Cooperative Learning'* in Kessler Carolyn. Cooperative Language Learning, A Teacher's Resource Book. New York: Prentice Hall.

Slavin, R.E. (1995).*Cooperative Learning: Theory, Research, and Practice*, 2nd edition, Englewood Cliffs, NJ: Prentice-Hall.

Slavin, R.E. (1991).*Student Team Learning: A Practical Guide to Cooperative Learning*. Washington, D.C.: National Education Association.

Turing, A. (1950). Computing Machinery and Intelligence. Mind: A Quarterly Review of Psychology and Philosophy, 59 (236). Retrieved March 19, 2004, from http://www.abelard.org/turpap/turpap.htm.

 ISBN 978-602-73769-1-5

THE PERSONALITY CHANGE OF CHINESE AMERICAN DESCENTS: A STUDY ON *THE WOMAN WARRIOR: MEMOIRS OF A GIRLHOOD AMONG GHOSTS* WRITTEN BY MAXINE HONG KINGSTON

Desy Khrisdiyanti

Language Center

Sebelas Maret University

desykhrisdiyanti78@gmail.com

Abstract

Every generation brings their own voice, no matter how rigorous the elderly retain the cultural values of their ancestors. A novel written by Maxine Hong Kingston –a Chinese American descent- entitled *The Woman Warrior: Memoirs of a Girlhood among Ghosts*, portraits her struggle to get her own identity between her Chinese and her American identity. A descriptive library research was conducted to reveal the reasons that the Chinese American descents struggled to survive in between both lives. Interdisciplinary approaches are employed to analyze the data in order to obtain comprehensive analysis, among others: psychological, sociological, and literary approaches. Psychological approach is to expound the emotional perspectives of the character shifts. Sociological approach is applied to discuss the socialization process and its connection to the character shift. Likewise, literary approach is to uncover the structure of the work which was the result of Kingston's experience and reflection of the phenomena in her real life. The research concludes that the personality change of the Chinese American descents is due to their historical, social, economical, and educational experience. Furthermore, the descents tend to transform their traits closer to the white's, which have been their counterpart in the new land, than to their ancestries'.

Keywords: Personality Change, Chinese American Descents, The Woman Warrior

Introduction

Chinese immigrantscame to America affected by the issue of the gold rush in California circa 1848 or1849. In the era of unrestricted immigration between 1848 to1882 before the Chinese Exclusion Law was issued in 1882, the number of Chinese immigrants increased strikingly from about 500 to 322,000. During the XIX Century, they earned a living in three regional

economics, mining, agriculture, and urban employment, such as cooks, domestic servants, and factory workers (Chardoso, 1900: 128)

The Chinese Exclusion Law apparently brought several significant impacts to the Chinese immigrants socially, economically, and politically. Chan (1991: 104) elucidates that the immigrants who possessed different physical appearance, language, culture, religion, and beliefs underwent discrimination in their social lives among the majority of White society.Moreover they were economically burdened by the obligation to pay the Foreign Miner's Tax, the Poll Tax, and other discriminatory levies taking away some significant portions of their earnings. Restrictions and boycotts soon blocked them from manufacturing industries in the end of the XIX Century.

Takaki (1989: 106) records that many Chinese were killed during anti Chinese mob in San Francisco due to their nationality, race, religion, and higher wages. They were depicted as mice-eaters, pagan, superstitiousand subversive to White labor and racial purity. Moreover, the White could not fully accept the Chinese immigrant since they were considered not being able to well assimilate biologically and culturally for their difference in faith and dress code (Sowell, 1989).

Being excluded and isolated solely due to their race, the Chinese-born immigrants sought their way to the better future for both themselves and the next coming generation. Chances of experiencing White education system had been a breakthrough for attaining higher economy, status, and success in the White's land. The proper White education might bring a way to the exiled self dignity.

The Woman Warrior: Memoirs of a Girlhood among Ghosts is a work of Maxine Hong Kingston –a Chinese American descent. The book is worth reading because of the neat plot as a result of her real life experience and fantasy of Fa Mulan, which definitely makes it a very interesting research material. It portrays about the gap between generations leading to shifting of the descents' personalities due to different experiences they faced as fitting their role in the White society.

 ISBN 978-602-73769-1-5

The Reasons for Personality Changes

Historical Experience

Chinese immigrants faced problems with their citizenship as a consequence of their illegally entering America or using false identity to join friends or relatives in America. The process of entering the country involved in the immigration officials, and the process often terrifiedthe immigrants. A tough interrogation over the Chinese immigrants in New York Harbor questioned about legal documents, readiness to assimilate (Americanized), and involvement to communism(Kingston, 1976: 96).

Brave Orchid immigration was depicted as a beginning of a new series of her life in America. It was firstly signified by the interrogation in the immigration office. In the EllisIsland, the entrance to America, the official asked her, "What year did your husband cut his pigtail?" and it terrified her she could not remember. But later she told us perhaps this lapse was for the best: what if they were trying to trap him politically? The men had cut their pigtail to defy the Manchus and to help Sun Yat-sen, fellow Cantonese (Kingston, 1976: 96).

Kingston also noted that the Chinese immigrants were very secretive about their real identity. They were worried of being sent back to China for not having legal immigration documents and for falsifying their own identity, "… the Chinese I know hide their name, sojourners take new name when their lives change and guard their real name with silence (Kingston, 1976: 5). Some tricks were done not to be sent away, such as "Lie to Americans, tell them you were born during the San Francisco earthquake. Tell them your birth certificate and your parents were burned up in fire. .. Give a new name. … tell them we are against communism…" (Kingston, 1976: 184-185)

Moreover, the Chinese parents could not tell the past lives to the descendants since they had been born among Ghosts, were taught by ghosts, and were ghost-like."I looked at my parents' aliases and their birthday, which variants I knew… There were secrets never to be said in front of ghosts, immigration secrets whose telling could get us sent back to China" (Kingston, 1976: 183).

The real identity, legal documents, and customs as well as physical appearance gave the Chinese born American a thought that living in American after the Chinese Exclusion Law was not favorable, and they had to change to be accepted by the White society. Unfavorable experience taught them to be secretive to both the White society as well as their American born children they thought as a part of the White society. On the other hand, they acted more flexible to the American civilization which brought them into differences of both in appearance and in nature.

Social Experience

Takaki (1989: 235) mentions that different looks (physic, dress, customs, and traditions) made Chinese an easy target to spot and object to lead prejudice.The White society's prejudice to the Chinese immigrants led to another discrimination affecting their social lives. Although they used to be praised for their honesty, thrift, and peaceful ways, the view then changed into servile, clannish, dangerous, deceitful, and vicious coolies.

The social interaction did not work well between both Chinese and American society. The Chinese might fail in their way of socialization through which, according to Zande in Ihromi (1990, 30), they could think, feel, and behave like the Whites to be able to take their role in the society. The Chinese, in their new environment, did not want to be considered weird by others so that they tried to adapt where they wanted to survive. Ihromi added that as social creatures, humans were influenced by the environment which can change every time (1990: 30).

As a matter of fact, the White did not welcome their adaptation, even to the American born Chinese that time, for too large differences on their physical appearance, characters, and traditional cultures. The White insulted them, calling "chinks" or "gooks" (Kingston, 1976: 52).Maxine hated her American classmates calling the same name, "And I have so many words- "chink" word and "gook" word too- that they do not fit to my skin." (Kingston, 1976: 53)

The Hong parents found that America was full of "ghosts" and ghost machines; Chinatown was the only place, which was ghost free. Ghosts can be other people having different race,

 ISBN 978-602-73769-1-5

except for the Japanese (Kingston, 1976: 66). The Hong children thought everything they found outside Chinatown were ghosts (Kingston, 1976: 87). All ghosts were frightening: "… America has been full of machines and ghosts- Taxi Ghosts, Bus Ghosts, Police Ghosts..I could hardly breathe; I could hardly walk, limping my way around White ghosts and their cars…" (Kingston, 1976: 97)

According to Takaki (1989: 235) the Chinese-born American repeatedly earned their children to keep away from the western people(*Tsai yen*) whom they call ghosts or the foreign devil (*fan qui*). Outside Chinatown, where ghosts lived the Chinese immigrants got insulted, and became the target of hatred for their physical appearance and personality. At the American schools, the Chinese descendants got the same conduct.

Unfortunately, assimilation, as a socialization process characterized by the efforts to reduce differences between groups (Samuel & Suganda, 1997: 207) did not entirely well take place. To some extent, prejudice won over the Chinese efforts. The efforts to assimilate did not stop anyhow, just shifting from the preparatory and play stage where individuals imitate behaviors of others with no clear concepts during the way, in this terms appeared from the Chinese physical appearance shifts to game stage in order to be able to adapt, in whatsoever ways, to play their own role as expected by the society (Mead in Horton& Hunt, 1964: 126).

The shifts of physical appearance were the start for the Chinese to adapt and assimilate with the society. Furthermore, from the prior generation failure the descents' shifts of personality learned to suit themselves in the society.

Economic Experience

Chinese workers had different characteristics from the White; hard workers, docile, thrifty, and willing to do anything with low payment.They were accused of being contract laborers (for taking away the White's land of endeavor). There was not a shred of evidence to show that the Chinese were nothing but Argonauts (people searching gold from Greek legend) of a different skin color (Takaki, 1989).

 ISBN 978-602-73769-1-5

Kingston depicted in her book that the prejudice and discrimination made an impact to her parents. Tom Hong, a Chinese scholar, changed jobs; washing windows, doing laundry, and running illegal gambling business leading him to prison and made him change his identity.Brave Orchid told her children she worked hard once picking tomatoes and then to washing potatoes making her feet and hands ache of rheumatism. Then when starting their laundry business, she could work from 6:30 am until midnight (Kingston, 1976: 103-104).

The laundry business was the most popular for the Chinese immigrants up to the 1960s. The business appeared in every corner of Chinatown. The business was easy started because the owner did not have to spend too much money as capital and the place needed did not have to be large wide as long as it was enough room to work. For a lapse moment, there was a better living for them.

The threat for the beneficial business, however, continued as the business turned the town like the slum area. Kingston noted that "The Urban Renewal tore down their laundry and paved over their environment for parking lot …." (Kingston, 1976: 48).

They worked hard to settle the business down, but getting and keeping customers were harder. When they could finally do, the government closed it down together with other owners' and compensated by giving them some money. Brave Orchid found that America was a terrible ghost country. She mentioned, "The Urban Renewal ghosts gave us moving money. It took us seventeen years to get our customers." (Kingston, 1976: 104).

Brave Orchid reminisced how things were different back then in China. In China she could finish doing things, and still managed to do leisure things. In America time flew fast to manage just the works on the business.

> "Time was different in China. One year lasted as long as my total time here; you could visit your women friends, drink tea, and play cards at each house, and it would still be twilight. It even get boring, nothing to do but fan ourselves. Here midnight comes and the floor's not swept, the ironing's not ready, the money is not made. I would be young if we lived in China."(Kingston, 1976: 104)

 ISBN 978-602-73769-1-5

The Hongs representeda generation trying to survive to make a better living for their family under strong prejudice and discrimination cornered them into doing hard work overtime every single day. What they possessed from the world behind did not leave them some glory as what they got in the old country. Making a living was hard working with their bare hands, doing blue-collar works.

Educational Experience

The Hongs who were well educated in China were not very fortunate to make use of their educational backgroundfor a living. The White society, the land lord, got a different standard on it. American education was the solution, particularly for the descents. Chinese parents enrolled their children to American school to get assimilated to American culture and to get confession from the White to give the children enough provision for their future in America.The descents went through the American education system emphasizing preservation, innovation, and dissemination of American values (Sills & Merton, 1968: 528).

The good will was not without any hindrance. Due to the different nurturing customs, the descents did not directly adapt with the education system. The female descents were more quiet for a Chinese old saying "a ready tongue is an evil" signifying that good females did not talk a lot. It was not their pace to do so. There was a tradition called cutting the child's tongue. It was not an actual action, but a symbol of obedience. Most female descents stayed silent during the school time (Kingston, 1976: 164).

Silent period struck the Hong children due to language boundary in the first phase of school years; flunked kindergarten, being dumb around the white neighborhood, etc. because they found their voice was too strange, weak, and unclear for the American.She depicts her early school year, "During the first year I spoke to no one at school… My sister also did nothing for three years… I did not speak. The other Chinese girl did not talk either …" (Kingston, 1976: 165-166)

Children also went to Chinese school in the afternoon after the American school finished."After American school, we picked our cigar box …and went to Chinese school from 05:00 to 7:30 pm…." (Kingston, 1976:167). "In Chinese school, pupils acted very differently

from themselves in the American schools because teachers managed the class atmosphere differently. “There we chanted together, voices raising and falling, loud and soft, some boys shouting, everybody reading together, reciting together not alone with one voice. … most of the teachers were men. The boys who were so well behaved in American school played tricks on them and talked back to them. The girls were not mute. They screamed and yelled during recess, when there were no rules; they had fistfights … (Kingston, 1976: 167-168).

The education system of both schools was very different. The education of Chinese is based on the sacred text, and designed for a leisure ruling class not to produce certain skills, but rather to ensure that students are broadly equipped with high culture of literacy(Sills & Merton, 1968: 526). There was no strict supervision to students. No specific rules were to obey. Children might hurt each other or go roaming far at recess, to the downtown, Chinatown, or home, as long as they came back as the bell rang. (Kingston, 1976: 168)

In American school, students went for certain rules and their progress was reported to their parents. When Maxine did not speak at school, the teachers called her parents, showing them the dark black picture she drew. The teachers talked seriously about it that it might signify a bad circumstance (TWW, 1976: 165). Somehow Maxine made progress by her teacher’s help and as soon as she realized she found her voice she began to persuade her silent classmate to speak up. “And you, you’re a plant. Do you know that? That’s all you are if you don’t talk. If you don’t talk, you don’t have a personality. .. You’ve got to let people know you have a personality and a brain …”(Kingston, 1976: 180)

American education system gave some advantages to the descents, and more importantly equipped them with the knowledge and skills necessary for their future. Kingstonworked hard as she knew she was smart, and it was worthwhile to do so.More importantly her teacher motivated her “You ought to develop yourself socially and mentally.” (Kingston, 976: 195). She could proudly declare, “They tell me I am smart and can win the scholarship. I can get into colleges. I know how to get straight A’s… (Kingston, 1976: 201)

Orstein and Miller (1980: 442) assert that American education system emphasizes the assimilation of immigrants, and is seen as the major force in bringing about the shifts of

 ISBN 978-602-73769-1-5

identity of the generation immigrants. As taking place to the Chinese descents, Kingston finally found herself between the two identities.

The Changes in Chinese Descents Personality

Superstitious versus Rational

Takaki (1989: 101) mentions that the White society thought that Chinese were heathen, morally inferior, savage, childlike and lustful because they never got civilized education as American did.Kingston reveals how superstitious her parent was though she got a modern education in China, "… when the coat puffed up, she'd quickly buttoned up the spirit inside, and hurry it home to the child's body in bed... my mother a modern woman, said our the spells in private (Kingston, 1976: 76).

When Moon Orchid visited, her sister wanted to give her a warm welcome. Unfortunately, the Hong children were bad mouthed. To cast it, Brave orchid mumbled something while opening the front and back door. When her children asked, she would answer there was nothing she did. "Is it the spirit, Mother? Do you talk to the spirits? Are you asking them in or asking them out? (Kingston, 1976: 121) She never explained what was really important so that they never asked again.

When a delivery boy gave them the wrong medicine, her father said that it was not their though the boy did not understand. It resulted on her mother muttered for an hour. She said, "We've got to avenge this wrong on our future, on our health, and on our lives. " The children did not understand how the wrong delivery mattered. Brave Orchid insisted asking Kingston the oldest to return it to the drug store and to ask for the reparation candy for wrong delivery (Kingston, 1976: 169-170). Her mother action humiliated her in front of the chemist, but she did not have any other choice, except to do it or her mother would keep yelling at her, "... know you'll come back without my making a fool of myself in the streets (Kingston, 1976: 76). Maxine wondered why her mother insisted wrong delivery brought bad luck and got rectified by reparation candy. There were no such curses in the real life. It was hard to explain.

 ISBN 978-602-73769-1-5

Working hard versus working harder

Chinese born American earned living in mining, agriculture, and urban industries (cooks, servants, and factory workers). They began to run laundries and restaurants of their own later (Chardoso, 1990: 128).

Kingston recalls how her mother juggled between work and nurturing children. "…Brave Orchid worked and took care of babies at the same times." (Kingston, 1976: 104) However then, after working hard for a long time, her mother could not really stopped working,. "I can't stop working. When I stop working, I hurt. ..I can't stop (Kingston, 1976: 106).The Hong parents physically worked hard day by day for the family.

Kingston had her own challenge as the descent of the Chinese immigrants. From a silent student, who worked a school under social discrimination, she could survive and becamea straight A student. ".. I spoke to no one at school..and flunk kindergarten. …I didn't speak … (Kingston: 1976: 165-166)"…I am making progress, a little everyday" (Kingston, 1976: 165).

She generated the hard working habit from her parents, and managed her own impediment. She worked hard to release herself from a psychological barrier striking her as the descent of Chinese immigrants. She found that learning the language was the keyto learn skills, knowledge and self dignity. "You've got to let people know you have a personality and a brain …"(Kingston, 1976: 180) "They tell me I am smart and can win the scholarship. I can get into colleges. I know how to get straight A's… (Kingston, 1976: 201). Once she visited her mother she said, "I'm like that too, Mama. I work all the time. ..I know how to work. …I know how to work when things get bad" (Kingston, 1976: 106)

Meddling versus Privacy

Callahan (1960) mentions that American education aims to develop the power of critical, independent thought. Kingston and her siblings believed independent thought for good though the older generation still meddled in her affairs.

During her visit, Moon orchid tried to communicate with her and her siblings, and asked what they were doing. What their aunt did made them inconvenient. She said, "…stop following

me around, she shouted to her aunt. Quit hanging over my neck" (Kingston, 1976: 132), and she did like being interfered by her aunt while doing something, "What are you doing?" Moon Orchid would ask. "What are you reading?" (Kingston, 1976: 132).

The Hong siblings created sanctuary for their own at home, "… one of them locked themselves in the pantry store room.. Brave Orchid's children were antisocial and secretive (Kingston, 1976: 128). On the contrary, the older generation communicated publicly. "… people shouted from face to face and yelled from room to room. The immigrants I know have loud voice…Chinese communication were loud, public…" (Kingston, 1976: 11)

Marriage arrangement was also still the parents' privilege over their daughters. The Hong parents arranged marriage wedlock for Kingston,though she had her own preference. They looked on the advertisement, and not so long a young Chinese immigrant man who just arrived came and visited their laundry. "I learned that the young men were placing ads in the Gold Mountain News to find wives when my father and mother started answering them. Suddenly a series of new young men showed up at the laundry… They ate with us. They talked Chinese with my parents… They were all funny looking FOB's as the Chinese-American kids at school called the young immigrants. … The girls said they'll never date an FOB" (Kingston, 1976: 194).

The Personality Changes in Chinese Female Descents

Optimistic

The old Chinese valuescornered female Chinese. Only few parents expected their birth. There was no formal education for them. They lived to serve their family and their future husband. No room was available for women to improve their talent.A traditional Chinese proverbsaid, "A woman without talent is a woman of virtue" (Ling, 1990: 1)

What Kingston learned was "Woman in the old China didn't choose… she obeyed him. She obeyed him; she always told what she always told" (Kingston, 1976: 6). She realized she could be different as chances were there for her. "…I would grow up to be a warrior woman" (Kingston, 1976: 20). She knew she had choices and power"..I am really a dragon, as she (Fa Mulan) is a dragon, both of us born in dragon years" (Kingston, 1976: 109).

Her American education enabled her to be self-reliant and optimistic, "They tell me I am smart and can win the scholarship. I can get into colleges...I know how to get straight A's… (Kingston, 1976: 201) She went to college-Berkeley in the sixties- and I studied and I marched the world …. (Kingston, 1976: 47)

Outspoken

In the old China, silence brought women to inferiority and the inferiority was imposed upon them by the traditional social custom. Both were the manifestation of men domination considering women as unworthy creatures. So, the behavior patterns of obedience and passivity were to be expected from Chinese women (Fairbank, 1965: 31).

The custom was brought by the immigrants to the new land leading to the same threat to the female descents. Silence had to do with being a Chinese girl (Kingston, 1976: 166).It affected the Chinese American girls' behavior at school. They were silent, and so was Kingston. She could not articulate words in front of the teachers, white classmates, and even the white people she met in the neighborhood. She said it gave her a zero IQ. She suspected that her mother's action of "cutting her tongue" was the reason she become tongue-tied and silent (Kingston, 1976: 165).

Her discovery about her mother's real intention to 'cut her tongue' was out of her expectation. Once she managed to say what she believed about the action that her American teacher told her she was smart and could go to college. She believed she flunked before because her mother did not teach her English so that she could not understand her teachers and friends (Kingston, 1976: 201). It turned out that Brave Orchid cut her tongue for good,"I cut it so that you would not be tongue-tied. Your tongue would be able to move in any language… to speak languages.." (Kingston, 1976: 163-164)

She got a fight with her mother who was a champion talker about the reason of her action. At the end, she understood and felt it was a right action for her."..I was one with the tongue cut loose, I had grown inside me a list of over 200 things I had to tell my mother so that she would the true things about me and stop the pain in my throat.."(Kingston, 1976: 197)"..my mother cut my tongue.. I felt very proud my mother committed such a powerful act upon me.

 ISBN 978-602-73769-1-5

Due to "cutting tongue" she could speak up her voice not only to her mother but also to the world, "If you don't talk you don't have personality" (Kingston, 1976: 180).

Self Reliance

Brave Orchid's story about her aunt in China in *No Name's Woman* who committed suicide after being impregnated under marriage (Kingston, 1976: 7).Moon Orchid's dependency towardsher husband took her into a consideration of how important for women to stand on their own feet. Unable to accept the fact of her husband's new wife and family, Moon Orchid lost her sanity, and stayed in a mental asylumafter staying awhile with Brave Orchid's family (TWW, 1976: 159).

Brave Orchid told her children they must help her keep her father from marrying another woman because she didn't think she could take it any better than her sister. Fortunately, Tom Hong did not intend to remarry to another woman. Brave Orchid's daughters decided fiercely that they would never let men be unfaithful to them. All her children made up their minds to major in science or mathematics (Kingston, 1976: 160). They went into college, worked, and becameindependent. "...They tell me I am smart I can win a scholarship. I can get into colleges. I've already applied…(Kingston, 1976: 201).

Conclusions

Chinese American descents changed their personality because of the followings, i.e. historical, social, economical, and educationalexperience. The long history of Chinese immigrants suffered from suspicion due to their strikingly different physical appearance, language, and faith from the white immigrants. The condition led to a hardship the former generation had to face to make an economically better living for their family in the New Land. The absence of the proper white educational experience took some contributions for the descents' personality change.

Those experiences resulted inthe changes of personality of the Chinese American descents, such as rational, hard working, and encouraging privacy. Rationality was a necessary disposition required to do so. It was contradictory to the former generation's belief which was quite superstitious compared to the white's faith.The adversity of living gave the descents

some thoughts that not only working harder aimed at achieving the American Dream.The descents encouraged themselves to struggle for their own privacy because they did not want their parents control all decisionsfor their personal affairs.

Female Chinese descents that brought the scar from the old traditional custom lived to speak up their own voices. They were optimistic, outspoken, and self reliant. Those personal qualities developed for some unpleasant experience of the previous female generation.

Since a study based on the novel about the national character building has been conducted, some other aspects can be unraveled, such as the contribution of women in the Chinese American family, the relationship between mothers and daughters to the character building, and the contribution of storytelling in Chinese American family education. The more topic to be studied the more information to enrich American studies library will be beneficial for both other researchers and students.

References

Callahan, Raymond. E. (1960). *AnIntroduction to Education in American Society*. New York: Alfred A. Knopt, Inc.

Chan, Sucheng. (1971). *Asian American: an Interpretative History*. Boston: Twyne Publishers.

Chardoso, Francesco (ed.). (1990). *Dictionary of American Immigrant History*. New York: The Scarecrow Press Inc.

Fairbank, John King. (1965). *The United States and China.* New York: The Viking Press.

Horton, Paul B. and Hunt, Chester L. (1964). *Sociology*. New York: Mac Graw-Hill Inc.

Ihromi TO. (1999). *Bunga Rampai Sosiologi Keluarga*. Jakarta: Yayasan Obor.

Kingston, Maxine Hong. (1976). *The Woman Warrior: Memoirs of A Girlhood among Ghosts*. New York: Random House Inc.

Ling, Amy. (1990). *Between World*. New York: Pergamon Press Inc.

Orsstein, Alan C., and Miller, Harry L., (1980). *Looking into Teaching: An Introduction to American Education.* Boston: Houghton Mifflin Company.

Samuel, Hanemman and Suganda, Aziz. (1997). *Sociology I*. Jakarta: Departemen Pedidikan dan kebudayaan.

Sills, David L. and Merton, Robert K. (1968). *International Encyclopedia of the Social Sciences*. Macmillan Reference USA.

Takaki, Ronald. (1989). *Stranger from a Different Shore: A history of Asian Americans.* Boston: Little, Brown, & Comp.

 ISBN 978-602-73769-1-5

THE IMPACT OF ENGLISH AS AN INTERNATIONAL LANGUAGE ON ENGLISH LANGUAGE TEACHING IN INDONESIA

Devy Angga Gunantar

Semarang University, Indonesia

angga.gunantar@gmail.com

Abstract

This study aims to analyze the impact of English as an International Language on English Language Teaching in Indonesia. In analyzing the impact of English as an International Language, the writer analyzed how cultural issues are presented in English textbooks, and revealed the teachers' perspective about learning English in Indonesia. The data were collected from SMP N 1 Wiradesa, Pekalongan. The study revealed that the English textbooks in SMP N 1 Wiradesa mostly represented the local cultures. Some teachers of SMP N 1 Wiradesa preferred textbooks that deal with the life and culture of various countries around the world and the rest of them chose the content that deals with local cultures. Textbooks have played a very important role in the teaching and learning process. This study shows that, basically, local cultural content has become the purpose of EFL teaching as seen from the textbooks but some teachers still believe that foreign cultures are the suitable target of learning English.

Keywords: *Cultural Content, English Language Teaching, English as an International Language, English in Indonesia*

Introduction

The demand of English learning has risen along with English proliferation globally. The practice of English was no longer only limited to international purposes but also local communication. Therefore, the trend has shifted from only copying the native speaker style to successfully communicating by using English. People who live in the countries of English as Foreign Language (EFL) like Indonesia tend to talk in English more with their friends rather than with native speaker of English. Crystal (1997) stated that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. This statement is supported with the fact that approximately 380 million people speak in English as an international language, such fact has proven that

English is now globally utilized. Moreover, English is also used by over one billion people who speak English as their second (or additional) language to communicate with other second language users regardless of different culture and linguistic features. In conclusion, the control of international use of English is now shifted from English speaking countries people to wider global community and the native speakers has turned to be the minority among English language users.

This study, therefore, aims to analyze the impact of English as an International language on English language teaching in Indonesia. Specifically it analyzes whether English teachers in Indonesia still teach the cultural content of native speakers (information about the culture of native speakers), or Indonesian culture in English (information about Indonesian culture).

English in the World

Today, English becomes one of the most spoken language by world citizens. It is slightly lower than Mandarin with overall speakers up to 1,5 Billion people. In addition, it is the most studied language in the world (Crystal 2003a; Crystal 2003b). There are approximately 325 million native speakers of English, around 425 million English speakers as the second language, and other 750 million people are learning English as the a foreign language (Crystal 2003a: 68; Crystal 2003b: 108; Nettle & Romaine 2000 in Mckay & Bokhorst-Heng 2008: 18).

Crystal (2003a) also argued that the success of English as the most influential language has been determined by two factors; the powerful British colonialism and the skyrocketed business growth of United States of America. These factors have driven English to be the communication medium in most world regions as a native, second or foreign language (Crystal 2003a; Jenkins 2009). This also led to the flourish of many different styles of English than the native one because English speakers came from various background and cultures.

The proliferation of English in the world can be categorized into three Circles; the Inner, the outer, and Expanding Circles (Kachru 1992). The native speaker's countries whose mother tongue is English such as the United Kingdom, the United States of America, Australia, and New Zealand are clustered into the Inner Circle. People of those countries are called as

 ISBN 978-602-73769-1-5

monolingual English speakers or English native speakers. In another hand, several countries like South Africa, Singapore, Malaysia, Filipina, India, Pakistan, and Bangladesh are counted into the Outer Circle. This is caused by the fact the citizen of these countries utilize English for daily communication along with their local language as mother tongue language.

The last one, the expanding Circle, covers the countries that view English as a foreign language. In these countries, English is only practiced in several occasions, for example, academic places, foreign offices, and particular event like seminars, conferences, and meetings and it is mainly studied at schools or language institutions. Some countries like China, Saudi Arabia, Egypt, Indonesia, Thailand, Germany, Poland, Italy, and Russia belong to the Expanding Circles (Kachru 1992; Crystal 2003a; Kirkpatrick 2007; Mckay & Bokhorst-Heng, 2008).

English as a Lingua Franca

As the time flows, the concept about English speakers is progressed quickly. English Speakers are not only clustered into various native English speakers (such as American English versus British English), or native English speakers and non-native speakers, but also non-native English speakers and other non-native English speakers.

In the level of international interaction, most people choose English as communication medium which is generally known as English as a Lingua Franca. This is the example of English utilization performed by many people with various backgrounds such as the speaker from English as second or foreign languages, this happened because English is commonly understood by many speakers despite their native language is not English (Jenkins 2000; 2009; Kirkpatrick 2007; 2010).

This circumstance clearly proves that the use of English is not only limited to communicate with English native speakers. In addition, in learning English particularly in Expanding Circles, non-native speakers should not prioritize English culture as an important point. For such stance, the writer has no any goal to blame any particular culture neither suggests that English culture is not meant to be learnt. The writer concern more on the idea that in learning

 ISBN 978-602-73769-1-5

English, the culture of learners is more urgent than English culture since the use of English is around on peer communication.

English in Indonesia

Unlike other countries, Indonesia took a different stance by putting English as its foreign language while neighbor countries such as Filipina, Singapore, and Malaysia view English as the second language. In Indonesia, English is only utilized in several fields for example in foreign companies, educational institutions, and foreign offices. It is hard to find the use of English in daily conversation in Indonesia.

Due to the notion that English is an international language and as the most spoken one by global citizen for various purposes, the government later oblige people to learn it in all secondary level schools and other private schools have actually taught English from elementary to tertiary level education or higher degree. In addition, some private institutions introduce compulsory English for students from elementary level and some other used it as instructional language in all classes (Kirkpatrick 2010).

It is relieving that today society starts to be aware of the significance of learning English, not necessarily because of its role in knowledge, science, and technology but more because of the role of English in economic activities and career progress. This trend is accommodated by the increase of schools that use English as teaching medium, job promotion written or published in English, and television programs like news is now broadcast in English (Alip 2007: 160-161). Immediately, these phenomena caused greater demand in Indonesia to use and be proficient in English.

Nevertheless, as it has been explained in the previous part that there is demand to master English in Indonesia in respect to interact with non-native speakers of English. Thus, English Language Teaching in Indonesia should be adjusted to such condition.

English Language Teaching in Indonesia

The awareness of English as an International language and as a language of science is responded with mandatory English teaching in Junior High school to varsity level. However,

with the status as a foreign language, English is occasionally used outside the classroom. Even during the class, instead of speaking English the Indonesia students tend to speak in Bahasa Indonesia (Indonesian Language) or their local language. Such situation directly affects the Indonesian students' English mastery (Lie, 2004; Thalal, 2010).

Generally speaking, the teaching of English language in Indonesia has been labeled as to be far from successful. This can be seen from the fact that after the school ended, most Indonesian students cannot use English properly in their communication.

In order to increase the quality of English proficiency, the students then decided to take an English course outside their school class or joining special English training for special purposes, English conversation, TOEFL, or IELTS, etc. It is common to find a typical Indonesian student who scores very high in English proficiency test but with very least speaking skills. However, as it has been said that the target of English curriculum is mastering communication skill, we cannot undermine the ability of students to effectively use English after the learning process. Therefore, encouraging the students to tell the story of local culture in English is highly recommended. By talking about their local culture, student will get two benefits; raising the awareness of their culture as well as improving their skill in using English since the topic is quiet familiar to them.

Methodology

The type of research is descriptive-qualitative and simple quantitative. Rather than measuring the quantity of case, this study measured the quality aspect of a case. That is why it is called as a qualitative study. This point focused on how strong the influences of English on English Teaching in Indonesia through written discussion with no numerical data analysis. This means that the current study focused more on data explanation instead of presenting statistical result.
The collections of data were accomplished by several methods;

1. Questionnaire.

The writer spread the questionnaire to English teachers in SMPN 1 Wiradesa. The answered questionnaires were then analyzed to compile the data.

2. The English textbooks.

 ISBN 978-602-73769-1-5

English textbooks were analyzed by the writer as the sources of data. The selected English textbooks were published by the Ministry of Education and Culture. They were as follow.

a) *Wardiman. A. dkk. (2008).* ***English in Focus (for grade VII Junior High School SMP/MTs.*** *Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*
b) *Priyana. J. dkk. (2008).* ***Scaffolding (English for Junior High School Students Grade VIII.*** *Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*
c) *Susilohadi. G. dkk. (2008).* ***Contextual teaching and learning Bahasa Inggris, SMP/MTS Kelas IX Edisi 4****. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*

Result and Discussion

The results of this study were discussed in two parts: questionnaire analysis results and textbooks analysis results. The writer collected the data from SMPN 1 Wiradesa, Pekalongan by giving questionnaire to all of the English teachers in that school related to English Language Teaching. SMPN 1 Wiradesa is one of National Standardized School in Central Java, located in Wiradesa, Pekalongan.

The writer sees that the impact of English as an International language in Indonesia affected the development of English curriculum, communicative learning or communicative method in English language teaching process was being developed in English syllabus in Indonesia. These appeared because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people around the world. In some teachers' perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role play. These were done as ways of increasing the students' communication. With regard to cultural content, in the Junior High school to university level, the Indonesian students are commonly required to take English as a compulsory subject. The focus of learning is on developing reading skills, translation into Indonesian language and sometimes on writing in English, mostly.

If English is used primarily for communication between non native speakers of English, then the cultures and backgrounds of those people become more important than any culture traditionally associated with native speakers. The English language teaching in Indonesia

 ISBN 978-602-73769-1-5

needs to give information about cultures of native speakers. It is also important that the students must be prepared to be able to use English to talk about their own cultures. If English in Indonesia and Asia is used primarily for communication between non native speakers of English, then the way those people speak English becomes more important than the way native speakers speak English (Kirkpatrick, 2007).

In this study, the writer also analyzed the cultural content of English textbooks used as English modules in English Language Teaching in Indonesia, especially English textbooks for Junior High School students at SMPN 1 Wiradesa. This book is one of English textbooks recommended by Ministry of Education and Culture of the Republic of Indonesia.

In collecting, analyzing and evaluating the cultural content of English text books, the writer chose Byram's checklist criteria. It is more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure. Criteria for text book evaluation (focus on cultural content) shown in the following list:

Table 1. The Analysis of English text book (*English in Focus for grade VII Junior High School*)

No	Byram's Criteria	Details	Position	Number	Percentage
1.	Social identity and social group	What is your name? What should I buy? What do you do? My hobby	Page 1 Page 57 Page 101 Page 139	4	33,33%
2.	Social interaction	Greeting and introducing Asking and giving information Describing people Asking and responding clarification expression	Page 8 Page 27 Page 107 Page 143	4	33,33%
3.	Belief and behavior	Work out	Page 123	1	7,69%
4.	Social and political institutions				
5.	Socialization and life phrase	Let's go to school Family life	Page 39 Page 83	2	16,67%
6.	National history				
7.	National geography	Things around us	Page 19	1	7,69%
8.	Stereo types and national identity				
	Total			12	100%

Based on the Byram's criteria, for the English text book entitled **English in focus for grade VII Junior High School,** the discussion about Indonesian cultures are displayed on the page

 ISBN 978-602-73769-1-5

1, 57, 101, and 139, the focus of the discussion is about personal identification, the percentage of it is about 33,33%. Social interaction is also discussed, for example about greeting, introducing, asking and giving information, describing people, etc. this discussion reaches 33,33%. The next point is about belief and behavior which are also presented in this text book. There is around 7,69% of the total cultural points being discussed in the text book which focuses on belief and behavior. The writer did not find any discussion about social and political issues in this text book. However, the discussion about socialization and life reaches around 16,67%. The example of this discussion is about family life and going to school or school life.

National historical issues are also not available in this text book. However, there are around 7,69% portion for discussing National geographical issues, it is covered in the discussion about things around us. The other point which is not covered in this text book is stereo types and National identity.

Table 2. The Analysis of English Text Book (*Scaffolding, English for Junior High School Students Grade VIII*)

No	Byram's Criteria	Details	Position	Number	Percentage
1.	Social identity and social group	Describing things and animals	Page 1	6	46,15%
		My gorgeous idol	Page 21		
		My unforgettable holiday	Page 61		
		My first experience	Page 79		
		Once upon a time	Page 141		
		A friend in need is a friend indeed	Page 161		
2.	Social interaction	Asking for, giving and refusing goods and services	Page 1-20	4	30,77%
			Page 41-60		
		Agreeing and disagreeing something	Page 62-79		
		Asking for and giving opinions	Page 103		
		Starting, extending and ending a conversation on the telephone			
3.	Belief and behavior	Life performances	Page 103	1	7,69%
4.	Social and political institutions	Celebration around the world	Page 123	1	7,69%
5.	Socialization and life phrase				
6.	National history				
7.	National geography	Wonderful places	Page 41	1	7,69%
8.	Stereo types and national identity				
	Total			13	100%

 ISBN 978-602-73769-1-5

Based on the Byram's criteria, for the English text book entitled **Scaffolding English for Junior High School Students grade VIII**, the discussion about Indonesian cultures are discussed on the page 1, 21, 61, 79, 141, and 161, the focus of the discussion is about describing something, the percentage of it is about 46,15%. Social interaction is also discussed, for example about asking for something, giving and refusing goods and services, agreeing and disagreeing something, asking for and giving opinions, etc. This discussion reaches 30,77%

The next point is about belief and behavior which is also presented in this Textbook. There is around 7,69% of the total cultural points being discussed in the text book which focus on belief and behavior. The writer found any discussion about social and political issues in this text book, there is around 7,69%. The example of this discussion is about celebration around the world. However, the discussion about socialization and life phrase did not find in this text book.

National historical issues are also not available in this text book. However, there is around 7,69% portion for discussing National geographical issues, it is covered in the discussion about wonderful places. The other point which is not covered in this text book is stereo types and National identity.

 ISBN 978-602-73769-1-5

Table 3. The Analysis of English text book (*Contextual Teaching and Learning, Bahasa Inggris, SMP Kelas IX*)

No	Byram's Criteria	Details	Position	Number	Percentage
1.	Social identity and social group	Are you sure? How do you do it? What a pity? What are they? Really? What is it like? Could you? Long long time ago, there was	Page 1 Page 24 Page 41 Page 55 Page 71 Page 90 Page 107 Page 121	8	72,73%
2.	Social interaction	Expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder. Expressing and responding to bad news. Responding to good news and expressing opinions	Page 2 Page 42 Page 72	3	27,27%
3.	Belief and behavior				
4.	Social and political institutions				
5.	Socialization and life phrase				
6.	National history				
7.	National geography				
8.	Stereo types and national identity				
	Total			11	100%

Based on the Byram's criteria, for the English text book entitled ***Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama Kelas IX,*** the discussion about Indonesian cultures is displayed on the page 1, 24, 41, 55, 71, 90, 107, and 121, the focuses of the discussion are about personal identifications, the percentage of it is about 72,73%. Social interaction is also discussed, for example about expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder, expressing and responding to bad news, responding to good news and expressing opinions, etc. this discussion reaches 27,27%

The next point is about belief and behavior which is unavailable in this text book. The writer did not find any discussion about social and political issues in this text book and the discussion about socialization and life phrase also did not find in this textbook. National historical issues and National geographical issues are also not available in this textbook. The other point which is not covered in this text book is stereo types and National identity.

ISBN 978-602-73769-1-5

The writer sees that English textbooks in Indonesia, especially in SMPN 1 Wiradesa, has adapted the growing issue in the world. It can be seen from the way the English textbooks presented some reading texts and vocabulary. Some texts are about Indonesian cultures, such as Borobudur, Batik, etc. The vocabulary used in the texts are also related to the content of texts being discussed.

It shows that the focus of learning English in Indonesia is to enable students to talk about their own culture in English as the target language. It is significantly different from the previous syllabus which drove students to focus more on performing or imitating native like performance by having English speaking countries culture.

It also shows that communicative ability is more important in learning English than nativelikeness. However, the syllabus still emphasizes the correctness of language such as pronunciation based on native performance, even though it focuses more enabling students to be communicative in English.

With regard to the cultural content employed in the teaching process, the majority of the English teachers (based on the questionnaires) preferred cultural content that deals with the life and culture of various countries around the world and some of them chose the cultural content that deals with local culture.

The use of local cultural content give reasons such as it is important to preserve the local culture especially for young people and to reinforce the values of our culture. Those who supported the use of content from native English-speaking countries cited the need to know the origin of the language. Finally, they preferred the use of various cultures with the reasons such as this may help students feel that they can use English everywhere and in any situation, and students have a global vision of the world. Related to the students' interests in learning English, most of teachers' perspective answered that the students are interested in content that deals with local places and people in Indonesia, with the reason that the students can understand the culture and apply them in their daily life..

 ISBN 978-602-73769-1-5

Talking about cultural information in English textbooks, all of the English teachers know all of the cultural information on the English textbooks well, because the cultural content of he English textbooks generally deal with local culture and local information.

Conclusion

The writer concludes that English has now become an International language used by both native and non native speakers. So, because of this fact, English is no longer related to native English-speaking cultures only.

The impact of English as an International language in Indonesia has affected in the development of English curriculum, communicative learning or communicative method in English language teaching process is being developed in English syllabus in Indonesia. This appears because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people around the world. In some teachers' perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role play. This is done as a way of increasing the students' communication.

Related to the English language teaching in Indonesia, and English language teaching in SMPN 1 Wiradesa has adapted the growing issue in the world. It can be seen from the way the English textbooks presented some reading texts and vocabulary. Some texts are about Indonesian culture, such as Borobudur, Batik, etc. the vocabulary used in the texts are also related to the content of texts being discussed.

This result supports Kramsch and Sullivan (1996) finding which says that point out an appropriate pedagogy for the teaching of English as an International language depends upon local English language teaching professionals thinking globally but acting locally.

References

Byram, M. (1993). *Language and Culture Learning: The Need for Integration*. In Byram. M. (Ed),*Germany, its Representation in Textbooks for Teaching German in Great Britain*. Frankfurt am Main:Diesterweg, 3-16.

 ISBN 978-602-73769-1-5

BSNP. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 41 Tahun 2007 Tentang Standar Proses.* Jakarta: Badan Standar Nasional Pendidikan.

Celce-Murcia, M., Z. Dornyei, S. Thrurrell 1995. *Communicative Competence:*

Celce-Murcia, M. (1991). Language Teaching Approaches : An Overview. In M. Celce-Murcia, *Teaching English as a Second or Foreign Language* (pp. 3-10). Massachusetts: Heinle & Heinle Publisher.

Connole, H., Smith, B., & Wiseman, R. (1993). *Research Methodology 1: Issues and Method in Research.* Victoria: Deakin University.

Cook. V. 1999. *Going beyond the native speaker in language teaching.* TESOL Quarterly 33: 185-209

Crystal, D. (1997). *English as a Global Language*, Cambridge: Cambridge University Press.

Crystal, D. (2003a) *English as a Global Language, 2nd edition.* Cambridge: Cambridge University Press

Crystal, D. (2003b) *The Cambridge Encyclopedia of the English Language*, 2nd edition. Cambridge: Cambridge University PressDardjowidjojo, S. (2000) "English Teaching in Indonesia". *The English Australia Journal* 18(1): 2-30

Depdiknas. (2004) *KURIKULUM 2004: STANDAR KOMPETENSI BAHASA INGGRIS*. (English Curriculum 2004: Standard Competence) Jakarta: Depdiknas, available from http://www.puskur.net/download/kbk/SK/smp/BahasaInggris.pdf [2 July 2010]

Depdiknas. (2005). *Peraturan Pemerintah No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan.* Jakarta: Depdiknas.

Dikdasmen. (2004). *Pedoman Umum Pengembangan Silabus Berbasis Kompetensi Siswa SMP*. Jakarta: Depdiknas.

Dikdasmen. (2000). *Penyempurnaan/Penyesuaian Kurikulum 1994 SLTP (Suplemen GBBP).* Jakarta: Departemen Pendidikan Nasional.

Dubin, F., & Olshtain, E. (1986). *Course Design.* New York: Cambridge University Press.

Emilia, E. (2005). *A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia* . Melbourne: Unfublished Thesis.

Graddol. D. 1999. *The decline of the native speaker.* AILA Review 13: 57-88.

Jenkins, J. (2003) *World Englishes. A resource Book for Students*. London: Routledge

Jenkins, J. (2006). "Current perspectives on teaching World Englishes and English as a Lingua Franca." *TESOL Quarterly* 40(1): 157-181.

Jenkins, J. (2007) *English as a Lingua Franca: Attitude and Identity.* Oxford: Oxford University Press

Jenkins, J. (2009) *World Englishes: A Resource Book for Students (2nd Edition).* London: Routledge

Kachru. B. B. 1992. *Models for non-native Englishes.* In B. B. Kachru (ed.). *The Other Tongue.* Urbana: University of Illinois Press.

Kachru , B. B., Kachru, Y. and Nelson, C. (2006) *The Handbook of World Englishes*. Oxford: Blackwell

Kern Richard. (2000) *Literacy and Language Teaching.* Oxford: Oxford University Press.

Kirkpatrick, A. (2007) *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge: Cambridge University Press

Kirkpatrick, A. (2010). *English as a Lingua Franca in ASEAN: A Multilingual Model,* Hong Kong: Hong Kong University Press

McCarthy, M. and Carter, R. (1994) *Language as Discourse: Perspectives for Language Teaching.* London:Longman.

McKay, S. L. (2002) *Teaching* English as an international language: Rethinking goals and approaches. Oxford: Oxford University Press

McKay, S. L. (2003). "Toward an Appropriate EIL Pedagogy: Re-examining Common ELT Assumptions." *International Journal of Applied Linguistics*, 13(1), 1-22.

McKay, S.L and Bokhorst-Heng, W.D. (2008) *International English in Its Sociolinguistic Contexts: Towards a Socially Sensitive EIL Pedagogy*. New York: Routledge.

Mettler, S.K. (1991). "The Reactions of Listeners to the Discourse of Non Native Speakers of English." *College ESL-Journal of Theory and Practice in the Teaching of English as a Second Language* 1(2): 9-20

Pickering, L. (2001) "Intelligibility in English as a Lingua Franca" available from http://www2.gsu.edu/~wwwlup/aralproofs.pdf [26 April 2011]

Richards. J. and T. Rodgers. 1985. *Method: approach, design, and procedure.* In J. Richards (ed.). *The Context of Language Teaching.* Cambridge: Cambridge University Press.

UUSPN/Undang-Undang Sistem Pendidikan Nasional. (2003) *Sistem Pendidikan Nasional (National Education System).* Jakarta: Depdiknas

TEACHING GRAMMAR IN WRITING CLASSES IN ORDER TO CREATE A MEANINGFUL GRAMMAR TEACHING AND LEARNING

Diyantari

Jurusan Bahasa dan Sastra Inggris

Universitas Negeri Jakarta

dy_unj@yahoo.com

Abstracs

Learning grammar is often a problem for many students as they often think it is difficult and boring. Learning how to write is also difficult and very challenging. We can combine these two to make grammar learning less boring and more meaningful. When it is learned in a meaningful context, grammar will also be meaningful and will not be considered as boring and complicated sets of rules only. Students will know that by learning grammar they can enhance their writing skills. Vice versa, in their learning of writing, they will also enhance their usage of grammar. So the two—the learning of grammar and the learning of writing—can support each other. Students can learn better when they are combined in order to create a meaningful context for grammar usage to take place and the learning of grammar helps students to improve their writing skill.

Introduction

Writing is a difficult task to do in that a person has to be able to express himself/herself clearly because a writer does not get immediate feedback or get the chance to discuss what is written immediately—like what happens in most spoken interaction. To achieve this goal, one has to be able to produce clear, cohesive and coherent writing pieces. Grammar is a part of writing that students have to master in order to produce clear, cohesive and coherent writing pieces.

Cross stated that grammar is the body of rules which underlie a language including rules that govern the structure of words, clauses and sentences (1991). Grammar is not boring and difficult sets of rules as many students often consider. Though it includes rules that govern structure of words, clause and sentences, it often influences meaning as well. Grammar does

 ISBN 978-602-73769-1-5

contribute a lot in the construction of meaning.It is one of the things that has to be made clear to our students so that they take grammar more seriously. It might not be easy, but it is important. It is the skeleton of the language they are learning.

In this paper, the writer discusses the role of tenses learning in constructing clear writing pieces;and how the learning of writing provides a context so that our students can learn grammar in its contextual use.Jacob (1995) stated that tense and aspect are both realized by the grammatical marking on verbs.Students usually know what verbs to use in certain tenses; the problem is that, it is often that they do not know which tenses to use in certain context. Learning in this context refers the correction of the tenses in students' writing. It is expected that this correction provides learning opportunities for the students.

The use of tenses in representing meaning

In his study, Lee found that 84.4% respondents agree that teachers need to teach students grammar for good composition writing (in Lee and Farrell, 2003).Interestingly, a study by Ng and Farrell shows that only 25% of the teachers interviewed in the study stated that the teaching of grammar should be into other activities like speaking and writing (2001). The writer thinks that, if grammar learning is needed for good composition, it means that it has to be a part of the writing learning. Without the context, it will be difficult for learning to take place.

Sulastini (2010) stated that the form of verbs as the grammatical symbol for tense and aspect is not too difficult for learners to learn. However, when it comes to meaning, they are. It shows that context is essential for students to understand different uses of tenses in various situations.

Regarding to correction, Kroll argued that "...teacher editing of or correction of grammatical errors on first drafts can be a counterproductive activity, possibly exacerbating whatever insecurities students might have about their writing and drawing their attention away from the other kinds of revision that must be attended to" (2001: 229).

 ISBN 978-602-73769-1-5

The writer disagrees for there are grammatical errors that are worth correcting from the beginning. Again, the students have to be reminded that some grammatical errors do change the meaning of what they want to convey. At the same time we need to keep reminding our students that it is alright to make mistakes as long as they try their best not to make the same mistakes. They need to know that though making mistakes is humane, they have to be corrected. Grammatical error that needs to be corrected from the beginning is the one that might change meaning. For other grammatical errors that are not related to meaning, it is alright not to be focused on from the beginning.

In correcting grammatical error, the writer provides sessions for one to one communication with the students to discuss their writing in order to know the strength and weaknesses of each student. Two-way communication is very important to check their understanding in applying grammar in their writing for knowing the rules only is definitely not enough.We have to make sure that our students really understand which tenses to use in certain context. Session like this may be time consuming but it's worth the result. It is often that the students know the rules but when it comes to the application they need to be reminded again and again.Every time the students make mistakes, always relate the mistakes to the meaning, not to the rules only.

For example if our student writes:I decide not to take the major my parents choose for me.We can ask: "When did you make the decision?" instead of correcting the mistake or say that they make a mistake and that they have to correct it. And when did your parents choose it for you? Is it still happening now?

Another example is, if our student writes:Richard Branson always got up early and it is one of the keys to his success.We can ask: "Does he still wake up early or not anymore?"These questions are important in order to bring to their attention that grammatical mistakeschange meaning.

By doing this, we can help them master grammar in its context. And it is important that they know the key to success is a continuous effort, that's why simple present tense is used in the sentence. It is a routine, something that is always done by a person who wants to

 ISBN 978-602-73769-1-5

succeed.What is done has not stopped, it still continues. Even in the teaching of tenses, we can also insert character building. Positive action is needed to achieve success.This context can help our students understand the use of tenses better.

When they know that grammatically incorrect sentences may not convey the meaning intended, they will not see grammar as sets of boring and difficult rules only and they know that they need to apply the grammatical rules they have learned in order to have their message come across more clearly.

The kinds of writing tasks given in order to provide context for this kind of grammar teaching can be adapted to any level of students. As long as we bring their attention to meaning—instead of the structure only—we are on the right track to make our students realize that grammar is not only about sets of rules that governs structure only but it represents meaning as well. It is needed in order to produce clear, cohesive and coherent pieces of writing.

Conclusion

Learning grammar is not only the learning of sets of rules. Some of the rules bring certain meaning. Our students have to know and understand that learning tenses is not only about knowing what predicate to use but they also have to know when to use them. This is not an easy task; therefore, we have to provide them with as much context as possible to help them be familiar with the usage of the tenses in their context.The mastery of grammar helps our students to produce clear, cohesive and coherent writing pieces.

References

Cross. D. (1991). A Practical Handbook of Language Teaching. London:Cassell

Jacobs, R. A. 1995. English syntax: A grammar for English language professionals. New York: OUP

Kroll, B. (2001). Considerations for Teaching an ESL/EFL Writing Course. Teaching English as a Second or Foreign Language. Melbourne: Heinle & Heinle Thomson Learning

Lee, F. T. & Farrel T. S., (2003). Students' perception of grammar corrections in compositions. English in Singapore: Research on Grammar. Singapore:McGraw Hill

Ng, J., Farrel, T. S. (2003). Do teachers' believes of grammar teaching match their classroom practices? English in Singapore: Research on Grammar. Singapore:McGraw Hill

Sulastini, S. 2010. *The Simple Past and the Past Progressive: A Critical Evaluation of Chapter 3 of Betty S. Azar's Understanding and Using English Grammar*. ET-Icon, vol. 1, No. 1, March 2010: 54-67.

 ISBN 978-602-73769-1-5

STUDENTS' LEARNING STYLES AND THEIR METACOGNITIVE AWARENESS OF LISTENING STRATEGIES: A CASE STUDY

Dodi Mulyadi

Universitas Muhammadiyah Semarang (UNIMUS)

dodi_mulyadi_english@yahoo.com

Abstract

Most lectures perceive teaching listening is passive process. They just test students listening comprehension without teaching how to become a good listening learners. Thus, we need to teach how to learn listening skills instead of testing their listening ability. The research was to describe students' learning style and their metacognitive awarenessof listening strategies in order to help them to solve academic listening difficulties and guide them to strengthen their listening ability.From the learning style questionnaire using VAK learning styles questionnaire of 36 questions, I have found 8 visual learners, 5 auditory learners, and 2 kinesthetic learners. The discussion above has indicated that understanding and accommodating the design of the learning materials to different students' learning styles in order to help students with their understanding. By considering students' learning styles, the lecturers/ teachers can adjust their appropriate methods and technique in teaching listening.

Keywords: students' learning styles, metacognitive awareness of listening strategies, and teaching listening.

Background of Study

Most lecturers perceive teaching listening is passive process. They just test students listening comprehension without teaching how to become a good listening learners and paying attention to their learning styles. Thus, we need to teach how to learn listening skills instead of testing their listening ability.

Most people perceive that listening is difficult skill in teaching EFL because it is widely seen as a 'passive' skill (Field, 2008). Listening is commonly regarded as the difficult skills by language learners. Most learners attribute their difficulties of listening comprehension because they perceive as their low listening ability or difficult listening texts or tasks. Thus,

many students are still unable to comprehend or understand the spoken word or phrase in the English language verbally by his interlocutor. Many attempts have been made by the lecturer of the Listening course in the learning process so that students learn easily in this course. But the result is still no significant change in their Listening Comprehension.

Learning Listening Comprehension is not easy but in general most of the many students who ignore it . It is a fact that still occur from year to year in the world of education, especially for university students. Besides learning stylesstudents are also very decisive in the success of learning . However, of the many problems faced by students in learning Listening Comprehension, there must be a right way or a solution to solve these problems.

So many factors makestudents difficult when learning English Listening Comprehension such as: the material is too fast to be heard so forget what they had heard , did not know the meaning of the word in the English language that is spoken or heard because of their lack of English vocabulary, not the concentration of the material to be heard , do not understand the commands described verbally, lazy in studying or no motivation to learn. Goh (2000) states that ten problems of students' listening comprehension are sound-script and word-referent processes were not atomized, lack of sound representations of familiar words, failure to use appropriate comprehension tactics, a deficiency of appropriate schematic knowledge, lack of prior knowledge, preoccupancy with recognizing the meaning of certain content words, narrow processing capacity in short-term memory and superficial processing.

Learning Listening Comprehension is not easy but in general most of the many students who ignore it . It is a fact that still occur from year to year in the world of education, especially for university students. Besides learning stylesstudents are also very decisive in the success of learning . However, of the many problems faced by students in learning Listening Comprehension, there must be a right way or a solution to solve these problems.

Most teachers or lectures perceive that teaching listening is passive process. They just test students listening comprehension without teaching how to become a good listening learners. Whereas, when we teach Listening subject, we need to teach how to learn or how listening skills instead of testing their listening ability. Thus, it needs the teachers or lecturers to be an

 ISBN 978-602-73769-1-5

active inquirer into their pedagogical ability. Schultz (2003) states that listening is an active, relational, and interpretive process that pay attention to make meaning that stresses on teaching as telling ignores teachers' responsibility to make sure that learners get in charge in the process of constructing their own understandings. The notion of listening to teach focuses on what to listen for as well as how to listen. It concerns for both the act of listening and the actions because of paying close attention to another.

Therefore, in this research, I will concerns about Metacognitive strategies refer to find out about learning. It means that learners learn how to learn with metacognitive strategies. By facilitating with knowing this language learning strategy, learners are getting in charge in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, for instance, pre tasks activities. Holden in Serri et al. (2012) states that metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies involve conscious management and regulation over learning process, like planning, concentrating and monitoring.

However, view empirical researches have been conducted to explore language students' listening strategy use and their perceptions of the strategy instruction. This research will be conducted to fill the gap in the literature by employing both qualitative and quantitative approaches to examine the effects of metacognitive listening strategies on EFL students' listening comprehension and to explore the learners' choice of listening strategy in order to help EFL learners to solve academic listening difficulties and guide them to strengthen their listening ability.

Ellis (2005) states that there are seven factors in explaining individual learner differences, that is beliefs, affective state, age, aptitude, learning style, motivation, and personality. Learning style is one of the individual learner differences that teachers should find out in order that their students can learn well.

According to OxfordinXu (2011), learning styles and learning strategies are able to work together with a given instructional methodology. Ellis (2005) asserts the optimal type of instruction will be related closelyto the individual learners preferred approach to learning.

 ISBN 978-602-73769-1-5

Whether from the perspective of learner-instruction matching or of the relationship of learning style and learning strategy, it is necessary to study learning style. In addition, Gilakjani & Branch (2012) states that one of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information. Most researchers just focus on the effectiveness of listening teaching strategies on listening comprehension, but no one consider students' learning styles in the listening teaching and learning process.

Therefore, it is necessary for the the lecturersto know what their students' larning stylesare in order to facilitate the students in understanding easily the process of teaching and learning. According to Xu (2011), it is very important to understand learning style for students as well as for teachers. They can have a clearer picture of the learning process, and more consciousness of learning. With more consciousness of learning style, they may understand why students feel comfortable in learning one aspect while uncomfortable in learning another. And they will know what they are good at and why they lag behind others in learning. Thus they can adjust or modify their learning a little to the learning setting, teaching methods, and learning strategies.

The Aims of Study

To describe students' learning style and their metacognitive awarenessof listening strategies in order to help them to solve academic listening difficulties and guide them to strengthen their listening ability.

Significance of Study

It is expected that the results of the research have the useful merit both theoretically and practically. Theoretically, the results will provide the empirical evidence that EFL learners should be able to actively and selectively choose the strategies most appropriate for successful completion of a listening task in order to improve their listening skills. Then, this study will provide in-depth information about how EFL learners find out their effective listening strategies. This study also provides valuable insights students' perceptions and practices of listening strategies in the EFL classroom. By exploring students' listening strategy use using

 ISBN 978-602-73769-1-5

reflective journal, this study may create better understanding of how EFL students acquire listening input. Thus, they will have better English language in order to handle the language demands in their competitive works.

Practically, the results of this study expectedly can be used as A reference and teaching guide for EFL lecturers or educator to enhance the quality of English Learning for teaching listening skills and as a material for other practitioners to consider in making educational policies related to English as foreign language classroom. The study also will be useful for understanding more about learners' language background and learning styles.

Literature review

Metacognitive Listening Strategies

According to Holdenin Serri et al. (2012), metacognitive strategies deal with concious actions of the learners while they listen to a spoken text carefully. This strategies pay attention to planning, concentrating and monitoring as a conscious management and regulation over learning process. Metacognition is defined as a construct having to do with thinking about one's thinking or the human ability to be conscious of one's mental processes (Nelson in Rahimi & Katal, 2012). They also state that successful learners are aware of their learning process and the use of different strategies that meet the requirements of different learning tasks and situations. Therefore, Metacognitive strategies refer to find out about learning. It means that learners learn how to learn with metacognitive strategies. By facilitating with knowing this language learning strategy, learners are getting in charge in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, for instance, pre tasks activities.

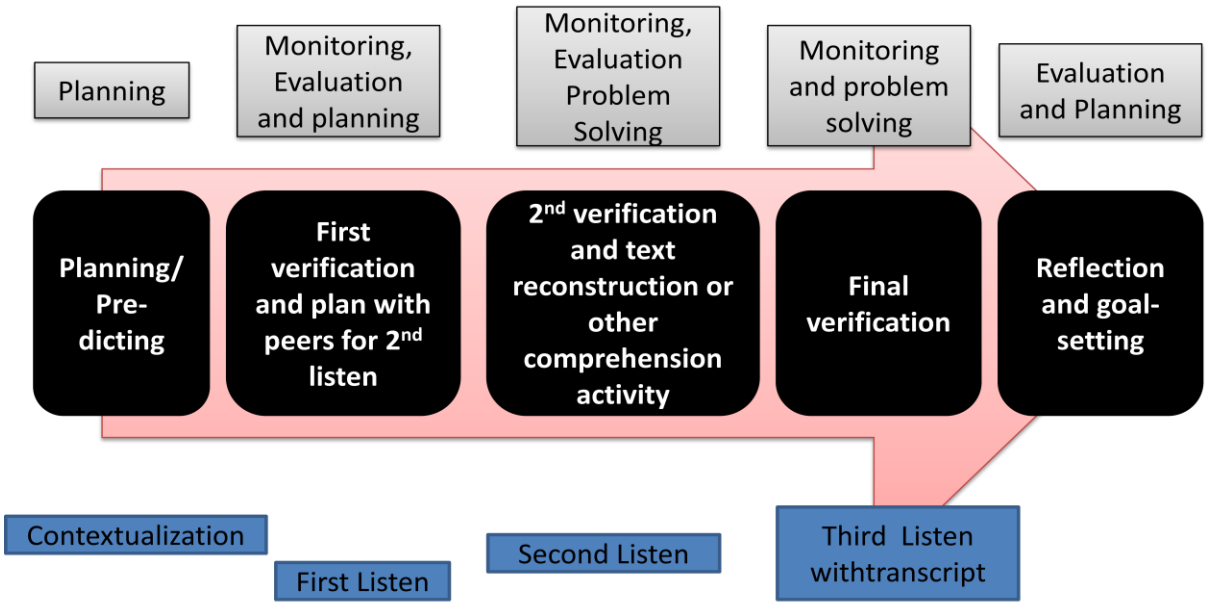
Holden in Serri et al. (2012) states that metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies involve conscious management and regulation over learning process, like planning, concentrating and monitoring.

The awareness-raising activities at the metacognitive level helps learners achieve their learning goals. For instance, they become more skilled in the manipulation of linguistics

input. it is also useful for allowing them to become independent learners of the language (Patricia & Hernández, 2012). EFL learners that use metacognitive strategies and make decisions about whether to apply various strategies can develop and improve their performance employing in procedural knowledge. Thus, the procedural knowledge is like learners' plan, solve problems and evaluate their tasks and performance.

In teaching listening comprehension based on listening metacognitive process can be seen in the following figure.

Figure 1. Listening Metacognitve Processesre



Adopted from Vandergrif and Goh , 2012: 109

Learning Style

The term "learning style" comes from general psychology. Ellis (2005) defines learning style as "the characteristic ways in which individuals orientate to problem-solving".(p.4) Ellis defines that learning style is considered as characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how earners perceive, interact with and respond to the learning environment.

There various definition of learning styles based on one's perspective. Here are a few definitions of learning styles. Brown (2007) defines that learning styles is the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. According to Celce-Marcia (2001), learning

 ISBN 978-602-73769-1-5

styles is the general approaches such as global or analytic, auditory or visual which students use in acquiring a new language or in learning any other subject. MacKeracher in Gilakjani & Branch (2012) defines that learning style refers to the manner of student that perceives, interacts with, and responds to the learning environment.Meanwhile, Ellis (2005)states that learning style is defined as the characteristic ways of students in order to orientate to problem solving.

The teachers or lecturers are necessary to know what their students' larning style in order to facilitate the students in understanding easily the process of teaching and learning. According to Xu (2011), it is very important to understand learning style for students as well as for teachers. For the teachers or lecturers, they can have a clearer picture of the learning process, and more consciousness of learning. With more consciousness of learning style, they may understand why students feel comfortable in learning one aspect while uncomfortable in learning another. And they will know what they are good at and why they lag behind others in learning. Thus they can adjust or modify their learning a little to the learning setting, teaching methods, and learning strategies.

There some reasons why learning style is very important in teaching and learning process. The first reason is that students' learning stylesare various because everyone is different from one another naturally. It offers the opportunity to teach by using a wide range of methods in an effective way. The second one is it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. the third one is the teachers can manage many things in education and communication if we really recognize the groups we are called to (Pourhosein Gilakjani, 2011).

There are three common learning styles; visual, auditory, and kinaesthetic. According to Brown (2007), those learning styles are involved in psychological factors that support the success of language learning and teaching. The definitions of these learning styles are as follows:

 ISBN 978-602-73769-1-5

Visual learners

Visual learners think in pictures and learn best in visual images. Theydepend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented. Brown (2007:129) states "visual learners tend to prefer reading and studying charts, drawings, and other graphic information"

Auditory learners

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. According to Brown (2007:129), auditory learners like better to acquire knowledge from lecturers and audiotapes in the classroom and may not have a full understanding of information that is written.

Kinesthetic learners

Individuals or learners having to do with kinesthetic learnerswill learn best with and active "hands-on" approach. These learners prefer interaction with the physical world. They are going to prefer to gain knowledge from demonstrations and physical activity involving bodily movement. Unfortunately, they have a problem to stay on target and can become unfocused effortlessly.

Reserch Design

The research employed a case study in one class thatcomprised 15 studetns of English education students at *Univesitas Muhammadiyah Semarang* in academic year 2014/2015. Research instruments the researcher used in conding the research are 1) questionnairethat was used to knowstudents' learning style and students' metacognitive listening strategies and 2) Interview that was done in order to ensure students' answers.Metacognitive Awareness Listening Questionnaire (MALQ) was used for getting their respons ri dealing with their metacognitive listening strategies and VAK learning styles questionnaire of 36 questions (Professional Development of Staffordshire University) was used to find out their listening styles. MALQ consists of 21 randomly ordered items related to L2 listening comprehension. The items measure the perceived use of the strategies and processes underlying five factors related to the regulation of L2 listening comprehension. These five factors include Planning

 ISBN 978-602-73769-1-5

and Evaluation (how listeners prepare themselves for listening and evaluate the results of their listening efforts), Problem Solving (inferencing on what is not understood and monitoring those inferences), Directed Attention (how listeners concentrate, stay on task, and focus their listening efforts), Mental Translation (the ability to use mental translation parsimoniously), and Person Knowledge (learner perceptions concerning how they learn best, the difficulty presented by L2 listening, and their self-efficacy in L2 listening).

Individual student interviews was conducted to find out data from the participants to reflect their perspectives regarding the development of listening skills and their experience of listening strategy they have experienced.

Finding and discussion

From the learning style questionnaire using VAK learning styles questionnaire of 36 questions (Professional Development of Staffordshire University), I have found 8 visual learners, 5 auditory learners, and 2 kinesthetic learners.

The results of MALQ In general, It has 21 items, each is rated on a six-point Likert scale (1=strongly disagree- 6=strongly agree). The instrument comprises five components of metacognitive awareness: (a) problem-solving; (b) planning and evaluation; (c) mental translation; (d) person knowledge; and (e) directed attention--represented by 6, 5, 3, 3, and 4 items, respectively. The analysis results ofMetacognitive Awareness Listening Questionnaire (MALQ) of 21 questions can be seen in the following table.

Table 1 Descriptive statistics of students‘ metacognitive listening strategies viewed from students’ learning style

Sub-scale	No. of items	Mean		
		Visual Learners	Auditory Learners	Kinesthetic Learners
Problem solving	6	2,6	4,8	2,4
Planning and evaluation	5	3,8	2,5	3,3
Directed attention	4	2,7	4,3	3,3
Mental translation	3	3,7	4,0	2,0
Person knowledge	4	4,2	3,7	3,0
MALQ	21	3,4	3,9	2,8

The table 1 indicates that students' manipulation of these strategies varies across different subscales (problem solving, planning and evaluation, mental translation, person knowledge,

 ISBN 978-602-73769-1-5

and directed attention). Thus, students with different learning styles have the difference of score having to do with metacognitve listening strategy. Visual learners have high score at planning and evaluation strategy and person knowledge with average of all strategies 3,4. Auditory learners have the higher score than visual learners with average 3,9 in which have good scores of all strategies except in planning and evaluation. Meanwhile, Kinesthetic Learnershave lower score of all metacognitive strategies.

In addition, the Result of Interview shows that regarding the students' responses, the qualitative findings revealed some patterns in the EFL students' listening strategy that is using metacognitive strategies can help them in mastering listening comprehension themselves. The students started to employ some metacognitive listening strategies s I listen in combination in order to best facilitate their listening. For instances, 1) they translate in their head and key words as they listen for auditory learners as direct attention strategy, 2) for visual learner they mostly tend to focus harder on the text when I have trouble understanding as direct attention strategies and 3) for kinesthetic learners mostly tend to use their experience and knowledge to help them understand what they heard.

Conclusion

The discussion above has indicated that understanding and accommodating the design of the learning materials to different students' learning styles in order to help students with their understanding. By considering students' learning styles, the lecturers/ teachers can adjust their appropriate methods and technique in teaching listening.

References

Carrier, K. a. (2004). *Listening: A framework for teaching across differences*. *Teachers College Record* (Vol. 106). New York: Teachers College Press. Retrieved from <Go to ISI>://WOS:000221257100012

Celce-Murcia, M. (1991). *Teaching English as a second or foreign language* (3rd ed.). New York: Dewey Publishing Services.

Edmondson, W. (1995). *The study of second language acquisition*. *System* (Vol. 23). Shanghai: Shanghai Foreign Education Press. http://doi.org/10.1016/0346-251X(95)90034-6

Goh, C. C. . (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, *28*(1), 55–75. http://doi.org/10.1016/S0346-251X(99)00060-3

Ling, C. G. (1981). *Principles of language learning and teaching*. *System* (5th ed., Vol. 9). New York: Pearson Education. http://doi.org/10.1016/0346-251X(81)90016-6

Patricia, S., & Hernández, B. (2012). *Applying a Metacognitive Model of Strategic Learning for Listening Comprehension by Means of Online-Based Activities, in A College Course*. Universidad de La Sabana.

Pourhosein Gilakjani, A. (2011). Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. *Journal of Studies in Education*, *2*(1), 104–113. http://doi.org/10.5296/jse.v2i1.1007

Rahimi, M., & Katal, M. (2012). Metacognitive listening strategies awareness in learning english as aforeign language: A comparison between university and high-school students. *Procedia - Social and Behavioral Sciences*, *31*(2011), 82–89. http://doi.org/10.1016/j.sbspro.2011.12.020

Serri, F., Boroujeni, A. J., & Hesabi, A. (2012). Cognitive, Metacognitive, and Social/Affective Strategies in Listening Comprehension and Their Relationships with Individual Differences. *Theory and Practice in Language Studies*, *2*(4), 843–849. http://doi.org/10.4304/tpls.2.4.843-849

Xu, W. (2011). Learning Styles and Their Implications in Learning and Teaching. *Theory and Practice in Language Studies*, *1*(4), 413–416. http://doi.org/10.4304/tpls.1.4.413-416

 ISBN 978-602-73769-1-5

HOW PEER COACHING AFFECTS PROFESSIONAL COMPETENCE OF STUDENT TEACHERS IN TEYL PRACTICUUM

Dwi Winarsih

Universitas Tidar

winarsih_dwi@yahoo.co.id

Abstract

The present study aims to advance English Department students' professional competence about Teaching English to Young Learners. The research questions addressed are (1) does peer coaching improve students teachers' professional competence and (2) how does peer coaching affect their professional competence.

This qualitative research is carried out by studying pre-service teachers' pedagogicalreasoning in a peer coaching program.Each week during a three-month practicum, twenty student teachersreceive training in clarity skills. Dataare collected in the form of videos, weeklyjournals, questionnaires, observation, focus-group interviews. Follow-up interviews are analyzed qualitatively.

Peer provides opportunities to discuss, analyze, and reflect on problems ofprofessional practice. It improve professional practice of student teachers andclarity competenciesare perceived as valuable for TEYL.They also enhance mastery and presentations of language elements and learning activities and classroom management.Italso shows more pedagogical reasoning that as a vehiclefor competencies acquisition and teacher reflection.The cooperating teacher is akey success of studentteachers' interaction with pupils, classroom management, and adaptation ofcontent to relevant aspects of pupils' learning needs. Lecturer's feedback assists studentteachers in setting goals for improvement. Thepeer coach functions of collegiality, technicalfeedback, adaptation to students, analysis of application, and support.

Keyword: Student Teacher, Clarity, Competency

Introduction

English has become one of subjects in Elementary School as local content. This policy take by government is actually aimed to prepare students in order to improve the quality of education in Indonesia. This prepares students to be able to access information from entire

world which uses English as a means of communication to broaden horizon so the quality of education in Indonesia improves.

One of the central topics of discussion and research about education in the last decade concerns with the quality of education. PISA (Program for International Student Assessment) shows that Indonesian students perform about three yearsbehind the OECD (Organization for Economic Co-operation and Development) average. More than 50% of Indonesian fifteen year olds donot master basic skills in reading or mathematics. Raising performance inIndonesian education is crucial to meeting the challenge of reaching a highincome status (Asian Development Bank, 2015).

Better teachers provide an environment that allows children to reach their potential.The poor achievement of students reflect the low quality of teachers in Indonesia. Nowadays, this issues has become broader and been one of the public and the concern of government. "The main problem in Indonesia education system is all about teacher, teacher, and teacher. Teacher has lower quality and professionalism" (Winataputra, 2013).

When someone assumes that quality teachers produce quality students, then poor achievement of students can be attributed to the poor quality of teacher. This implies that there is a strong synchronizes between the teacher competencies to the student performances. What teachers have taught and applied in the classroom made an impact to the student results.

In line with the problem of educational quality, it has been prevalent not only in Indonesia but also in other countries. As a developing country, Indonesia put a great emphasis on education policy. Educational quality and quantity have become government concern.

The quality of teacher plays a very important role in determining a nation's competitiveness, especially in globalization era. Indonesia, in particular, has acknowledged the importance of improving the quality of education, especially the quality of teachers, in order to supply the country with highly competitive human resources. With 65% of the total number of 2.7 million teachers in Indonesia not meeting the requirement as a professional teacher (Jalal,

2009), thus a genius strategy to produce a professional teacher to compete locally, nationally or even internationally is indeed needed.

The facts above imply that the ultimate purpose of teacher education is to prepare student-teacher ready to teach. The courses are designed to ensure student teachers' mastery of needed knowledge and skills. These are mastery and skills needed for teaching.

Regarding the actual situation as stated above, this study in a pre-service teacher education program is conducted. It concerns with the quality of novice teachers. It is expected that this study about peer coaching reveals the extent to which EYL teachers improve their professional practice.

Peer coaching is similar to peer supervision. Peer supervision is known in the professional literatures as a process by which teachers work in a small group using basic components of clinical supervision with the goal of professional development. The focus of peer supervision is teaching analysis. Observation of teaching takes place and followed by analysis and feedback given by colleague.

Peer coaching, however, focuses on particular skill or set of skill for teacher to transfer to their teaching (Thorn, McLeod, and Goldsmith, 2007). In this program some teachers meet regularly for problem solving using planning, observing, feedback, and creative thinking for making betterment of teaching practice. Peer coaching can be carried out by three types of coaching according to the need of teacher. They are technical, reciprocal, and challenge coaching.

The primary purpose of this study is to know how peer coaching affects students' professional competence. This study focuses on effective teaching that identifies a phenomenon of pedagogical content knowledge. The domain of knowledge is specific to the educator and teaching. This teacher clarity studies concentrate on the role of teacher and teaching-learning process. Teacher clarity has resulted a list of behavior that seem facilitate student learning.

 ISBN 978-602-73769-1-5

Method

This is a qualitative research that is carried out by studying pre-service teachers' pedagogicalreasoning in a peer coaching program. The subjects of the research are students of English Department in Education and Teacher Training faculty of Tidar University. They are students of sixth semester who take teaching practice of English for young learners. Each week during a three-month practicum, those twenty student teachers receive training in clarity skills. They have real teaching and the other friends observe their teaching practice. After teaching practices finish, their peers coach and discuss the problem and improvement of teaching practice. Data are collected in the form of videos, weeklyjournals, questionnaires, observation, focused-group interviews. Follow-up interviews were analyzed qualitatively.

Data Analysis

During the student teaching practicum, prospective teachers typically practice and apply the theories of teaching that they get in the teacher education program. In foreign language theories, language teaching covers a number of topics such as language acquisition, linguistics, pedagogical grammar, interlanguage, syntax, phonology, syllabus design, etc.

Based on data analysis peer coaching improvesstudent teachers' professional competence. Teaching and teacher supervisionprovide opportunities to discuss, analyze, and reflect on problems ofprofessional practice.

Data collected from observation of six teaching episodes of twenty student teacher research participants yield information to make the following findings. First finding shows that most student teacher research participants in this study conduct classes or teaching practice using recitation methodology of teacher created question and answer. The students respond using very short utterances or less than sentence level. This question and answer methodology is typical of beginning level of foreign language teaching-learning activity in classes where the focus of instructions are vocabulary and grammatical mastery and their practice to use them in full sentences. Asking question is clarity skill that is mostly used by the student teachers. This finding dealing with the use of asking question and the use of example suggests that in the context of foreign language teaching student teachers preferred recitation method, use example in text-book, and their own example rather than discussion-based teaching.

ISBN 978-602-73769-1-5

Another finding shows the uniformity of the skill used by student teachers from peer-coached group. Ask question and examples are used is the first most frequently used by ten among twenty student teachers. Five student teachers repeat important points, and other five ones ask pupils to write what they explain. Thus peer-coaching leads them to have uniformity. In other words, clarity skill has become a topic during peer coaching in pre and post conference.

Peer coaching functions to analyze an application of skill or a set of skill that becomes a focus of training (Richards,---). Peer coaching provide student teachers opportunity to their implementation of clarity skills and discussion of which practices match with their objectives as EFL teachers for young learners.

Clarity competenciesare perceived as valuable for TEYL because they enhance student teachers' presentations of grammatical topics,organization of communicative activities, and classroom managementtechniques. It also shows more pedagogical reasoning that as a vehiclefor competencies acquisition and teacher reflection.

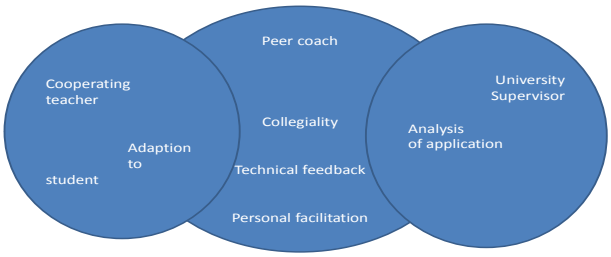
The student teacher practicum is held by combining direct teaching experience and university based-teacher education. This applies triad supervision consisting of student, university supervisor (US) or lecturer as well as cooperating teacher (CT). There are two supervisory model; traditional supervision and traditional supervision combined with peer coaching.

The finding reveals thatthe role of CT in supervisory triad is critical in determining how student teachers regard teaching aspects of practicum. Early in practicum, student teachers report receiving support from their CTs. This resembles the collegiality function of peer coaching. Student teachers note initial welcome, the sharing ideas and resources to implement in the classroom. While US is less helpful than this school based segment. During this time, student teachers report that university portion is lack of collegiality and is carried out like-business manner that focus on clarity skill.

The cooperating teacher is akey success of studentteachers' interaction with pupils, classroom management, and adaptation ofcontent to relevant aspects of pupils' learning needs. Lecturer’s feedback assists studentteachers in setting goals for improvement. Thepeer coach

 ISBN 978-602-73769-1-5

fulfilled functions of collegiality, technicalfeedback, adaptation to students, analysis of application, and support in situationswhere peer coaches have teaching concerns for which assistance is needed. The following figure represents interrelated triad.



Conclusion

Based on data analysis it shows peer coaching improve students teachers' professional competence. It provides opportunities to discuss, analyze, and reflect on problems ofprofessional practice.Clarity competenciesare perceived as valuable for TEYL because they enhance student teachers' presentations of grammatical topics,organization of communicative activities, and classroom managementtechniques. It also shows more pedagogical reasoning that as a vehiclefor competencies acquisition and teacher reflection.The cooperating teacher is akey success of studentteachers' interaction with pupils, classroom management, and adaptation ofcontent to relevant aspects of pupils' learning needs. Collegial coaching help teachers to refine teaching practices, strengthen collegiality, and think more systematically about their practices. Lecturer's feedback assists studentteachers in setting goals for improvement. Thepeer coach fulfilled functions of collegiality, technicalfeedback, adaptation to students, analysis of application, and support in situationswhere peer coaches have teaching concerns for which assistance is needed.

Refrences

Jalal, Fasli. 2009. Teacher Certification in Indonesia: a Strategy for Teacher Quality Improvement (English). *Paper*. http://document.worldbank.org

OECD/ Asean Development Bank. 2015. *Education in Indonesia; Raising to Challenge*. Publishing Paris.

Pring, R. 1992. Standards and Quality in Education. *British Journal of Education Studies*, XXXX, 1:4-37

Richards, C, Jack. - . Beyond Training : Approaches To Teacher EducationIn Language Teaching. *Article.markandrews.edublogs.org. downloaded July 28th , 2015*

Richards, C, Jack, 2000. *Reflective Teaching*. London; Cambridge University Press

Thorn, McLeod, and Goldsmith. 2007. Peer Coaching Overview. Article. http://www.marshallgoldsmithlibrary.com. Downloaded May 16th, 2015

Winataputra. 2013. Black and White side of New Curriculum 2013*Article*. http://wwwacademia.edu/9376278. Downloaded August 8th, 2015

DEVELOPING ENGLISH MATERIAL FOR ISLAMIC ELEMENTARY SCHOOLS USING *THEMATIC INTEGRATIVE CHARACTER-BASED MODEL*

Farikah

Universitas Tidar (Tidar University)

Farikahfaradisa@gmail.com

Abstract

This research is aimed at developing English material for islamic elementary schools using *thematic-integrative character-based model*. It is in line with the implementation of 2013 curriculum for elementary schools including islamic elementary schools that apply thematic integrative character-based model. This research and development approach was intended to develop an English Material for islamic elementary schools in Magelang regency using thematic integrative character-based model. The subject of this research was the first and fourth grade students of Islamic Elemtary Schools. This research was conducted in three phases. The first was the exploration phase which consists of evaluating the existing of English material for islamic elementary schools. The second was the prototype development phase where the prototype model was developed. The last was testing phase. The results of the research indicated that the thematic-integrative character-based model material was needed. It is in accordance with the implemenation of 2013 curriculum for elementary schools. These findings recommended that thematic integrative character-based model could be adopted for developing English material for Islamic Elementary Schools..

Keywords: *English Material, Thematic Integrative Character-based Model*

Background

In Indonesia, English has become one of the local contents in elementary schools. Concerning with the importance of the language, the purpose of English teaching in elementary school is to introduce English to the students as the first foreign language. It became part of the curriculum in elementary school throughout Central Java in 1995, with the primary objective to teach students to speak English using very simple sentences. Furthermore based on the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*, 2006), English is taught in elementary school as a local content. The purpose is to make students master the four language skills, they are listening, speaking, reading, and writing.

English lesson is taught from Elementary School Class 4 up to Senior High School Class 12. In elementary school, English is introduced as a local content. It is because education is a process of learning and the process should start from the early period. Generally it is devided into three levels; the first is elementary, junior high, and senior high education. Elementary level needs more attention because it is the foundation that determines the next step of language teaching put on it.

Teaching English as a foreign language in elementary level seems unique. It can be very easy when students are interested in it, and it can be very difficult if the students are not interested in it. In line with the implementation of 2013 curriculum especially in elementary school, there are some changes. One of them is the approach applied in teaching-learning process.

The teaching-learning process in 2013 curriclum is giving meaningfull situation to the students. It is believed that through "Thematic Integrative" model, the students of elementary school can develop naturally. In Thematic integrative model, it uses one theme as a means of uniting. It is a means to make the students concentrate in learning the concept (Hernawan, et.al, 2011). Furthermore, it is stated that the characteristics of thematic-integarive model are student centerede, direct experience, and flexible. In general, integrated curriculum include: a combination of subjects, an emphasis on projects, source that go beyond textbooks, relationships among concepts, thematic units as organizing principles, flexible schedules and flexible student grouping (http://www.todayteacher.com/Thematic_Teaching.htm). Based on the above consideration, the study aims at developing English material for islamic elemtary school using Thematic Integrative Character-based model.

Method

Following Gall and Borg (1983), this study applied Research and Development approach which involved the English Teachers of MI and the students of Islamic Elementary Schools in Secang, Magelang regency. The main purposes of this study were to find out the existing material of English for islamic elementary school , and to develop English material for Islamic Elementary school using Thematic Integrative Model.

 ISBN 978-602-73769-1-5

Two instruments were utilized to collect the data, namely interview, and observation. The interview guide was used to collect the data of the students' perception on existing material of English for Islamic elementary school. The observation was designed to observe the existing material of English for Islamic elementary school. In addition to that, it was also to observe the implementation of Thematic Integrative Character-based material as a developed material for teaching english in Islamic elementary schools. Besides, the writer also used test. the test was to collect data of the students' competence in mastering English.

In analyzing the results of observation and interview as qualitative data, the writer followed Miles and Huberman's theory (1994). This method consisted of three stages. They were data reduction, data display, and drawing conclusion.

Finding

The findings of the exploration stage of this study are as follows.

Profile of the Existing Material

There is one LKS (student work sheet) applied in teaching English for Islamic Elementary School. It is "Halo". It is developed by English Teacher Community of Magelang Regency. The following are the profile of the text-book (material). It is divided into two cycles. They are spoken and written cycle. There are some exercises and a grammar stage. Through this text book, the students can develop the four language skills.

The Quality of the present Material for Islamic Elementary School

To evaluate the quality of the textbook, the writer used a checklist modified from Cunningsworth (1995) and Miekley (2005). The checklist contains 10 criteria as follows:

a. aims and Approaches
b. Design and Organization
c. Content
d. Skill
e.vocabulary and grammar
f.Exercises and activities
g.Methodology
h. Attractiveness of the text and Physcal Make-up

 ISBN 978-602-73769-1-5

i. Teacher's manual

j. Practical Consideration

The Need of Thematic-Integrative Character-based Material

To obtain the information on the extent to which English teachers, students and the headmaster need thematic integrative caharacter-based material, in-depth interviews were used. To explore whether tey need this material, two questions were posted:

a. Do you agree with thematic integrative caharacter-based material in teaching English for Islamic-Elementary school?

b. Why or why not)

The analysis of data from the fifteen respondents (15 English teachers of islamic elementary school) showed that they agreed to use thematic integrative caharacter-based material in teaching English for Islamic Elementary School. The reason for using this material is it is in line with the implementaion of 2013 curriculum in islamic Elementary school in Secang, Magelang regency.

In addition to that, this model will particularly affect the students' behaviour. Besides that, it is in response to the law, the Ministery of National Education has strongly declared the issue of character education at all levels of education. The descriptions of the character education could be presented as follows: religious, honest, tolereance, disciplinary, hard-work, creative, independence, democaric, curiousity, the spirit of nationalism, love the country, friendly, environmental awareness and responsibility.

Conclusions

Based on the data of exploration stage, it can be concluded that thematic integrative character-based model could be adopted for developing English material for Islamic Elementary Schools.

Reference

Borg, W. R. & Gall, M. D. (1983). *Educational Research*: *An Introduction*. New York: Longman.

Cunningsworth, A. (1995). Choosing your Coursebook. Oxford: Heinemann Publishers Ltd.

Hernawan, A.H.et.al. (2011). *Pembelajaran Terpadu di SD*. Jakarta: Universitas Terbuka.KTSP, 2006. *Kurikulum Tingkat Satuan Pendidikan.* Semarang: Media Jaya.

Miekley, J. (2005). ESL Textbook Evaluation Checklist. The Reading Matrix. Vol 5, No. 2. Retrieved from http://www.readingmatrix.com/reading_projects/miekley/project.pdf.

Miles, M. B., and Huberman, A. M.. (1994) *Qualitative Data Analysis*. Thousand Oaks: Sage Publication.

Permendikbud Nomor 81A Tahun 2013, *Implementasi Kurikulum, Lampiran IV. Pedoman Umum Pembelajaran.:* Jakarta.

http://www.todayteacher.com/Thematic Teaching.htm.

THE UNREACHED AMERICAN DREAM: CORRUPTION OF WOMEN'S POWER AS REPRESENTED IN STEINBECK'S *OF MICE AND MEN*

Bety Mawarni

Fatma Hetami

Fatikha Amalina

State University of Semarang

betymawarni@gmail.com

Abstract

The paper is aimed at revealing the corruption of women's power in the 1930s as part of the unreached American Dream represented in Steinbeck's*Of Mice and Men*. The objectives of this study are: 1) to describe how women's power was corrupted in the 1930s American Dreamand 2) to describe the women's attempt in gaining freedom and equality as their efforts of reaching the American Dream.

This paper used sociology of literature as an approach that covers Gramsci's hegemony and feminism. The concept of hegemony was used to reveal a phenomenon in the novel where there is an attempt to maintain power done by the ruler. Meanwhile, feminism was used to define women's position as well as to construct the ideas of how women's freedom and equality should be attained. The data available in this paper were analyzed qualitatively. Then the results were explained and written descriptively to meet the objective.

The result indicates that the corruption of women's power in the 1930s American Dream can be seen through a number of attitudes and behaviors represented by the male characters in the ranch towards the only female character in the novella, Curley's wife. The corruption is covering several aspects such as (1) positioning women as the second-class in the society, (2) seeingwomen as men's attribute, (3) considering women as trouble makers, and (4) regarding women as object of prejudice. Meanwhile the depiction of women's attempt to gain freedom and equality as their efforts of reaching the American Dream can be revealed through Curley's wife attitude, behavior, gesture, and statement in clarifying her existence. In addition, it can be also seen on the way of her characterization determine other character's life in the novella by indirectly cause the death of the main character of the story.

Keywords: American Dream,Corruption, Great Depression,women's power

Introduction

The era of 1930s was a nightmare for American and their American Dream. Wall Street Market Crash at the end of 1920s brought a depressing strike to the U.S. economy that it was later called as Black Tuesday. Poverty and unemployment grew as many workers were laid off from their jobs. It mostly affected middle-low families whose income depended on one person's salary who suffered for dramatic loss in this period. This situation led the shift of roles in the family. A lot of men who found themselves out of work had to rely on their wives and children to help support the family. Even many of them felt frustrated that they just left their families. A survey in 1940 revealed that 1.5 million married women had been abandoned by their husbands. On the other hand, these new roles put in an enhanced status they had never been able to gain before. A lot of women found it was easier than men to work as domestic workers to support their families' living. This roles, therefore, placed women in a more powerful position than men in the family.

In most passages related to the Great Depression, women are always illustrated as marginalized figures whose rights are so much taken by men. This surely is against one major point of the American Dream, which was introduced exactly at the moment of the beginning of the Great depression, about freedom and equality. Women were bound with domestic matters and were less involved in public matters. The stereotype seems to cover the significant role of women in the Great Depression in taking over men's role at work.

Facing such kind of oppression, many women started to question their position and demanded for freedom and equality in all aspects of life. This reaction then developed into mass movement against men's oppression towards women which later considered as feminism. Originally aimed for equality for women, though, this movement has raised and spread into several branches with more specific purposes and views in seeing how women should position themselves to be considered in the society. However, in some cases, this reaction failed due to several reasons. The novella *Of Mice and Men* presents how woman's attempt to attain her freedom and equality meets failure due to men's hegemony towards them.

In order to limit and specify the analysis and the discussion of the corruption of women's power in the society, this article focuses on (1) How women's power in the 1930's American

Dream is corrupted as represented in Steinbeck's *Of Mice and Men;* and (2) What is women attempt to gain freedom and equality as part of American Dream?. This paper used sociology of literature as an approach that covers Gramsci's hegemony and feminism. The concept of hegemony was used to reveal a phenomenon in the novel where there is an attempt to maintain power done by the ruler. Meanwhile, feminism was used to define women's position as well as to construct the ideas of how women's freedom and equality should be attained. The data available in this paper were analyzed qualitatively. Then the results were explained and written descriptively to meet the objective.

In line with the topic of analysis, there are several aspects that have to be highlighted. They are hegemony, existentialist feminism, Marxist feminism, and American Dream. With regard to the first aspect, The concept of hegemony is commonly used to describe a phenomenon where there is an attempt to maintain power done by the ruler. The ruler is not restricted in the governmental area. It implies the relationship in which one party is positioned as superior over the other. Hegemony is a victory chain acquired through consensus mechanism rather than oppression to the other social class. There are several ways that can be used, such as through the institutions in the society which determine the cognitive structure of the society. Thus hegemony can also be defined as an attempt to drive people to judge and view social problems in the designated framework (Patria & Arif, 2003:121). The fact that Gramsci himself did not give an intact definition about hegemony caused numerous distinctive interpretations toward the term. People tend to present their personal views regarding to the theory of hegemony based on the literature they read and any other sources which leads to inconsistency in defining the term.

Developing his theory from Marx and Lenin's insights, Gramsci's thoughts are often merely associated with political and economic influence to the social control. Social control has two basic forms, it can work externally through reward and punishments and internally through personal conviction which is embodied through the prevailing norms in the society. The latter is based on hegemony as a predominance which is obtained by consent rather than force of one class or group over other classes (Femia, 1981:24). It is attained through many ways involving various institutions in the society, such educational and religious institutions. Through these institutions, determined spirit or thoughts is infused to the society in such way

 ISBN 978-602-73769-1-5

that is unrecognizable which will, directly or indirectly, mold cognitive and affective structure in the society.

Gramsci admitted that in the society there is always a party who orders and another party which is ordered. Taking this condition as a starting point, Gramsci views if the Prince is going to rule over effectively, the way he needs to take is minimalizing people's resistance as well as creating spontaneous loyalty to the ruler. Concisely, Gramsci formulated this assumption in a sentence, "how to create hegemony" (Patria & Arif, 2003:120). According to Gramsci, the supremacy of a class or a group is established in two ways: domination or coercion and intellectual and moral leadership. Hegemony refers to the power influence in the form of moral and intellectual which embody the behavior of the rued class or group. The consensus formed between the two classes is created through coercion as well as implicit influence through conviction which is spread over through superstructural apparatus.

Another aspect is feminism. The idea of gender discrimination has long been embedded to the western culture through historical narratives (Bressler, 1994). In religious narratives, woman was blamed for causing Adam to be kicked out from heaven and became the first human to occupy the earth. This was supported by ancient philosophers like Aristotle who declares woman as an imperfect man for her lack of phallus. This idea was then followed by the next religious leaders and philosophers, placing women as subordinated figure.

Although remains controversial, Simone de Beauvoir, the most prominent figure in existentialist feminism, was considered to be insipired by Sartre's theory of existentialism. Departing from the question of "What is woman?" Beauvoir revealed the difficulties faced by women in their attempt to define themselves (Arivia, 2003:122). In patriarchal society, women are always positioned as the objects. In this case, while men position themselves as the absolute "being" while women are considered as "the other". This notion is based on biological facts such as reproductive role, unbalanced hormone, and any other physical weaknesses on women which drive women to domestic activities and unconsciously shape them to the definition of etre en soi. In her book, The Second Sex, Simone de Beauvoir declares her critics towards the assumption which places women as the objects in the word created by men. Beside the biological facts which trap women in domestic matters, she

 ISBN 978-602-73769-1-5

contradicts Freud's theory of penis envy by stating that the envy aroused from the desire to possess the material and psychological benefits instead of possessing the penis itself. She also directs her critics towards Engels who views the relations between men and women automatically changes due to the change from capitalism to socialism for she thinks that the oppression towards women is caused more by ontological factors rather than economic factors.

According to the assumption of how women are marginalized in the theory of existentialism, in order to attain the same status with men. Women have to able to free themselves from the myths and psychological conviction that they are weak and attributed to men. They have to define themselves according to what they want to, not the society or men want to. The most important thing is that women have to be able to reject being positioned as the objects.

Furthermore, Beauvoir presents the idea of malafide which is a form of condition where humans fail in their attempt to preserve their existence. In this state, one prefers to be ruled over, to be destined, rather than to accept the responsibility in the form of their freedom. Marriage is often regarded as the direction for these malafides to exchange their freedom for the peace and sufficiency in marriage life. Beauvoir states that there are three characteristics of the malafides, they are the prostitute, the narcistic, and the mystic. In the novella Of Mice and Men, the only woman character shows the characteristics of being malafide through how she dressed in order to attract the attention of the men in her surroundings. By using the assumption of existentialist feminism, this research is going to analyze the action of the woman character in the novella in the relation of how she was so attributed to her husband that she later reconsider the existence of herself (Arif, 2009).

The development of Marxist feminism cannot be separated from the idea of capitalism presented by Karl Marx. Opposing the liberalist concept that human are free to define themselves, Marxist concept emphasizes on human's productivity from which they are defined. Marx argued that social, political and intellectual processes are determined by the production of material condition (Arivia, 2003: 111-120).

 ISBN 978-602-73769-1-5

According to Marx in Arivia (2003: 11-120), the modern economic system is a system where there is contradiction between proletariat people who are exploited and the bourgeois or capitalist. Capitalism itself is seen as a system of exchange where everything is valued form its exchange cost. Such economic system has led to a larger gap between the bourgeois and the proletariat. The proletariat are exploited through extra hours of work without additional payments in order to give more profits for the capitalist. Along with the economic and social transformation, capitalism embodies the power relation system, which is also exploitative. It creates a condition where the proletariats have to choose whether to suffer from exploitation or to be jobless because the capitalists own most of the job sources. Moreover, capitalism has spread the conviction that it has been the nature of the workers to work and to be paid.

The similar class system is assumed by the feminists to be the cause of men's oppression towards women. However, it is not the class system between the capitalist and the worker which causes the oppression because both women in capitalist and worker society undergo the exploitation. The class system that plays the big role is the class of men and the class of women. Women are trapped to work in the area where they do not produce commodity as men does. Women keep on being oppressed for the domestic activities they do are not considered as valuable (Arivia, 2003: 115).

Women's inability to produce the commodity which has values has placed them at a lower place than men. This condition is experienced by Curley's wife in the novella Of Mice and Men by John Steinbeck. This research is aimed to reveal her power is corrupted in its relation to men's hegemonic power using the Marxist feminism theory.

The last aspect is the American Dream. The American Dream has long been associated with the prospective life which the American calls out. In his speech in 1967, Marthin Luther King Jr. declared that America was essentially unfulfilled dream. As what had been noted in the Declaration of Independence, he stated the substance of the dream: "We hold these truth to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness." (King, 1967)

 ISBN 978-602-73769-1-5

From the statement above, it is obvious that the main goals of the American dream are to provide life, liberty and the opportunities to attain prosperity for all American people. It is similar to the ideas mentioned by Adams in his book The Epic of America: "that American dream for a better, richer, and happier life for all our citizens of every rank which is the greatest contribution we have as yet made to the thought and welfare of the world." (Adams, 1931).

At the moment, this idea seemed utopist as the United States was in the Great Depression era after the Market Crash in 1929. However, it was the spirit of American Dream that was believed to encourage the American to endure for years to come and prospect for progress and possibility.

The historian James Truslow Adams was the first one to introduce the term American Dream in 1931. He used the term to explain what had attracted millions of people of all nations to come and settle in America (Stuggart, 2006). The American Dream, he added, is reflected in basic beliefs and values which give characters to the nation and are still preserved by most Americans today: freedom, individualism, mobility, optimism, flexibility, hard work, progress, and patriotism. In his article in The New York Times published in first of January 1933, James Truslow Adams expressed his thoughts of the American Dreams which was challenged by the hardship of the Great Depression Era. He reminded the readers of the true meaning of the American Dream, that was as a vision of a better, deeper, richer life for every individual, regardless of the position in society which he or she might occupy (Adams: 1933:1).

As one of the values preserved by the American, freedom is an abiding dream yet remains unresolved problem in the United States. Although it has been written in the Declaration of Independence, freedom remains a dream for some minorities. The problems of freedom are often interrelated with equality for both values are required in order to able to develop oneself for the pursuit of happiness as implied in the American Dream. One of the most prominent subjects of freedom and equality problems is gender. Even though women have gotten more freedom and opportunities these days, the stereotype such as of domestic matters is still adhesively attached to women. This issue was worse in the Great Depression America as

 ISBN 978-602-73769-1-5

reflected in the literary works created in that period of time. This research is intended to dig deeper to the case of the corruption of women's power regarding to their rights of freedom and equality in the 1930s American Dream using the perspective of Gramsci's hegemony as presented in Steinbeck's Of Mice and Men.

The Corruption of Women's Power as Represented in Steinbeck's *Of Mice and Men*

A. General Description of American Great Depression as Represented in *Of Mice and Men*

In the 1930s, the American citizen experienced their coutry's worst Economic condition. The market crash had shut many companies and banks down and therefore created a huge wave of unemployment. The condition was worsen by a severe draught which swept the plain states, leaving the lands unable to produce crops, known as the Dust Bowl tragedy. Thus, people who lived in plain states migrated to the western area of the country in search for jobs and places to live. The very first chapter of the Steinbeck's *Of Mice and Men* briefly illustrated the natural condition of California where the story took place. During the Great Depression, nearly 200,000 citizens of the plain states migrated to California. This phenomenon was depicted by the two migrant workers, George and Lennie, as the major characters of the novella who came to the ranch to look for jobs. Together with the other migrant workers, they had to stay in a small bunk house with very limited facilities. They also had to let go of some of their rights in order to survive in the ranch. The conditiion was even worse for colored workers represented by Crooks in this novella. He was not only placed separately from the other wokers, but also he got less facility and was expelled from the the other workers.

The declining of the U.S. economy condition had directly and indirectly altered all aspects of the citizen's lives. The high number of unemployment and people who migrated to California had lower the value of the workers showed by lower wages and minimum facility for those workers. Marxist theory values human for their productivity. In this case, the ranch owners wins the position over the workers for they have in pocket the farms along with the machines and other facilities required to work on the ranch. It creates an exploitative power relations between the ranch owners and the workers which the Marxist called as capitalism. In such relations, an exchange transaction occurs between the ranch owners and the workers in which the workers work to get paid by the ranch owners who get their work done by the workers.

However, because the ranch owners control over the production tools, the workers have no choice but to be dependent on the ranch owners, and therefore, the workers are given no choices but to be exploited by the ranch owners.

Capitalism created classes in the society. The most prominent impact of class division in the novella *Of Mice and Men* is the sense of alienation. Alienation is a situation where people begin to lose the sense of who they are and where they belongs.In *Of Mice and Men,* such alienation was experienced by almost all workers in the ranch although some might still struggle to fight against such alienation by believing onto the American Dream and worked for it. Particularly, Crooks as the only colored man in the story suffered from such alienation the most. Similarly, the alienation was also experienced by Curley's wife. Unlike the alienation due to race or skin color as experienced by Crooks, Curley's wife had to deal with the alienation due to her identity as a woman. During the story, she was often expelled from the environment which full of men and recognized as tart, bitch, or any other identity rather than being recognized as her own self as a whole. In result, she suffered from the crisis of identity when she started questioning about herself, asking is she . had done wrong, and looking for any companion she could find to express her desperation. In short, there are three main objects of class division in this novella: the ranch workers, Crooks and Curley's wife, each with different cause of subordination. The ranch workers are subordinated due to economic reason, Crooks due to his skin color and Curley's wife due to her status as a woman. The three main objects of the class division in the novella here undergo the situation of being alienated from the environment in which they live in. They are also alienated from the dreams of a better prosperous life which was the dreams of every American held to survive to pass through the hardship of the Great Depression era.

B. The Unreached American Dream : The Corruption of Women's Power Experienced by Curley's Wife

The novella also depicted the values of the American Dream which the characters held onto during the story. Among all values, three of them was prominently showed during the struggle of the characters in the hadrship of the Great Depression era. The first is dream having freedom. For the ranch workers, dream of having freedom means freedom of the restaint they get as the ranch workers regardless of their status in the society. As for Curley's wife, she was

 ISBN 978-602-73769-1-5

restricted not to talk to anybody else other than her husband. Due to her status as a wife, she was not really accepted to sociaize with the other guys in the ranch thus she longs for a freedom to speak and interact with other people. The next is the dream of having equal opportunity as a privilge in a class-based society. In the 1930s era, migrant workers were mostly facing subordination and it was even worse for colored men. It was difficult for them to get job, not to mention to attain equality of rights, including their wage. As for Curley's wife, it was impossible for her to gain equal opportunity because of her status both as a woman and as a wife. As a woman, she was not supposed to be in the ranch that the guys in the ranch refused to interact with her. As a wife, she was attached with Curley that she was not allowed to do anything other than her domestic roles in the house. Lastly, they held onto the dream of having a prosperous life. It is depicted through how they imagined of having a piece of land on their own with farm and everything which all belongs to them so that they do not have to be scared that they could be canned as if they are working in the ranch.

Ironically, as the people who came to the ranch shared the similar dreams, they ended up failing because they blew their stake for woman and drink. In a quite distinctive way, Curley' wife also embodies another irony of American Dream in the story. Representing women citizen in the U.S. during the Great Depression, the character of Curley's wife are challenged with a number of precarious situation where her power as a woman is corrupted, leaving her unable to develop herself in order to pursue the American Dream

It is interesting to observe Curley's wife as the only female character in *Of Mice and Men*. Her frequent appearances during the story indicate her influence in the story, but at the same time, she undergoes both physical and psychological subordination regarding to her status as a woman.Considered as the second-class society, woman represented by Curley's wife was discriminated against within the environment which she lived in despite their status as a member of the society, even as the wife of the boss' son. The discrimination embodied by Curley's wife varied from simply a negative statement about her until the reduction of her rights as a woman.

The subordination experienced by Curley's wife during the story should not be separated from her status as a wife. As a matter of fact, all of her attitudes towards everything were

considered from the perspective of her being a wife, and not as a woman in particular. The attachment to man, in this case, a husband, had bound her with norms and values which separated her from the world outside of the house. She was supposed to devote her life only for her husband and family, even not for herself. The most prominent problem of her vague existence was her inability to have her own identity indicated by how she was introduced and mentioned as Curley's wife during the story.The association did not merely cause the reduction of the rights she supposedly had as a human and a woman, she also had to bear the burden of being her husband's both power and weakness.

As an attribute of her husband, Curley's wife has to bear the discriminative norms and values in the society she lives in. Her presence in the ranch was often considered as something inappropriate which would cause troubles for the people in the ranch even though she did nothing but looking for her husband. Almost in each of her appearance in the ranch, Curley's wife was always rejected and expelled due to the guys' attempt to avoid troubles.George kept stressing on Lennie that he should stay away from Curley's wife because he thought that she would bring danger to Lennie who seemed to be attracted to her. George considered Curley's wife as the worst jail bait he had ever met. It implied how Curley's wife had brought them bad impact that they should keep a distance from her.The troubles caused by Curley's wife were often associated with her status as a wife. She was supposed to stay in the house instead of being in the ranch.

The anonymity of Curley's wife had previously attracted attention towards her existence as the only female character in the story. It triggered the possibility of the elimination of her existence by associating herself with the other characters in the novella. Given no opportunity to define herself, Curley's wife had to accept disrespects from her surroundings in the form of nicknames and prejudices.In several times, both in front of and behind her, the guys who talked about her did not even bother to call her by name, but by the designation they chose because they thought it suited her. The designations varied from simply calling her a "jail bait" until a more rigorous or vulgar designation such as "tart" and "bitch". The prejudice was worse when they talked about Curley' wife behavior towards the other people in the ranch. Curley's wife becomes the topic of discussion between the guys in the ranch, mostly because she was accused to have affairs with the other guys in the ranch.

 ISBN 978-602-73769-1-5

The corruption of woman's power in the novella culminated with the death of Curley's wife as the only female character in the story. In addition to the death, the cause of her death also unquestionably inferred a corruption as it was her own appearance which led to her death. Curley's wife died after her neck was broken by Lennie. It occurred because she yelled after Lennie shook her soft hair too hard which ended up messed it up. The phenomenon indicates that woman's appearance could become a weakness or even a threat which brought danger to herself. The similar thing happened to the woman in the place where both George and Lennie worked previously. She also died due to the similar reason with the one which caused Curley's wife's death. It appeared to be that she wanted to show off what she was proud of, but ended up being killed because of it. It was an ironic how woman's strength, that was beauty, something that the men did not possess, was used as a disaster to eliminate her. In response to this crisis, she seems to work hard in fighting not only for her rights but also for acknowledgement from the other characters in the story. As an attempt to gain freedom and equality, Curley's wife tried to clarify her existence using provocative statments, gesture, and her appearance. Although the attempt does not seem to meet her goals – and ends up with her death – Curley's wife has indeed performed an act of striking the patriarchal society through her influence towards the male characters of the story.

Conclusion

Based on the discussion of the result findings, it can be concluded that (1) Women's power, as represented by Curley's wife, was corrupted during the Great Depression era through several ways, namely psotioned as the second-clas society, considered as men's attribute, accused as the cause of troubles, placed as the object of prejudice, and blamed for their physical appearance, and (2) Challenged by those problems, Curley's wife as did attempt to gain freedom and equality by clarifying her existence and determining other character's life which marked the strike towards the patriarchal society.

 ISBN 978-602-73769-1-5

References

Arivia, Gadis. 2003. *Filsafat Berperspektif Feminis.* Jakarta: Yayasan Jurnal Perempuan

Bloom, Harold. 2009. *Bloom's Literary Themes: The American Dream*. New York: Infobase Publishing

Bressler, Charles E. 1994. *Literary Criticism: An Introduction to Theory and Practice.* New Jersey: Prentice-Hall, Inc.

Chu, A., Posner, C. 2013. *The State of Women in America*. Online at: http://www.americanprogress.org/issues/women/report/2013/09/25/74836/the-state-of-women-in-america/[accessed 08/07/14]

Cuddon, J.A. 2013. *A Dictionary of Literary Terms and Literary Theory: Fifth Edition.* Oxford: Wiley-Blackwell, Ltd.

Diaz, María Gema Chocano. 1997. *American Studies and the New Historicism*. Revista Alicantina de Estudios Inglese. 10 pp. 15-25

Flick, Uwe. 2009. *An Introduction to Qualitative Research.* London: Sage Publications, Ltd.

Habib, M. A. R. 2005. *A History of Literary Critics: From Plato to the Present*. Oxford: Blackwell Publishing Ltd.

Harmony, Poirier. 2012. *Of Life and Men: A Study of John Steinbeck's Of Mice and Men*. UFR d'Etudes Anglophones Université Stendhal. Version 1.

Holman, Hugh C. 1985. *A Handbook to Literature 4th Edition.* New York: Odissey Press.

Jellison, Katherine. 2014. *Amish Women and the Household Economy during the Great Depression.* MQR 88

Kasser, Tim, Ryan, Richard M. 1993. *A Dark Side of the American Dream Correlates of Financial Success as a Central Life Aspiration*. Journal of Personality and Social Psychology, 65/2. Pp. 410-422.

Kopczuk, W., Saez, E., Song, J. 2007. *Uncovering the American Dream: Inequality and Mobility in Social Security Earnings Data since 1937*. NBER Working Paper No. 13345

Krugman, Paul. 2010. *The Third Depression*. Online at: http://www.nytimes.com/2010/06/28/opinion/28krugman.html?_r=2&hp&[accessed 07/07/14]

Margo, Robert A. 1993. *Employment and Unemployment in the 1930s*. Journal of Economic Perspectives, 7/2. Pp. 41-59.

Miles M.B., Huberman A.M. 1984. *Qualitative Data Analysis: A Sourcebook of New Methods*. Newbury Park, CA: Sage

Patria, Nezar, Arif, Andi. 2003. *Antonio Gramsci, Negara dan Hegemoni*. Yogyakarta: Pustaka Pelajar

Ratna, Nyoman Kutha. 2004. *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar

Stanton, Robert. 1965. *An Introduction to Fiction*. New York: Holt, Rinehart and Winston, Inc.

Steinbeck, John. 1937. *Of Mice and Men*. New York: Penguin Books

Sugiyono. 2007. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta

Vásquez, Ian. 2013. *The Continuing U.S. Decline in Economic Freedom of the World Index*. Online at: http://www.cato.org/blog/continuing-us-decline-economic-freedom-world-index [accessed 08/07/14]

 ISBN 978-602-73769-1-5

AN EVIDENCE-BASED PARADIGM FOR ENGLISH LANGUAGE TRAINING IN NON-WESTERN LEARNING INSTITUTIONS

Joseph George Mallia

Department of English

University of Malta

Malta

Abstract

Intercultural communication has led to a greater need for the use of a *lingua franca* such as English to be used internationally in both interpersonal and transactional domains of life among culturally-diverse societies. Despite the cultural diversity in which English is taught, a 'one size fits all' strategy, essentially based on communicative language teaching (CLT) and universally available textbooks seems to be the main, if not only, contemporary teaching paradigm that is actively proposed, particularly in non-Western environments. This often goes against the 'culture *of* teaching' present in these very same communities, where the cultural expectations, facilities or logistics may not favour the successful use of CLT. Furthermore, many non-Western communities may not necessarily identify with the 'culture *in* teaching', wherelanguage being taught is embedded in textbook cultural scenarios which many not be meaningful, helpful or relevant.Rather than CLT, studies in English native and non-native countries are generating a body of evidence showing that students with the strongest academic outcomes have teachers who use effective instructional practices such as explicit teaching.For example, while many non-Western countries are strongly encouraged to use CLT, paradoxically, English native speaker countries such as Australia have adopted explicit teaching even at the national school curriculum level. This paper outlines the main characteristics of explicit teaching and why non-Western learning communities should take a more pro-active role in establishing culturally-appropriate English courses based on the explicit teaching paradigm.

Keywords: teaching paradigm, explicit instructionteacher-training, explicit instruction courses, learning with explicit English instruction, CLT and cultural acceptance

Introduction

I would like to open the plenary session by quoting the words of the organizers of this conference at State University of Semarang in Indonesia: '*This annual international conference aims at addressing any issues related to English Language itself, English*

 ISBN 978-602-73769-1-5

Teaching, English Literature, and Translation that uses English as the medium. Within the world that heeds enhancement in Cross-Cultural Understanding, language, literature, and translation inevitably play important roles.'

I could not agree more with these words, as indeed, the rapidity with which the world increasingly becomes a global village means expanding and developing richer, more intimate times among different world communities. These are now becoming more intimately connected, and the need for finding a common language increasingly becomes faster. The English language, as the global *lingua franca* has emerged as a protagonist in helping to develop and maintain the essentials for global understanding and cooperation, and for intercultural communication in general.

Intercultural communication may be any type of communication and information exchange, with the essential condition that the exchange takes place in and/or refers to two or more different cultural frameworks. It may refer to a communication event that is transactional, referring to social domains of work, commerce, profession, career, studies, academia and associated situations. It may also refer to the interpersonal domains of life, namely all those remaining social scenarios that are not transactional. Intercultural communication is ever-increasingly being effected through English in most parts of the world even among no-native speakers of different cultures and languages.

The impact of translation, literature and English language teaching (ELT) on intercultural communication is the primary purpose of this conference. Yet while English has emerged as an important international language, the international teaching of English around the world is not without its challenges, in particular the attempt to teach it through uniform methods across the globe.

Thereforewhat I shall focus on in this plenary session is the essential need to focus on the challenge of exploring and establishing a teaching paradigm for ELT that functions satisfactorily even in non-Western countries such as Indonesia. In particular, the teaching paradigm should encapsulate, or be encapsulated by, the local culture and reality which is often starkly divergent from many Western countries where 'global' teaching paradigms are

 ISBN 978-602-73769-1-5

nurtured and developed. However, Western paradigms may often go against the 'culture *of* teaching' present in non-Western communities, where the cultural expectations, facilities or logistics may not favour the successful use of 'global' teaching paradigms such as communicative language teaching (CLT). For example, a few secondary schools I have visited in Indonesia suggest that this may also be the case locally. Furthermore, many such communities may not necessarily identify with the 'culture *in* teaching', where language being taught is embedded in textbook cultural scenarios which many not be meaningful, helpful or relevant.

A brief overview of the role of translation, literature, and English language teaching on intercultural-communication

Translation and Literature

Translation is unidirectional in that it creates a secondary text (metatext) on the basis of the primary text after being subjected to purposeful analysis for its translation. This analysis essentially examines both interlingual and intercultural communication aspects, as the metatext replaces the primary one in the target language and cultural environment. Therefore translation is not merely a change from one language on another but should fully consider the different cultures and traditions, people and world views, ways of thinking, level of societal development, and other factors that may be in conflict during translation.

Translation importantlysupports intercultural communication as it helps share the general vision of others' culture, and specific facets such as the linguistics, literary, historical, social, psychological, political, and artistic ones, amongst others. But it also helps in the reception and appropriation of knowledge and values of other cultures, helping in advancement, and building bridges between communities.

Literature,in all its forms of prose fiction, biography and poetry have generally been underused directly to aid intercultural communication, except for their indirect use as examples to illustrate studies in the social sciences. Yet the potential for literature to advance knowledge by meaningfully embedding aspects of other culturesin tangible scenarios is substantial. For example, a work of literature can help in the analysis of cultural patterns expressed within the contents of the work. It can also help in the analysis of intercultural

 ISBN 978-602-73769-1-5

themes. Literature can also illustrate the *modus operandi* of conflicts and resolutions by characters from different cultures, fostering understanding and peace. A more prominent role of literature as tool for intercultural communication should therefore clearly be advocated.

English language teaching

English, and by default, ELT has a *de facto* role in intercultural communication, serving as perhaps the most widespread *lingua franca*. In addition to its own direct role of empowering and facilitating interpersonal and transaction exchanges around the world, ELT has an indirect role by facilitating translation and literature studies, they too being involved in fostering intercultural relations. Yet despite its importance and the massive investment directed towards ELT results remain, at times, somewhat disappointing. This is more evident in non-Western countries, for example Algeria, Egypt, Indonesia, Philippines, Sudan and South Sudan.

A possible reason for disappointing results in English proficiency may be due to the widespread use of unprincipled teaching methods and approaches. But perhaps advocating the most widespread teaching paradigm globally today, CLT may also not be without its limitations and issues.Indeed, many young teaching professionals and also members of the academic communities in non-Western countries have been led to believe that CLT will resolve all the malaise associated with unprincipled teaching methods of English in their countries by adopting CLT.

The problem observed by educators with students taught prevalently or exclusively CLTis that they may underperform. Underperformance may occur in one or more of the following areas: (i) substandard writing skills;(ii)inaccurate speaking skills (even if fluent);(iii)poor register (spoken and written), including vocabulary and grammar;(iv)poor syntax and cohesion (spoken and written), and (v) unprepared for university education or the working world where precision of language (spoken and written) is necessary to be professional.

Students learning English through mainly or only CLT may underperform due to the characteristics of CLT itself, for example the emphasis on fluency and not accuracy in speaking, ormainly focussing on speaking and not writing. There often also is incompatibility with students and teachers from many cultural backgrounds. For example, if students are used

 ISBN 978-602-73769-1-5

to prescribed cultural teacher and student roles in the classroom it may be challenging to accept differences in the CLT English class. The large class sized, normally 20 students or more (perhaps even much more) also does not lend itself to CLT. Teachers also do not applying it convincingly, perhaps due to weak endorsement on the part of the school, and also lack of endorsement by the learners themselves.

Additionally, full teacher proficiency in English and personal familiarity with Western-Saxon culture are needed to 'communicatively', accurately and meaningfully generate discussions and communication tasks and events in the CLT classroom. This is often an unrealistic expectation. Furthermore, the lack of any real, definable methodology in class, and often lack of well-defined, clear learning objectives may also be contributing factors for the disappointing results often observed with CLT, particularly in non-Western countries.

However, many disparate 'traditional' ways of teaching English (and possibly other languages, and subjects other than languages) around the world have one characteristic in common: an uncertain teaching rationale or underpinning principles, i.e. 'unprincipled' teaching methods. These lead to a system of teaching that is not accountable, poorly defined (if at all), and hence unlikely to be improved. It is opportune to point out that these ill-defined, eclectic 'unprincipled methods' are not synonymous with the 'grammar-translation method', even if they may contain elements of both grammar (which is entirely warranted). Moreover, even if elements of 'translation', i.e. the use of the mother tongue, L1 are used - which is often practical undetermined situations – do not necessarily make the method 'grammar-translational'.

Such 'unprincipled'teaching methods also show great variability, and even unpredictability. There is little standardization of how language is taught, and at times even of what language items are being taught. It is therefore clearly understandable that educators are willing to risk the uncertainties of CLT, even those in numerous non-Western educational environments where it is also unlikely to succeed.

If CLT can be 'accused' of unrealistically putting too much faith on students to guide their own educational progress ('learner-centredness'), surely most, if not all of the 'unprincipled'

 ISBN 978-602-73769-1-5

teaching methods can be said to be teacher-led to the point of the instructor largelydominating the lesson and allowing little opportunity for genuine learner participation. The stronger introduction of ateaching paradigm that is both learner-centred, but also appropriately teacher-guided, and one that also facilitates the use of the learners' cultural background and values, is perhaps long overdue.Explicit instruction (EI) is one established teaching paradigm that may meet the balance between teacher and learner involvement in the classroom, particularly if adapted to meet the local socio-cultural needs and if relevant cultural features are used to embed newly-learnt items of language.

Explicit Instruction

EI refers to teacher-centred instruction that is focused on clear behavioural and goals and outcomes. Students are told *what* they will be learning and *how*, and what they have to *do* to show that they have succeeded in learning whatever it is.EI is not new and was defined around 30 years ago by Rosenshine (1987) as"A systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students" (p. 34).Sociologist Basil Bernstein defined explicit instruction as being characterized by "strong classification" and "strong framing": clearly defined and boundaried knowledge and skills, and teacher-directed interaction.

EI is relatively unknown in non-Western countries possibly due to the dominance of CLT as the 'modern' paradigm in ELT, and the notion that is the only proper way to teach English (Baxter, 2003). But paradoxically, EI enjoys popularity in the U.S.A. where it was largely developed. EI also has proponents in the U.K., for example for teaching of grammar as previous, less explicit methods have given disappointing results. In Australia, EI has been introduced to teaching of the national curriculum, a move conducted after numerous large scale, long-term studies across that continent.

Features of EI essentially include an unambiguous and direct approach used by the teacher in the classroom, including both instructional design and delivery procedures. In addition, EI is characterized by a series of supports or scaffolds: (i) clear statements about the purpose and rationale for learning the new skill; (ii) clear explanations and demonstrations of the

 ISBN 978-602-73769-1-5

instructional target, and (iii) supported practice with feedback until independent mastery has been achieved.

Having this set of clearly-defined characteristics, EI clearly should not be confused with 'unprincipled' teaching methods where the teacher constantly lead the lesson to have absolute control of the lesson. The need for this strict teacher-dominance is possibly due to a feeling of insecurity on the part of the instructor, and the uncertainty which results when learners are given a voice and may ask questions outside the strictly regulated lesson-plan the teacher may have organized. The teachers' prescriptive need to follow the course book to the last line, rather than allow different phases of the lesson to be varyingly teacher- or learner-centred results in a uniformly teacher-dominated lesson, allowing little opportunity for genuine learner participation. In EI, the shift of dominance is in constant change, starting with more teacher-led activity towards the start of the lesson, and progressively 'handing it over' to the learners until they become fully proficient and comfortable with the target language before proceeding to new learning material.

EI may be particularly useful in non-Western countries because the presence of large class sizes that do not favour implicit instruction (II). Teachers here may also be more aligned to EI as the teacher-student relationship and interaction pattern in EI is closer to the socio-cultural expectations of both teachers and learners, and well within their 'comfort zone'. For example, this is very evidentin the few secondary schools I have observed and participated in in Indonesia.

Even in institutions which train and encourage their teachers to use II paradigms such as CLT, many teachers, in fact do not use them comfortably. They revert to 'traditional' and often 'unprincipled' ways of teaching with no guidelines, support or standardization procedures as thesegenerally fall within their 'comfort zone'.Unlike unprincipled 'traditional' teaching, EI may therefore represent a teaching and training paradigm that not only falls within the 'comfort zone' of teachers and learners, but also has a solid pedagogical theoretical underpinning.

 ISBN 978-602-73769-1-5

An evidence-based paradigm for English language teaching and training

The theoretical underpinning of EI rests on elements of cognitive neuroscience, as related to approaches to second-language acquisition, and the computational model described by Ellis (2008;1997). Indeed, working memory and attention together play a major role in the processes of thinking, and are stimulated by both EI and IIteaching situations. Clearly, EI helps learners focus on the target language being presented, for example the meaning, form and use of a particular grammar point. II tends to have a broader target, for example the social dynamics of working as a team, rules and interaction patterns of activities or tasks, and other features that are less directly of use for learning the language itself, and more on achieving the task and activity successfully. While II teaching scenarios should, of course, also include the target language, the learners' working and short-term memories are clearly less focussed on the target language itself.

Short-term memory in general refers, to the short-term storage of information, and 'intake' refers to the retention of certain features of the language input in short-term memory. But learning only takes place when knowledge passes from short-term to long term memory: 'memory consolidation'.Some intake is therefore converted to second-language knowledge and stored in long-term memory.It is this knowledge that is used to produce spoken/written output.

Importantly, short-term and working memory transfer to long-term memory needs time, and also to resist competing stimuli or disrupting factors such as the social dynamics of working as a team, rules of activities or tasks, i.e. those found in II teaching paradigms. These may interfere with short-term memory's passage of language knowledge to long-term memory.

Additionally, the expanding use of EI, based on extensive empirical studies in native-speaker communities strongly suggests the highly beneficial use of EI, used alone or alongside other methodologies. The relatively recent move in Australia to extensively use EI in various disciplines, including English, is particul evidence of the growing dynamism of EI use. Similarly, in the U.S.A., where many schools have autonomy as to what to teach (i.e. the curriculum) and how to teach it (teaching paradigm), many schools have noted for EI. Even in the U.K., after years of II, particularly when grammar is concerned, results have been

 ISBN 978-602-73769-1-5

disappointing and a growing body of research suggests that EI of grammar, should, and perhaps must be introduced alongside currently used approaches, if grammar knowledge and usage is to be of a level to allow adequate proficiency on the part of the learner.

Concluding comments

The growing importance of the teaching and use of English at an international level can be seen by the diversity of perspectives from which it can be viewed, as exemplified by the sub-themes of this conference: Language and Education, Issues on English curriculum development, English Language Teaching in Schools of EFL/ESL context, Language Curriculum Development, Teaching grammar in context, Critical Language pedagogy, Applied Linguistics, Language Testing and Assessment, Literature, English Literature and Culture and Comparative Literature. Yet these can be achieved more satisfactorily around the world if people from different countries and cultures have an adequate command of English, more efficiently achieved via language education methodology and approaches that are evidence-based.

EI is one established teaching paradigm that may meet the balance between teacher and learner involvement in the classroom. It is clearly a teaching paradigm that should be exploredand possibly utilized by many non-Western communities, in addition to the Western communities that are already adopting it to varying degrees. Expertise in EI teaching and training is available and therefore can easily be made use of.

However, EI does not particularly focus on or take into account cultural realities of non-Western communities in the way it has been generally used so far internationally. Thereforeculturally-embedded EI (CEDI), when applying it to worldwide communities may be feasible, and this should perhaps constitute an opportunity for a collaborative research focus in the near future between institutions of education in the West were it is known, and non-Western institutions where it could be highly useful. EI may therefore need a more local contextualized adaptation, and research should therefore be preferably conducted with active participation of the educational communities from the recipient countries.

 ISBN 978-602-73769-1-5

Explicit instruction is, therefore, one key element of effective teachers' repertoire of skills and approaches.Embedding EI for English teaching in a localized cultural context, CEDIshould offer greater promise for many communities striving to generally improve the level of English in their communities, including poorer rural ones. This, in turn, should aid in the greater involvement of such countries in intercultural and international dialogue and participation. I would like conclude by saying I sincerely wish to see the development of English language teaching, literature and translation in Indonesia and beyond, and am feel privileged to be here as a keynote speaker. I feel confident CEDI, in addition to other teaching methods has much to contribute towards this end, and onthis key note am delighted to contribute towards the opening of this conference.

References

Baxter, S., 2003. The end of CLT: a context approach to language teaching. ELT Journal Volume 57/3. (Online) Available at: http://203.72.145.166/elt/files/57-3-7.pdf

Ellis, R., 2008.The Study of Second Language Acquisition. Oxford University Press; 2nd edition.

Ellis, R., 1997.SLA and language pedagogy: An educational perspective. Studies in Second Language Acquisition, 19, 69-92.

Mallia, J.G., 2015. Developing a Teaching and Teacher-Training Rationale for Academic Writing in English. Arab World English Journal,Arab World English Journal,Vol.6 (2), pp 3-16. (Online) Available at: http://awej.org/index.php?option=com_content&view=article&id=693:joseph-george-mallia&catid=57&Itemid=167

Mallia, J.G., 2015. Embedding Grammar while Developing Communicative Competence in English:Relevant Cultural Contexts and Teaching Approaches. Arab World English Journal,Vol.6 (1), pp. 50 -67. (Online) Available at: http://www.awej.org/index.php?option=com_content&view=article&id=614:joseph-george-mallia&catid=54&Itemid=167

Mallia, J.G., 2014. Inductive and Deductive Approaches to Teaching English Grammar. Arab World English Journal,Vol.5 (2), pp. 221 -235. (Online)Available at: http://www.awej.org/index.php?option=com_content&

view=article&id=495:joseph-george-mallia&catid=49&Itemid=152

Mallia, J.G., 2013. Error-correcting Adult Learners' Writing: Quantitative Interpretations of their Preferences and Perceptions. Arab World English Journal, TESOL Sudan Conference 2012 Proceedings, May 2013, pp. 18-35. (Online) Available at: http://www.awej.org/images/conferences/TESOLSuDAN/sudan.pdf.

Rosenshine, B.1987. Explicit teaching (pp. 75-92). In: Berliner. D.C. & Rosenshine, B.V. (Eds.). Takes to teachers: a festschrift for N.L. Gages. New York: Random House.

TEACHERS' PRIME CONCERNS AND PERCEPTIONS OF CLT WITH NON-WESTERN STUDENTS OF ENGLISH

Joseph George Mallia

Department of English

University of Malta

Malta

Abstract

Communicative language teaching (CLT) has made inroads into global communities that extend to beyond Western societies where it was developed. While CLT has contributed innumerable beneficial effects for both learners and teachers, its rapid expansion has not been without challenges. Developed under a Western socio-cultural milieu, CLT's 'one size fits all' strategy does not always adequately consider the local culture of learning and the local culture in learning. This has led to several pedagogical issues experienced by teachers of English with non-Western learners. This report has collected information stemming from teachers, analysed their input via the general inductive approach based on grounded theory, and suggested techniques to minimize the problems associated with CLT as directly presented by participant teachers. Therefore while CLT has numerous benefits, using techniques that reflect a more eclectic outlook beyond those normally associated with CLT may be helpfulwith non-Western learners in both non-Western and Western learning environments.

Keywords: BANA, communicative language teaching, CLT, non-Western learners and teachers

Introduction

Communicative language teaching is the current globally ubiquitous method for teaching English, and varyingly focuses on the teaching of the four language skills, in addition to the four systems of language: grammar, phonology, lexis and discourse. CLT includes the deep-end version which is now largely obsolete and shallow-end CLT where grammar is often taught via a guided inductive approach (Mallia, 2015a). CLT is essentially based on inductive approaches, and adopts functions and notions syllabuses, rather than grammatical structures as its curricular framework (Richards, 2006).

Teaching via an inductive approach is based on a bottom-up strategy that gives learners greater responsibility for their own learning. For example, grammatical rules are not given and instead, carefully selected materials illustrating the use of the target language within a context are supplied (Mallia, 2015a). Learners must therefore 'induce' grammatical rules from such experiences of language in use. Language rules are induced from carefully graded exposure to and practice with examples in situations and substitution tables (Gollin, 1998). Students therefore discover, with varying degrees of guidance from the teacher, the target language and induce the rules themselves. Harmer (2007) states that learners "try to work out how it is put together, [and is particularly useful] where language study arises out of skills work on reading and listening texts" (p.207).

Conversely, deductive teaching involves the use of metalinguistic information presented explicitly by the teacher to the students at the onset of the lesson. This generally involves the provision of specific language rules, demonstrating how the new structures are formed and a breakdown of their components, and illustrating the type of contexts where they can be used (Al-Kharrat, 2000).

While CLT has traditionally been associated with Western (or BANA: Britain, Australasia, North American) countries, it has also spread to many others and is still rapidly expanding its range. For example in Egypt, placed within the expanding circle of English (Kachuru, 1985), education and language providers such as the American University in Cairo advocate the use of inductive practices alongside with those having a deductive approach normally associated with non-Western countries (Mallia, 2013).But although an inductive approach is often universally assumed to be the better choice, in some non-Western countries a deductive approach may be more appropriate (*ibid*).Moreover, as the number of learners of English from non-Western countries pursuing studies of English (general, academic, ESP etc.) in Western countries rapidly increases, developing a targeted understanding of learner diversity is also relevant to teachers of English in Western countries who cater for such learners.

Teachers' challenges when adopting CLT

Teachers of English often accept without challenge assumptions of what constitutes good working practices for teaching approaches. However, practices as diverse as deductive

 ISBN 978-602-73769-1-5

teaching through explanation and examples, inductive discovery activities, rule learning, decontextualized practice and communicative practice, for example, should not rejected *a priori* on doctrinaire grounds (Swan, 2006).

Regarding the use of the inductive approach around the world, Holliday (1993) had already observed that "Many teachers in state English language education around the world are unsure about the appropriateness of the communicative approach to the conditions prevalent in their classrooms" (p.3).Indeed, many teachers in non-Western countries appear to belong to one of several categories: those who teach ina manner without solid underpinning principles, often erroneously calling these 'traditional methods'; others frequently feature grammar in their teaching, albeit without any particular approach or structure to their teaching, and additionally using the mother tongue (L1), mistakenly calling this 'a grammar-translation method'; others yet have received training in CLT and manage toadopt it in theirclassroomwith varying degrees of efficacy.

Perhaps the majority of teachers around the world, including those teaching non-Western learners possibly claim that CLT is 'the best method', even when they may lack actual objective analysis of learners' results. CLT and teaching via the (mainly inductive) approaches adopted in BANA countries enjoys great prestige worldwide, as opposed to the (mainly deductive) approaches used in non-Western countries (Gollin, 1998; Mallia, 2015b) and this has invariably influenced the teachers' viewpoint and possible objectivity.Interest in CLT due to its prestige is however contradictory to the observation by Holliday (1993), in that many teachers of English state, pragmatically, that they are in fact unsure about the appropriateness of CLT, but feel that they are perhaps expected to embrace CLT unconditionally due this prestige factor. Moreover, the currentparadigm in ELT continues to propose CLT as the only proper way to teach English (Baxter, 2003), adding pressure on to teachers to adhere exclusively to it.

At times the use of CLT may be an expectation, or even an imposition within the teaching establishment, and teachers of English are often made to operate with the assumption that good working practices, as established in BANA countries, are equally effective worldwide, despite differences in local socio-cultural factors and the resultant ways of learning

 ISBN 978-602-73769-1-5

(Küçük,2011; Mallia, 2015b). It may therefore be that teachers of English in non-Western scenarios may feel the need to (publicly) enthuse about CLT, while actually (privately) facing difficulties in its implementation. The aim of this conference report is to identify some of the specific problems such teachers have experienced. A second objective is to proposesolutions, based on a solid and definable teaching paradigm.

Qualitative analysis of Teachers' challenges while using CLT with non-Western learners of English

Information from 378 native and non-native teachers of English teaching non-Western students of English in both BANA and non-Western countries was collected.Specifically, teachers were asked to identify the most significant challenge while teaching English via CLT and describe it concisely. If more than one challenge or problem was identified, teachers were asked to indicate which interfered most with the teaching-learning experience in the CLT classroom.

The qualitative information generated was analysed via grounded theory and its derivative, the general inductive approach (Thomas, 2003). Coding of information from 378 written teachers' viewpoints were progressively distilled to sixteen discreet categories, and these comprehensively represent the challenges, issues and problems while teaching via CLT as presented by participating teachers.

Mains concerns when using CLT and suggested solutions

The most frequent issues which 378 participant teachers of non-Western learners of Englishevidenced in this study were summarized, via the general inductive approach,intothe followingsixteen categories.Thesesixteen most significant issues identified have not been ranked numerically in order of importance as this is a qualitative assessment. Suggestions as to how these issues might be resolved, or at least minimized have also been appropriately included alongside.

Category 1:Focussing on activities that are 'fun' and 'interactive' means that we have little time to cover important things which students are actually tested on, or even to cover the syllabus!

 ISBN 978-602-73769-1-5

Focus instruction on critical content, and teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
Category 2: We are so busy thinking and applying new teaching techniques such as role play, quizzes, real play etc. that we seem to end-up with many disjointed lessons – lots of variety, but no obvious connection between lessons. Sometimes we are so concerned about variety and the 'fun' aspect of teaching and learning that language content becomes secondary to the activity!

Sequence skills logically and consider several curricular variables. For example teach easier skills before harder skills, teach high-frequency skills before skills that are less frequent in usage, ensure mastery of prerequisites to a skill before teaching the skill itself, and separate skills and strategies that are similar and thus may be confusing to students. It is essential to remember that learning English is not an 'entertainment show', and variety should only be there to help learners to practice language from different perspectives.
Category 3:While communication activities are fun, the exact scope for a language perspective is not always clear, particularly for less-gifted students. At times even the better students have difficulty in 'putting it all together' to get all the complex, multiple language aspects needed to do an activity correctly.

Break down complex skills and strategies into smaller instructional units, and therefore teach in small, sequential steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesized (i.e., practiced as a whole).

Category4:While many of our communication activities are engaging, they often lack focus as activities tend to develop in ways we cannot predict, and often cannot control.If we do try and control communication activities they are no longer spontaneous and 'real'. Students quickly stop speaking and interacting.So we do not interfere, but often we miss the real language focus, with the exception of the best students.

 ISBN 978-602-73769-1-5

Design organized and focused lessons, and make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.

Category 5: In our classes, communication seems to be no problem –students talk a lot! But very often students do not know why they are discussing things –in terms of improving their language or learning new words and structures. It feels that these lessons could have taken place in the class schoolyard, informally, rather than students knowing exactly why they are talking or doing something. Sometimes even we do not know why we are doing an activity, except that it seems to always engage students.

Begin lessons with a clear statement of the lesson's goals and your expectations and tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

Category 6: Coordinating linguistic knowledge in lessons across the semester seems to be a problem. Only the strongest students seem to know how different language skills, grammar vocabulary and so on seem to fit together. So while all students seem to enjoy themselves during the lessons, it's a different story during their exams; results are often disappointing, and the fun times of the lessons now seem very irrelevant.

Review prior skills and knowledge before beginning instruction and provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

Category 7: Many and even most of my students need a lot of scaffolding during the activity. This seems strange as the purpose of CLT, we feel, is to let the students 'get on with it' without my intervention. It has to be student-centred, not teacher-led. Yet we feel that, apart from the strong students, many are not absorbing the language items they are supposed to

 ISBN 978-602-73769-1-5

from the activity. The divide in knowledge between stronger and weaker students is getting bigger.

Provide step-by-step demonstrationsan model the skill and clarify the decision- making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

Category 8: We try to use natural, everyday English like students would meet in real life. We make it a point to introduce as much variety as possible.Sometimes it feels students are more focussed on what I'm saying, or trying to say, rather than understanding what we want them to be doing!

Use clear and concise language and use consistent, unambiguous wording and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.

Category 9: Our activity often gets the students to practice one or more language items in a specific situation with specific needs.However this takes up most of the lesson. We usually do not have time to organize activities where language use changes according to the specific needs, so the language item is only rather generically covered. Situations when to adapt new language, or even not use it at all are rarely covered.

Provide an adequate range of examples and non- examplesin order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non- examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non- examples reduces the possibility that students will use the skill inappropriately.

Category10: Our activity, in addition to the language item I hope to teach, often contains other language skills and systems as we are encouraged to teach them 'together' as this is

 ISBN 978-602-73769-1-5

more natural. But many students seem to be fully focussed on all the other parts of the activity, and even overwhelmed. As a result the language item I am teaching rarely gets noticed the way I want it to be, despite the popularity of 'noticing' instead of presenting language more explicitly.

Provide guided and supported practice in order to promote initial success build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

Category 11: We have successfully decreased our teacher talking time and made our lessons as learner-centred as possible. We rarely interrupt students once they are on-task. But students do get bored at times working in groups and the enthusiasm and involvement – considering I have given them so much freedom and made myself so invisible - is a bit disappointing.

Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

Category 12: After doing my instruction checking questions, we generally let he students get on with the task and disturb as little as possible. Of course we do monitor to give plenary feedback as necessary. However, students are often not on-task and it's wasting a lot of time to correct or bring out the essential meaning and purpose of the activity and target language we were supposed to be using. This slows down the class, our overall progress and enthusiasm.

Monitor student performance closely and carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

 ISBN 978-602-73769-1-5

Category 13: We delay feedback as much as possible to give students the opportunity to discover their own mistakes and self-correct as much as possible. I had learnt that if students resolve their own problems, or at least peer-correct, learning would be better. But I sometimes feel that they are not so happy about this. I also feel that they have too much time repeating mistakes, and now feel unsure if it's a good thing to let them do things so independently.

Provide immediate affirmative and corrective feedback and follow up on students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

Category 14:Our instructions are brief and I also do instruction checking questions, yet students are often not on task – usually the weaker ones. Sometimes they do seem to know what the activity involves but cannot relate it to language learning. Most of the lesson sees the students attempting the task – but often they are not really on-task, particularly the weaker ones. In speeding things up and handing it over to the students, it feels like progress is slower than we would have expected. Many students are discouraged, and we are concerned by their lack of progress.

Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/ processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

Category 15: While students seem to learn well during a lesson, connecting language knowledge and use to other lessons seems difficult. The more we try and use authentic learning situations using multiple language skills and systems used together naturally, the less different lessons seem to 'connect' well".

Help students organize knowledge because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these

 ISBN 978-602-73769-1-5

connections more apparent or explicit. Well- organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

Category 16: Our students learn well during the lesson but forget quickly. We're always prioritizing novelty and new experiences for language learning, and while students are certainly engaged they often cannot remember previous target language would be useful for today's lesson. If they have forgotten it over a few days, how are they going to remember it for tests, exams and their future needs?"

Provide distributed and cumulative practice: distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.

Discussion

The widespread practice of teaching English without any underpinning pedagogical principles often under erroneous and misleading labels such as 'traditional methods' or 'grammar-translational approaches' is a well-known global issue. However this conference report focusses on issues linked with CLT, which paradoxically is often presented as the 'cure-all' of English language teaching problems.

The issues associated with CLT analysed have stemmed from teachers from native and non-native countries teaching non-Western students from the Far East, Middle East and North Africa, and sub-Saharan Africa in the learners' home countries and also Western countries such as the U.K. and Malta. The suggestions made in order tolesson or eliminate such issues may therefore be of use to both native and non-native teachers of English. They are also useful in both Western and non-Western teaching environments. They target non-Western learners of English from various socio-cultural backgrounds.

Many of the suggestions made in this report contain pedagogical elements that are perhaps not normally associated with CLT, including diversification of classroom management practices.

 ISBN 978-602-73769-1-5

The suggestions also suggest the diversification of the teaching paradigm, moving away from the almost exclusively inductive approach normally associated with CLT to diversification via the introduction of deductive elements of teaching and learning. Perhaps a more balanced teaching methodology is therefore appropriate for non-Western learners, whether they are learning English in their home countries or in Western countries. The methods strategies and techniques that can be used in association with CLT-linked problems that have been outlined in this conference report can form a basis for future research, Research is necessary to address the highly important issue of non-Western learners' frequent underperformance when learning English.

English holds an ever-increasing important role for learners wishing to pursue university studies overseas, write or publish in English, seek an international career, or simple communicate more effectively worldwide. Thisunderscores the importance for seeking conclusive, evidence-based guidelines to adapt CLT to non-Western learners of English, taking into account that the culture of learning and the culture in learning may be starkly divergent to that present in Western teaching institutions.

References

Al-Kharrat, M.L., 2000.Deductive & Inductive Lessons for Saudi EFL Freshmen Students.*The Internet TESL Journal*, VI/10.(Online) Available at: http://iteslj.org/Techniques/Al-Kharrat-Deductive/ html

Baxter, S., 2003. The end of CLT: a context approach to language teaching. ELT Journal Volume 57/3. (Online) Available at: http://203.72.145.166/elt/files/57-3-7.pdf

Harmer, J., 2007.*The Practice of English Language Teaching* (Second edition). Harlow: Pearson Longman.

Holliday, A., 1993. The house of TESEP and the Communicative Approach: the special needs of State English Language Education. *ELT Journal*, 48(1), 3-11.

 ISBN 978-602-73769-1-5

Kachru, B., 1985. *Standards, Codification and Sociolinguistic Realm: the English Language in the Outer Circle*. Cambridge: Cambridge University Press.

Küçük, A.N., 2011.The Application of Communicative Language Teaching (CLT) in Turkish Primary and Secondary Schools.Humanising Language Teaching. Year 13(6); December 2011. (Online) Available at:http://hltmag.co.uk/dec11/sart05.htm

Mallia, J.G.,2013.Attitudes, motivation and methodology preferences when learning English: a contrastive analysis between Arabs and Nubians in Egypt.(Unpublished doctoral dissertation). University of Malta, Malta.

Mallia, J.G., 2015a. Embedding Grammar while Developing Communicative Competence in English: Relevant Cultural Contexts and Teaching Approaches.Arab World English Journal,*6* (1), pp. 50 -67. (Online) Available at: http://www.awej.org/index.php?option=com_content&view=article&id=614:joseph-george-mallia&catid=54&Itemid=167

Mallia, J.G., 2015b. Developing a Teaching and Teacher-Training Rationale for Academic Writing in English. Arab World English Journal,Arab World English Journal,Vol.6 (2), pp 3-16. (Online) Available at: http://awej.org/index.php?option=com_content&view=article&id=693:joseph-george-mallia&catid=57&Itemid=167

Richards, J.C., 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press.

Swan, M., 2006.'Teaching grammar.Does teaching grammar work?'*Modern English Teacher*, 15 (2).

Thomas, D.R., 2003. A general inductive approach for qualitative analysis.(Online).Available at:tobermory.cc.strath.ac.uk/erica/module6_reader/unit2/thomas2003 inductiveanalysis.pdf.

USING SQ3R AS READING STRATEGY TO ENHANCE THE LEARNERS` COMPREHENSION ON ANNOUNCEMENT TEXTS

Henni Rosa Triwardani

Siti Fatimah

Poltekes Bhakti Pertiwi Husada Cirebon

Abstract

This research was motivated by some findings during learning reading in classroom. Most of students had weaknesses in vocabulary mastery and got low score of reading tests obtained through both formative and summative tests which influenced their reading comprehension. These realities became consideration for the teacher to implement SQ3R strategy as effective strategy to overcame reading problems.

Based on the considerations above, researcher conducted research to describe the implementation of SQ3R strategy in teaching reading on announcement text and the use of SQ3R strategy in enhancing the learners` comprehension on announcement text.

The Subject is twenty eight of seventh grade students of *SMPN 3 Ciawigebang* Kuningan . This research used Action Research approach whereas consists of Planning, Action, Observation, and Reflection phases. The research was conducted in two cycles in which each cycle consisted of three meetings. The techniques of data collection were administered through observation and reading comprehension pre-test and post-test. By using Descriptive statistic analysis, the result of the study showed the implementation of SQ3R strategy was good whereas students ability in applying this strategy increased and SQ3R strategy enhanced students` reading comprehension which showed by their score gained from pre-test and post test. Suggestion for future research is to conduct comparative research on SQ3R strategy to enhance students` reading comprehension between students with upper and lower ability.

Keywords: SQ3R Strategy, Reading, Announcement Texts

Introduction

Reading is one of English skills in teaching learning or the third skill level after Listening, Speaking, and Writing due to the important skill to master. As receptive skill, reading assists in drawing meaning from the printed page and interpreting the information

appropriately (Grabe and Stoller, 2002, p. 9). It means reading ability helps in understanding the printed page by absorbing the information required in accordance with the needs of both personal and institutional from the written language.

The use of reading material is vary depending on the individual need as a reader or in accordance with the purpose. Each purpose emphasizes somewhat different combination of skills and strategies. There are several purposes in reading activity such as reading for pleasure, reading for searching information, reading to learn, reading for integrating information, reading to write, reading to critique or reading for general comprehension (Grabe and Stoller, 2002, p. 13). These purposes help the reader in choosing and selecting the strategy and in gaining required information from the printed page that provided in language field.

The strategy helps the reader to read in a very efficient way, bring the reader knowing what they want to know and knowing how deeply to study the reading material (http://www.mindtools. com/ rdstratg.html). Using the strategies also lead to be an effective readers as they aware how to use the strategies flexibly and efficiently (Garner, 1987; Presley, Beard EL,Dinary & Brown, 1992). Here, the readers can adjust their need of reading flexibly and efficiently.

However, to become good reader is far from easy task.Related to teaching learning reading in classroom at seventh grade students of *SMPN 3 Ciawigebang* Kuningan., there are some problems found incomprehending the text. The result of given task and reading comprehension test showed the students` score was under standard criteria minimum. In this case, most of them made misinterpretation of the text contain because of vocabulary lack. Here, the students were unable in understanding the sentences as a unity,they hadweaknesses to infer and to analize the sentences so that they failed in catching the whole meaning of the text. This situation influenced to the students achievement of reading skillso that to encover these and in order the reading class being effective and usefull some efforts were given by the teacher such as choosed interesting topic, gave scaffolding, and provided appropriate strategy, called SQ3R strategy.

 ISBN 978-602-73769-1-5

SQ3R is one of strategies which stands for Survey, Question, Read, Recite, and Review. It is developed by Robinson (1961) in order to provide a structured approach for students to use when studying content material. This strategy has been proved being effective and developsthe students`habit by engaging the pre-reading, during-reading, and post-reading activity and helps to enhance comprehension and retention of information and very effective strategy in improving students comprehension (Baier, 2011). Therefore, This strategy is effective to be implemented on the texts such as book, novel, journal, and newspaper.

Newspaper is printed page that commonly found in our environment. The information is presented up to date, so it will be easy to access the information everytime for exampleabout the science development . Basically newspaper has special characteristic, it consists of grammatically correct sentences whereas the sentences are ordered, arranged, structured, and combined to be meaningful. Besides, Eggins (1994) has divided newspaper into three parts , they are Beginning, Middle, and End. As the formal source, this genre has various ways in sharing the information by providing a variant headings or columns that please readers` motivation in choosing the topic. One of them that provided in newspaper is announcement.In comprehending it needs deeper interpretation because of its characteristic that is using incomplete sentences which creates confusing for the reader and very difficult to be understood (Swan, 1995). The language structure is very simplebut the space which is provided in newspaper is limited, this condition leads the entertainer put the message as minimum as possible. For this, a reader needs technique or strategy to resolve or minimize ambiguity in capturing the message.

In English curriculum 2006, announcement is kind of functional text. Comprehending this text is the main goal for seventh grade students reading achievement. The SQ3R strategy can be implemented in learning teaching practice by using announcement text as learning source. This strategy is able to
bring students` to gaintheir reading comprehension of announcement texts. For this, by using Action Research (AR) method, the research tends to know: (a) How is SQ3R strategy implemented in teaching reading of announcement texts and (b) How does the SQ3R strategy enhance the learners` reading comprehension of announcement texts?.

 ISBN 978-602-73769-1-5

Review of Related Literature

SQ3R Strategy

The generic strategies of SQ3R are methodically applied to all texts with little or no consideration of the nature of text content (Mc Namara, 2007: p.6). SQ3R is a useful technique for fully absorbing written information. It helps reader create a good mental framework of a subject, helps to set study goals, prompts to use the review techniques that will help to fix information. Latief (2009) said SQ3R is strategy that stands for Survey, Question, Read, Recite, and Review. Surveyis process to identify useful information contained in the text. In doing this the reader looks for at a glance reading material such as its title, the contents page, the chapterheadingsthe index, the introduction and/or pay attention particularly to first and last paragraphs and or chapter summaries. After this, the reader makes Question of what they have read and focuses attention on the readingmaterial and consequently remembers it better.Read is the stage where the reader start toreading sections that are relevant for present assignment or purpose. The information from reading section then must be remembered for interpretation in Recall stage. Finally to get understanding of text message, Review helps in making sense completely and comprehensively by making note to avoid ambiguous or unclear words found on the text.

Using SQ3R strategy means the readers use effective strategy of their reading time to get necessary information. This strategy is very simple to absorb the information. The readers might infer or make conclussion from what they have read easier. This like “short cut” in computer terminology where the readers mind are brought to the main points of sentence or paragraph based on the title found in the first section. Readers mind are set not to be out from the frame called ‘title’ as the main topic that can describe the text in general.

Reading Comprehension

Some arguments cover definition of reading. From the process point of view reading is the process to be capable to extract and construct meaning simultaneously through interaction and involvement with written language (Snow, 2002, p. 11). Grabe (2002) completely defines reading accordance with the process required for fluent reading. To be fluently reading the readers automatically and simultaneously must be able to analyze the structure of sentence, build a main-idea model of text and monitor comprehension. Reading is also interactive in the

 ISBN 978-602-73769-1-5

sense that linguistic information from the text interacts with information which is activated by the reader from long-term memory as background knowledge.

The goal of a reading process is comprehension. The comprehension is labeled when readers have mastered the ability to connect material to their prior knowledge base, make inferences as that read, formulate questions, visualize the information or story action, and synthesize as they read (Tankersley, 2003, p. 92).

Understanding what reading comprehension is gives description about this activity. This is a process which involves some aspects to achieve comprehension as the main goal. Cognitive aspects is as the main point for the reader must have. This aspect brings the reader to be able to connect, to intergrate, to synthesize the text information and their knowledge background. To make this successful the reader may choice sufficient strategic base on its purpose. Therefore, linguistic structure also influences to be comprehended by the reader including word knowledge and rich of vocabulary, having these points the reader will be easily in understanding what the writer want to address. The reader can get the meaning of text message and for this activity the reader gains reading comprehension achievement.

Announcement Texts

In education, announcement is kind of short functional text which is used to inform or convey a particular information. Brown and Hood (1989) say announcement is the way to advertise to publicize a business, to publicize an event, and to give information to the public (p. 62). Announcement text is a written statement that addressed to the general public or specific groups that contain information or news . Furthermore, it is usually written in the form of cards or news, and the aim is to provide a formal information about certain events. For example to inform the death, births, marriages. Announcement just tells what needs to be announced. Announcement is meaningful notice of the facts, events or intentions, whether written or spoken are delivered to the public (http://www.englishindo.com/ 2012/03/contoh-announcement-text.html).

Pangestu (2012) defines announcement as a public statement containing information about an event that has happened or is going to happen. The contents of announcement consist of to

 ISBN 978-602-73769-1-5

whom the announcement is for, the purpose of the announcement itself, the aim that usually informs something important, when the event will be held (day, date, time), where the event will take place, and who makes that announcement. Agustin (2010) explains announcement is a text used to inform the readers about recent events.

Shoendhawa (2012) says announcement is something said, written, or printed to make known what has happened or what will happen. An announcement divides into written announcement and spoken announcement. It can be found on the wall magazine or on the public place, and also can be foun when teacher calls chief of the students or when there is an event in the school. Yudha (2011) claims announcement is an oral or written statement that intends to tell something to the crowd. Suarsini says an announcement is a public or formal notice announcing something. The criterias are: (a) It should be straightforward and concise to make the reader or listener grasp the meaning of the announcement quickly; (b) It should be short and to the point; (c) Avoid unnecessary words that may interfere the meaning; (d) Should consider the audience to make clear the purpose of making the announcement.

Research Methodology

Research Design

The research was based on the cycles proposed by Kemmis and Taggrat in Burn (2010) they are: Planning, Acting, Observing, and Reflecting. There are two cycles which in each cycle consists of three meetings and the data collected were obtained through observation and reading pre-test and post-test from twenty eight students of *SMPN 3 Ciawigebang* Kuningan as the subject of the research.The data then were analyzed by using Descriptive Statistic suggested by Burns (2010).

The Implementation of SQ3R Strategy in Reading Comprehension

The following is the implementation of SQ3R strategy in learning reading on announcement texts.The implementation was administered in three learning stages: pre-activity, whilst-activity, and post-activity.

In the stage of pre-activity, there was learning preparation such as apperception as the beginning stage to form students` readiness in following reading class by using SQ3R strategy

 ISBN 978-602-73769-1-5

on announcement texts. Apperception included greeting, checking students` attandence, and delivered learning objectives that would be conducted in each meeting. This stage provided an overview about the learning reading that would be done by using the SQ3R strategy through general material reviewingthat in the hope the students were motivated to follow the lesson well .

Furthermore, in whilst-activity, the steps of SQ3R were implemented. The first stage was Survey. Here, the students surveyed the announcement texts. This process involved all students to focus and to formulate the goals, listed unfamiliar words, and looked for the title, sub title, symbol, numbers, pictures, logo, boldface, and italicface on announcement texts. It was done to help students in gaining understanding or comprehension generally of the texts content of announcement texts.

Furthermore, reading comprehension process by using SQ3R strategy turned to second step, Question. This process trained students to make questions by changing or returning what they found in previous step into question form. Words question such as what, why, who, where, and how could be used to form variant questions and to ease in appliying following step.

In Reading stage, the students read the announcement texts while looking for the answers of the questions that had been made earlier in second step.Those answers then were noted and remembered by the students.Reading process was done effectively and concisely that reffered and based on the questions that had been made. The aim was the students` framework stayed under the track which had been formed in question step.

The next step was recite. This process required high ability and capability because in this case, the students fit the answers or ideas that were found to be recited and retold by using their ownwords without looked at the announcement texts which they read.

After completing the recite, the students conducted a review of announcement texts by making summary so that they could make inference of the texts content. Students could memorize important ideas such as symbol, numbers, pictures which was contained in announcement texts as basic for comprehension.

 ISBN 978-602-73769-1-5

Learning activity was ended by conducting a post - activity . This activity was done by providing exercises and learning reading tasks by using the SQ3R strategy on the announcement texts .

Findings and Discussion

Pre-limenary

In pre-limenary study, the teacher gave questionnaire and reading comprehension pre-test to know students` ability in comprehending the text before implementation of SQ3R reading strategy. The result showedmost students had low reading abilitywhich showed from the score test (5.6) lower than standard criteria minimum. The preparations before and after the class were minimal, they never studied to face the following material, their learning time was only an hour a week, they were weak in completing the home work, and the having of source English book was minimum, they only had*Lembar Kerja Siswa* (LKS).

The Observation of First Cycle

The implementation of SQ3R strategy in reading class was still weak. The weakness was student had low capability in implementing the SQ3R steps: Survey, Question, Read, Recite, and Review. In survey stage, only few students who could survey the title, number, symbol, and picture on announcement texts, mostly look confuse to do teacher instruction so they were weak in finding the answer. The weakness also showed in Question stage, here the students were asked by the teacher to make question sentence based on what they have found in survey step. Student should return the positive sentence into question sentence by using WH question words in forming those sentences. Only few students that showed capability in doing this they produced variant sentence well and completing the task but mostly still made grammar error such as in applying WH question words on the sentence.

The third step is Read. Students were asked to do reading activity which purpose was to find the answer of the questions made in question step. The teacher allowed them to use dictionary as the tool to ease this activity. Found that most students were still low for this ability, they failed to find the answer and just wrote meaningless sentences on their paper work, and they also had limitation in getting meaning of the text because of vocabulary lack. Furthermore in Recite step, it was found that most students look unable to retell the answer by using their

 ISBN 978-602-73769-1-5

own words and to arrange words into correct sentence. In this case, the students copied or rewrote part of announcement sentence into their paper sheet.

Students ability in pervious steps influenced for the Review step, mostly failed in administering this final step like making inference of the text content.

Reading Comprehension Pre-test and Post-test

In first cycle after the SQ3R strategy was implemented, students` reading pre-test and post-test showed lower than standard criteria minimum the score was6.75. Actually, to achieve it was through several times of test in which the test questions wasmade varied (essay and multiple choice). Most errors that made by students were on the comprehensive questions related to main idea or topic, objectives, doer or who the making of announcement. They lack to catch the message that cause misinterpretation in comprehending announcement text.

The Observation of Second Cycle

The findings that gained from first cycle was as consideration for the implementation of SQ3R reading strategy in second cycle. Researcher and colaborator modified teaching learning activity into the effective way, here the students worked in group and the test type turned to multilpe choice. For this, there were enhancement of students ability in implementing SQ3R reading strategy and their reading comprehension.

The Survey started with surveying the title, number, logo, and symbol that contained in the announcement text. During the lesson, the students were provided clues as scaffolding by the teacher in ditermining the title, number, logo, and symbol. In this step the most students were able in mentioning them verbally, seemed they were capable to answer clearly and completely. They passed survey stage succesfully. This condition lead the teacher turned to second step, Question, here the teacher asked the students to turn what they found in Survey into question sentence by using WH question words. Found that most students dit it well, they could change the findings into the question form by using WH question words alhough there was still grammar error so for this the teacher made correction in order the students could produced correct sentence. This suceed was as energy to go on Read step, during the lesson the teacher asked students to read the text carefully and facilitated them with dictionary as learning tool aid to seek the answer of the questions they had made in previous step by

underlined the italic or bold face words, phrase, or number which found in the text. Most students showed capable in doing this, they found and wrote the answer on paper sheet correctly and they were easily pour the idea on that.

The fourth step is Recite. In practice teacher asked students to summarize the text content by using students own word and higlightened important information such title, symbol, date, and number. Most students were able to reach this stage well, part of group member were seriously following the lesson, they followed teacher instruction by highliting some points like phone number, address, date, and time.

The enhancement lead the students in doing Review. As the final step, it as reflection to know students abililty, this is the goal of SQ3R reading strategy. In this case, most students as group members reached the final stage well. They had ability to make inferences from the announcement texts although found the grammar error, students could complete the task given.

Reading Comprehension Pre-test and Post -test

In second cycle, the enhancement of students' reading comprehensionby using SQ3R strategy was high. The result showedthescore washigher than standard criteria minimum around 7.03. This positive result strengthen researcher assumption that basically the student had ability to read and to analize in depth the announcement text. They were able in connecting between question and answer for example if the question related to numbers and symbol.

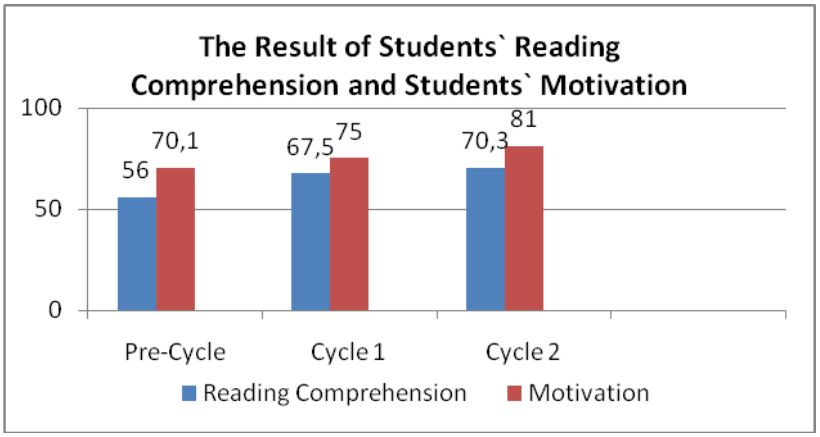


Table. 1 The Summary of Students` Motivation and Students` Reading Comprehension

 ISBN 978-602-73769-1-5

Based of the findings of this study, the result of the students` reading comprehension from the pre-cycle to cycle 1 increased 11.5%. From cycle 1 to cycle 2 increased 2.8%. It means that from the initial condition to the second cycle had the significant results. Therefore, the result of the students` motivation from pre-cycle to cycle 1 increased 4.9%. From cycle 1 to cycle 2 increased 6%. It means that the implementation of the SQ3R strategy can improve the students` motivation.

Conclusion and Suggestion

The implementation of SQ3R strategy in reading comprehension on announcement texts at seventh grade students in SMPN 3 Ciawigebang shows good enhancement. The students can implement the steps of SQ3R strategy well. The students show good progress in implementing SQ3R until final stage. They can pass the three steps of SQ3R such as surveying, questioning, and reading well. They can identify useful information to be returned into question and found its answer.

The SQ3R strategy is the technique which improved students` reading comprehension on announcement texts. The good progress is shown from the result of the series of pre-tests and post-tests. In the first cycle, students` reading comprehension increases 11.5% and in the second cycle, students` reading comprehension increases 2.8%.

The improvement of students` ability in reading comprehension by using SQ3R strategy can be considered as the succesful learning. For this in teaching learning process, the teacher should focus on this aspect. The teacher has to explore this method or strategy, makes preparation of lesson plan before teaching, provides media or resource book, CD, practical tool as media to improve students` understanding of reading texts given in teaching learning process. These become positive aspects in order to the purpose of the teaching learning process more successful.

Related to the next research, this research is recommende to be a reference in conducting classroom action research by using SQ3R strategy that can improve students` motivation in the teaching of other language skills such as listening, speaking, and writing.

 ISBN 978-602-73769-1-5

References

Baier, Kylie. 2011. The effects of SQ3R on Fifth Grade Students' Comprehension Levels. Available at etd.ohiolink.edu/send-pdf.../ Baier %20 Kylie.p [accessed 10/30/2012].

Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.

Dörnyei, Zoltán. 2001.*Motivational Strategies in the Language Classroom*. New York: Cambridge University Press.

Goh, Christine C.M and Silver, Rita Elaine. 2004. *Laguage Acquasition and Development: A Theacher`s Guide*. Longman. London.

Grabe, William and Stoller, Fredricka L. 2002.*Teaching and Researching Reading*. London: Longman.

Latief, Mohammad Adnan. 2009. Classroom Action Research in Language Learning. State University of Malang.

McNamara, Danielle S. 2007.*Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New Jersey: LawrenceErlbaum Associates.

Rahman, Md. Hamdur. 2007. An Evaluation of The Teaching of Reading Skills of English in Bangladesh.Department of English University of Rajshahi.Available athttp:// www.asian-efl-journal.com[accessed 1/23/2013].

Snow, Catherine. 2002.*Reading for Understanding: Toward an R & D Program in Reading Comprehension*. Santa Monica: RAND Education.

Swan, Michael. 1995. *Practical English Useage*. Oxford: Oxford University Press.

Tankersley, Karen. 2003.*The Threads of Reading: Strategies for Literacy Development*. Virginia: Association for Supervision and Curriculum Development (ASCD).

ANALYSIS ON FLOUTING MAXIMS FOUND IN JAVANESE TRADITIONAL PUPPET SHOW VIDEO BY PUPPETEER : KI ENTHUS SUSMONO

I made Suwartama

State University of Semarang

ImadeSuwartama@gmail.com

Abstract

This study focuses on the flouting of conversational maxim found in the dialogue of Javanese Puppet Show played by Ki enthus. The aimedof the study to find the types and frequencies of maxim flouted in the conversation of Javanese Puppet show. This study is qualitative study that implement theory of Cooperative Principle proposed by Grice. It can be divided into four maxims such as : Quality maxim, quantity maxim, relation maxim, and manner maxim. The data obtained through video of Javanese puppet show with duration ten minutes. After collecting the data the writer indentified and classified the data which are needed from the conversation specifically for the flouting of conversational maxims. The finding of the study shows that all types of the maxim are flouted, with the maxim of relation which flouted 6 times, Maxim of Quantity which is flouted 5 times, Maxim of Quality which is flouted 2 times, and then maxim of manner which flouted 1 times. In conclusion the scripts writers flout all types of maxim which maxim of relation is the most often flouted,

Keyword: *Javanese Puppet video, Conversational Maxim, Grice Theory, Flouting, and Conversational maxim*

Introduction

Pragmatics is a branch of linguistics that focus on meaning in use or meaning in context. It also describes what people says in communication through the language, sometimes people use language to communicate more than their words so that it will give different meaning in context situation. According to Tarigan(1984 : 16). Every one needs a language to convey their needs, some messages, express their feeling, thought, knowledge, and their idea. From those, through language make the conversation between speaker and hearer are mutually intelligble. According to Yule (1996:47) In order to make the conversation are mutually intelligible, people do not only produce utterances containing grammatical strucuture and

words but also show through those utterance. Here, language as an important role because the foundation of communication is a language when we communicate with other people in daily life. It can be described into two parts such as : Spoken Language and Written Language.

Spoken language is a language used by the speaker and the hearer to communication in daily life through co-operating each other and mutually intelligible. One of the examples of Spoken language is conversation. It will happen if relation between speaker and hearer occurs in conversation so that spoken language more fundamental and more basic than Written language. According to Mey (1993) Conversation will happen if there are more than one participants in conversation and it can be passed socially all the time. Conversation is part of our life. It can be implemented in different language based on the language used by the speaker and the hearer. Different language also have different culture in conversation based on their dialects itself. For the example the use of Javanese in conversation will be different from the use of Balinese in conversation daily life. Specially in Javanese language, it will be interesting to be researched for example the use of Javanese humor in Javanese Puppet Performance done by puppeteer Ki Enthus.

The writer is interested to analyze the flouting maxim in conversation used by puppeteer in Javanese Puppet Performance. In the conversation done some actors such as : Gareng, Semar, Petruk, and Bagong. The conversation used by them in the dialogue of Javanse Puppet has produced flouting maxim and the writer try to analyze of it.

Research Question

- What are types of maxim flouted by Gareng, semar, and Petruk in the video of Traditional Javanese Puppet show ?

Objective of the Research

- To find out the flouting maxims used by Gareng, Semar, and Petruk in the video of Traditional Javanese Puppet Show

 ISBN 978-602-73769-1-5

Literary Review

Pragmatic

Pragmatics is a branch of linguistic that concern on speaker meaning beside that it also can be said as the study of language that concern on meaning in use or meeaning in context. Linguists has important role in the pragmatics because the science of language seen studied by the linguists. According to Mey (1993:5) The science of language as it is used by real, live people for their own purposes and within their limitation and affordance. Pragmatics are begins from language that has an active conception as being used. It is focused through a study of meaning that will convey between speaker and listener as interpreter. In pragmatic approach there is a close relationship between utterance and its situation. Globally the term of pragmatic can be said as a study of language usage that it can not ignore the situation the speech or can be said as uttered. According to Levinson (1983), the term of Modern pragmatics was firstly introduced by Charles Morris and it was focused with semiotic. Semiotic can be said as the study of sign beside that Charles Morris also divides three types fields of the study such as:

- Syntactic: A branch of linguistic that concern on set of rules,principles, and processes that has important role and implemented in the strucutre of sentence that is part of the language. Beside that the term of syntactic also implemented to point the study of such principle and procesess. Syntactic rule is main goal used to find the meaning of syntax.
  Is the
- Semantic: A branch of linguistics that concern on relation between signifiers like symbols, signs, Phrases, words and what they stand for Their denotation Beside that semantic also can be said as the study of meaning that is used to comprehend and understand human expression through language based on linguistic semantic term. Semantic of programming language also part of the semantics or can be said also semiotic based on International Scientific vocabulary.
- Pragmatic: A branch of linguistic that concern on speaker meaning used by speaker into the hearer or it also focuses on meaning in use and meaning in context when there are communication between the speaker and the listener in communication daily life. Study of pragmatics will include such as : Implicature, talk in interaction, speech act theory, conversational implicature and other approaches.

ISBN 978-602-73769-1-5

Beside that, According to Geoffrey Leech (1983), develops pragmatics in a wider term. He uses the term of general pragmatics as a study of linguistics meaning. And he argues that one can not really understand the nature of the language itself unless he understand pragmatics, how language is used in communication. According to Levinson (1983, p:21) Defines that pragmatics is the study of the relation between language and context that are basic to an account of language understanding. In other word, pragmatics can be given a definition as the study of linguistics meaning which is related to context. Generally, the term of pragmatics describe about context dependent aspect of language structure, principle of language usage and understanding that have nothing or little to do with linguistics structure. According to Leech (1983:10), He gives a definition for the term of pragmatics as the study of relation between language and context that is the basic account to an account of language understanding.

Grice's Theory of Cooperative Principle

Grice (1975) creates the term of "Implicature" in order to make the communication can be understood and comprehended. According to Brown and Yule (1983:31), The implicature will point to what the speaker can imply, opinion, suggest,or mean,as disctinct from waht the speaker literary says. People sometimes usethe communication to show their purpose, and it will give an implication behind theutterance. The implication will be accepted by listener, and it will get many perceptionsin the listener mind. Beside that Cooperative Principle created by Paul Grice used to convey a definition of how people communicate with other people. According to Paul Grice(1975) He conveys his theory of cooperative principle as "*Make your contribution such as it is required, at the stage at which it occurs, by the accepted purposes or direction of the talk exchange in which you are engaged".*Beside that according to Jeffries and Mclntyre explains them as encapsulating the assumptions that we prototypically hold when we engage in conversation. In doing the conversation, speaker and listener should give information as clear as possible and they should cooperatively and mutually intelligable in the conversation. Beside that the function of cooperative principle in conversation is explaining how effective and efficient communication in conversation is obtained in communication daily life. According to Paul Grice, The cooperative principle can be divided into four maxims such as:

- Maxim of Quantity:

 ISBN 978-602-73769-1-5

- "Make your contribution as informative as is required (for the current purpose of the exchange)"
- Maxim of Quality:
- "Do not make your contribution more information than is required"
- Maxim of Relation:
- "Be relevant "
- Maxim of manner:
- "Avoid obscurity of expression"
- "Avoid ambiguity"
- "Be brief(avoid unnecessary prolixity)"
- "Be orderly"

Implicature

Implicature is a term in the pragmatics that refers to an utterance but that is not a condition for the truth of the utterance. This term is coined by H.P Grice, the term implicature created by him to refer what is suggested in an utterance although there is no expressed strictly implied. According to Mey (1993:99) the use of term Implicature to account for what a speaker can imply, suggest or mean as distinct from what the speaker literary says. In Levinson (1983:126-129), Grice classifies implicature into two kinds,namely:

- Conventional Implicature : part of implicature solely derived from the conventional features of thewords employed in an utterance and reveals an implicit meaning, whichcan be generally or conventionally accepted by all people."Conventional implicatures are non-truth conditional inferences that arenot derived from super ordinate pragmatic principles like the maxims butare simply attached by the convention to particular lexical items(Levinson, 1983:127)
- Conversational Implicature : Part of implicature which is derived from a general principle ofconversation and member of maxims which the speaker will normallyobey. Conversational implicature reveals an implicit meaning, which isonly assured by participants involved in the speech events that is closelyrelated to its context. Conversational Implicature can be divided into 2, they are : Particularized implicature and generalized implicature. Particularized implicature is a part of conversational implicature that need or requires specific context Meanwhile

Generalized Implicature is a term in pragmatic that arises without any particular context.

The use of implicature is very important in conversation through conversational implicature and conventional implicature the speaker and the hearer can communicate mutually Intelligible. Conversational implicature and conventional implicature have in common the property that they both convey an additional level of meaning, beyond the semantic meaning of the words uttered.

Methodology

This mini research tries to describe and anlyze the type of maxim used in traditional Javanese Puppet Show in term of cnversation between Semar, Gareng, and Petruk. In this mini research concerns on qualitative research that is implemented descriptive method. According to Cresswell (1990 : 2). "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. Beside that according to Bodgan and taylor (1990:3)stated that the qualitative research is a research procedure which produces descriptive data in the form of written or oral words of people and behaviour which can be observed.In order to find out satisfied result, the researcher has some steps in doing the study such as : find out the traditional javanese puppet show, watch the video until comprehend and understand the context of situation and the humor used in the video, trancsribe the conversation used in the video which consists of some actor such as : Semar. Petruk, and Gareng, try to analyze the maxim used in the conversation and draws conclusion about it. This mini research used instrument such as : Video of traditional javanese puppet show which has duration 10 minutes until the end of last conversation in video, some notes used to interpret the conversation from javanese into indonesia language and the last into English.

Analysis and Discussion

In this section will explain an anaysis of the dialogue used by the actors in Javanese Puppet show such As : Petruk, Gareng, and Semar. Grice's theory used by the writer to analyze the dialogue. The writer will analyze though four conversational maxims such as : Maxim of

 ISBN 978-602-73769-1-5

quantity, maxim of quality, maxim of relation, and maxim of manner. For clearly the writer will analyze the dialogue which contains the maxims.

1. Petruk : Trus petugas hukume? (*Terus petugas hukumnya? : So how about the lawyer ?)*

   Gareng : Koyo asu!Polisi, Jaksa, Hukum, Koyo asu kabeh.(*seperti anjing semua, Jaksa, Hukum semua seperti anjing : They are like a dog ! Public presecutor, functionary of law are likes dogs)*

In this dialogue above there is a flouting of maxim quantity because Gareng gives information more than it is required such as : (*Koyo asu!Polisi, Jaksa, Hukum, Koyo asu kabeh.(seperti anjing semua, Jaksa, Hukum semua seperti anjing) : They are like a dog ! Public presecutor, functionary of law are likes dogs).*Maxim quantity is flouted when the speaker conveys more or less information than the situation demands.Beside that the maxim of quantity happens in the conversation deliberatly in order to implicate the additional meaning in addition to the communicated meaning but with no intention to mislead or deceive in the conversation.It indicates that Gareng floutesthe maxim of quantity. Based on Grice' theory the definiton of the quantity maxim is Make your contribution as informative as is required (for the current purposes of the exchange) so that it can be said that Gareng's statement has flouted the maximm of Quantity.

2. Semar: Sifate asu koyo piye ?(*sifat anjing seperti apa?: How does dog characteristic look like ?)*

   Gareng : Sifate asu kuwi ndelok en asu kae nek mlaku neng tengah dalan opo ono ndas kue lempeng, ora ndase kui mesti mlengo ngene. Dadi petugas hukume kui ora tuajoh ora tumamina anggen jejek ake hukum ning malah sing ngerusak hukum ning negara kita justru orang orang yang ahli di bidang hukum.*(Sifat anjing itu, lihatlah anjing itu ketika jalan di tengah, kepalanya lurus, bukan kepalanya miring miring. Jadi petugas hukum itu tidak sesuai menjalankan tugas tugas pokok sesuai hukumnya tetapi malahan yang merusak hukum di negara kita justru orang orang yang ahli di bidang hukum. : The characteristic of dog, you can see the dog when walks in the middle of the way, straight head not sloping head. As functionary of laws does not*

 ISBN 978-602-73769-1-5

competent in implemeting main job of the law but they disturb and damage the rule of law in our country and it is done by functionary of law or expert in law.)

From the dialogue above there is a flouting of maxim quantity because Gareng Gives information more than it is required such as : (*Sifate asu kuwi ndelok en asu kae nek mlaku neng tengah dalan opo ono ndas kue lempeng, ora ndase kui mesti mlengo ngene. Dadi petugas hukume kui ora tuajoh ora tumamina anggen jejek ake hukum ning malah sing ngerusak hukum ning negara kita justru orang orang yang ahli di bidang hukum.(Sifat anjing itu, lihatlah anjing itu ketika jalan di tengah, kepalanya lurus, bukan kepalanya miring miring. Jadi petugas hukum itu tidak sesuai menjalankan tugas tugas pokok sesuai hukumnya tetapi malahan yang merusak hukum di negara kita justru orang orang yang ahli di bidang hukum.)).*The text above can be indicated that Gareng's answer uncooperative because he has violated the maxim of quantity. Gareng's answer should give information that is required by Semar. Furthermore Semar asks the chacaracteristic of dog only but Gareng gives his answer wider, longer, and little bit there is no correlation between Semar's question and Gareng's answer so that from the explanation above the conversation between Semar and Gareng are identified flouted the maxim of quantity

3. Semar : Neng ora kabeh yo reng ?(*ndaksemua ya reng ? : Not all like that... reng)*
   Gareng : Lha iyo, lha sifate asu kui nek ono tai mesti mandet di ingus ingus*(Iya, sifat anjing itu kalau ada tai mesti berhenti dijalane lalu di endus endus : Of course, the characteristic of dog if there is a fece in the way, it/he/she will stop a moment and get wind of it.)*

From the dialogue above, there is no cooperative principle used by Semar and Gareng because Gareng is uncooperative in the diologue, he floutes the maxim of quantity through give answer like that : (*Lha iyo, lha sifate asu kui nek ono tai mesti mandet di ingus ingus(Iya, sifat anjing itu kalau ada tai mesti berhenti dijalane lalu di endus endus) : Of course, the characteristic of dog if there is a fece in the way, it/he/she will stop a moment and get wind of it.).* It can be categorized that Gareng has flouted the maxim of quantity because he give information more than it is required. Beside that the maxim of quantity flouted when the speaker gives more or less infromation in the conversation.It also happens in the conversation deliberatly in order to implicate the additional meaning in addition to the communicated meaning but with no intention to mislead or deceive in the conversation

 ISBN 978-602-73769-1-5

4. Gareng : La sifate asu neh ? na nek rupmoyo mesti sikile dijunjung siji opo ono toh ? Ketua Biro Pembinaan Spirit sebuah partai lak ko malih dadi bintang film porno, lha ngene di handphone(direkam) alhamdulilah ga usah tuku video porno golek i video porno indonesia kangela jebulane maria eva ulah jan, wah susu ne truk..(wawaaaa ooo ekspresi senang) (Bagaimana sifat asu yang lain, ketika mulai kencing mesti kakinya di angkat satu, apa ada toh? Ketua Biro Pembinaan Spiritual sebuah partai kok berubah menjadi bintang film porno. Begini.. di handphone (direkam) Alhamdulilah tidak perlu membeli video porno cukup mencari video porno Indonesia susah, ehh gaktaunya Maria eva jan.. wah payudaranya truk. : How about the characteristic of the other ones, when the dog urinates one foot move up, what is going on ? Leader of Party will be actor of porn sex. In mobile phone Alhamdulilah it can not buy it suddenly find Maria Eva's breast

   Petruk : Trus kae pejabate saiki *?(itu pejabatnya sekarang ? : Does the functionary recently ?)*

   Gareng : Di pecat*(di pecat : Dischanged)*

From the conversational above, and there is flouting of maxim used by Gareng, petruk, and semar such as : they has flouted the maxim of quality, and maxim of relation. For clearly the writer will analyze one by one.Firstly, there is a flouting of relation maxim between Gareng and Petruk because the dialogue between gareng and Petruk uncooperative, Petruk gives irrelevantinformation to the topic of the dialogue and Petruk also changes the topic abruptly, for clearly this is the text which contain violates of relation maxim such as : (*Trus kae pejabate saiki ?(itu pejabatnya sekarang ?) : Does the functionary recently ?)*and if we relates dialogue between Gareng and Petruk, there is no relation so that it can be indicated as violates of relation maxim. Beside that the violating of quality maxim appears in this dialogue because Petruk gives untrue information in dialogue above. So that the violating of quality maxim appears in it.

5. Petruk : Mergane opo *?(Karena apa ? : Because of what ?)*

   Gareng : Tersinggung Jusuf Kalla *(Tersinggung Jusuf Kalla : Offended Jusuf Kalla)*

From the dialogue above there is a flouting of relation maxim between Petruk and Gareng because Gareng unexpectedly but intentionally change the topic of the conversation between them for example Gareng said : *Tersinggung Jusuf Kalla (Tersinggung Jusuf Kalla) :*

Offended Jusuf Kalla. It can indicated that Gareng change the topic of the conversation unexpectedly in the conversation.

6. Petruk : Saiki petugas hukume iki mau *?(sekarang petugas hukumnya itu tadi ? : Now what happens with the law of functionary?)*

   Gareng : Lhaaa sifate asu kue senajan nang omah ono panganan dagingnang dalan ono balung mesti digalok (*Ya sifatnya anjing itu walaupun dirumah ada makanan daging,dijalan ada balung mesti di makan : The characteristic of dog is always eat some foods in the street when go out although we evryday give food at home.)*

   Petruk : Oh ya ya ya.. *(Oh ya ya ya : Ok)*

Form the dialogue above there is a flouting of relation maxim because Gareng provides irrelevant information to the main topics of the conversation beside that he also change abruptly the topic of the conversation meanwhile there is corelation between what is conveyed by Petruk and What is answered by Gareng so that it can be categorized as the violating of relation maxim.

7. Semar : Ahh.. imposible ora mungkin reng opo negarane dewe ?(*ahh ga mungkin reng apa negara ini sendiri ? :Impossible reng.. does this country stand alone ?)*

   Petruk : Iki rambute iki lo? *(ini rambutnya gini lo? :What happens with your hair?)*

   Gareng : Wes koe sing kurang mundur. Mundino karo isihh akeh blocking e kendange aji monyor koeng ko.(*kamu yang kurang ke belakang sana masih banyak tempat kendange : Please move to the back, over there many place for instruments)*

In dialogue above, maxim of relation are showed by the Gareng's statement and Petruk's statement Gareng and Petruk give irrelevant information of the main topic and changes the topic of conversation.

8. Bagong : Lhaa trusss kui bacotane piye reng ? (*Lalu itu terus kelanjutannya gimana ?: So what is going on for the next ?)*

   Gareng : Bacotane kalo polisi umpamane conto yo: *(ada sebuah kejahatan narkoba misale Kelanjutane kalo ad polisi seumpamam contoh : there is a mariyuana crime for example :)*

Petruk : Mas bendere mandek sik udud udud sik *(mas berhenti roko dulu: Please wait a moment let smoke ciggaret first)*

Gareng : Narkoba dicekel polisi, cek diproses berkas acara pidana BAP dilemparkan ke kejaksaan si terpidana kui maen uang dengan jaksa dan hakim sementara polisi sudah

 ISBN 978-602-73769-1-5

bekerja keras. Jaksa dan hakim tiba tiba memvonis bebas tanpa syarat. Tapi sampe saat ini tidak ada yang berani mereformasi atau mendemo Kantor Kejaksaan yen aku wes tau.(*Narkoba dicekel polisi cek proses berkas acara pidana BAP dilemparkan ke kejaksaan si terpidana itu maen uang dengan jaksa dan hakim sementara polisi sudah bekerja keras. Jaksa dan hakim tiba tiba memvonis bebas tanpa syarat. Tapi sampe saat ini tidak ada yang berani mereformasi atau mendemo Kantor Kejaksaan, Kalau aku sudah pernah : an actor of narcotic is arrested by policeman and the process of BAP conveyed to public presecutor and judge sudd.enly give free without requirement. But until up now there is no braveness to reform the office law functionary but I ever done it)*

There is a flouting of relation maxim in the dialogue above because Petruk's statement changes the topic suddenly and there is corelation between Bagong's statement. Petruk and Gareng. For clearly it can be used as the fact of Petruk's statement which violates the maxim of relation such as : *Mas bendere mandek sik udud udud sik (mas berhenti roko dulu).* From the text, it can be indicated as the flouting of relation maxim

9. Petruk : Kapan ? *(kapan : when does it happens ?)*

   Gareng : Koran wes nyebut aken. Yohatyo... Kajari saya demo tak tantang Gelut bak Kota Tegal Headline halaman depan Suara Merdeka*(Koran sudah memberitahukan. Yohatyo Kajari saya demo saya tantang berkelashi di kota Tegal Headline Halaman depan Suara Merdeka : news paper can give information Yohatyo Kajari. I chalenge to fight in Tegal city. First page in Suara merdeka News Paper.)*

   Petruk : Oh ngono...? (*oh begitu : Oh I see)*

   Gareng : Oh tak demo entek entekan diusir : *(Oh tak demo Habis Habisan, di usir : doing demontration until the last power.)*

   Petruk : Lha ngopo ? (*kenapa : Why*)

   Gareng : Kalo terjadi Revolusi Sosial, Kalo rakyat wes mulai gemes, Rakyat wes mulai ora sabar pejabat karo rakyat akeh rakyate bajingan asu tenan. Aku kuwi luwung misuh kawak e dewe ngantemim awak e dewe iki pejabate sing elek lhoo. Sing becik ra tao hujat opo meneh pejabat pejabat sing gelem nanggep wayang opo meneh nulih Dalange Entus erarti pejabate sing gelem matine. Khusnul Hotimah(*Kalo terjadi revolusi sosial Kalo rakyat sudah mulai marah, rakyat sudah mulai tidak sabar, Pejabat dan rakyat semua rakyat anjing semua. Aku lebih baik menghina diri sendiri, memukuli diri sendiri ini pejabat yang jelek lhoo, yang baik ga saya hujat*

apalagi pejabat pejabat yang mau mementaskan wayang apa lagi memilih dalangnya Ki Enthus berarti pejabat yang mau matinya Khusnul Hotimah : If there is social revolution and people was angry and can not be patient. The people and Functionary are dogs. I prefer insult my self , this is the functionary is bad.But if the functionary is good and they want to show or perform Javanese puppet moreover choose the puppeteer, it means that when they was dead is Khusnul Hotimah.)

From the text above there is a flouting of relation maxim used by Gareng's statement such as : *Koran wes nyebut aken. Yohatyo... Kajari saya demo tak tantang Gelut bak Kota Tegal Headline halaman depan Suara Merdeka(Koran sudah memberitahukan. Yohatyo Kajari saya demo saya tantang berkelashi di kota Tegal Headline Halaman depan Suara Merdeka.*This statement has change the topic of the conversation suddenly and Gareng 's statement also unexpectedly change the main topic of the conversation

10. Gareng : mAu lagi adus tak incong, adus bareng mak kecoblak kecubluk. Oh yes..Oh no.(*Tadi waktu lagi mandi di intip mandi bareng suara mandi Kecoblak kecubluk oh yess oh noo : When take a bath together in bathroon spied and hear voice Kecoblak kecubluk ohh yes oh no)*

Semar : Ora ahhh.. (*ngga usah : It does not necessary*)

Petruk : Saiki petugas hukume iki mau ?(*sekarang petugas hukumnya itu tadi ?: How about the law of functionary recently?)*

Gareng : Lhaaa sifate asu kue senajan nang omah ono panganan dagingnang dalan ono balung mesti digalok (*Ya sifatnya anjing itu walaupun dirumah ada makanan daging,dijalan ada balung mesti di makan : The caracterisitc of dog if the dog go out and find the food directly it will eat although in house the dog gives food everyday)*

Petruk : Oh ya ya ya.. (*Oh ya ya ya :Ok*)

There isa flouting maxim in the dialogue above, they are : quantity maxim and relation maxim. The flouting of relation maxim can be showed from Petruk's statement and Gareng's statement which are not has correlation between them and Gareng's statement also change the topic of the conversation unexpectedly son but intentionally changes the mainn topic of the conversation by saying something irrelevant to the main topic of the conversation.

11. Petruk : Saiki petugas hukume iki mau ?(*sekarang petugas hukumnya itu tadi ?: How about the law of functionary recently?)*

 ISBN 978-602-73769-1-5

Gareng : Lhaaa sifate asu kue senajan nang omah ono panganan dagingnang dalan ono balung mesti digalok (*Ya sifatnya anjing itu walaupun dirumah ada makanan daging,dijalan ada balung mesti di makan : The caracterisitc of dog if the dog go out and find the food directly it will eat although in house the dog gives food everyday)*

Petruk : Oh ya ya ya.. (*Oh ya ya ya : ok*)

From the dialogue above there is flouting of quantity maxim also is showed in this dialogue between Petruk 's statement and Gareng's statement, there is a more information given by Gareng than it is required.

12. Petruk : Iki rambute iki lo? *(ini rambutnya gini lo? : How does your hair look like ?)*

Gareng : Wes koe sing kurang mundur. Mundino karo isihh akeh blocking e kendange aji monyor koeng ko.(*kamu yang kurang ke belakang sana masih banyak tempat kendange : Please move to the back over there still many palce)*

From the dialogue above Beside that there is also the flouting of quality maxim in the dialogue above, because Gareng provides untrue information to Petruk and Semar beside that the speaker gives lack adequate evidence for the hearer so it can be categorized as the flouting of quality maxim

13. Gareng : La sifate asu neh ? na nek rupmoyo mesti sikile dijunjung siji opo ono toh ? Ketua Biro Pembinaan Spirit sebuah partai lak ko malih dadi bintang film porno, lha ngene di handphone(direkam) alhamdulilah ga usah tuku video porno golek i video porno indonesia kangela jebulane maria eva ulah jan, wah susu ne truk..(wawaaaa ooo ekspresi senang) *(Bagaimana sifat asu yang lain, ketika mulai kencing mesti kakinya di angkat satu, apa ada toh? Ketua Biro Pembinaan Spiritual sebuah partai kok berubah menjadi bintang film porno. Begini.. di handphone (direkam) Alhamdulilah tidak perlu membeli video porno cukup mencari video porno Indonesia susah, ehh gaktaunya Maria eva jan.. wah payudaranya truk. : How about the characteristic other one when it start to urinate absolutly one of foots should be move up, what is going on ? why does leader of Party want to be porn star? And it is record in mobilphone. Alhamdulilah I can not buy Indonesian porn sex video, it look likes Maria Eva.Woow how beautiful breast it is)*

Petruk : Trus kae pejabate saiki *?(itu pejabatnya sekarang? : How Does the functionary recently)*

There is a flouting of quantity maxim convey in the conversation between Gareng and Petruk because in the dialogue there is less information and uncooperative used between Gareng and Petruk Actually Petruk should gives appropriate information as clear as with what it is required.

14. Petruk : Kui sing mau ? *(yang tadi : how about the last ?)*

    Gareng : Moh wis ora, tak mbacote ngko seru. Aku saiki wes menep. Ingdriye ora keno ngomong saru wes tak plester aku abah sarep biyen tau, biyen Kyai pidato mesti nggowo sempritan. Priiiitt....aku matur mbah Kyai Mansur Hidayat niko mesake lagi. Pidato kok disemprit, bedakne antare Kyai karo polisi (*Udah saya ga mau mengatakan lagi, aku sekarang sudah diam, dirumah. Tidak boleh berkata yang jorok sudah saya plester. Abah sarip dulu pernah. Dulu kyai berpidato mesti membawa peluit. Say bilang kepada mbah Kyai Mansur Hidayat,itu kasian pidato kok disemprit membedakan antara Kyai dan Polisi :I have finished. I don't want to say again. Now Iam silent, may not say rude statement. Abah sarip have ever told me and Kyai speeched have to bring a whistle.I said to Mbah Kyai Mansyur it is a pity why a speech is sempritt (sound of whistle) to differ between Kyai and Policeman.)*

From the explanation above there is a flouting of manner maxim because Gareng's statement is obscure in his explanation beside that ambiguity and there is unnecessary prolixity. Gareng's statement shouldn gives accurated and brief information in order to help the receiver get the appropriate information he has asked for. So that there is a flouting of manner maxim in the conversation between Gareng and Petruk.

The numbers and percentage flouting maxim :

No	mAxim	Frequency	Percentage
1	Quality	2	14,2%
2	Manner	1	7,1%
3	Quantity	5	35,7%
4	Relation	6	42,8%
	Total	14	100%

 ISBN 978-602-73769-1-5

Conclusion

Based on the explanation, the writer can conclude that The theory of Grice has implemented in this dialogue. Cooperative principle is very important in this case because it make the conversation runs smoothly, telling the truth, being relevant, trying to be as clear as they can, providing appropriate amount of information. But the conversation that has done in Javanese puppet show by Semar, Gareng , and Petruk implemented cooperative principle created by Grice but there are also flouted by them, there are some maxim has flouted by them such as : maxim of quality, maxim of quantity, maxim of relation, and maxim of manner. In the conversation done by the actor in Javanese Puppet show such as Gareng, Semar and Petruk, they has flouted some maxims such as : There are flouting of relation maxim :6, the flouting of quantity maxim :5, the flouting quality maxim :2, and the flouting of manner maxim : 1.

References

Brown, Penelope and Stephen C. Levinson. 1987. Politeness:Some Universals in Language Usage. Cambridge: Cambridge University Press.

Cutting, Joan. 2002. *Pragmatics and Discourse: A Resource Book for Students*. London:Routledge.

Kusproborini, Camellia. 2001. *Analysis of Humor Types And Grice's MaximFound In "Laughter, The Best Medicine" In Readers Digest*. SurakartaFaculty of Letters. UNS.

Leech, Geoffrey. 1983. *Principles of Pragmatics.* London: Longman.

Levinson, S.C. 1983. *Pragmatic.* Cambridge: Cambridge University Press.

Mey, Jacob. 1993. *Pragmatics an Introduction.* Blackwell Cambridge

Tarigan, H. Guntur. 1984. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung:Penerbit Angkasa.

Sutopo, H.B. 2002. *Metode Penelitian Kualitatif.* Surakarta: Sebelas MaretUniversity Press.

Surakhmad, Winarno. 1994. *Pengantar Penelitian Ilmiah: Dasar, Metode, danTehnik.* Bandung: Tarsito.

Thomas, Jenny. 1995. *Meaning in Interaction: An introduction to Pragmatic.*London&New York: Longman.

Yule, George. 2010. *The Study of Language*. Cambridge: Cambridge University Press.

Yule, George. 1996. *Pragmatics.* New York: Oxford University Press.

Yule, George & Brown Gillian, 1983. *Discourse Analysis.* Cambridge UniversityPress.

APPENDIX

Petruk : Trus petugas hukume? (Terus petugas hukumnya?)

Gareng : Koyo asu!Polisi, Jaksa, Hukum, Koyo asu kabeh.(seperti anjing semua, Jaksa, Hukum semua seperti anjing) : Petruk : Di ralat ora kabeh. Ono pejabat sing isik bersih lan berwibawa(Tidak semua. Ada pejabat yang masih bersih dan berwibawa) : Semar : Sifate asu koyo piye ?(sifat anjing seperti apa?):

Gareng : Sifate asu kuwi ndelok en asu kae nek mlaku neng tengah dalan opo ono ndas kue lempeng, ora ndase kui mesti mlengo ngene. Dadi petugas hukume kui ora tuajoh ora tumamina anggen jejek ake hukum ning malah sing ngerusak hukum ning negara kita justru orang orang yang ahli di bidang hukum.(Sifat anjing itu, lihatlah anjing itu ketika jalan di tengah, kepalanya lurus, bukan kepalanya miring miring. Jadi petugas hukum itu tidak sesuai menjalankan tugas tugas pokok sesuai hukumnya tetapi malahan yang merusak hukum di negara kita justru orang orang yang ahli di bidang hukum.) : The dog characteristic,

Semar : jajal! (Coba) : Tried

Gareng : Opo jajal? Pinci ku dadek no hakim opo lakon rusak

Petruk : Opo pinci tau dadi hakim.

Gareng : Hakim Garis ?(hakim garis):

Petruk : Hohohoho hakim garis (hakim garis) :

Semar : Neng ora kabeh yo reng ?(ndak semua ya reng ?) :

Gareng : Lha iyo, lha sifate asu kui nek ono tai mesti mandet di ingus ingus(Iya, sifat anjing itu kalau ada tai mesti berhenti dijalane lalu di endus endus) :.

Semar : Yaaaa..(yaa) : ok.

Gareng : La sifate asu neh ? na nek rupmoyo mesti sikile dijunjung siji opo ono toh ? Ketua Biro Pembinaan Spirit sebuah partai lak ko malih dadi bintang film porno, lha ngene (praktek orang maen) di handphone(direkam) alhamdulilah ga usah tuku video porno golek i video porno indonesia kangela jebulane maria eva ulah jan, wah susu ne truk..(wawaaaa ooo ekspresi senang) (Bagaimana sifat asu yang lain, ketika mulai kencing mesti kakinya di angkat satu, apa ada toh? Ketua Biro Pembinaan Spiritual sebuah partai kok berubah menjadi bintang film porno. Begini.. di handphone (direkam) Alhamdulilah tidak perlu membeli video porno cukup mencari video porno Indonesia susah, ehh gaktaunya Maria eva jan.. wah payudaranya truk?

Petruk : Trus kae pejabate saiki ?(itu pejabatnya sekarang ?) :

 ISBN 978-602-73769-1-5

Gareng : Di pecat(di pecat) :

Petruk : Mergane isin opo mergane keliru ?(Apa karena malu atau keliru) :

Gareng : Ora sing tersinggung Ketua partaine (Apa tidak tersinggung ketua partainya ?) :

Petruk : Langopo? Opo dewek e mencerminkan nama partai ? (Lalu kenapa, Apa dirinya mencerminkan nama partai ?) :

Gareng : Ora (Tidak) :

Petruk : Mergane opo ?(Karena apa) :

Gareng : Tersinggung Jusuf Kalla (Tersinggung Jusuf Kalla) :

Petruk : Langopo?(Ya kenapa) :

Gareng : Lha wong e gede kok peline cilik? (Kenapa Orangnya gede kejantanannya kecil ?) :

Petruk :Masa Allah. La opo ora ono baso kane sakane kuire

Gareng : Ora ono tenan. Kui nek barange.Wong wedok kui boso Arab (Tidak ada sama sekali itu barangnya perempuan itu bahasa Arab)

Petruk : Opo (apa)

Gareng : Torik ya trukun trukun(proverb in javanese)

Petruk : Oh ya ya tegese...(yang artinya ?)

Gareng : Piro piro dalan yo dalane uyuh, yo dalan bocah (Berapa jalan ya jalannya kencing,

Petruk : Oh ya ya ya.. (ya) : ok

Gareng : Aku cobloko kok ora tat tedeng aling aling pengalaman membuktikan program keluarga bencana gagal karena bidannya tidak mau terang terangan (aku terbuka tidak ada yang ditutup tutupi,pengalaman membuktikan program keluarga bencana gagal karena bidannya tidak mau terang terangan)

Petruk : Opo ?(Apa)

Gareng : Jaman kondom tak critane, ono bidan jenengne Rumiati (Jaman kondom saya ceritakan, ada bidan namanya Rumiati) : I will tell condom period, there is a midwife named Rumiati

Semar : Wi rak mantan bojomu (Itu kan bukan mantan istrimu) :

Gareng : Lha dewek e ono, ono wong lanang ee jenengne gondo, gaweane tukang gambang(Dulu ada laki laki namanya Gondo pekerjaannya tukang musik) : Previously there was a man named Gondo, his job was gamelan player.

Petruk : Kae wi sepuh mosok pasang kondom ? (dia sudah tua masaak masang kondom ?) :

Gareng : Dek e ne ke tau lo truk ? (Dia itu pernah menggunakan lho truk ?)

Petruk : Piye? (Bagaimana)

Gareng : Dek na lak cilik to? Kondome kegedean (Punya dia kecil, tapi kondome kebesaran)

Petruk : Lha truss ? (Kalo begitu ?)...

Gareng : Mboso garap mbojone niki sakbare koyok ngono mrekecet (Ketika dia melakukan bersama istrinya setelah itu menjadi kecil ?)

Petruk : Mrekecet ke opo?(apa itu makrecet ?)

Gareng : Cilik, Boso dibedol kondome keri (kecil, setelah dilepas kondomnya ketinggalan)

Petruk : Akhire(akhirnya)

Gareng : Njaluk tulung sing endang jipo konjabutne (minta tolong yang gendang suruh nyabutin kondom itu)

Semar : Koe iku asu tenane jar. Ojo saru saru (kamu itu seperti anjing benar jan, jangan terlalu jorok ngomongnya)

Gareng : Ngene gong, Sing jenenge wayang pagelaran baik dan buruk, ngerti ? Kae mau menggelarkan Arjuno sosrobau menggelarkan doso doso muko, dalang itu menggelarkan elek karo becik (Begini Gong, yang namanya pementasan wayang itu ada baik dan buruknya, ngerti ? itu tadi mementaskan Arjuna Sasraban dan mementaskan doso muko dalang mementaskan jelek dan baik)

Semar : Yaaa (ya)

Gareng : Ibarate semut senengane ? (ibaratnya semut suka?)

Semar : Gulo (gula)

Gareng : (Laler Lalat)

Semar : Senengane Telek (sukanya kotoran)

Gareng : Nadai tatkalane dalang nyuguhne telek, sing dadi semut cangkeme meneng ora sing gambleh. Kembali ke tempat (Ketika dalang memberikan kotoran maka yang jadi semut mulutnya diam tidak usah banyak omong. Kembali ke tempat

Semar : Makashi (terima kasih)

Petruk : Bacut ne reng (Dilanjutkan reng)

Gareng : Alam alaman (yang mana ?)

Petruk : Kui sing mau ?(yang tadi)

Gareng : Moh wis ora, tak mbacote ngko seru. Aku saiki wes menep. Ingdriye ora keno ngomong saru wes tak plester aku abah sarep biyen tau, biyen Kyai pidato mesti nggowo sempritan. Priiiitt....aku matur mbah Kyai Mansur Hidayat niko mesake lagi. Pidato kok

 ISBN 978-602-73769-1-5

disemprit, bedakne antare Kyai karo polisi (Udah saya ga mau mengatakan lagi, aku sekarang sudah diam, dirumah. Tidak boleh berkata yang jorok sudah saya plester. Abah sarip dulu pernah. Dulu kyai berpidato mesti membawa peluit. Say bilang kepada mbah Kyai Mansur Hidayat,itu kasian pidato kok disemprit membedakan antara Kyai dan Polisi)

Petruk : Sinten ? Nggih kulo mawon pengen kok, bojone nom trus(Siapa ? saya saja kepingin kok, istrinya muda terus ?)

Gareng : mAu lagi adus tak incong, adus bareng mak kecoblak kecubluk. Oh yes..Oh no.(tadi waktu lagi mandi di intip mandi bareng suara mandi Kecoblak kecubluk oh yess oh noo..)

Semar : Ora ahhh.. (ngga usah)

Petruk : Saiki petugas hukume iki mau ?(sekarang petugas hukumnya itu tadi ?)

Gareng : Lhaaa sifate asu kue senajan nang omah ono panganan dagingnang dalan ono balung mesti digalok (Ya sifatnya anjing itu walaupun dirumah ada makanan daging,dijalan ada balung mesti di makan)

Petruk : Oh ya ya ya.. (Oh ya ya ya..)

Gareng : Sifate asu meneh. Sopo sing menei kuih. Akeh kui mesti sing di belani mulakne hukum mawut di Negara kita mergono opo. Supermasi hukume ora bakal iso dicekel tatkalane i manuso isik gelem mulih benang barang kang melok kasusu keselek muluk (Sifatnya anjing lagi, siapa yang memberi lebih banyak maka itu akan di bela makanya hukum rusak di negara kita, karena apa ? Supremasi hukum tidak bakal bisa di tegakan ketika manusia masih mau memilihbarang yang tidak bagus)

Petruk : Iyo yo reng yo.. Ora mung polisi(iya iya reng tidak hanya polisi)

Gareng : Yen polisi tak belani Sebab Mas Sutanto Kapolri kita pernah mengatakan Polisi sekarang harus bisa mereformasi diri, tangkap anggota saya kalau ada yang menyeleweng dari tugas tugas pokok kepolisian (Jika polisi saya bela sebab Mas sutanto Kapolri Kita pernah mengatakan Polisi sekarang harus bisa mereformasi diri, tangkap anggota saya kalau ada yang menyeleweng dari tugas tugas pokok kepolisian)

Petruk : Oh ngono...(oh begitu)

Gareng : Mulakne abah sarip nek ngasuk ngasukne polisi, sing elek ki jan asih ngerungokne sampe semerpet kamongko polisi kui wes tak kandani sing paling jujur mung loro (Makanya Abah sarip kalau mengatakan polisi yang jelek itu wahhhhmendengarkannya sampe takut,polisi itu sudah saya beritahu yang palingjujur Cuma 2)

Petruk : Opo..?(apa)

Gareng :Patung polisi karo Polisi tidur. (patung polisi dan Polisi tidur)

Petruk : Oh ya ya ya... (oh ya ya ya)

Gareng : Aaaaa. Lha nek nganti jajal, wong maene jebule mburine sing ngembongi Polisi wong maen lawane njebulane setore neng polisi, tak blakne wai iki ning ora kabeh, Polisi sing bagus juga masih banyak, dari pejabat yang bersih dan berwibawa Inilah kita berharap negara kita akan bisa di dandani (Iya kalo nyampe, coba orang judi ternyata dibelakangnya yang membekingi polisi. Orang judi lawen gak taunya setor ke polisi. Say buka saja tapi gak semua, polisi yang masih bagus juga masih banyak)

Petruk : Ono yoo..?(Ada ya)

Semar : Ahh.. imposible ora mungkin reng opo negarane dewe ?(ahh ga mungkin reng apa negara ini sendiri ?

Petruk : Iki rambute iki lo? (ini rambutnya gini lo?)

Gareng : Wes koe sing kurang mundur. Mundino karo isihh akeh blocking e kendange aji monyor koeng ko.(kamu yang kurang ke belakang sana masih banyak tempat kendange)

Petruk : Ki rambute ndi gong ? (ini rambut mana gong ?)

Bagong : Ki rambut mbok ku mengandung hikmah (Ini rambut mbokku mengandung hikmah)

Bagong : Lhaa trusss kui bacotane piye reng ? (Lalu itu terus kelanjutannya gimana ?)

Gareng : Bacotane kalo polisi umpamane conto yo: ada sebuah kejahatan narkoba misale (Kelanjutane kalo ad polisi seumpamam contoh :

Petruk : Mas bendere mandek sik udud udud sik (mas berhenti roko dulu)

Gareng : Narkoba dicekel polisi, cek diproses berkas acara pidana BAP dilemparkan ke kejaksaan si terpidana kui maen uang dengan jaksa dan hakim sementara polisi sudah bekerja keras. Jaksa dan hakim tiba tiba memvonis bebas tanpa syarat. Tapi sampe saat ini tidak ada yang berani mereformasi atau mendemo Kantor Kejaksaan yen aku wes tau.(Narkoba dicekel polisi cek proses berkas acara pidana BAP dilemparkan ke kejaksaan si terpidana itu maen uang dengan jaksa dan hakim sementara polisi sudah bekerja keras. Jaksa dan hakim tiba tiba memvonis bebas tanpa syarat. Tapi sampe saat ini tidak ada yang berani mereformasi atau mendemo Kantor Kejaksaan, Kalau aku sudah pernah)

Petruk : Kapan ? (kapan)

Gareng : Koran wes nyebut aken. Yohatyo... Kajari saya demo tak tantang Gelut bak Kota Tegal Headline halaman depan Suara Merdeka(Koran sudah memberitahukan. Yohatyo

 ISBN 978-602-73769-1-5

Kajari saya demo saya tantang berkelashi di kota Tegal Headline Halaman depan Suara Merdeka.

Petruk : Oh ngono...? (oh begitu)

Gareng : Oh tak demo entek entekan diusir (Oh tak demo Habis Habisan, di usir

Petruk : Lha ngopo ? (kenapa)

Gareng : Kalo terjadi Revolusi Sosial, Kalo rakyat wes mulai gemes, Rakyat wes mulai ora sabar pejabat karo rakyat akeh rakyate bajingan asu tenan. Aku kuwi luwung misuh kawak e dewe ngantemim awak e dewe iki pejabate sing elek lhoo. Sing becik ra tao hujat opo meneh pejabat pejabat sing gelem nanggep wayang opo meneh nulih Dalange Entus erarti pejabate sing gelem matine. Khusnul Hotimah(Kalo terjadi revolusi sosial Kalo rakyat sudah mulai marah, rakyat sudah mulai tidak sabar, Pejabat dan rakyat semua rakyat anjing semua. Aku lebih baik menghina diri sendiri, emukuli diri sendiri ini pejabat yang jelek lhoo, yang baik ga saya hujat apalagi pejabat pejabat yang mau mementaskan wayang apa lagi memilih dalangnya Ki Enthus berarti pejabat yang mau matinya Khusnul Hotimah

Petruk : Oh ngono..(oh begitu)

Gareng : saiki Jan Komoditas non Migas koe akeh banget kesalahane wong koyo kesalahan partaine kyo diler karo pentai sijine (Sekarang Komoditas non migas sudah banyak sekali kesalahan orang lain, kesalahan partai lain di omongkan ke partai lainnya)

Petruk : Ooon

Gareng : Ono Megawati diganti meganti barang (Ada Megawati diganti dengan Megakarti barang)

Petruk : yaaaa.. (yaa)

ISBN 978-602-73769-1-5

STRUCTURALISM OF BETRAYAL ANALYSIS IN C.S.LEWIS' NOVEL *THE CHRONICLES OF NARNIA THE LION, THE WITCH, AND THE WARDROBE*

Ikka Malia Chairun Nissa
English Department
Faculty Of Languages And Arts
State University of Semarang

Background of the Study

In the real life, the phenomena of betrayal are often be done by people because they have a bad intention to obtain something. Perpetrator acts that are perceived as insincere tend to backfire, such that disingenuous amends is likely to inhibit forgiveness and betrayal resolution (Exline, DeShea, & Holeman, 2007; Risen & Gilovich, 2007; Zechmeister, Garcia, Romero, & Vas, 2004).

People usually will forgive somebody that has done a mistake although it takes time. It is possible too if the one that is guilty does not get any forgiveness. Even when a perpetrator offers sincere amends and a victim genuinely forgives, partners may find that they cannot forget the incident or fully relegate it to the past (Hannon, 2010).

When somebody is hurt, sometimes it is hard to forget what makes her or him being that way. Definitely it is not the same with lessons in school that students often forget what they have learned that day. We are talking about heart, not our mind, and it is very fragile to be broken. Betrayal affects the relationship between the two people after the tragedy. To the extent that both partners are able to enact constructive behaviors following acts of betrayal, both are likely to reap the rewards of enhanced outcomes for their relationship (Rusbult, 2010).

 ISBN 978-602-73769-1-5

Reasons for Choosing the Topic

I have some reasons why I choose this topic. Firstly, it is because betrayal is a common crime in society. Betrayal does not only happen in romantic relationship, but also it can happen between countries that lead into a war. Secondly, it is because the object of my study is suitable for explaining more about betrayal action. Although it is a fantasy genre, it contains a good ending about how to solve betrayal and what people should do towards the traitor.

Statements of the Problem

I have two research questions, they are:

1. How is betrayal depicted in the story?
2. What kind of betrayal is found in the story?

Objectives of the Study

The objectives of the study are:

1. to explain how betrayal is depicted in the story.
2. to show what kind of betrayal is found in the story.

Object of the Study

The object of the study is a novel entitled The Chronicles of Narnia; The Lion, The Witch, and The Wardrobe. In fact, it is the second novel of Narnia series although people think it is the first one because they only know it from the movie. Narnia novels belong to fantasy genre, but contain good moral values, especially for children.

Then, I would like to tell the plot of the story which is started with the adventure of four children. The Pevensies — Peter, Susan, Edmund, and Lucy — have to live with a professor, Digory Kirke, because there is a war in their town. The house of the professor is old and large which makes The Pevensies want to explore it. One day, Lucy, the youngest, finds a wardrobe, and goes into it that leads her to a magical world called Narnia. After going out from Narnia, Lucy tries to convince her siblings about it, but they do not believe her until they can go into Narnia themselves. In Narnia, they are explained that their existence has already been written in a prophecy. They need to fight Jadis, the White Witch, and bring peace in Narnia. Before they meet the real king of Narnia who is Aslan, Edmund betrays them by

 ISBN 978-602-73769-1-5

helping Jadis get information about Aslan's coming. Finally, Edmund realizes that he is in the wrong side and comes back to his family. Jadis wants Edmund dead, but Aslan sacrifices himself to be killed in the Stone Table as tradition. Jadis kills him, and she starts a war with Narnians and the Pevensies. Aslan comes back alive because he is innocent, and the war ends. In the end, Narnia is ruled by the Pevensies, and the winter era Jadis creates is gone. Aslan leaves them because he needs to visit his other worlds, but he will be back if he wants.

Analysis and Findings

I would like to start my essay with the definition of betrayal. According to Oxford dictionary, betrayal is the action of betraying one's country, a group, or a person. Betrayal typically is defined as "to be unfaithful or disloyal," "to reveal something meant to be hidden," or "to seduce and desert" (Steinmetz, 1993, p. 63). In order to get a better understanding, I would also state the meaning of the word "betray" as a verb. Betray is exposing to danger by treacherously giving information to an enemy. The phenomena of betrayal in the real world can be done in various ways, such as cheating from our partner of life, giving secret formula to another company, supporting other instead of our own group, and so on. The person who does betrayal is called a traitor or a betrayer. I think it is more common to use the term traitor. There must be motivations or reasons for someone when he or she does betrayal. According to some experts, they define betrayal as the perceived violation of an implicit or explicit relationship-relevant norm (Finkel, Rusbult, Kumashiro, & Hannon, 2002).

There are two kinds of betrayal in my opinion, they are physical betrayal and unphysical betrayal. Physical betrayal is done with physical action that includes the role of body, for example in a fight, slapping and hitting can be categorized as physical action. On the other hand, unphysical betrayal done by speaking without any physical action, but still it may include an indirect action. I can give an example of somebody that has a nice behaviour towards her friend, but deeply in her heart, she hates him. Behind her friend's back, she spreads a bad rumor about him. In this action, the person does betrayal through speaking, so that is what I call as unphysical betrayal.

Not every interpersonal rejection implies betrayal, but every betrayal implies interpersonal rejection and/or a devaluation of the relationship between two parties (Fitness, 2001).

 ISBN 978-602-73769-1-5

In general, however, the most commonly reported acts of explicit betrayal involve sexual and emotional infidelity, lies, and deception (Fitness & Mathews, 1998; Hansson, Jones, & Fletcher, 1990; Jones & Burdette, 1994).

The traitor in the story I analyze is Edmund who belongs to the Pevensies. After his little sister — Lucy — finds a magical world called Narnia inside a wardrobe, there is a prophecy that the Pevensies will bring peace in Narnia if they become the kings and queens. Before Edmund knows this prophecy, he meets the White Witch — Jadis — who promises him that she will make him become a king and give him sweet candies. Hence, Edmund believes her, and does what she asks. Jadis asks Edmund to bring all his siblings to Narnia in order to kill them all and break the prophecy, but she does not tell her real motivation of doing that. Edmund must follow Aslan who is the real leader of Narnia, and he is a great lion. The reason why Edmund called a traitor is because he helps Jadis and does not follow Aslan. Another betrayal done by Edmund is he reveals to Jadis that Aslan is on the move with the war strategy. Then, I believe that what Edmund does is unphysical betrayal. Discovering a betrayal may come "out of the blue" and constitute a deeply distressing shock (Fitness, 2001).

Next, I will state some reasons why Edmund betrays his family. The first one is because of Jadis' promises. Edmund's intuition says that Jadis is bad, but he still follows her to be a king and get candies as Jadis promises him. From the beginning of the story, I can see that Edmund has bad tempers towards his siblings. He often yells at his older brother and sister, and says harsh words as jokes. In his mind, he imagines if he becomes a king, he can order his siblings to do anything he wants. It is very bad plan because family should be together and loving each other. Furthermore, Edmund really likes the candies Jadis gives to him. The taste and the sensation while eating is different, and he wants more. Jadis puts some magic to the candies as she is a witch. The second reason is because of boredom. Edmund feels that his life is boring. He plans to abandon his flat life by ruling Narnia with Jadis. When Edmund hears something about Aslan, he feels wrong because he is guilty and has already had a contact with Jadis.

Now, I would like to talk about what people usually do to a traitor. In the real world, a traitor will be hated if people find out what he has done. The traitor can get either punishment or

forgiveness. If the traitor gets punishment, it will be set with how bad something he has done. I can take an example of a couple that is one of them does a betrayal by having a relationship with someone else. The punishment he may get is being left by his partner, and having a bad stereotype in society. If he gets forgiveness, he will come back to his partner and end the illegal relationship. Sometimes it is not as simple as people think by saying sorry then everything is fine. No! Somebody needs to say sorry if he does something wrong, but it does not mean he can do something wrong in purpose as often as he likes. After saying sorry, it depends whether he will be forgiven or not. Betrayal trauma theory (Freyd, 1996) posits that abuse perpetrated within close relationships is more harmful than abuse perpetrated by strangers because of the violation of trust within a necessary relationship. It will be hard for Edmund to get forgiveness directly because he is the part of the family instead of a stranger.

In the story, a traitor deserves to be dead because it is a kind of tradition in Narnia. Edmund feels very scared when he hears this rule. However, Aslan negotiates with Jadis to release Edmund. Jadis rejects it at first, but when Aslan sacrifices himself for Edmund, she agrees. Aslan replaces Edmund position to be killed. Because Aslan is innocent, he can come back alive after being murdered. At the end of the story, Edmund is safe and being a king with his siblings. In Narnia, there are two kings and two queens. Also, there are two leaders who are Aslan as the good figure and Jadis as the bad figure. Again, forgiveness of betrayal arguably is one of the more difficult tasks in an ongoing relationship (Finker, 2002).

Here, I am using structuralism method that deals with symbols. Edmund's behaviours showing that he is a traitor can be seen from the first chapter. These are my findings on each chapter:

In chapter one, when he saw Professor Kirke who was weird, he thought he was funny and wanted to laugh, but he pressed his nose to hold it on. He was not supposed to be surprised in seeing the Professor because he was indeed an old man, so he would wear old stuff. Edmund's younger sister — Lucy — felt a bit scared when he saw Professor Kirke, and others almost felt the same. It was explained in the book that Edmund had bad temper because he actually felt tired, but pretended he did not. He sometimes used bad language to his siblings, and shouted to them.

 ISBN 978-602-73769-1-5

In chapter 2, Mr. Tumnus met a human who was Lucy, but he did not kidnap her for the White Witch although in the beginning he planned so. Jadis made a rule that anyone who saw human in Narnia had to take him to her. She wanted to break the prophecy for preventing the Son of Adams and the Daughter of Eves led the country instead of her. What Mr. Tumnus did was a betrayal from Jadis' perspective although he saved Lucy from death. He released her, so she could get back to the real world in order to stay alive.

In chapter 3, Lucy told her siblings about Narnia, but neither of them believed her. They thought it was Lucy's joke from her imagination. In fact, it was true. Edmund made fun of Lucy in order to intentionally mock her. Others preferred never speaking about Narnia, but Edmund asked many things to Lucy. This made Lucy mad.

In chapter 4, Edmund accidentally followed Lucy to the wardrobe, and finally he entered Narnia for the first time. He was so confused, and tried to call Lucy. He talked to himself that he was going to apologize to Lucy for not believing her. The thing that made him worse was when he met Jadis the White Witch, and believed she was the Queen of Narnia. Even he ate Turkish Delight Jadis gave him. The food contained magic that made Edmund wanted it more and more. He became a traitor because he wanted to get the food one more time.

In chapter 5, Edmund and Lucy went back to the real world. Lucy wanted to tell others that this time she went to Narnia with Edmund. When others confirmed Lucy's statement, Edmund denied it. He said that he only played with Lucy's imagination. He lied instead of telling the truth that made him become a traitor.

In chapter 6, the Pevensies entered Narnia, and went they were nearly lost, Edmund gave a suggestion to walk to the lamppost. From here, Peter and Susan knew that Edmund had been lying that he never went to Narnia before. Edmund revealed it accidentally, and others became mad at him. He was a real liar among the family.

In chapter 7, the Pevensies met a beaver who told them about Aslan. While hearing the name of Aslan, the Pevensies felt great except Edmund. He became scared because he had seen the

White Witch, and dedicated her as the real queen. In contrast, the loyal people like other Pevensies believed that Aslan was the real king.

In chapter 8, Edmund escaped while the Pevensies had a dinner with the Beavers. He had a purpose to see Jadis, and get another Turkish Delight. He thought he would be free if he left the Pevensies. Jadis ever told him that one day Edmund would be a king because Jadis had no sons. It made Edmund so happy that he wanted to be above Peter who was the eldest.

In chapter 9, Edmund went to Jadis' palace alone. Although, he wanted to be a king, he did not want his siblings turned into stones by Jadis. Deep inside in his heart, he knew that Jadis was a bad lady, but the magic of Turkish Delight made him forget who Jadis actually was. He had a bad prejudice of Jadis since he heard the name of Aslan.

In chapter 10, the Pevensies except Edmund got presents from Father Christmas because they did good things so far. Peter got a sword and a shield, Susan got a bow and a horn, and Lucy got a healing cordial and a knife. Children who had bad temper got nothing except punishment, just like Edmund, he got blamed for being a traitor.

In chapter 11, Edmund felt disappointed because he did not get what he wanted. As he planned to see Jadis and get Turkish Delight, he got nothing. His plan was unsuccessful, and he tortured by Jadis if she gave wrong information to her. Hence, he revealed where Aslan was, and all information he got from having a dinner with the Beavers.

In chapter 12, the three Pevensies met Aslan and his army for the first time. Aslan asked where the fourth was. Then, the Beaver said Edmund betrayed them all. Peter admitted that it was his fault because he was too harsh to Edmund. There were two conflict causing betrayal, internal and external. The internal conflict was when Edmund met Jadis and he obsessed to be a king and get Turkish Delight. The external conflict happened when Edmund did not really have a good relationship with his family.

In chapter 13, Edmund got back to his family, and he was forgiven. There were two ways in facing the traitor, blamed him or forgave him. Aslan chose to forgive Edmund for what he had

 ISBN 978-602-73769-1-5

done. It was a wise decision that Aslan made the Pevensies not to discuss Edmund's past. They needed to start a new life.

In chapter 14, Aslan sacrificed himself to replace Edmund. He faced his death in the hand of Jadis. It had been a tradition that any traitor killed at the Stone Table by the White Witch. Aslan was killed instead of Edmund so he could be back to live because he was innocent.

I did not find any betrayals in chapter 15 until 17 because Aslan was alive again and won the war against Jadis.

Conclusions and Suggestions

It can be concluded that the traitor in Narnia is Edmund who gets forgiveness at the end of the story. As a conclusion, I can conclude that there are two kinds of betrayal, they are physical betrayal and unphysical betrayal. What done by Edmund belongs to unphysical betrayal. The traitor in the story is Edmund who gets forgiveness at the end of the story although it takes time.

I recommend that we need to be aware of betrayal in our surrounding. It is possible for our friends to betray us, so we do not need to give all our personal information to them.

References

Exline, J. J., DeShea, L., & Holeman, V. T. (2007). Is apology worth the risk? Predictors, outcomes, and ways to avoid regret. *Journal of Social and Clinical Psychology, 26, 479–504.*

Finkel, E. J., Rusbult, C. E., Kumashiro, M., & Hannon, P. A. (2002). Dealing with betrayal in close relationships: Does commitment promote forgiveness? *Journal of Personality and Social Psychology, 82, 956 – 974.*

Fitness, Julie. (2001). Betrayal, rejection, revenge, and forgiveness: an interpersonal script approach. Macquarie: Macquarie University Press.

Fitness, J., & Mathews, S. (1998). Emotions, emotional intelligence, and forgiveness in marriage. *Paper presented atthe 9th International Conference on Personal Relationships, Saratoga Springs.*

Freyd, J. J. (1996). *Betrayal trauma: The logic of forgetting childhoodabuse*. Cambridge, MA: Harvard University Press.

Steinmetz, S. (Ed.). (1993). *The Random House Webster's dictionary*. NewYork: Ballantine Books.

http://faculty.wcas.northwestern.edu/eli-finkel/documents/2010_HannonRusbultFinkelKumashiro_PersonalRelationships.pdf

http://dynamic.uoregon.edu/jjf/articles/sf2014.pdf

http://www.carylrusbult.com/documents/80_FinkelRusbultKumashiroHannon2002_JournalOf PersonalityAndSocialPsychology.pdf

http://www.psych.purdue.edu/~willia55/392F-'06/FitnessBetrayal.pdf

SPEECH ACT IN AUSTRALIAN PRIME MINISTER TONY ABBOTT AND FOREIGN MINISTER JULIE BISHOP SPEECH AFTER "BALI NINE" EXECUTIONS

Indra Yoga Prawiro

Wiralodra University and State University of Semarang

yogaprawiro@yahoo.com

Abstract

One of the latest interesting speeches and become the public discussion in Indonesia is a speech delivered by Australian Prime Minister, Tony Abbott for Indonesian Government. The Australian government conveys their disenchantment towards the executions of their citizens in Indonesia. The Prime minister and Foreign minister used their speech in a press conference as a perform action not only to convey their thought about the execution but also to show their thoughtfulness relates to the case. They used very typical utterances to send their message so that the listener can interpret the meaning of those utterances in order to influence the reaction of listener (Yule,1996:3). This study is intended to investigate the type of speech act used by Australian Prime Minister and Foreign Minister by using qualitative method. The result showed the primary type of speech acts of Tony Abbott and Julie Bishop is Assertive Acts. Tony Abbott uses 47,3% of his speech by using assertive acts. While, Julie Bishop spends 72,4% of her speech by using assertive acts. The difference between them is not only about the percentage but it also relates to the way in starting the speech. Tony Abbott as a Prime Minister and also a man starts his speech by using assertive. Whereas, Julie Bishop as a Foreign Minister and a woman starts her speech by using expressive acts, she also uses all of types of speech act such as assertive, directive, expressive, declarative and commisive. Whereas, Tony Abbott didn't use commisive acts in his speech.

Keywords: Pragmatics, Speech, Searle' Speech Act Category

Introduction

Nowadays, the communication is used not only to exchange the information but it also can be used to tie both the speaker and listener. This ability is really useful in social community because it can be one of approach to deepen the connections, improve the teamwork, make a decision, and solve the problem. In a formal occasion, this ability is really important to convey even negative or difficult messages without creating conflict or destroying the trust.

For example, as Presidents or Prime Ministers, they should inform their people through the speech.

The leaders have the biggest responsibility to convey the meaning through their speech so the society can absorb and interpret the meaning behind their speech. Rottinghaus (2006) explained the purposes of the presidents or prime ministers in delivering the speech. The speech in formal occasion is used by presidents or prime ministers to raise public attention so, it can be used to support their policies. Edwards and Wood (1999) also supported the statements, they stated that presidents or prime ministers speech can be used to bring the issue from their thought to the congress because the speech of them will be commentary and viewed by media and finally it will be shown by the Congress. So based on the statements above, it can be assumed that Pragmatics is really needed by the leaders to convince that all of the intentions behind the speech are accepted. Mey (2001:6) stated Pragmatics as studies to use the language in human communication as determined by the conditions of society. This term shows that pragmatics can be used to the speakers or writers to communicate effectively with the members of society.

Talking about the speech, one of the latest interesting speeches and become the public discussion in Indonesia is a speech delivered by Australian Prime Minister, Tony Abbott for Indonesian Government. The Australian government conveys their disenchantment towards the executions of their citizens in Indonesia. In the middle of international pressure, Indonesian government still executes eight drug convict on Wednesday, 29 April 2015 (Jakarta Post). An Indonesian firing squad executed eight convicted drug-sellers from several countries included two Australian members of the so-called “Bali nine”. This determination has made serious reaction from those countries, especially from Australia government. A Few hours from the execution Prime Minister and Foreign Minister of Australia held press conference as the reaction of his country towards that cases.

The Prime minister and Foreign minister used their speech in press conference as a perform action not only to convey their thought but also to show their thoughtfulness. They used very typical utterances to send their message so that the listener can interpret the meaning of those utterances in order to influence the reaction of listener (Yule, 1996:3). So, what is occurring

 ISBN 978-602-73769-1-5

in the real activity can be seen as strategy of speaker to choose appropriate utterances so they can convey their message clearly. This study is focus on the type of speech act used by Australian Prime Minister and Foreign Minister. The words choosing of Prime minister and Foreign minister in their speech can be used as references of us to communicate because in social communication, all of the utterances that composed by the speaker actually have particular function. Some function for example, apology, complaint, compliment, invitation, promise, or request (Yule, 1996:47).

Based on the explanation above, the writer would like to analyze type of speech act which is used by prime minister and Foreign minister of Australia by using Searle' categories. The writer wants to know whether there is any difference type of speech act used by Tony Abbott and Julie Bishop because they have different level of responsibility in the system of governmental and also gender.

Literary Review

Speech act theory, firstly introduced by Austin (1962) and then developed by his student Searle (1969) and other scholars such as Back, and Harnish (1979). The speech act theory itself is a study under the broad concept of pragmatics that can be defined as "the study of language to be used by the speaker or writer to match the sentences with the contexts in which they would be appropriate" (Levinson, 1983:24).

George Yule (1996: 48) stated that in each occasion; when people produce the utterances, three are consists of three elements of speech acts follow. Those are

1. Locutionary Act. It is the act of saying, the literal meaning of the utterances. Locution is the description about what the speakers said.
2. Illocutionary Act. It is what the speaker is doing by uttering those words: commanding, offering, promising, threatening, thanking, etc.
3. Perlocutionary Act. It is the consequent effect of the utterance on the listener through the uttering of linguistic expression, or the overall aim of the utterance.

For example; there is Policeman in the traffic light

1. Locution : The utterance of "There is Policeman in the traffic light"
2. Illocution : It may be performed to warn someone which is not use helmet or etc.

 ISBN 978-602-73769-1-5

3. Perlocution: The hearer may find the other path to go to avoid from Policeman; or to check their driving license or etc.

According to Searle (1969) in Clark, Levinson, Mey and Yule, speech acts can be grouped into five categories:

1. Assertive Acts, in which the speaker commits himself to the truth of a proposition. The point of assertive is to get the audience to form, or to attend to, to belief that the speaker is committed to a certain belief. The prototypical assertive is the assertion, but the category also includes informs, affirms, describe, claims, diagnose, predictions, notifications, reports, confessions, denials, disputations, retorts, conjectures, suppositions, concludes and many others.
2. Directive Acts, in which the speaker commands or requests the hearer to do something. The point of a directive is to get the audience to do things. Directives fall into two major classes: request for action and request for information. The category also includes commands, orders, suggests, warns, invites and etc.
3. Expressive Acts, in which the speaker makes known his attitude to the hearer, e.g., such as the statement of likes, dislikes, joys, sorrows, pains, pleasures, forgives, blames, apologizes, etc. The point of expressive is to express certain feelings toward the audience.
4. Declarative Acts, in which an utterance brings about correspondence between the propositional content of the utterance and reality, e.g., as in naming, baptizing, sacking etc. This kind of speech act is quite special, because the speaker utters words/ statement that in themselves change the world (Yule, 1996:53).
5. Commissive Acts, in which the speaker commits himself to a future act, the category such as promising, offering, vowing, planning, refusing, and etc.

Method

This study is intended to investigate the type of speech act used by Australian Prime Minister and Foreign Minister by using qualitative method. Dobson et al in David Nunan (1992:76) define the most common type of case study involves the detail description and analysis of individual subject, from whom observation, interviews and (family) histories provide the

 ISBN 978-602-73769-1-5

database. So, in this study the writer would like to collect, categorize, and also calculated the data (the percentages each type of speech act) to be analyzed qualitatively.

Subject

The subjects of this study were two speeches from Australian Prime minister and Foreign Minister, Tony Abbott and Julie Bishop. The speeches were talking about the execution of two Australian citizens. These speeches were delivered through press conference in Australia, exactly a few hours after the execution in Nusakambangan prisons, Cilacap.

Procedure and data collection

The data of this study was collected from YouTube. They are
taken from two websites. The first is taken from Canbera TV uploaded on April 29th 2015 and the second is taken from Aljazeera uploaded on similar day. After downloading the data, the writer transcribed the data into written language. Then, the writer read the transcripts of PM Tony Abbott and Minister Julie Bishop speech. After that the writer classified the speech of them into five kinds of speech act based on Searle's theory. Then after labeled all of the speech, the writer converted the result into percentages and the last describing the result based on the theory that the writer used.

Finding and Interpretation

The result shows that there are total 19 speech acts used by PM Tony Abbott and 29 speech acts used by Foreign Minister Julie Bishop. The data, then classified to the five types of speech acts. Those are assertive, directive, expressive, declarative and commisive and these are the example:

Tony Abbott

Prime Minister Tony Abbott started his speech by using assertive sentence. He informs the audience by stating who will deliver of the speech and who should pay attention to their speech.

"The Foreign Minister and I are here together to say to the world..."

Informing the position of her minister in his first sentence shows that he would assert their right and responsibility as the leader in reporting the cases.

 ISBN 978-602-73769-1-5

Assertive

47,3% types of speech acts of Tony Abbott is assertive. These acts include the statements of reporting, affirming, describing, predicting, claiming, and concluding from Prime Minister. For example:

> "Australia respects the Indonesian system. We respect Indonesia's sovereignty..."

The statements are assertive because the speaker wants to affirm his perspective toward Indonesia Government Policy in executing his citizens

> "Whatever people think of the death penalty, whatever people think of drug crime..."

The statements show justification based on his view. The speaker conveys what he believes about people judgments in seeing this case. It also can be one of the ways of Australian Government to drive people point of view, especially for them who support the execution to challenge their opinion. So, in here the Prime Minister has predicted kind of possibility of people reaction by stating these statements.

Directive

5,3% types of speech acts of Tony Abbott is directive. The act is seen from the statement of Tony Abbott to order his ambassador to come back to his country.

> "For that reason, once all the courtesies have been extended to the Chan and Sukumaran families our ambassador will be withdrawn for consultations".

The statement is not only containing the information but it contains the command from Prime Minister to the ambassador to leave Indonesia. So it can be concluded that this statement is a request from the speaker to hearer (ambassador) to do something (to go back) to Australia.

 ISBN 978-602-73769-1-5

Expressive

42,1% types of speech acts of Tony Abbott is expressive. These acts include all speakers feel relate to this case. Most of the expressive acts of Tony Abbott contains of his dislikes, sorrows, and pains. For example:

> "Australia deeply, deeply regrets these executions in Indonesia. These executions are both cruel and unnecessary..."

The statements express his painful in delivering this information. Twice in stating the word deeply in his speech expresses his bad feeling. Prime minister also put the word cruel in expressing his dislikes and anger to Indonesia Government because they still continue death penalty to the drug sellers.

> "As a parent, as a family member myself, I feel for these families at what is a very, very difficult time".

The statement shows that Prime Minister feels so sad because he put his position not only as a leader of the country but also as their parents and their families. That is why he expresses his feeling through the words very, very difficult time because it's also not easy for him to accept this condition.

Declarative

5,3% types of speech acts of Tony Abbott is declarative. In this speech the Prime Minister wants to emphasize his action by using this statement.

"I want to stress..."

By using this sentence, the speaker wants to get so many attentions from Indonesian Government because Prime Minister has no doubt to contest Indonesia Government decision in executing his two citizens.

 ISBN 978-602-73769-1-5

Commisive

There is no statement of Prime Minister that indicates commisive act. So it can be analyzed that there is not commit of speaker to the future action towards this execution because in solving this problem he has decided to withdraw his ambassador immediately to his country. The speaker prefers to use direct response in his speech rather than promising something to his citizens or victims' families.

The Percentage of the Types of Speech Acts of Tony Abbott

Types of Speech Acts	Number (F)	Percentage % (X)
Assertives	9	47,3
Directives	1	5,3
Expressives	8	42,1
Declaratives	1	5,3
Commisives	0	0
Total	**19**	**100%**

Julie Bishop

As a Foreign Minister and also a woman, she started his speech by using expressive sentence. She shows her hurtful by stating this sentence

> "It is with a very heavy heart"

She expresses her painful, in accepting this condition. By using those words, the Foreign Minister wants to show to the audience that she feels so bad at that time.

Assertive

72,4% types of speech acts of Julie Bishop is assertive. These acts include the statements of reporting, affirming, describing, predicting, claiming, and concluding from Foreign Minister. For example:

> "Mr Andrew Chan and Mr Myuran Sukamaran, were put to death early this morning. Just fter 3:30am Canberra time, I received notification of reports of gunfire from Cilacap prison".

 ISBN 978-602-73769-1-5

Those statements show the way of Foreign Minister in reporting the information. She started to describe the name of the victims and then continue by the condition of them. Then, she also describes the time of execution and the source of the announcement. So because of it asserts the truth of the proposition, it can be concluded that the statements are assertive acts. The other sample of assertive acts, such as:

> "We have not yet received formal identification from the Indonesian government that the executions have taken place but we can assume that they have".

The statement indicates the predictions from Foreign Minister relates to the executions. So in spite of she hasn't received information formally from Indonesian Government but the announcement from Cilacap Prison can be one of guideline of her in predicting the condition of those prisoners.

Directive

6,9% types of speech acts of Julie Bishop is directive. The act is seen from the statement of Julie Bishop to order her Consul-General to stay at the prison to do something.

> "She is required to identify the bodies".

The Foreign Minister has the intention to know, support, assist, and also save both of prisoners, so she orders her staff to go to the Nusakambangan Prison. The speaker is also specifically asked her staff to do some duties during the process of execution.

Expressive

10,3% types of speech acts of Julie Bishop is expressive. Most of the expressive acts of Julie Bishop contains of her dislikes, sorrows, and pains. For example:

> "As the Prime Minister said, their deaths at this time are senseless and unnecessary".

 ISBN 978-602-73769-1-5

The word senseless indicates her anger feeling. She judges Indonesian Government has no sense of humanity in making decision for those prisoners that is why she uses the word senseless in her sentences.

Declarative

3,5% types of speech acts of Julie Bishop is declarative. In this speech the Foreign Minister wants to emphasize her speech by using this statement.

> "I confirm...".

The use of those utterances in the speech indicates that Julie Bishop as a Foreign Minister has the right to involve and announce the news. That is why she used the words "I confirm" to declare her position in accompanying Prime Minister in press conference.

Commisive

6,9% types of speech acts of Julie Bishop is commisive. The intention behind Julie Bishop speech relates to her commitment in protecting the body of the victims.

> "Our consular officials will arrange for the bodies to be repatriated to Australia and to ensure that they are treated with appropriate dignity and respect".

The statement shows her promise especially for the family to ensure the victims' dignity and respect after the executions. The other example such as; "And I expect to be able to discuss further aspects of our relationship with Indonesia". It shows the further action of Julie Bishop in seeing this problem. She promises in having discussion to the ambassador when he comes.

 ISBN 978-602-73769-1-5

The Percentage of the Types of Speech Acts of Julie Bishop

Types of Speech Acts	Number (F)	Percentage % (X)
Assertives	21	72,4
Directives	2	6,9
Expressives	3	10,3
Declaratives	1	3,5
Commisives	2	6,9
Total	**29**	**100%**

Conclusion

After analyzing the types of speech acts in Tony Abbott and Julie Bishop speech, the conclusion are drawn as a table below.

Types of Speech Acts	Tony Abbot		Julie Bishop	
	Number (F)	Percentage % (X)	Number (F)	Percentage % (X)
Assertives	9	47,3	21	72,4
Directives	1	5,3	2	6,9
Expressives	8	42,1	3	10,3
Declaratives	1	5,3	1	3,5
Commisives	0	0	2	6,9
Total	**19**	**100%**	**29**	**100%**

Based on the table above, it can be concluded that the primary type of speech acts of Tony Abbott and Julie Bishop is Assertive Acts. Tony Abbott uses 47,3 % of his speech by using assertive acts. While, Julie Bishop spends 72,4 % of her speech by using assertive acts. The difference between their speech is not only about the percentage but it also relates to the way they started the speech. Tony Abbott as a Prime Minister and also a man starts his speech by using Assertive. Whereas, Julie Bishop as a Foreign Minister and a woman starts her speech by using expressive acts. In her speech, Julie Bishop also uses all of types of speech act such as assertive, directive, expressive, declarative and commisive. Whereas, Tony Abbott didn't use commisive acts in his speech.

References

Alwasilah, A Chaedar. (2011). Pokoknya Kualitatif. PT Dunia Pustaka Jaya. Jakarta

Edwards, G.C., & Wood, B.D. (1999). *Who Influences Whom? The President, Congress, and the Media.* The American Political Science Review, 93, p. 327·344. Retrieved from http://www.jstor.org/stable/2585399.

Grundy, Peter. 2008. *Doing Pragmatics. 3rdedn*. London: Hoder Education.

Huang, Yan. (2007). *Pragmatics.* Oxford: Oxford University Press.

Ilyas, S. & Khushi, Q. (2012). *Facebook Status Updates: A Speech Act Analysis*. Academic Research International. SAVAP International.

Leech, G. (1983). *Principles of Pragmatics*. London: Longman. Levinson, S.D. (1983). *Pragmatics*.Cabridge: CUP Mey, J. (2001). *Pragmatics: an introduction*. 2ndedition. London: Blakewell. Nunan, D. (1992). Research Methods in Language Learning. Cambridge: Cambridge University Press.

Rottinghaus, B. (2006). *Rethinking Presidential Responsiveness: The Public Presidency and Rhetorical Congruence*, 1953-200 I. The Journal of Politics,68,p.720-732.Retrieved from http://www.jstor.org/stable/4639893.

The Jakarta Post. Wednesday, April29th 2015.

Yule, G. (1996). *Pragmatics*. Oxford:OUP.

WWW.YOUTUBE.COM/WATCH?V=ANSIHGMZIB8

WWW.YOUTUBE.COM/WATCH?V=8GW8S3EVD5K

DEVELOPING MODIFIED SCAFFOLDING MODEL TO ELICIT LEARNERS'S SPEECH PRODUCTION

Inti Englishtina

Post-graduate Program

State University of Semarang (Unnes)

Central Java Indonesia

Abstract

This study is concerned with developing scaffolding model to elicit bilingual kindergarten children's English speech production. It is aimed at describing what the teachers need in eliciting their students' speech production; how a scaffolding model should be developed to elicit the children's speech production; and how effective is the scaffolding model in eliciting the children's speech production.

The objects of the study are teachers and students of kindergarten at *Mondial School*Semarang, Indonesia. Preliminary research was conducted to describe what the teachers need to elicit their students' speech production. Referring to the need analysis, a scaffolding model was developed to elicit the children's speech production. To explain the effectiveness of the model a try out was carried out on the model developed. Based on the result of the try out, a final model was developed.

The findings of the preliminary research suggest that *Mondial School* kindergarten teachers need a scaffolding model to elicit their students' speech production. Referring to the findings a scaffolding model based on speech functions proposed by Celce-Murcia at. al (1997) was developed. To explain the effectiveness of the model the developed initial model was tried out. Based on the result of the try out the final scaffolding model was developed.

This study concludes that kindergarten teachers of *Mondial School* need a scaffolding model to elicit their children's English speech production. Based on the need analysis a ModifiedScaffolding Model was developed. Referring to the result of the try out steps it is reasonable to argue that this product of Scaffolding Model is effective in eliciting English speech production of kindergarten students of *Mondial School*.

As teachers use to helping learners to bridge a cognitive gap or progress in their learning to a level they were previously unable to accomplish, this instructional scaffolding model can be thought of as strategies. Since the role of teachers is critical in instructional scaffolding they should not only be knowledgeable about the content of instruction but should also be taking the role as facilitator with skills, strategies and processes required for teaching.

Keywords: Modified scaffolding model, elicit, speech production, speech function

Introduction

This study is concerned with developing scaffolding model to elicit bilingual kindergarten children's English speech production. It is aimed at describing what the teachers need in eliciting their students' speech production; how a scaffolding model should be developed to elicit the children's speech production; and how effective is the scaffolding model in eliciting the children's speech production.

The objects of the study are teachers and students of kindergarten at *Mondial School*Semarang. Preliminary research was conducted to describe what the teachers need to elicit their students' speech production. Referring to the need analysis, a scaffolding model was developed to elicit the children's speech production. To explain the effectiveness of the model a try out was carried out on the model developed. Based on the result of the try out, a final model was developed.

Procedure of the Research

Step 1: Assessing needs to identify goal(s)

In accessing needs to identify goal (s) a questionnaire was administered to all the teachers of Kindergarten level at *Mondial School*. This questionnaire was administered on February 1st 2014 up to April 1st 2014.

This questionnaire is important to make the product designed relevant to the real needs of the teachers. The researcher needs to know what the teachers need, to elicit the students' speech production. Initially the questionnaire was asking such questions if all their students speak English, if some of the students are passive and keep silent and whether they give scaffolding that supports the introduction of new expressions of English and take it away when the lesson is understood.

The questionnaire was responded positively by each of the ten teachers despite their daily tight schedule of teaching. They have no objection to answer the questions. They submitted the answers in time and most of the questions were answered accordingly. The data quantification shown in *Figure 1* indicates that 60% of the teachers agreed to say that their students do not speak English in the classroom whereas 40% said they do. However, 80% of

 ISBN 978-602-73769-1-5

the teachers concluded that their students were not passive. 90% of the teachers said that their classes provide centers and 80% claim that the centers help students speak more whereas 20% said they do not. 100% of the teachers said that their classes introduce different kinds of activities for students to elicit their speech production. 40% of the teachers acknowledge that they give scaffolding that supports the introduction of new expression of English and take it away when the lesson is understood whereas 60% of the teachers said they do not. 100% of the teachers said that they understand that ZPD means the area between what the child currently can solve and what the child can solve with the help of 'competent others'.

The data quantification also indicates that 90% of the teachers noticed their students' three areas of knowledge: issues a child can solve already without help; problems that are too hard for the child to solve even with help; and a 'zone of proximal development'. It is 100% of the teachers who said that they are responsible to seek challenging task which is still within the student's ZPD if a task seemed outside the students' abilities with and without the scaffolding.

Although only 40 % of the teachers said that their classroom devoted to free play, all of the teachers were concerned with scaffolding issues and they observed that while free playing, their children build on what they already know and try out new skills and ideas within their zone of proximal development.

All of the teachers (100%) also agreed to say that scaffolding can minimize their students' level of frustration and it can be used to "cool down" learners who are easily frustrated when learning with their peers. It is 90% of the teachers who found that a learner's behavior can be monitored, and time can be taken to counsel her on the frustration she builds while learning with the others. They think that through scaffolding they can move away from the traditional teacher-centered approach--in which the teacher tells the students everything they need to know--and instead moves towards an approach in which the teacher is simply the guide.

None of the teachers denied the fact that they (100%) realize that scaffolding is an educational concept in which a teacher helps build students learning and that the teacher's job is to help bridge the gap between what a student already knows and what he will learn next. However

 ISBN 978-602-73769-1-5

not all of teachers (60%) choose scaffolding strategies that allow students to facilitate their own learning with their help. It is the fact that 100% of the teachers said they move away from the traditional teacher-centered-approach -- in which the teacher tells the students everything they need to know – and instead move towards an approach in which the teacher is simply the guide. However, only 60% of the teachers think that the best scaffolding strategies is to engage students in discussions where they ask students leading questions in order to encourage them to make connections that they might not have made otherwise. Instead, they think that asking questions that give students a chance to connect past learning, make assumptions and figure things out on their own is scaffolding.

All the teachers (100%) think that centers are scaffolding strategies as well because they can fill them with projects that ask students to make their own connections and move forward in their learning. However, only 40% of the teachers think that by playing around with the geometric blocks, students would come to conclusions without having teachers expressly tell them each of the conclusions.

It is only 60% of the teachers who agreed to say that scaffolding can also include breaking a large task into smaller parts, verbalizing cognitive processes, working in peer groups, or prompting. As the student begins to work independently, the teacher removes all or some of the scaffolding. However, 100% of the teachers think that they must be familiar with the students' abilities in order to apply scaffolding successfully.

All the teachers (100%) think that scaffolding can be used at any level of education and in any discipline, but it requires detailed planning on the part of the teacher. It is 90% of the teachers who think that in teaching, the idea behind scaffolding is that the teacher provides activities just slightly above a student's ability. It is 100% of the teachers who agree that a teacher helps break down activities and tasks into manageable steps, thereby creating an opportunity for scaffolding. This means talking through the steps with students and showing examples.

It is 90% of the teachers who think that in education, the word scaffolding is a metaphor for teaching the preparatory steps necessary for a student to learn a new concept.They think that asking questions to explain"why" an answer is correct helps students retain the lesson in their

 ISBN 978-602-73769-1-5

long-term memory. They also think that scaffolding is a teaching technique used to build connections for learners by establishing details surrounding a unit before it is actually taught. All the teachers (100%) think that scaffolding allows the teacher to build a bridge from the learners' current knowledge to the information being taught.They think that scaffolding is properly performed by a teacher by modeling a given task and slowly transferring the knowledge to the learner so he can firmly grasp the subject matter. They also think that through scaffolding, the learner is engaged in active process of learning. The teacher builds on the knowledge the learner has of a particular topic. They agree to say that scaffolding is like a research assignment in which the learner is made to find the solution to unanswered questions. This motivates the learner and gives him an urge to learn more.

It is only 40% of the teachers who agree to say that scaffolding can be disadvantageous for teachers, because it necessitates giving up control to allow learners to learn at their own pace. It is also time-consuming; you might not have adequate time to complete your entire scaffolding lesson. On certain occasions, you may be forced to cut short the time allocated for each student in order to accommodate all learners. This can result in frustration, and the students' urge to learn can slowly fade. It is 80% of the teachers who think that in order to handle learners in scaffolding lessons, teachers need professional training. This teaching strategy requires the teacher to allow the students to make some mistakes in order to learn. Teachers not trained specifically in this method are unlikely to intentionally allow pupils to make mistakes in the process of learning.

Eventually, it is 100% of the teachers who need a scaffolding model to elicit and improve their students' speech production (see also Appendix).

Step 2: Analyzing Learners' and Teachers' Context

In order to analyze learners' and teachers' context another questionnaire was employed involving all teachers of the Kindergarten level of *MondialSchool*. In this context, the curriculum, the syllabus, and the lesson plans of Kindergarten level of *Mondial School* is provided.

ISBN 978-602-73769-1-5

The questionnaire was administered on March 10th 2014 up to June 1st 2014. This questionnaire is important to make the product designed relevant to the real needs of the teachers. The researcher needs to know the teachers' opinion on the concept of scaffolding. The questions also deal with the teachers' problem in scaffolding the students' knowledge of actional competence including interpersonal exchange, information, opinions, feelings, suasion, problems, and future scenarios.

Dealing with interpersonal exchange, for example,it covers expressing greeting and leave-taking, making introductions, identifying oneself, extending, accepting and declining invitations and offers, making and breaking engagements, expressing and acknowledging gratitude, complimenting and congratulating, reacting to the interlocutor's speech, showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment.

The teachers responded to this questionnaire positively in the sense that they have no objection to answer the questions and submitted their answers promptly. The answers to the questions are generous and insightful that provides the researchers with important reference to determine the goal (s). The questions and the answers of this questionnaire are presented in Appendix 2.

Step 3: Developing a Scaffolding Model

The result of Step 1indicates thatthe teachers were concerned with scaffolding issues and they observed that while free playing their children build on what they already know and try out new skills and ideas within their zone of proximal development.

The result of Step 2 suggests that Teacher # 1 needs a model of how to discuss possibilities of doing something, predicting and speculating in extending, accepting and declining invitations and offers (Restu). Teacher # 2 needs a model of how to express suasion, wishes, hopes and intention (Renti). Teacher # 3 needs a model on regretting, apologizing, forgiving, complaining and criticizing (Rita). Teacher # 4 needs a model on promising, blaming, accusing, in asking for, granting and withholding permission (Lenny). Teacher # 5 needs a model on persuading, encouraging, discouraging, giving orders, advising and warning, making introduction and identifying themselves (Yohana). Teacher # 6 needs a model on giving orders, advising and warning (Fibrianita). Teacher # 7 needs a model on showing

 ISBN 978-602-73769-1-5

attention, interest, surprise, sympathy, happiness, disbelief, and disappointment (Riana). Teacher # 8 needs a model on expressing and finding out about feelings and in reacting to the interlocutor's speech in making and breaking engagements, in complementing and congratulating (Fina). Teacher # 9 needs a model on showing satisfaction and dissatisfaction, approving and disapproving agreeing and disagreeing, expressing and finding out about opinions and attitudes (Auxentia).

Based on the result of Step 1 and Step 2 mentioned above a scaffolding model was developed. The scaffolding model developed in this study is intended to be a strategy in teaching for Indonesian young learners of English.

How to Use this Model

The method suggested for this model is collaborative in the sense that the learners are given a chance to self-correct any language errors. It can be gained by running speech in peer-to-peer dialogs. Based on the notion of reciprocal teaching, peer-to-peer dialog may replace teacher-to-student dialogs. The students are encouraged to have a conversation until one of them makes an error. When this occurs, the peer who did not make an error should stop the conversation and ask what was wrong with his last statement/question. Ideally, the student who is in error will be able to identify his mistake and correct it. If not, his mistake may be identified and corrected by a peer. Conversation should then resume. Teachers must take care to supervise this model carefully, as many students may not catch all the errors in their conversations.

Analysis and Interpretation of Try-out of the Model

The try-out of the developed model was conducted on February 1st up to June 31st 2014 at *Mondial School* involving 24 kindergarten students. The result of the try out is described here to see whether the scaffolding model developed is effective. The try out compared the result of pre -test and post-test. The average score were calculated to determine whether there were some improvements on the students' speech production.

The scores of the pre-test and post-test were based on a scoring rubric. Score 4 means that the response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. The Score 3 means that the response

 ISBN 978-602-73769-1-5

fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse.The Score 2 means that the response addresses the task but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur. Meanings may be obscured in places. Score 1 means that the response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible. Score 0 mans that the response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible.

To know how significant the effectiveness of the Modified Scaffolding Model, the result of Pre-test and Pots-test were calculated by using t-test formula. Since t value > t table; 9.17536 > 2.000it means that there is a significant difference between the pre-test and the post test. The post test is higher than pre-test. The result showed that students got significant achievement by using Modified Scaffolding Model. The result proves that the Modified Scaffolding Model is effective in eliciting the kindergarten children's speech production.

The detail of the analysis and interpretation of the Try-out of the model can be reported in Table 1. The result of the try out is described here to see whether the scaffolding model developed is effective. The try out compared the result of pre-test and post-test. The average score were calculated to determine whether there were some improvements on the students' speech production. Referring to the utterance scoring rubric below the result of the pre-test and posttest can be described as follows:

UTTERANCE SCORING RUBRIC

Score	Performance
5	The response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse.
4	The response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse.
3	The response addresses the task but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur. Meanings may be obscured in places.
2	The response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible.
1	The response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible.

Speaking Skill Scoring Rubric (Adapted from Michael J. et al 2005)

 ISBN 978-602-73769-1-5

The Try Out Result

The Code of the Models:

M-1 = Modified Scaffolding Model; Extended to M-1.1, M-1.2, etc.

Table 1: The Result of Pre-test and Post-test for Modified Scaffolding Model

No.	Code of Model	Pre-test Scores	Post-test Scores
1.	M-1.1	2	5
2.	M-1.2	2	5
3.	M-1.3	2	5
4.	M-1.4	2	5
5.	M-1.5	2	5
6.	M-1.6	2	5
7.	M.1.7	2	5
8.	M-1.8	2	5
9.	M-1.9	2	5
10.	M-1.10	1	5
11.	M-1.11	1	5
12.	M-1.12	2	5
13.	M-1.13	1	5
14.	M-1.14	2	5
15.	M-1.15	1	5
16.	M-1.16	1	5
17.	M-1.17	2	5
18.	M-1.18	3	5
19.	M-1.19	2	5
20.	M-1.20	3	5
21.	M-1.21	3	5
22.	M-1.22	3	5
23.	M-1.23	3	5
24.	M-1.24	2	5
25.	M-1-25	2	5
26.	M-1.26	1	5
27.	M-1.27	2	5
28.	M-1.28	1	5
29.	M-1.29	1	5
30.	M-1.30	2	4
31.	M-1.31	1	4
32.	M-1.32	2	4
33.	M-1.33	2	4
34.	M-1.34	1	3
35.	M-1.35	2	3
36.	M-1.36	1	3
37.	M-1.37	1	4
38.	M-1.38	1	4
39.	M-1.39	1	4
40.	M-1.40	2	5
41.	M-1.41	1	4
42.	M-1.42	2	4
43.	M-1.43	2	5
44.	M-1.44	1	5
45.	M-1.45	2	5
46.	M-1.46	2	5
47.	M-1.47	2	5
48.	M-1.48	2	5

ISBN 978-602-73769-1-5

49.	M-1.49	3	5
50.	M-1.50	1	5
51.	M-1-51	2	5
52.	M-1.52	2	5
53.	M-1.53	2	5
54.	M-1.54	2	4
55.	M-1.55	1	5
56.	M-1.56	1	5
57.	M-1.57	1	4
58.	M-1.58	1	4
59.	M-1.59	2	5
60.	M-1.60	2	5
61.	M-1.61	2	4
62.	M-1.62	2	5
63.	M-1.63	1	5
64.	M-1.64	2	4
65.	M-1.65	2	5
66.	M-1.66	2	4
67.	M-1.67	2	5
68.	M-1.68	1	4
69.	M-1.69	1	4
70.	M-1.70	1	4
71.	M-1.71	2	5
72.	M-1.72	1	5
73.	M-1.73	2	4
74.	M-1.74	1	5
TOTAL		131	196
AVERAGE SCORE		1.770	2.649

To know how significant the effectiveness of the Modified Scaffolding Model, the result of Pre-test and Posttest were calculated by using t-test formula. The formula can be described as follows (Sugiyono, 2013:422):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which,

$$s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

 ISBN 978-602-73769-1-5

	Pre Test	Post Test
Sum	131	196
N	74	74
X	1.770	2.649
Variance (S^2)	0.370418	0.30896
Standard Deviation (s)	0.60862	0.555841

$$s = \sqrt{\frac{(74-1)x0.370418+(74-1)x0.30896}{74+74-2}} = \frac{49.594594}{146} = 0.5828$$

$$t = \frac{2.649-1.770}{\sqrt{\frac{1}{74}+\frac{1}{74}}} = \frac{0.879}{0.0958} = 9.17536$$

For α = 5% and df = 74 + 74 – 2 = 146, $t_{(0.95)(146)}$ = 2.000

Since t value > t table; 9.17536 > 2.000 it means that there is a significant difference between the pre-test and the post-test. The post-test is higher than pre-test. The result showed that students got significant achievement by using Modified Scaffolding Model. The result proves that the Modified Scaffolding Model is effective in eliciting the kindergarten children's speech production.

Conclusion

This study concludes that kindergarten teachers of *Mondial School* need a scaffolding model to elicit their children's English speech production. Based on the need analysis a Modified Scaffolding Model was developed. Referring to the result of the try out steps it is reasonable to argue that this product of Scaffolding Model is effective in eliciting English speech production of kindergarten students of *Mondial School*.

The implication is that as teachers use to helping learners to bridge a cognitive gap or progress in their learning to a level they were previously unable to accomplish, this

 ISBN 978-602-73769-1-5

instructional scaffolding model can be thought of as strategies. Since the role of teachers is critical in instructional scaffolding they should not only be knowledgeable about the content of instruction but should also be taking the role as facilitator with skills, strategies and processes required for teaching.

References

Amanda, Miska. 2004. Clasroom Modeling: Scaffolding Learning or Stifling? An Inquiry. Retrieved May 20, 2015 from http://www.ed.psu.edu/englishpds /inquiry/projects/miska04.htm

Ames, C., and Ames, R. 1989. *Research in Motivation in Education*. San Diego, CA: Academic Press.

Anderson, M. and Anderson K., 2003.*Text Type in English*. Sydney. South Yarra: Macmillan Education PT/Ltd.

Ashworth, D. 1996. *Hypermedia and CALL*. In M. Pennington (Ed.), *The Power of CALL* (pp. 79-96). Houston: Athelstan Publications.

Baker, C 2000, *Foundations of Bilingual Education and Bilingualism,* fourth edition. London. Multilingual Matters.

Bastianoni, Raigan. 2015. *The Linguistic Benefits of Using Crafts in TEYL*: The International TEYL Journal.Issued on April 23, 2015. Retrieved April 20, 2015 fromhttp://www.teyl.org/article16.html

Best, J.W. 1995.*Research in Education*.New Jersey. Prentice Hall Inc.

Bickel, B. &Trucello, D. 1996. New opportunities for learning: Styles and strategies with computers. *TESOL Journal*, 6(1), 15-19.

Bracco, Gregory. 2015. *The Use of Magic as a Special Course in Conjunction with or as Actives within Traditional English Classes*: Retrieved April 25, 2015 from The International TEYL Journal.Issued on April 23, 2015.Retrieved April 25, 2015 fromhttp://www.teyl.org/article16.html

Bransford, John D., Ann L. Brown and Rodney R. Cocking (eds). 2000. *How People Learn: Brain, Mind, Experience and School*.Washington D.C.: National Academy Press. pp. 3-23 Retrieved Febr. 20, 2014 from http://newlearningonline.com/new-learning/chapter-6/bransford-brown-and-cocking-on-how-the-brain-learns

Brown, H.D. 1998. *Language Assessment Principles and Classroom Practice*, New Jersey.Prentice Hall Inc.

Brown, H.D. 2000.*Styles and Strategies. In Principles of Language Learning and Teaching: Fourth Edition.* New York. Longman.

Brualdi, Amy C. 1996. *Multiple Intelligences: Gardner's Theory*. ERIC Database. Retrieved March 6, 2006, from http://eric.ed.gov/ Search the database for Eric # "ED410226".

Bruce, B. 1993.*Innovation and social change.* In B. Bruce, J.K. Peyton & T. Batson (Eds.), *Network-based classrooms: Promises and Realities* (pp. 9-32). Cambridge. Cambridge University Press.

Bruner, J S 1983, *Child's Talk: Learning to use language*, New Jersey. Norton.

Buchanan, Rebecca J. 2011. *Implementing the Alert Program(R) into a Kindergarten Curriculumusing the Response to Intervention (RtI) Method*.2012.

Butt, D., R. Fahey, S. Feez, S. Spinks and C. Yallop, 2000.*Using Functional Grammar,An Explorer's Guide*. Sydney: National Centre for English Language Teaching andReasearch.

Campbell, L., Campbell, B., & Dickinson, D. 1996. *Teaching & Learning Through Multiple Intelligences*. Needham Heights, MA: Allyn& Bacon.

Carr, M, May, H and Podmore, V N with Cubey, P, Hatherly, A, and Macartney, B. 2000. Retrieved December 22, 2014 from *Learning and teaching stories: Action research on evaluation in early childhood*, New Zealand Council forEducational Research and Ministry of Education, Wellington, New Zealand, ERIC 447930

Celce-Murcia, Z. Dornyei, and S. Thurrell, 1995. Communicative Competence: A PedagogicalModel with Content Specifications.Issues in Apllied Lingusitics,6/2. PP 5-35.

Chang, U., A. Sung and O. Uhem, 2002. The effects ofconcept mapping to enhance test comprehension andsummarization. J. Exp. Educ., 71(1): 5-23. Retrieved Febr 112014 from http://ir.lib.ntnu.edu.tw/ir/bitstream/309250000Q/21788/2/ metadata_ 0111004_01_046.pdf

Chapelle, C., Jamieson, J., & park, Y. 1996. Second language classroom research traditions: How Does CALL Fit? In M. Pennington (Ed.) *The Power of Call* (p. 35). Houston: Athelstan Publications.

Chee, Adam WS. 2015. *Humor in TEYL - Reducing Classroom Anxiety*: The International TEYL Journal.Issued on April 23, 2015. Retrieved April 25, 2015 from http://www.teyl.org/article2.html

Clarke, P 1989, *'Examining the silent period'*, Australian Review of Applied Linguistics, Applied Linguistics Association of Victoria, Canberra, Vol. 12, no. 1, pp. 22–37.

Cobb, T. & Stevens, V. 1996. Computer assisted development of spoken language skills. In M. Pennington (Ed.), *The Power of CALL*. Houston: Athelstan Publications.

Cummins, J 1984, *Bilingualism and special education*: Issues in assessment and Pedagogy. London. Multilingual Matters.

Derewianka, B. 1995.*Exploring How Tests Work*. Newton: Primary English Teaching Association, Sydney.GerdStabler Publisher.

Dominey,Tracy. 2015.*Strategies for Assisting Third Culture Children in the TEYL Classroom*.The International TEYL Journal.Issued onThursday, April 23, 2015. Retrieved April 25, 2015 from http://www.teyl.org/article17.html

Eggins, Suzanne, 1994, *An Introduction to Systemic Functional Linguistics*, London. Pinter Publishers.

Ellis, Rod. 2006. *Second Language Acquisition*. London. Oxford University Press.

Enever, J., Moon J., Raman, U. (ed). 2009. Young Learner English Language Policy and Implementation: International Perspectives. London. Garnet Publishing Ltd. Retrieved May May 19, 2014 from www.garnetedu.com

Etcheverry, Jesus. 2005. *The Magic of Ascanio the structural Conception of Magic* (RAFAEL. Benatar, Trans.). Madrid, Spain: Paginas.

Fairclough, Norman. 1989. *Language and Power*. London and New York.Longman.

Feez, S. and H. Jayce, 2002.*Text-Based Syllabus Design*. Sydney. GerdStabler Publisher

Firestone, Mary. 2014**.** Jerome Bruner: Scaffolding and Constructivism Theories. Retrieved April 25, 2015 from http://study.com/academy/lesson/jerome-bruner- scaffolding-andconstructivism-theories.html

Fiske, John, 1990, *Introduction to Communication Studies*. New York. Routledge.

Fitzkee, D. 1976. *The Trick Brain*. Oakland, CA: Magic Limited. (Original work published 1944)

Fraiser, C.J. 1993. "Magic in the Classroom: Using Conjuring to Teach Selectivity and General Semantics".*Central States Speech Convention*.

Frasier, C.J. 1994. "Sleightly Persuasive: Using Magic to Teach Principles of Persuasion".*Central States Communication Association Convention*.

Freeman, Diane Larsen and Michael H. Long. 1992. *An Introduction to Second Language Acquisition Research*. London. Longman.

Freire, P. and D. Macedo.2000. *Literacy: Reading the Word and the World*. London. South Hadley, MA: Bergin &Garvey Publishers.

Fries, P. 1996. *On Theme, Rheme, and Discourse Goals*. In M. Coulthard (Ed) Advanced in Written Text Analysis. London. Routledge.

Fries, P. 1997. 'Theme and New in Written English'. In Tom Miller (Ed) *Functional Approaches to Written Text Classroom Application*. Washington. Longman.

Appendix:

Try-out Result

MODIFIED SCAFFOLDNG MODEL		
Pre-test		**Post-test**
Pre-test and Result	**Treatment**	**Post Test Result**
	Interpersonal Exchange **Expressing greeting**	
"Good morning" (Reply to "How would you greet someone in the morning?")	Good. Now let's have a look at this picture book. The girl in blue is Aza and the boy in black is Jeje. Aza is expressing greeting to Jeje. She said "Good morning, Jeje. How are you today?" Now can you do the same?	Nadia: "Good morning, Vasha. How are you?"
	Expressing leave-taking	
"Good bye" (Reply to "How would say good bye?")	OK. After having small talks Aza is taking a leave. She said "I think I'd better leave now. Good bye, Jeje. See you later." Can you say the same thing to your friend?	Nadia: "I go now. Good bye. See you."
	Making introduction and identifying one's self.	
"Hi. My name is Jenni." (Reply to "How would you introduce yourself?")	Good. Now let's see this picture. The girl in white is Aza. Aza is introducing herself to everyone in the classroom. She said: "Hi. My name is Aza. Glad to meet you." Now, can you introduce yourself to everyone in this classroom?	Jenni: "Hi. My name's Jenni. Glad to meet you."
	Extending and accepting invitations and offers.	
"Come to my party?" "Okay." (Reply to "What would you say when you extend or accept invitations?")	OK. In this picture Vasha is inviting Aza to come to his house. She said: "Can you come to my house, Aza?" Aza replied: "Okay. I'd love to." Now, can you do the same?	Jeje: "Keisha, can you come to my birthday?" Keisha: "Okay."
	Extending and declining invitations and offers	

 ISBN 978-602-73769-1-5

"Can you come to my house?" "No, I cannot" (Reply to "How do you extend and decline invitations?")	OK. On another day, Vasha invited Aza to his grandfather's cattle breeding site. "Aza, can you come to see my grandfathers' cows? This time Aza declined his invitation. She said: "Sorry I cannot make it. I have homework to do." Now, can you do the same, everyone?	Keisha: "Jeje, can you come to my house?" Jeje: "Sorry I cannot. I have to do my journal."
	Making engagements.	
"May be I can come." "Okay" (Reply to "How you make engagement?")	Good. This picture shows you that Aza is making engagement. She said: "Maybe I can make it next Sunday." Vasha replied: "Make sure you can make it, Okay?" Now everyone, can you do the same?	Jeje: "Maybe I can come next Sunday" Nadia: "Make sure you make it."
	Breaking engagement	
"Sorry, I cannot come" (Reply to "How do you break engagement?")	OK. It seems that Aza has to break the engagement. She said: "Sorry Vasha, I'm afraid I cannot come to see your cows next week. I have to join Mommy to go to Solo." Now, can you do the same?	Jeje: "Sorry Nadia, I cannot. I have to go to my grandma."
	Expressing and acknowledging gratitude	
"Thank you" (Reply to "How do you express gratitude?")	Good. In this picture Vasha has a new toy. He let Jeje to play with. Jeje said: "Thank you Vasha. That's very kind of you." Now everyone, can you do the same?	Ale: "Thank you Davina, Very kind of you."
	Complimenting and congratulating.	
"Congratulation" (Reply to "How do you congratulate a winner?")	Good. Now let's see this picture. Amber has just won a costume competition and Sofia is congratulating her. She said: "Congratulations. You deserve the best, Amber." Now, can you do the same, everyone?	Davina: "Congratulations, Ale. You're real winner."
	Reacting to the interlocutor's speech.	

ISBN 978-602-73769-1-5

"Really?" (Reply to "How do you react a speech?")	OK. Amber then told Sofia that she visited a castle yesterday. She said: "I visited a castle yesterday." Sofia replied: "Did you? How did it look like?" Now, can you say the same thing?	Asca: "I go to Honkong last holiday." Aza: "Do you? What you see?"
	Showing attention	
"Wow?!" (Reply to "How would you show attention?")	OK. Amber told Sofia the beauty of the castle. She said: "It's amazing. The building is so old but so glorious." Sofia expressed her attention. She said: "Is it? How old is the castle?" Now, can you do the same thing?	Ale: "I buy new shoes" Matthew: "Do you? How it look? What color?"
	Showing interest	
"It's interesting" (Reply to "How would you show your interest?")	Good. Here Amber told Sofia the age of the castle. She said: "It's built hundreds years ago." Sofia expresses her interest. She said: "Who lived in the castle hundreds years ago?" Now, can you say the same thing?	Ale: "The shoes is expensive." Matthew: "How much? Who buy it for you?"
	Showing surprise	
"Wow" (Reply to "How do you show surprise?")	Look. Amber told Sofia who lived in the castle. She said: "A beautiful princess once lived in the castle." Sofia expressed her surprise. She said: "A beautiful princess!?" Now, can you say something like that?	Ale: "It's five hundred thousand" Matthew: "Five hundred thousand?!"
	Showing sympathy	
"Sorry" (Reply to "How do you show sympathy?")	OK. Amber told Sofia about the princess. She said: "Unfortunately, the princess was unhappy. She lived there alone." Sofia expressed her sympathy. She replied: "I'm sorry to hear that." Can you say something like that?"	Aza: "My aunti's cat is missing." Rosa: "Sorry to hear that."
	Showing happiness	
"Horaayyy" (Reply to "How do you show happiness?")	Good. Amber continued her story. She said: "But a prince then came to marry her." Sofia expressed her happiness	Aza: "Grandpa buy one more cat for my aunty." Keisha: "Great! She

 ISBN 978-602-73769-1-5

	to hear that. She said: "Great! She must be very happy!" Now can you something like that?	must be happy!"
	Showing disbelief	
No way (Reply to "How would you show your disbelief?")	Good. Amber told Sofia where the temple located is. She said: "You know the castle is located on the river bank of Rhyme." Sofia expressed her disbelief: "Really? I can't believe it!" Now, can you say something like that?	Rosa: "I see ghost!' Vasha: "Really? I don't believe it!"
	Showing disappointment	
"Oh, no" (Reply to How do you show disappointment?")	OK. Amber wanted to show Sofia a number of pictures she took at the castle. Unfortunately, her camera is not working. She is so disappointed. She said: "Oh, poor you my camera"	Vasha: "Oh poor you my shoes" (commenting his broken shoes)
	Information	
	Asking for and giving information.	
Jeje: "What the story is about?" Nadia: "It is princess" (Reply to "How do you ask and give information?")	Good. In this picture, the King asked Sofia what creatures she saw under the castle. The King said: "Sofia, can you tell me what creatures you saw in the café under the castle?" Sofia replied: "I saw monster like creatures in the cave, Your Majesty." Now, can you say the same thing?	Vasha: "Aza, can you tell me what you do last Sunday?' Aza: "I go to Paragon. I see the movie"
	Reporting (describing and narrating)	
"It's big" (Reply to "How do you describe something?")	Alright. The King then asked Sofia to tell him what she did in the cave. He said: "Sofia, can you tell me what you experienced in the cave? Sofia told what she experienced. She said: "I was saved by those creatures when I felt down into a deep well." Now, can you say the same thing?	Vasha: "Can you tell me what you do at Paragon?" Aza: "My mom and me see Captain America. It's good movie. I like it."

ISBN 978-602-73769-1-5

	Remembering	
Remember what Miss said this morning? (Reply to "How do you ask something to remember?")	Good. The King asked if Sofia remember what the creatures said to her. He said: "Do you remember how many creatures are there? Sofia replied: "I saw hundreds of creatures there" Now, can you say the same thing?	Vasha: "Remember how many bad guys in that movie?' Aza: "Hundreds of bad guys."
	Explaining	
"Many pictures in this book" (Reply to "How do you explain something?")	OK. The King asked Sofia to explain why the creatures attacked the castle. He said: "Do you know why the creatures attacked the castle?" Sofia replied: "They just wanted to play music. They didn't mean to attack the castle." Now can you say the same thing?	Vasha: "Why the bad guys attacked Captain America?" Aza: "They want to be leader. Captain America stop."
	Discussing	
"What to play now" (Reply to "How do you discuss something?")	Alright. The King then discussed with Sofia what to do to correct the great misunderstanding. He said: "Sofia, do you have an idea to correct the great misunderstanding?" Sofia replied: "What if we invite them to play music in the palace for my birthday party?" Now, can you say the same thing?	Vasha: "Aza, how to be super hero like Captain America?" Aza: "If you help me tidy up these blocks …I will call you superhero?"
	Opinions	
	Expressing and finding out about opinions	
"I think we can draw flowers" (Reply to "How do you express an opinion?")	Well. The creatures came to the palace for Sofia's birthday. But everyone was scared. The creatures ran away. The King asked Sofia: "Sofia, what can we do now? Everyone is scared." Sofia replied: "I have a good idea, Your Majesty. What if you declare to all people that it is time to correct the great misunderstanding?" Now, can you say something like that?	Maric:"Matthew, I cannot finish this puzzle. What can I do now?" Matthew: "Don't worry. I have an idea. What if I help you?"

 ISBN 978-602-73769-1-5

	Expressing attitude	
"It's messy!" (Reply to "How do you express attitude?")	OK. The King then said to his people: "Listen to me, my people. It's time to correct the great misunderstanding. I declare to you, those creatures are our good friends." Now, can you say something like that?	Aza: "What a mess it is! Listen, everyone. It's time to tidy up."
I agree (Reply to "What would you say if you agree with someone?")	**Agreeing**	
	OK. The King then asked to his people: "Do you agree if we invite them to our party?" The people replied: "We agree with you, Your Majesty." Now, can you say something like that?	Ale: "Do you agree if we tidy up after finish?" Kids: "We agree, Ale."
	Disagreeing	
"I disagree" (Reply to "What would you say if you disagree with someone?")	Alright. One of the King's aids, however, did not agree to dance with those creatures. He said: Forgive me, Your Majesty. I don't agree with the idea to dance together with those creatures." Now, can you say something like that?	Brian: "I don't agree the idea."
	Approving	
"Alright" (Reply to "What would you say if you approve something?")	OK. The maid asked the King if he approved his idea to give a chance to the creatures to show their good will. He said: "I think we need to give them a chance to show their good will." The King approved the proposal. He said: "Alright. I'll give them a chance."	Keshia: "I think we need to help tidy up." Kids: "Alright. We can help."
	Disapproving	
"No way" (Reply to "What would you say if you disapprove something?")	Well. The maid asked that the creatures should dance in separate room. He said: "Forgive me, Your Majesty. I think the creatures should not dance in the same room with us." The King disapproved. He said: "It's not a good idea. They should dance with us in	Keshia: "Let's put the blocks over here." Jenni: "I think we cannot put this block over here. The size don't match."

ISBN 978-602-73769-1-5

	the same room." Now, can you say something like that?	
	Showing satisfaction	
"OK" (Reply to How would show your satisfaction?")	Alright. The party took place. Everyone is present. The King asked Sofia: "Sofia, are you satisfied?" She replied: "Yes, Your Majesty. I'm satisfied." Now, can you say something like that?"	Keshia (putting the blocks on the right spot): Jenni, are you satisfied?." Jenni: "Yes, Keisha. I'm satisfied. It's perfect."
	Showing dissatisfaction	
No, no, no" Silent (Reply to "How would you show your dissatisfaction?")	OK. Another maid asked the evil maid: "Are you satisfied with the party?" He replied:"Not really. I'm not satisfied. I hate it." Now, can you say something like that?	Jenni: "Are you satisfied, Ale?" Ale:"Not really. I'm not satisfied. Keisha put in the wrong place."
	Feelings	
	Expressing feeling of love	
"I love you" (Reply to "How would you express your feeling of love?")	Well. The Queen is so proud of Sofia. She said: "Sofia, I love you so much." Now, can you say something like that?	Aza: "I love you, Vasha. I'm proud of you"
	Expressing feeling of happiness	
"I'm happy" (Reply to " How would you express your feeling of happiness?")	OK. Sofia is so happy. Everyone is friendly to the creatures. She said to the King: "Your Majesty, I'm so happy. I see everyone is friendly now." Can you say something like that?	Aza: "Guys, I'm so happy. Everyone help me."
	Expressing feeling of sadness	
"I'm sad" (Reply to "How would you express your feeling of sadness?")	Alright. Although Sofia was excited to see everyone was friendly she was sad because she could not stay with the little creature. She said: "Unfortunately, I cannot stay with the little creature again" Can you say something like that?	Rosa: "I cannot join the class. I have to go to Jakarta with my mom."
	Expressing feeling of pleasure	
"I'm pleased." (Reply to "How would you express your feeling of pleasure?")	Well. The King is so pleased to see Sofia is so kind	Nadia: "Rosa, I'm pleased. You're so kind. You help

 ISBN 978-602-73769-1-5

	to everyone. He said: "Sofia, I'm pleased to find you so kind to everyone." Now, can you say something like that?	Jeje."
	Expressing feeling of anxiety	
"I'm worried" (Reply to "How would you express your feeling of anxiety?")	OK. But the King was anxious to find Sofia was away from the palace one night. He said: "I'm worrying Sofia's safety." Can you say something like that?	Aza: "I'm worrying Rosa. She play with scissors."
	Expressing feeling of anger	
"I'll tell Miss"" (Reply to "How would you express your feeling of anger?")	Alright. The evil maid was so angry to find Sofia came to see the creatures under the castle again. He said: "Before the sun rises the creatures will fall into the deep well…and die!" Can you say something like that?	Vasha: (being angry to find Jeje took his pencil without his permission) "Jeje, give me back my pencil or… I'll tell miss!"
	Expressing feeling of embarrassment	
"Embarrassing" (Reply to "How would express your feeling embarrassment?")	Good. The evil maid was embarrassed to find the creatures were alright. He said: "What an embarrassing creatures they are."	Jeje: (being so embarrassed for his manner). "It's embarrassing. You should ask first."
	Expressing feeling of pain	
"Toothache" (Reply to "How would you express your feeling of pain?")	Good. Now let's take a look at this picture. Here, Amber is suffering from a stomach-ache. She said: "James, I got stomach-ache." Okay, everyone, can you say something like that?	Brian: "Maric, I got toothache.'
	Expressing feeling of relief	
"I did it" (Reply to "How would express your feeling of fear?")	Well. In this picture, James and Sofia feel relief for saving the statue. "Thank God we could hold it before it crashed"	Vasha: (feeling relief knowing his perfect score on spelling quiz) "Thank God, I did it!"
	Expressing feeling of fear	
"Scared" (Reply to "How would you express your feeling of relief?")	OK. You see in this picture, Sofia is afraid she broke the statue. She said: "James, I'm scared. Can you help me	Jenni: "I'm scared the rats."

ISBN 978-602-73769-1-5

	holding the statue?" Now, can you say something like that?	
	Expressing feeling of annoyance	
"Annoying" (Reply to "How would you express your feeling of annoyance?")	Alright. In this picture, Sofia is annoyed to the strange noise that made her difficult to sleep. She said: "What annoying it is! I can't sleep because of the noise."	Aza: (being annoyed by the strange noise that made her difficult to concentrate on the lesson) "It's annoying! I cannot concentrate. It's noisy."
	Expressing feeling of surprise	
"Oh!" (Reply to "How would you express our feeling of surprise?")	OK. Well. In this picture, Sofia was surprised by a presence of James all at a sudden. She said: "Oh. You have surprised me, James!" Now, can you say something like that?	Nadia: (being surprised by a presence of Maric all at a sudden) "Oh. You surprised me, Maric!"
	Suasion	
	Suggesting	
"Finish the food" (Reply to "How would you suggest something?")	Well. In this picture, Devina suggested that everyone in her class should tidy up the toys before leaving. She said: "I'd suggest that everyone should tidy up the toys before leaving."	Matthew: "I suggest everyone finish the food."
	Requesting	
"Give me that" (Reply to "How would you request something?")	OK. This picture shows that June is requesting her mother to buy her a toy. She said: "Mommy, can you buy me a toy, please?" Now, can you say something like that?	Brian: "Miss, can you give me sticker, please?"
	Instructing	
"Come" (Reply to "How would instruct someone to do something?")	Alright. In this picture, the headmaster is instructing the security to close the school gate. He said: "Close the gate, please!"	Vasha: "Ale, come here, please!"
	Giving orders	
"Give me" (Reply to "How would you give an	Well. In this picture, the	Ale: "Vasha, get me

 ISBN 978-602-73769-1-5

order?")	headmaster is giving an order to the security officer to keep the children safe. He said: "Keep the children safe, please." Can you say something like that?	the ball."
	Advising	
"Don't forget" (Reply to "How would you advise someone to d something?")	In this picture, the teacher is advising the students to brush their teeth before going to bed. She said: "Please, don't forget to brush your teeth before going to bed." Now, can you say something like that?	Jenni said: "Guys, Please, don't forget to study spelling quiz."
	Warning	
"Study!" (Reply to "How would you warn someone?"	Alright. In this picture the teacher is warning the student that watching TV too much is hurting. She said: "You can get hurt if watch TV too much." Now, can you say something like that?	Aza: "You get poor score if you don't study spelling quiz."
	Persuading	
"It's important" (Reply to "How would you persuade someone?")	Well. This picture shows that the teacher is persuading the students that they should be kind to anyone. She said: "It is important to be kind to anyone." Now, can you say something like that?	Keisha: "It's important to study before spelling quiz start."
	Encouraging	
"You can" (Reply to "How would you encourage someone?")	OK. In this picture, the teacher is encouraging the student to make a try again when they fail. She said: "Make another try. You can make it." Now, can you say something like that?	Nadia: "Try again. You can make it."
	Discouraging	
"You cannot" (Reply to "How would you discourage someone?")	Alright. This picture shows, Sofia thought Vivian could not sing in front of the class. She said: "I'm afraid you cannot sing in front of the class." Now, can you say something like that?	Keisha" "You cannot get one hundred in spelling quiz."
	Asking for	

ISBN 978-602-73769-1-5

"Pass me" (Reply to "How would you ask for something?")	Well. In this picture Jean is asking for help to Jodie to tidy up the toys. She said: "Jodie, can you help me tidy up these toys, please?"	Nadia: "Bryan, can you pass me that pencil, please?"
	Granting	
"It's for you" (reply to "How would you grant something?")	OK. This picture shows that the headmaster is granting an award to a student for his being most tidy along the school hours. She said: "We'd like to grant you an award for your being most tidy during school hours." Now, can you say something like that?	Ale: (pretending to be the headmaster) We want to give you award. You're the most helpful student.
	Withholding permission	
"No" (Reply to "How would you withhold permission?")	Alright. In this picture the teacher is withholding permission for the students who are playing with sharp tool. He said: "I don't think it is a good idea to play with sharp tool." Now, can you say something like that?	Jenny: (pretending to be a teacher) "I think it's a good idea. Not good to wear cap in classroom."
	Problem	
	Complaining	
"Boring" (Reply to "How would you complain?")	Well. This picture shows that Jake is complaining because it takes too long to wait for his mother to pick him up. He said: "It's boring. I don't like to wait for so long." Now, can you say something like that?	Matthew: "It's boring. I don't want to play this again"
	Criticizing	
"No good" (Reply to "How would you criticize someone?")	OK. In this picture, Alisha is criticizing her friends for their speaking "bahasa" too much in the classroom. She said: "I don't think it is a good idea to speak "bahasa" in the classroom." Now, can you something like that?	Nadia: "I think it's not good idea. No good to come late to school."
	Blaming	
"You" (Reply to "How would you blame someone?")	Alright. This picture shows, Alisha is blaming Abinaya for his making noise. She	Aza: "Bryan push me. I almost fall

 ISBN 978-602-73769-1-5

	said: "Abi is making noise. I can't hear a word of Miss Riana." Now, can you say something like that?	down."
	Accusing	
"He" (Reply to "How would you accuse someone?")	Well. Tammy is accusing Bianka for having broken the sand castle. She said: "Bianka has broken the sand castle." Now can you say something like that?	Nadia: "Matthew broken my pencil."
	Admitting	
"Yes" (Reply to "How would you admit for having done something?")	OK. Bianka is admitting she has broken the sand castle. She said: "It's my fault. I have broken the sand castle." Now, can you say something like that?	Matthew: "It's my fault. I broke your pencil."
	Denying	
"No" (Reply to "How would you deny for having done something?")	Alright. Here Bianka is denying for having put chewing gum on the carpet. She said: "I didn't put the chewing gum on the carpet."Now, can you say something like that?	Ale : "I don't take the eraser."
	Regretting	
"Oh, no" (reply to "How would you regret for having done something?")	Well. Bianka is regretting for having broken the sand castle. She said: "I regret to have broken the sand castle." Now, can you say something like that?	Vasha: "I regret I broke your pencil."
	Apologizing	
"Sorry" (Reply to "How would you apologize for having done something?")	OK. Bianka is apologizing for her having broken the sand castle. She said: "I'm sorry. I promise I won't do that again"	Jenni: "I'm sorry. I promise I don't do it again."
	Forgiving	
"Alright" (Reply to "How would you forgive someone?")	Alright. Tammy is forgiving Bianka. She said: "It's alright." Can you say something like that?	Keisha: "It's alright."
	Future scenarios	
	Expressing wishes	

ISBN 978-602-73769-1-5

"I wish" (Reply to "How would you express your wish?")	Well. In this picture, Aza is expressing a wish. She said: "I wish I could touch the star" Now, can you say something like that?	Ale: "I wish I could get one hundred in spelling quiz."
	Expressing hopes	
"I hope" (reply to "How would you express your hope?")	OK. Aza hopes she can help the poor people. He said: "I hope I can help those poor people." Now, can you say something like that?	Davina: "I hope I have long time to play."
	Expressing desires	
"I want" (Reply to "How would you express your desires?")	Alright. Aza desires to share her lunch with those poor people. She said "I want to share my lunch with those poor people." Now, can you say like that?	Ale: "I want to play with my friends again."
	Expressing and eliciting plans	
"I plan" (Reply to "How would you express your eliciting plans?")	Well. Aza is planning to save money to buy clothes for those poor children. She said: "I'm planning to save money to buy clothes for those poor children." Now, can you say something like that?	Nadia: "I plan to go to Paragon after school today."
	Expressing and eliciting goals	
"I want to" (Reply to "How would you express your eliciting goals?")	OK. Kelly intends to make everyone happy to see his project done. She said: "I want to make everyone happy to see my castle" Now, can you say something like that?	Vasha: "I want to get one hundred in spelling quiz today."
	Expressing intentions	
"I study" (Reply to "How would you express your intentions?")	Alright. In this picture Jenni is expressing the goal of collecting sand in the beach. She said: "I collect the sand to build a castle." Now, can you say something like that?	Rosa: "I study so I get one hundred in spelling quiz."
	Promising	
"Promise" (reply to "How would you make a promise?")	Well. Kelly is making promise to tidy up everything when her project is done. She	Maric: "I promise I will study hard."

 ISBN 978-602-73769-1-5

	said: "I promise I will tidy up everything this project is done." Now, can you say something like that?	
	Predicting	
"Going with me" (reply to "How would you predict something?")	OK. Dean is predicting his grandfather will pick him up because his mother is away. He said: "I think my grandpa is picking me up because my mom is away." Now, can you say something like that?	Aza: "I think Vasha is going with me 'cause today we have English class."
	Speculating	
"I guess" (Reply to "How would you speculate on something?")	Alright. Sam is speculating that it will be flood down town because it's raining heavily." He said: I guess it will be flood downtown because it's raining heavily." Now, can you say something like that?	Nadia: "I guess it's going to rain. It's cloudy."
	Discussing possibilities of doing something	
"Build robot?" (Reply to "How would you discuss possibilities of doing something?")	Well. Jake is discussing possibilities of doing something. He said: "What if we build a bridge with blocks?" Now, can you say something like that?	Maric: "What if we make robot?"
	Discussing capabilities of doing something.	
"Can we?" (Reply to "How would you discuss capabilities of doing something?")	OK. Jake is discussing capabilities of doing something. He said: "Do you think we can build a helicopter with this blocks?" Now, can you say something like that?	Jenni: "Do you think we can go to America?"

ISBN 978-602-73769-1-5

UTILIZING A MOODLE-BASED E-LEARNING PLATFORM IN ELT: AN AUTOETHNOGRAPHY

Ismail Anas

Politeknik Negeri Ujung Pandang

Makassar, Indonesia

ismailanas@poliupg.ac.id

Abstract

The digitalization in education has created opportunities and challenges for teacher of English in incorporating and utilizing emerging technologies into online teaching and learning environment. This article presents a two year experiencein utilizing moodle in English Language Teaching (ELT) in a Vocational Higher Education (VHE) context-so called polytechnic. This e-learning platform, hosted in a subdomain of author's personal website, has been in-service since 2014 to present. An autoethnographical approach with a self-reflection of the author's experience and exploration on moodle 2.3 has fundamentally underpinned this report. The experiment began to work on how the platform was constructed, organized, and implemented in ELT. The process of construction, organization, and implementation haswidespread implications forteacher-technology and digital literacy competence. Best practices, barriers, and challenges are also outlined as well as recommendations for future implementation and development.

Keywords: Moodle 2.3, ELT, Vocational Higher Education (VHE), Teacher-Technology Competence

Introduction

The rapid changing and development of high-end technologies has become a never ending work in the field of education. In this digitalized era, it is necessary for EFL teachers to learn, understand, and utilize technology in ELT(Dudeney & Hockly, 2007). The work on moodle as aLearning Management System (LMS) in the field of language teaching should be seriously considered and developed (Bremer & Bryant, 2005). LMS Moodle has been widely used in ELT as an online platform for teachingESP (Kavaliauskien, 2011), teaching and assessing writing, and (Wu, 2008). The acceptance of moodle as an online teaching and learning platform has also been investigated (Baytiyeh, 2013; Boehning, 2008; Hsu, 2012; Sanchez-Santamaria, Javier Ramos, & Sanchez-Antolin, 2012).

Since LMS moodle was distributed under *General Public License (GNU)*which is available on moodle.org for free download, a huge penetration to this platform is increasingly pervasive across multidisciplinary courses such as (Boehning, 2008; Elias, 2010; Hemphill & McCaw, 2009; Holton, 2010; Pektaş & Demirkan, 2011; Siirak, 2011; Wood, 2010). Those studies present evidence that the use of Moodle has a positive implication to the student's interest and participation in learning. In the context of teaching English within the VHE, the use of Moodle as an online learning platform lies multiple challenges and obstacles for both novice and expert teachers. The readiness of the teachers to accept and utilize technology in teaching and learning activities must be seriously considered. Otherwise, the implementation of technology in higher education to provide a quality teaching needs to maximize the investment (Baytiyeh, 2013).

Within the VHE context in Indonesia particularly in a state polytechnic where the author works for, the adoption of Moodle for use in teaching English is not institutionally organized. This situation posits a serious obstacle in incorporating technology into teaching and learning activities. A teacher must come with initiative to use LMS Moodle platform without adequate training. Considering the behavioral intention of the students to use technology, an institution must play its role in providing services that meet the student needs and expectations. The student satisfaction in one of the important factors in distance education courses (Kuo, Walker, Schroder, & Belland, 2014).

In order to provide the students with an online learning platform, an open source platform was initiated for use in ELT. The Moodle platform is hosted in a subdomain of author's personal website. The platform was hosted in an external webhosting service in order to have a full access to the database.

Literature review

Since the Modular Object Oriented Dynamic Learning Environment (MOODLE) was distributed under *General Public License (GNU)*, the platform is now being used worldwide within the wide ranging of educational institutions such as schools, academy, universities, and vocational higher educations. The platform is now being developed into many versions to meet the user's expectation due to many critics on accessibility, user interface, usability,

performance, features, and functions. In Indonesian education context, the incorporation of Moodle technology into English language teaching within the VHE should be more developed.

Technology as a tool for learning English

Infused with constructivist theory, there are several assumptions for designing contemporary pedagogical practice which is applicable in classroom practice that emphasize: (1)learning as a process of construction so there will be multiple constructions/perspectives, (2) learning in contexts that are relevant to the learner, (3) learning mediated by tools(technology) and signs (semiotictools), and (4) learning as a social-dialogical activity(Duffy & Cunningham and Vygotsky in Wood, 2010). There is a huge emphasis to utilize technology in the process of teaching and learning where nowadays most of the student's interaction is engaged with technology. The learners cannot be separated from technology and internet in that the student's interaction is extremely influenced by internet and hand-held devices. The use of internet in language teaching has been myriad and massive (Jia, 2015). Jia also emphasizes that the use of ICT in language teaching can improve the learners skill and knowledge to seek and explore information from many resources.

Tutoring in technology enhanced language teaching in today's prevalence of high technology, the provision of web.20 and e-learning platform has created more opportunities to go beyond the traditional and conventional educational system. The provision of high-end technology offers more chances for teachers to explore and incorporate without excluding the pedagogical concepts. Integrating ICT into language learning and teaching should consider the teacher's readiness to use the platform and use of other web-based resources (Rozgiene, I. Medvedeva, O. Strakova, 2008).

> …Virtual Learning Environments (e.g. Moodle, WebCT, or Blackboard) are externally hosted platforms onto which the content can be exported by an (educational) institution. The content can be supplied and the course managed internally by the host of the learning platform. (Rozgiene, I. Medvedeva, O. Strakova, 2008-p12)

Within the context of educational institution, a Virtual Learning Environment (VLE) should institutionally be organized and hosted in the web server. The VLE under the management of an administrator responsible for providing services to users (lecturers) is faced by more challenges to socialize and to conduct trainings for lecturer and student. Since Moodle distributed as an externally hosted platform, it allows educational practitioners to construct and design their own e-learning platform through a webhosting subscription services. Everyone can build their own learning platform without counting on the institution webserver.

Modular Object Oriented Dynamic Learning Environment (MOODLE): an open source for online learning platform

Modular Object Oriented Dynamic Learning Environment (MOODLE) is distributed under *General Public License (GNU)* available on http://www.moodle.org. There have been many publication in this area since the platform is now used in many universities, schools, and other higher education around the globe. A comprehensive hands-on guide with plenty of examples, screenshots, best practices, and suggestions for using Moodle tools effectively and creatively(Cole & Foster, 2008; Wood, 2010).There are many e-learning platforms other than Moodle such as *Dokeos*, social media, etc so that choosing the appropriate e-learning system for higher institution should base on the need of teaching and learning purposes. The use of e-learning is to enhance teaching and learning activities but sufficient criteria and features should also be considered. The age of the students and their level of education, the pedagogical guidelines and the culture of teaching and learning of the university, and the educational scenarios in lectures and seminars are the major considerations before choosing and selecting an e-learning platform for online teaching (Mahlow, 2010).

The acceptance of moodle through an empirical study reported that the student's behavioral intention towards moodle was significant determinant of its actual use and it became a successful supplementary platform for language learners (Hsu, 2012). Hsu also added that moodle improves student's autonomy in participating in communicative activities and in learning the target language.

> …Moodle e-learning environment is a very effective learning tool supporting blended learning which encourages the student's motivation for learning activity and interest to

the course, developing the learning culture and efficiency. For the teacher the management of students learning activities is more effective (Siirak, 2011).

The main advantages of use of open source LMS are as follows:

a) Freely Available: You don't have to pay annual subscription payment or renewal charges to software companies. E.g. everyone has to pay Microsoft for Windows and Ms-Office.
b) Greater Flexibility: Open source products are customizable according to the need. New features and tools can be imported from the open source community whenever need arise.
c) Free Service: The huge collaborative network of the open source community minimizes the risk, although it does not eliminate, the risk of discontinued service. Volunteers help is available through open source support systems such as forums.
d) Continuous Improvement/Upgrade: Extensive collaboration ensures the upgrades in the software products. Programmers from different institutions and organizations, along with volunteers, contribute freely to projects.
e) Tax benefits: Governments of many countries have implemented tax-exemption policies to boost open source projects.
f) Online Documentation: All help and documentation required to use and run the open source software is available on the respective software's site.(Barge & Londhe, 2014)

From Moodle documentation archive, one web page titled 'Pedagogy'2 tells readers how Moodle supports a social constructionist view:

1. All of us are potential teachers as well as learners - in a true collaborative environment we are both.
2. We learn particularly well from the act of creating or expressing something for others to see.
3. We learn a lot by just observing the activity of our peers.
4. By understanding the contexts of others, we can teach in a more transformational way (constructivism).
5. A learning environment needs to be flexible and adaptable, so that it can quicklyrespond to the needs of the participants within it.

 ISBN 978-602-73769-1-5

Installing LMS Moodle on a webserver

The platform can run either on an offline computer with XAMPP or on a webserver that supports PHP 4 or later version. The requirements for Moodle are as follows:

- Web server software. Most people use Apache, but Moodle should work fine under any web server that supports PHP, such as IIS on Windows platforms.
- PHP scripting language (version 4.1.0 or later). PHP 5 is supported as of Moodle 1.4
- A working database server: MySQL or PostgreSQL are completely supported and recommended for use with Moodle.(Williams, 2005)

William (2005) also viewpoints the steps of installing Moodle as follow:

1. Create a database
2. Create a data directory
3. Run the installer script
4. Go to Admin Page And Continue Configuration
5. Set up cron

Despite following the installation procedures which seems to be very complicated and difficult, a novice administrator with low technological competence can go through one click installation available in most webhosting services. The control panel (cPanel) provides a very simple feature to install the script as we wanted. The webhosting services are now providing number of scripts which doesn't require user to understand any coding language for installation. The ready-install scripts are available in *softaculous* menu with one click installation service.

Methodology

A self-reflection of author's experience and exploration using LMS moodle-based e-learning platform employed a qualitative research with an autoethnographical approach (Chang, Ngunjiri, & Hernandes, 2013; Ellis, Adams, & Bochner, 2011; Wall, 2008). The experiment began to utilize LMS moodle 2.3 as an e-learning platform for teaching and learning English in a Vocational Higher Education (VHE). A two year experience in using the platform reflected some evidence of author's perceived of usefulness, ease of use, and behavioral intention(F. D. Davis, 1989). The bulk user action shows 210 users participated in the

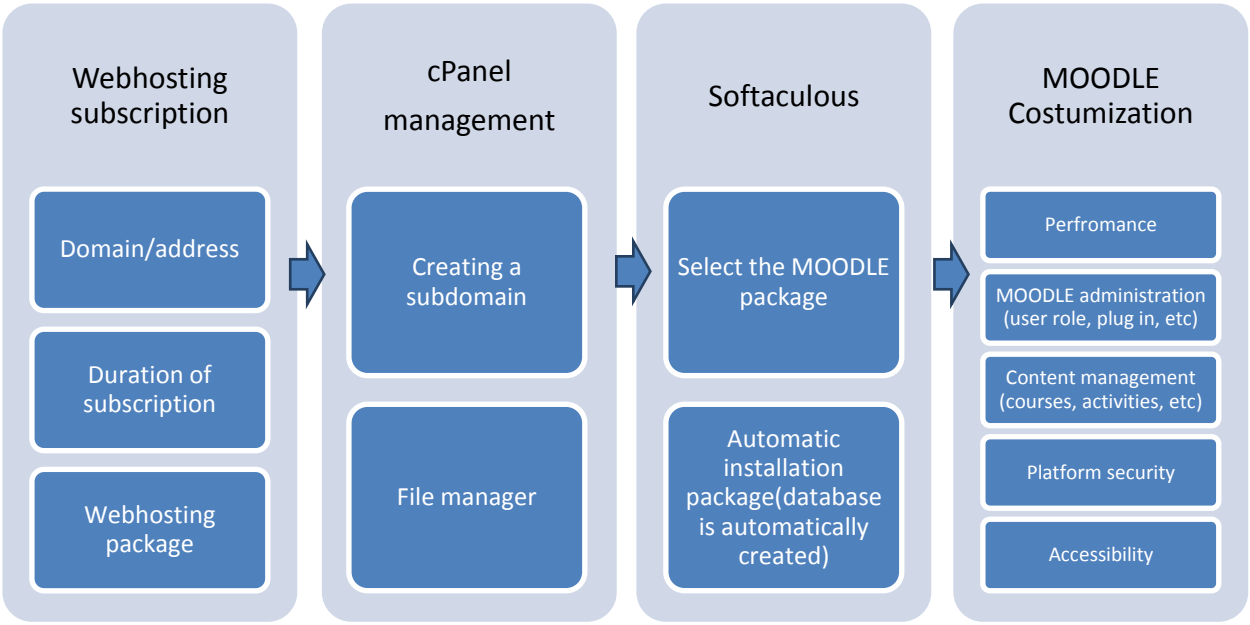
program during the interval between 2014 and 2015 including the author as administrator. An open-endedinterview was also employed to obtain users (students) perception and participation on how they perceived Moodle as a learning platform during the semester intake(Turner, 2010). There were 43 students interviewed at the end of the semester with a random selection method. The result of the interview was analyzed using an interview data transcription method (Widodo, 2009).

Experience using Moodle

LMS moodle site construction

The experiment began to host the LMS moodle e-learning package in a webhosting provider as it was compulsory procedure to store the moodle package in a webserver. The package was distributed under the general public license and already listed in *softaculous directory* as a ready-installed package. The installation was started to create a database for the LMS moodle as a medium to store the data within the server. The process of installation is actually simple since the webhosting provider has been associated with one-click installation that took only 5 minutes to accomplish. In the context of web-building, it is now easy and simple to do by anyone without needing to understand a complex HTML programming language and coding. It is automatically and instantly generated by the system within the control panel (cPanel). The LMS management and configuration can be done by going through the site administration page within the platform (see Marcato & Scala, 2012; Williams, 2005).

Figure 1. LMS Moodle construction flowcharts



 ISBN 978-602-73769-1-5

To do so, further research and development will fall within the area of the moodle features and how they are functioned based on the needs of learning goals and objectives. Intensive tutorials may be of much benefit to help e-learning administrator and user to create and design interactive learning activities. In addition to that, teacher or administrator has to perform a good technological skills in utilizing web-based tools and digital literacies to shape a blended learning environment. Some considerations may be taken into account are the common issues on website securities, interface, design, and additional plug in.

During the interval between 2014 and 2015, a moodle-based e-learning platform was applied and organized for business administration students within the semester intake 2014-2015 academic year.

Self-directed learning

Ideally, an e-learning should be organized by an administrator to manage the users (teacher and student), courses, and e-learning interface as well as the security of the platform. Otherwise, the institution should backup with maximum support to maintain the existence and development of the platform. Beyond this, a self-directed learning will be of much effective and efficient to encourage teachers and/or lecturers to explore, build, and develop their own learning management system. The work was initiated to provide an online learning service for ELT practice within the VHI (polytechnic).

Perceive of usefulness and the drawback of moodle-based e-learning

During the interval between 2014 and 2015, the author perceives that LMS Moodle (in general) provided several benefits and contributions to ELT. It has brought some changes to the way I teach and interact with students although the quality of interaction has not been measured yet. A face to face (direct) interaction in classroomswithin the VHE context has become an old story throughout the history of ELT. The benefits and contributions to ELT are as follow:

ISBN 978-602-73769-1-5

Table 1

The usefulness and drawback of moodle-based e-learning

The Drawback of Moodle-Based E-Learning	The usefulness of Moodle-Based E-Learning
Internet connection required	Online T-S interaction (chat, discussion, comment, etc)
User management	Online task submission
Course management	Digital literacy rather than printed literacy
Big size of hosting space	Online marking rather than manual marking
Limited upload size	Ease of access to materials and resources
Closed or not open to all users	Works on both PC and android (synchronized)

Table 1 shows the usefulness and drawback of moodle-based e-learning from an autoethnographical perspective of author's experience during the semester intake 2014-2015. The drawbacks should come to main consideration in utilizing moodle as an e-learning platform before a teacher decides to uptake such technology into his/her learning environment. A school or an institution equipped with internet and ICT tools will find it applicable rather than the school which has a very limited access to them. In the context of face to face interaction, the teacher-student interaction ended as course ended meaning that teacher would have less communication after the class session. By using moodle, the teacher-student interaction or communication can be done outside the classroom. From the student perspective, a class interview was conducted to gather some information from students about their perceived usefulness asking how e-learning brings benefit to themselves. In terms of effectiveness and efficiency, the students found it effective and efficient to use the e-learning platform when dealing with class project, individual assignment, and group assignment. From the author's perspective, the perceived usefulness in using moodle is not merely all teaching activities done with moodle, but some specific features on moodle that contribute to the teaching and learning English within the VHE were utilized.

Ease of use

Zaharias and Poylymenakou (2009) introduced a theoretical framework for e-learning usability employing motivation to learn. Usability and instructional design are the two main indicators in which each indicator has several sub indicators that measure. From the usability perspective, the navigation will always be an important factor to let the user know where they

 ISBN 978-602-73769-1-5

are. In moodle 2.3 stable version, the navigation is more advanced that the previous version of moodle 2 series. Some features are already built in such as the dropdown menu, course navigation, css menu, etc. In terms of e-learning learnability, the teacher-student interaction utilizing the platform has been found effective in building communication among students and teachers.

An important issue arose during the implementation of the platform was the e-learning accessibility. The issue of accessibility involves several attributes such as internet connection (bandwidth capacity), devices, the loading size of the platform, etc. The page loading speed is highly influenced by the visual design of the platform. If the page contains dominantly some high definition images, it will slower the loading capacity of the page.
Further investigation may explore the instructional design of the platform such as interactivity, engagement, content/resources, media use, learning strategies design, feedback, instructional assessment, learner guidance and support.

Behavioral intention

Although moodle is a bit complex to administer in ELT environment, the platform provides some advantages to further studied and developed. Since moodle is distributed under general public license and this platform is developed by a community of moodle developers, therefore, it will continue and sustain the use and the development of moodle worldwide. It is perceived that the future of moodle will be bright and offer new experience in teaching online. The number of moodle developers, administrators, and users are now increasing very rapidly since the rise of technology utilization in the world of education.

Student's perception and participation

There have been many publications outlining the students acceptance and participation towards moodle application (Baytiyeh, 2013; Hsu, 2012; Siirak, 2011). An investigation had been conducted to explore the moodle perceive of usefulness, ease of use, and behavioral intention (Anas, 2015). The result of the investigation is illustrated in the following table.

Table 2

Summary of student' perception

No	Types of perception	Person reliability	Item reliability	Separation (person)	Separation (item)	Cronbach Alpha
1	Perceived usefulness	0.86	0.98	2.50	6.81	0.87
2	Ease of use	0.90	0.98	2.93	7.09	0.89
3	Behavioral intention	0.75	0.97	1.73	5.83	0.75

Source: RASCH analysis

Table 1 summarizes the student's perception towards the implementation of moodle-based in e-learning in ELT outlining the three main domains of investigation. It clearly describes both person and item reliability, separation, and cronbach alpha as the main measurement properties in RASH model analysis. The person reliability (>0.81) indicates a positive trend on respondent consistency in giving responses as well as the quality of items (item reliability) remains excellent (> 0.94). It is also strengthen by the value of alpha cronbach (> 0.80) measuring the reliability of overall interaction between person and item. In terms of instrument quality, RASCH analysis also identifies the respondent and item group (> 0.5). Based on the interview, the student perception towards the e-learning platform is positive meaning that they found it useful and effective although some improvements should further be developed such as the interactivity, media, the theme, and navigation.

Best practices

Based on experience and exploration on moodle platform, some best practices are also outlined to overview how best moodle can work and be utilized. The activities features built in moodle have significantly helped the teacher and e-learning administrator to manage the courses. In the activity module, assignment is often used to create an online task submission for students, so the students will have an easy access to tasks given and be able to submit their work online wherever they are as long as they are connected to internet. The second most popular activity on moodle is online quiz that the teachers are able to administer an online quiz with a countdown time. The teacher can manage the quiz and/or other activities such as how many times the students are allowed to re-attempt, how long the test will take place, and do an online marking.

 ISBN 978-602-73769-1-5

Barriers and challengesencountered during the implementation of the platform

The documentation of LMS Moodle platform construction presents a technical procedure.The released version of moodle 2.3 was selected through softaculous auto installer in cPanel under a subdomain of author's personal hosting website. In this stage, the construction does not require any skill related to HTML language and codes. The wide ranging of web hosting service availability provides technical assistance included in a package subscription.

Having EFL teachers/lecturers to build their own e-learning platform will be a big challenge in which most of the EFL/lecturers teachers are not adequately equipped with technological skills both in pre-service teacher and in-service teacher education. The teachers probably will not take time to study the HTML coding system, css menus, and database table since they are not the areas of their expertise. The author perceives that constructing moodle-based e-learning is long-term process involving a self-directed learning (previously overviewed) that it is always needed to learn new things while working on the platform. Reading articles a lot throughout the internet will help teacher to step by step to get the work accomplished.

Implications

Teacher-Technology Competence

Incorporating technology into ELT activities requires EFL teachers to take into account that pedagogical considerations should also be determined. In conventional teaching context, the students were not proposed and introduced a technology-aided teaching and learning so that the teachers themselves would not be under pressure towards the expansion of emerging technologies. Pre-service teacher education should also be considered as a milestone in preparing them to be ready to teach with technology. The urgency of preparing pre-service teachers in utilizing technology has been investigated(Cunningham, 2014; N. Davis, 1999; Mackey & Davis, 2014). To utilize the platform, EFL teachers/lecturers should have a good technology competence such as basic technology operation, personal/professional use of technology tools, social, ethical, and human issues, and application of technology in instruction (Cohen & Monahan, 1998).

Recommendations for future implementation and development.

In preparing teacher to utilize and incorporate technology into teaching and learning context should consider the following:

1. Pre-service teacher education should equip the teachers with technological competencies in order to prepare them teaching and engaging with technology.
2. In-service teachers should intensively be given trainings on ICTs utilization to incorporate technology in this digital age.
3. Moodle-based e-learning should be further developed and investigated particularly on the instructional design such as interactivity, content/resources, interactive media, etc.
4. Training on moodle utilization and course content development should be intensified to provide support for a sustainable technology-aided teaching.

Conclusion

The uptake of LMS moodle as an e-learning platform has significantly contributed to the teaching of English. Instead of utilizing the e-learning platform in ELT environment, its construction will need a serious attention from e-learning developers unless they have a good support from ICT division. The process of building an e-learning involves several stages starting from hosting and installing the moodle package, course content management, media used, and the design of the platform. A teacher with a good technological skill will find it easier to work on these issues while in fact some others are not. Most of EFL teachers are not equipped and well-trained to utilize technology particularly in constructing e-learning. They are educated to teach, not to construct and design an e-learning.

Moodle is an LMS specifically designed for online learning platform which is distributed freely for everyone under a general public license. In terms of installing and constructing an e-learning platform, moodle can be built through two methods; 1) manual installation in a local host using XAMPP and upload it to the hosting via FTP software, 2) automatic one-click installation from softaculous within the cPanel of the hosting. It is important to make sure that the subscribed hosting provides a softaculous installation script. For EFL teachers with a limited technology competence is suggested to go with the second method in which it is easier and simple without knowing any HTML coding system, java script, and creating database table.

 ISBN 978-602-73769-1-5

References

Anas, I. (2015). Measuring the students perception towards the implementation of moodle-based e-learning in ELT: a RASH model analysis. *CALL-EJ (under Review)*.

Barge, P., & Londhe, B. R. (2014). From teaching, learning to assessment: moodle experience at B'School in India. *Procedia Economics and Finance*, *11*(14), 857–865. http://doi.org/10.1016/S2212-5671(14)00249-4

Baytiyeh, H. (2013). Users' acceptance and use of moodle:the community influence. *International Journal of Information and Communication Technology Education*, *9*(4), 40–57. http://doi.org/10.4018/ijicte.2013100103

Boehning, S. J. (2008). The experience of eighth grade language arts students using moodle in a language arts classroom. *ProQuest Dissertations and Theses*, *69*(February), 170. Retrieved from http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc6&NEWS=N&AN=2008-99130-168

Bremer, D., & Bryant, R. (2005). A comparison of two learning management systems: moodle vs blackboard. In *Proceedings of the 18th Annual Conference of the National Advisory Committee on Computing Qualifications* (pp. 135–140). Retrieved from http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:A+Comparison+of+two+learning+management+Systems:+Moodle+vs+Blackboard#0

Chang, H., Ngunjiri, F. W., & Hernandes, K. A. C. (2013). Collaborative Autoethnography. Walnut Greek, CA 94596: Left Coast Press.

Cohen, L., & Monahan, S. (1998). Teacher technology competencies. *Teacher Technology Competency Committee*. Retrieved from http://www.edb.utexas.edu/education/assets/files/ltc/about/TTCompetencies.pdf

Cole, J. R., & Foster, H. (2008). Using moodle. *Managing*.

Cunningham, U. (2014). Educating the digital language teacher. In *2014 International Association for Applied Linguistics Conference (AILA). 10-15 Aug 2014*. Brisbane, Australia. (Conference Contributions - Oral presentations).

Davis, F. D. (1989). Perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, *13*(3), 319–340. http://doi.org/10.2307/249008

Davis, N. (1999). Teacher education and information technology: challenges for teacher education. *Journal of Information Techology for Teacher Education*, *8*(1), 3–13.

http://doi.org/10.1080/14759399900200052

Dudeney, G., & Hockly, N. (2007). How to teach english with technology. *Computer Assisted Language Learning*. http://doi.org/10.1093/elt/ccn045

Elias, T. (2010). Universal instructional design principles for moodle. *International Review of Research in Open and Distance Learning*, *11*(2), 110–124. http://doi.org/D7717109-CDE1-45E2-ADA3-C41E77B5A9D3

Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: an overview. *Forum: Qualitative Social Research*, *12*(1, Art 10). Retrieved from http://nbn-resolving.de/urn:nbn:de:0114-fqs1101108.

Hemphill, L. S., & McCaw, D. S. (2009). Moodling professional development training that worked. In *Handbook of Research on New Media Literacy at the K-12 Level* (pp. 808–822). http://doi.org/10.4018/978-1-60566-120-9.ch050

Holton, D. L. (2010). Using moodle to teach constructivist learning design skills to adult learners. In T. Kidd & J. Keengwe (Eds.), *Adult Learning in the Digital Age:Perspectives on Online Technologies and Outcomes* (pp. 40–51). http://doi.org/10.4018/978-1-60566-828-4.ch005

Hsu, H. (2012). The acceptance of moodle : an empirical study based on UTAUT. *Creative Education*, *3*, 44–46. http://doi.org/10.4236/ce.2012.38b010

Jia, J. (2015). Information and communication technology and language education. In *Intelligent Web-Based English Instruction in Middle Schools* (pp. 1–28). http://doi.org/10.4018/978-1-4666-6607-8.ch001

Kavaliauskien, G. (2011). Moodle in english for specific purposes at mykolas. *Socialinis darbas*, *10*(10), 112–119.

Kuo, Y. C., Walker, A. E., Schroder, K. E. E., & Belland, B. R. (2014). Interaction, internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses. *Internet and Higher Education*, *20*, 35–50. http://doi.org/10.1016/j.iheduc.2013.10.001

Mackey, J., & Davis, N. (2014). Preparing new teachers for digitally-enabled future focused learning environments. In *Society of Information Technology in Teacher Education International Symposium 2014 (SITE)* (p. In Proceeding 60–61). Christchurch, New Zealand.

Mahlow, C. (2010). Choosing the appropriate e-learning system for a university. In *Learning*

Management System Technologies and Software Solutions for Online Teaching: Tools and Applications (pp. 57–80). http://doi.org/10.4018/978-1-61520-853-1.ch004

Marcato, E., & Scala, E. (2012). Moodle: A platform for a School. In *Handbook of Research on Didactic Strategies and Technologies for Education: Incorporating Advancements* (Vol. 2, pp. 632–645). http://doi.org/10.4018/978-1-4666-2122-0

Pektaş, Ş. T., & Demirkan, H. (2011). Experiences with moodle as a communication tool for design teamwork: A users' perspective. *Metu Journal of the Faculty of Architecture*, *28*(2), 227–242. http://doi.org/10.4305/METU.JFA.2011.2.12

Rozgiene, I. Medvedeva, O. Strakova, Z. (2008). *Integrating ICT into language learning and teaching: Guide for Tutors*. (Z. S. Inga Rozgiene, Olga Medvedeva, Ed.). ODLAC: Johannes Kepler Universitat Linz, Altenberger Strabe 69, 4040 Linz.

Sanchez-Santamaria, J., Javier Ramos, F., & Sanchez-Antolin, P. (2012). The student's perspective: teaching usages of moodle at university. In *5th international conference of education, research and innovation (ICERI 2012)* (pp. 2968–2973).

Siirak, V. (2011). Some Experiences of e-learning in the moodle e-learning Environment. In D. Haftor & A. Mirijamdotter (Eds.), *Information and Communication Technologies, Society and Human Beings: Theory and Framework (Festschrift in honor of Gunilla Bradley)* (pp. 307–312). IGI Global. http://doi.org/10.4018/978-1-60960-057-0

Turner, D. W. (2010). Qualitative interview design : A practical guide for novice investigators. *The Qualitative Report*, *15*(3), 754–760. Retrieved from http://www.nova.edu/ssss/QR/QR15-3/qid.pdf

Wall, S. (2008). Easier Said than Done : Writing an autoethnography. *International Journal of Qualitative Methods*, *7*(1), 38–53. http://doi.org/Article

Widodo, H. P. (2009). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research. Nova Publisher*, *3*(1), 0–2.

Williams, B. C. (2005). *Moodle: for teachers , trainers And administrators revised January 2005* (Version 2). Boston MA: Free Software Foundation, Inc.

Wood, S. L. (2010). Technology for teaching and learning: moodle as a tool for higher education. *International Journal of Teaching and Learning in Higher Education*, *22*, 299–307.

Wu, W. (2008). The application of moodle on an EFL collegiate writing environment.

Journal of Education and Foreign Languages and Literature, *5*(7), 45–56.

Zaharias, P., & Poylymenakou, A. (2009). Developing a usability evaluation method for e-learning applications: beyond functional usability. *International Journal of Human-Computer Interaction*, *25*(1), 75–98. http://doi.org/10.1080/10447310802546716

Biodata:

Ismail Anas (Master of art in English education-2009) Universitas Negeri Makassar (UNM). He is currently teaching English in Business Administration, Politeknik Negeri Ujung Pandang. His research area of interest falls within the field of ELT methodology, CALL, MALL, Digital Literacy, E-Learning, and Multimedia in ELT.

STUDENTS' CHOICE OF TRANSLATION TECHNIQUES AND QUALITY OF THEIR TRANSLATIONS

Issy Yuliasri

Universitas Negeri Semarang (Unnes), Indonesia

Issy.yuliasri@gmail.com

Abstract

Translation is a complex task that involves source language and target language with different systems and cultures. The different language systems and cultures may cause problems in translation, and so translators need to use variety of translation techniques to deal with such problems in order to get good quality translation. This paper is based on an anlysis of students' translation works in 2 English-Indonesian Translation classes in an EFL Context in Indonesia. The subjects of the study were sixth semester students of the English Department of the State University of Semarang (Unnes). The study is limited to their choice of translation techniques (Molina &Albir, 2002) and how such choice affect the quality of their translations. A comparison was made between the translations done by those in a class with prior lecture on translation techniques and those in a class without such prior lecture to see if there was any difference in their use of translation techniques. A further analysis was then made on the quality of their translations. Questionnaire was also given to find out how students perceived the problems in translation and how they explored translation techniques to deal with the problems.

Introduction

Translation is defined as "*rendering the meaning of a text into another language in the way that the author intended the text"* (Newmark: 1988). So, a translator, in his task of translating, must be able to comprehend the source text in the source language, and then render the text in the target language for comprehension by the target readers. Thus, it requires the translator of the mastery of reading comprehension in the source language and writing in the target language. That is the minimum requirement of a translator's skill. PACTE (Process of Acquisition of Translation Competence and Evaluation) research group has even proposed translation competence consisting of 6 sub-competences: bilingual sub-competence, extra-linguistic sub-competence, professional competence, psycho-physiological competence, transfer competence, and strategic competence (Melis and Albir, 2001).

 ISBN 978-602-73769-1-5

It is obvious that translating is a complex task that requires complex integrated skills. This is further affirmed when we see what the process of translation is like. Nida (1964) describes the process of translation as consisting of (1) analyzing the source text, (2) transferring the text into the target language, and (3) restructuring for natural acceptable translated text in the target language.

Despite its complex task, the 5th semester undergraduate students of the English Department of the State University of Semarang (Unnes), Indonesia, has the course of English-Indonesian translation. In this semester, their expected level of English is about intermediate or upper-intermediate level. It is therefore a challenging task to teach the students translation. As translating task involves two languages with two different systems and cultures, some problems may arise in the process of completing the task, and students undertaking translation course will potentially face the problems in practicing translation. It is therefore assumed that students need to be taught the different translation techniques for them to explore in their practice of translating.

This informal classroom study aims to find out whether lecture and modelling on the use of 18 translation techniques as proposed by Molina &Albir (2002) such as adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation enhances students' performance in their translation performance.

Method

This study was done to the 5th semester students of the English Department of Unnes the academic year 2014/2015. Two classes of English-Indonesian Translation course were used, consisting of 32 and 25 students respectively. One class was given translation exercises with prior lecture and modelling on the use of the different translation techniques, and the other class was given translation exercises without such lecture and modelling of translation techniques.

 ISBN 978-602-73769-1-5

After a series of translation practices for 10 weeks, the same test was given. Students of both classes were asked to translate an English text of translation theory. Below is the text they had to translate into Indonesian:

Since translation is regarded as a kind of communicative behavior, different communicative functions may require different translation strategies. Nord (2001) went on saying that "if the purpose of translation is to keep the function of the text invariant, function markers often have to be adapted to target culture standards" (p.45). Nord defined the process of translation as a target-culture substitute, whose aim is to function for the sake of the target receiver, for a source-culture text. Therefore, within the framework of functionalism, translators should be aware of the relationship between the target text and its audience which is supposed to be similar to the one that exists between the original text and its readers. On the other hand, translators should consider the relationship between the two corresponding texts; i. e. the target text and the source text. In brief, as Nord (p. 39) believes that "translators should be guided by the function they want to achieve by means of their translation and be able to use the intended communicative function of the target text as a guideline." In a similar vein, Nida (1964) made a clear-cut distinction between two types of equivalence in translation, namely formal and dynamic (or functional) as basic translation orientations. "Formal equivalence" focuses on the ST structure, in other words, the faithfulness of the message itself, in both form and content. While, full naturalness of expression is achieved only by "dynamic equivalence". Therefore, "the message has to be tailored to the receptor's linguistic needs and cultural expectations" (Munday 2001, p. 42). To achieve such complete naturalness of expression, Nida (1964a, pp. 167-8) went on to say that adaptations of grammar, of lexicon and of cultural references are essential. In his own perspective, the ST language should not interfere with the TT language; and this is done by minimizing the foreignness of the ST setting. (pp.167-8) Producing a similar response is the basis of Nida's „the principle of equivalent effect". It is in fact one of the four basic requirements that Nida stressed in his theory of dynamic equivalence, according to which, he considers the receivers of the TT along with their cultural expectations as key factors in any successful translation process (Munday 2001). (source: http://www.academypublication.com/issues/past/tpls/vol03/01/14.pdf).

 ISBN 978-602-73769-1-5

This research was done to see whether the class with lecture and modelling on the use of different translation techniques would use more variety of translation techniques than the one without, and whether their choice of translation techniques affected the quality of their translations. Students' translation works and questionnaires

Findings

Students' Translation works

Assessing the results of students' translation works, it is surprising to see that there is no difference in the use of translation techniques between the two groups. In both groups, literal translation technique is the most dominant technique used (87% in the class with prior lecture of translation techniques; 90% in the class without prior lecture of translation techniques). Other techniques used in similar ways between the two groups are adaptation, borrowing, reduction, generalization, and calque. In both groups there is no evidence of the use of other techniques such as modulation, compensation, and transposition, etc., which professional translators would use.

With the literal translation dominating their works, and the poor mastery of reading comprehension (as indicated in their translations), the quality of the students' translation in both groups in general is not satisfactory. Only 8 out of 32 students (25%) show good translations in the group with previous lecture on translation techniques, and only 5 out of 25 students (20%) show good translations in the group without previous lecture on translation techniques.

The students' translation works also reveal another problem; there seems to be problems in comprehending the source texts, and it seems to relate with their mastery of grammar. This can be seen from the way they translated the text. There was misunderstanding or mis-comprehension of the text, particularly in cases of long and complex sentences. It is obvious that most students have difficulties in translating complex sentences, particularly those containing long noun phrases. It can be concluded that students' problems in comprehending the source texts seems to relate with their mastery of grammar. Below are the examples of students' common errors in translating (focusing on the bold text). Back translations of students' translated are also provided.

 ISBN 978-602-73769-1-5

Example 1:

Source Text	:	if the purpose of translation is to keep the function of the text invariant, function markers **often have to be adapted to target culture standards.**
Target Text 1	:	seringkalidiadaptasikanpadastandar target budaya
Target Text 2	:	seringkaliharusmenyesuaikanpadastandartagetbudaya.
Target Text 3	:	kadangharusdisesuaikandenganmenargetkanstandarbudaya.
Back Translation 1	:	often adapted to the standard of cultural target
Back Translation 2	:	often have to adapt to standard of cultural target
Back Translation 3	:	sometimes have to be adapted by targeting the cultural atandard

Example 2:

Source Text	:	Therefore, "the message **has to be tailored to the receptor's linguistic needs and cultural expectations**".
Target Text 1	:	harusdikhususkankekebutuhan linguistic receptor danharapanbudaya.
Target Text 2	:	harusdisesuaikandengan receptor, kebutuhanlinguistikdanharapanbudaya.
Target Text 3	:	harusdisesuaikandengankebutuhan receptor linguistikdanharapanbudaya.
Target Text 4	:	harusdisesuaikandenganreseptorkebutuhanlinguistikdanexpektasibudaya.
Target Text 5	:	harusdisesuaikandenganpenerimakebutuhanlinguistikdanharapanbudaya
Back Translation 1	:	must be specified to the linguistic need of the receptor and cultural expectation
Back Translation 2	:	must be adjusted with the receptor, linguistic need, and cultural expectation
Back Translation 3	:	must be adjusted with the linguistic receptor need and cultural expectation
Back Translation 4	:	must be adjusted with the linguistic need receptor and cultural expectation
Back Translation 5	:	must be adjusted with linguistic need receiver and cultural expectation

ISBN 978-602-73769-1-5

The examples of students' common mistakes above show that students have problem with grammar, particularly the noun phrase pattern. It is somehow understandable because the noun phrase patterns of English and Indonesian are opposite; English uses the modifier-head pattern, while Indonesian uses head-modifier pattern. This also reveals that students' mastery of the English grammar is not sufficient to cope with the level of difficulty of the source text, so that their reading comprehension of the source text is also poor.

Questionnaires

Besides the translation works, the findings are further triangulated with the results of the questionnaires given to the students. The questionnaires revealthat majority of the students (both groups) consider the texts quite difficult (75% and 70% respectively), although they are familiar with the subject matter. Interestingly, majority of those in the group with prior lecture of translation techniques (80%) claim they know the different techniques, but find it difficult to apply them in their translation task; some said because they were afraid of producing wrong translations. This shows that students are not confident in using different translation techniques. It is understandable that with level of difficulty of text beyond their level of comprehension, students do not have the capacity of exploring different translation techniques in accomplishing the task. It can be tentatively concluded that perhaps the practice of using different translation techniques would only be useful if the students' mastery of the language is sufficient to deal with the text.

Conclusion and Suggestion

The 5th semester students under study cannot cope with translation of 'difficult' texts (particularly those containing long complex sentences and long noun phrases). Their knowledge of translation techniques does not necessarily help them when dealing with difficult texts; they tend to use faithful translation method, and do not dare to explore the different techniques.

To enable students to cope with the difficult translation task, students should be equipped with good mastery of English grammar for better comprehension of the (English) source texts. It is therefore suggested that the lecture, modelling, and practice of using the different translation techniques should be done after making sure of the sufficiency of the students' mastery of the source language to cope with the text.More practice in using the different

 ISBN 978-602-73769-1-5

translation techniques is needed, not just lecture and modelling. More importantly, the difficulty level of the text should be of consideration.

References

Melis, N.M. and Albir, A.H. 2001. "Assessment in Translation Studies: Research Needs" in *META*: Translators' Journal XLVI, 2 [available online at] https://www.erudit.org/revue/meta/2001/v46/n2/003624ar.html, [accessed on] 7 January 2009

Mollina, L and Albir, A.H. 2002. "Translation Techniques Revisited: A Dynamic and Functionalist Approach" in *META*: Translators' Journal, Vol. XLVII, No. 4 Page 499-512. [available online at]http://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf[accessed on] 2 February 2009

Newmark, P. 1988. *A Textbook of Translation*. Pergamon Press: Oxford

Nida, E. 1964. *Towards a Science of Translating.* Brill: Leiden

Sharifabad, E. et al. 2013. "The Application of Domestication and Foreignization Translation Strategies in EnglishPersian Translations of News Phrasal Verbs" in *Theory and Practice in Language Studies*, Vol. 3, No. 1, pp. 94-99, January 2013 [available online at] http://www.academypublication.com/issues/past/tpls/vol03/01/14.pdf [accessed on] 15 September 2014

Biodata:

IssyYuliasri has been a lecturer at UniversitasNegeri Semarang (Unnes), Indonesia, since 1990. Her research and publications cover ELT and translation studies. Her latest conference presentations were at IATIS Conference in Belfast (2012), ICTS Conference in Bangkok (2014), ELTLT and TEFLIN Conferences in Indonesia (2014 and 2015).

EFFECTIVENESS OF MOTHER TONGUE-BASED STORY BOOKS IN DEVELOPING LISTENING COMPREHENSION SKILLS

Joe-Bren Lee Consuelo, Ed. D.
Senior Education Program Specialist, Monitoring and Evaluation
Schools Division Office of Ligao City
consuelojoebren@gmail.com

Abstract

This study attempts to promote listening with comprehension among children and to uphold local literature as a vehicle in nurturing and strengthening culture. The study is a combination of quantitative and qualitative approach research methods using the quasi-experimental design. It aims on determining the effectiveness of mother tongue-based story books in developing listening comprehension skills among first graders. Specifically this study sought to answer the following sub- problems; 1) What is the listening comprehension level of the Grade One pupils along; a) Literal Dimension, b) Interpretative Dimension, c) Critical Dimension, d) Vocabulary Development? 2) What learning packages can be made to aid the development of listening comprehension skills among Grade One pupils? 3) What are the features of the learning packages? and; 4) How effective are the mother tongue based story books in developing listening comprehension among Grade One pupils? The study employed the quasi-experimental pre-test – posttest design with a control and experimental group. The data gathered to this study came from the administered pre-test and posttest, patterned in the Philippine Informal Reading Inventory (Phil-IRI). The test was used to assess the listening comprehension skills of the grade one pupils on the following levels; a) literal dimension b) interpretative dimension c) critical dimension and d) vocabulary development. Thirty subjects for the experimental group and 30 subjects for the control group constituted the 60 subjects for the entire study. The subjects in the experimental group were treated by five Mother Tongue-Based Story including learning packages made by the researcher. Considering the

garnered MPL of the experimental and control group in the four tested dimensions to determine the initial listening comprehension level of the subjects, it reveals that both of the experimental and control group fall under frustration level having an overall MPL 41.67 and 55.11, respectively. In literal dimension the subjects in the experimental and control group fall under instructional level having an MPL of 63.33 and 75.44 respectively. In lieu of this, it can be noted that there is a difference of 12.11 in the MPL of control group compared to the experimental group. For the interpretative dimension the experimental group got an MPL of 30.00 which means that pupils under this dimension belong to frustration level. In the control group under the interpretative level got ban MPL of 50.00 which also gives an indication that subjects are in frustration level under interpretative dimension. However, in critical dimension both the experimental and control group got an MPL of 43.34 respectively which means that the subjects in this dimension are under the frustration level. For vocabulary development an MPL of 30 was garnered by the experimental group, while the control group garnered an MPL of 46.67 which means that both the experimental and control group fall under the frustration level.

The learning packages made were specifically designed in order to improve the listening comprehension level of the grade one pupils. The learning packages include the story books in the form of big books. The learning packages include activities that will aid in the development of comprehension skills of the pupils. Activities also focus on the following macro skills; listening, speaking, reading, writing and viewing. More so, the stories used in every lesson were also authentic and do not only improve one's literacy level but in improves values as well among the subjects. In the conducted post-test it was found out that an increase of 46.25 in the overall MPL of the experimental group from 41.67 overall MPL to 87.92 overall MPL, this implies that after the intervention an improvement in the experimental group was noted. Looking at the different dimensions tested it can be gleaned that development was noticed, along literal domain from 63.33 MPL it was raised to 100 MPL meaning from instructional level pupil it was advanced to independent level. In interpretative dimension from MPL of 30 which belong to the frustration level bracket it was raised to 80 MPL which advanced the pupil to instructional level. Along critical dimension it was observed that from 43.34 MPL it increased to 70.01 MPL it reveals that from frustration level the pupil progresses to instructional level. In terms of vocabulary dimension it can be gleaned

that the pupils progresses from instructional level to independent level. More so, in control group an increase of 29.26 in the overall MPL was observed, from frustration level to independent level.

The t-Test results showed that there is a significant improvement in the experimental group than the control group having a t-Test result of 2.10 which is greater than the t- critical value 1.67. This implies that using the learning packages and story books in mother tongue as an intervention a developed the listening comprehension level of the pupils. Although there was a significant improvement in experimental group after using MTB in lessons, there was also noted improvement in the control group. This means that pupils can also develop their listening skill without the aid of the MTB story books.

The selected cases in the experimental class revealed improvements in the listening comprehension skills as claimed by the pupils themselves. Through an interview also it was noted that there was a behavior modification among the pupils, this suggests that learning took place. The study proved that Story Books in Mother Tongue was an effective tool in developing the listening comprehension skills of the grade one pupils coupled with the different tasks which were contextualized based on the learners' experiences, teacher factor is another consideration to this improvement.

 ISBN 978-602-73769-1-5

RECONSTRUCTING CHINESE AMERICAN EXPERIENCE IN CATHY SONG'S POEM "HEAVEN"

Juliati

Universitas Brawijaya

Abstracs

Reading a literary work is a literary communication. Instead of the author and the reality, the reader communicates with a text. The reader's encounter with the literary text is also a unique experience since he/she deals with something which is unique. It is something which does not meet the gramarticality of the text. The incongrousity of the elements in the text of poetry forces the reader to interpret the text. As it is known, a poetry says one thing indirectly. It says one thing but means another thing. This literary experience can be found in the reading of Cathy Song's poem entitled "Heaven". At the first reading, the poem seems to tell a fragment of Chinese American life experience. However, the use of figures of speech as such metaphor, metonymy and irony leads to an interpretation of the poem which is called the second stage of reading. To gain a deep interpretation of the poem, this study used the semiotic theory of poetry proposed by Rifaterre as well as the theory of intertextuality. These theories are applied to decipher the meaning of the poem as well as to reveal how it relates to the reality concerning the life of Chinese Americans.

Keywords: metaphor, intertextuality, reality, Chinese Americans

Introduction

Poetry provides a literary communication as poetry speaks to its readers through words. Listening to what the speaker or the persona of a poem means reading a poem. The reading does not end at the point that a reader listens to the speaker or the persona, but it goes further to the stage of interpreting what a poem means. Seeking for the meaning of a poem becomes the trend or focus of poetry reading nowadays. However, meaning in literary utterance such poetry is different from that of nonliterary utterence. The difference occurs since poetic language is the secondary system of signification. Beside the language convention, it has a literary convention that may violate the general rules of language. Geoffrey N Leech in his Linguistic Guide of English poetry states "that poetic language may violate or deviate the general ly observed rules of language in many different ways, some obvious, some subtle"(cited in Bahador and Laskharian, 2014, p.1). Rifaterre asserts poem does not signify

the same way as the prose text. This happens due to the indirectness of expression resulting from the displacement of meaning, distortion of meaning, and the creation of meaning (Riffaterre cited in Jabrohim, 2007, p.122). The three sources of indirect expression proposed by Riffattere can be concluded as the result of figurative language by which most poets use in designing their poem. The dominance of figurative language in poetry is asserted by Eagleton's statement that poery is the home of figurative language (2007).

However, a poem cannot be read without other texts underlying it. To obtain the true meaning of poem, a reader should read the other texts that may influence the creation of a work. Kristeva says," every text takes shape as a mosaic of citations, every text is the absorption and transformation of other texts... A work can only be read in connection with or against other texts." (in Culler, in Teeuw, 2003,p.121). This principle of intertextuality leads to the consideration of prior texts as contributions to a code which makes possible the various effects of significations (Culler, in Teeuw, p. 103). Rifatterre is also strongly for the idea of intertextuality. He calls the text underlying the creation of a text as hypogram (cited in Jabrohim, 2012,p. 103).

The term "text" however nolonger simply means a linguistic structure woven out of words and sign. A text is nowadays used as a neutral term referring to anything opens for interpretation. History, for example, can be considered as a text as it opens interpretation from its reader. The written history itself often results from the historian's perspective. The example of this notion can be seen in a book written by Berkhover entitled *Beyond the Great Story: History as Text and Discourse*. Here he urges the historians to see histories more critically in essence to see narratives influence he creation of histories.

The idea that "meaning is based on multiple referents, and the truth of a text is established through its contacts with reality" (Riffaterre 1983, 88) and that in contrast, the literary text has only one referent, which is found neither in reality nor in the author's intention (1978,p.6) can be taken as an integrated approach to gain the meaning of descriptive poetry due to the fact that such a poetry is a type which is highly descriptive and uses language that creates images and feelings. It is a deep depiction of a person, animal, or inanimate object. The application of these ideas is possible since many things in a descriptive poem rest upon the

 ISBN 978-602-73769-1-5

representation of reality. Therefore there will be discussion on the plain record of facts as the intertextuality of a poem to other text in this case reality, and discussion on the literariness of the poem.

Cathy Song's poem titled "Heaven" is one example of poem which embodies the characteristics of descrptive poetry. The description of the speaker's home in this poem is vibrant. This poem postulates strongly the feeling of being not at home by telling the speaker's dream home and the real one. The way the speaker describes the two places is so clear and real that it makes this poem meet the qualification of descriptive poetry. Yet, as a poetic work, it remains embodies the literary signification that goes beyond the literal meaning. The use of figurative language such as metaphor and hyperbole is maintaned in this poem.

Discussion

As stated by Rifatterre (1978, p.1), indirectness of expression becomes the uniqueness of poetry since this causes the ungrammarticality of a poem. To go through the interpretation of Cathy Song's "Heaven", the readers should do the second reading in which the reader's literary competence is needed to read the ungrammarticalities of "Heaven". This indirectness results from displacement, distortion, and creation of meaning. Displacement of meaning happens due to the use of metaphor and metonymy.

In "Heaven" metaphor is used in the early lines. The first line "When we die, we'll go to China" uses metaphor which is completed in the following line when the speaker tells it as Chinese Heaven. The word "China" in the first lines arises question how one can go to China when they die. The question is answered by the speaker when she adds the word "heaven". The word "Chinese heaven" is a metaphor as Holman (1981, p) states it is "an implied analogy which imaginatively identifies one's object with another and ascribes to the first object one or more of the qualities of the second or invest the first with the emotional or imaginative qualities associated with the second.". The phrase "Chinese heaven" puts the qualities of Chinese in the word "heaven". The word "heaven" literally means a place of God and the angels, and the good after death. It traditionally refers to the above place or sky. This place is considered to be the most comfortable one since there is only happiness and abudance

of materials wanted by people. When it is added with the word "Chinese", it means a heaven with Chinese qualities such as its people whose hair is black, and eyes are slanted.

He thinks when we die we'll go to China. (1)
Think of it—a Chinese heaven (2)
where, except for his blond hair, (3)
the part that belongs to his father, (4)
everyone will look like him. (5)

Line 1 to line 5 which describe the concept of Chinese heaven do not mean the speaker talks about heaven above the sky which is full of the Chinese. Rather, it emphasizes how China becomes a place like a heaven since it is the homeland of the speaker and her children. It also looks like a heaven for them since it is far away from them. This is strenghened in line 6 to line 10.

China, that blue flower on the map, (6)
bluer than the sea (7)
his hand must span like a bridge (8)
to reach it. (9)
An octave away. (10)

In the lines above, the speaker identifies China as a blue flower on the map which is even bluer than the sea. Again, it can be seen the use of metaphor since China is identified as blue flower on the map. It is a flower because it signifies beauty, and it is blue as it is the color of the sky. So, the use of the phrase "blue flower" enforces the heavenly sense of China. It is a beautiful and peaceful place. But as a heaven, it is so far away that the speaker's son's hand must cross like a bridge to reach it. Here, simile is used by the poet by comparing the son's hand's crossing as a bridge and the distance of China as an octave away. Again, in lines 11-12 the speaker emphasizes the far distance of China by telling that she herself has never seen it, meaning that it is a place that she is difficult to visit due to some reasons.

I've never seen it. (11)
It's as if I can't sing that far. (12)

 ISBN 978-602-73769-1-5

After telling China as a "heaven" that she and her son wish to see, the speaker has to get down to the reality that they live in a place which is not like their dreamed China. The speaker straightforwardly cuts the dream of seeing the Chinese heaven by saying:

But look— (13)
on the map, this black dot. (14)
Here is where we live, (15)
on the pancake plains (16)
just east of the Rockies, (17)
on the other side of the clouds. (18)
A mile above the sea, (19)
the air is so thin, you can starve on it. (20)
No bamboo trees (21)
but the alpine equivalent, (22)
reedy aspen with light, fluttering leaves. (23)

Instead of living in China which is described as a blue flower on the map, they live in a black dot, on the east of the Rocky Mountains in the United States of America. "Black dot" here is a metaphor for a place located in the east of the Rockies. The calling "black dot" is in contrast with the way the speaker calls China as a blue flower. "Black dot" creates the realistic image in the reader's mind. A name of city on map is usually marked with a black dot. The color of black also generally symbolizes bad or negative things such as sadness, death, or evil. The calling "pancake plains" turns down the image of a high place like heaven to a plain on the earth. Based on the geographical facts, the region known for being in the east plain of the Rocky Mountain is Colorado. The use of the word "pancake" enforces the image of wide plains typically found around the Rockies. Meanwhile "a mile above the sea" is a popular name for Denver, city in Colorado which its official elevation is exactly one mile (5,280 ft or 1,610 m) above sea level, making it one of the highest major cities in the United States. The speaker's statement that it is just the other side of the cloud suits the real characteristic of Denver, Colorado. As one of the highest cities in USA, the air is thinner than the other cities or town. The absence of bamboo trees is also a matter for the speaker though she says that the alpine seems equivalent to the bamboo tree.

The next two lines is a reflective question showing the effort of the speaker to accept the reality in front of her eyes. She questions whether the place where she lives now is the place that her Chinese ancestors wished to live. In these lines, the poet uses synedoche since a boy in Guangzhou represents the Chinese imigrants who have arrived in the United States of America since 19th century.

Did a boy in Guangzhou dream of this (24)
as his last stop? (25)

Further, the speaker describes the town where she and her children live more detailed and realistically in line 26 to line 35.

I've heard the trains at night (26)
whistling past our yards, (27)
what we've come to own, (28)
the broken fences, the whiny dog, the rattletrap cars. (29)
It's still the wild west, (30)
mean and grubby, (31)
the shootouts and fistfights in the back alley. (32)

The speaker visually depicts a life in an unpleasant town. All the words chosen to describe the town build the concept of unpleasant situation. Hearing the train whistle every night can startle one from their sleep. Broken fences visualize poverty, neglect, or even violence done by the owner. The noise produced by whining dogs, and broken-down old cars certainly disturbs people's hearing. This foulness is added with the violent sound of shootouts and fistfights in the a salley. It is indeed not a beautiful, cozy and peaceful place to live in. It is mean and grubby, as what the speaker says. The condition reflected in this poem indeed represents the some realities of Chinese Americans. Some cities in Colorado are densely populated including Denver. The transcontinental-road that was built in the beginning of 19th connecting Colorado to other states have triggered the coming of immigrants including the Chinese. The indecent neighborhood reflected in the poem can be regarded as the portrayal of neighborhood in which Chinese Americans live in. It is indicated by a survey showing that many Chinese Americans live in densely populated urban area. This is a contrast/irony to Chinese heaven that the speaker's son dreams about.

 ISBN 978-602-73769-1-5

In line 33 to 38, the speaker involves her children in her reflective situation. Again, she wonders why they are in the present place. Her questionings disclose her longing to have a better place. Commonly, one will question their present existence when there is something bothering. A reality which is different from the expectation will lead one to probe their present existence, and this seems to happen to the speaker. There is a voice of discontent that makes her question her life and long for being in her seemingly homeland.

With my son the dreamer (33)
and my daughter, who is too young to walk, (34)
I've sat in this spot (35)
and wondered why here? (36)
Why in this short life, (37)
this town, this creek they call a river? (38)

The following lines (39-49) vividly portray the reflective situation of the speaker. From her recalling the past, the reader can grab a fragment of Chinese American's history. The word "he" may refer to her grandfather or father who migrated to the United States in the end of 19th century. As it is known, the coming of the Chinese immigrants in the first wave triggered by the economic and political hardship in rural China. The Chinese immigrants worked as laborers, particularly in mining industry and the transcontinental railroad. The discovery of gold in California in 1848 had attracted many Chinese to America. The term "Gold Mountain" is a metonimy since it is historically related to Chinese Americans in calling California. It is the gold found in California that makes them come to America. And it is the males that came to America. They left their family to get money and send it to their families in China. That is why in line 42, the speaker says that "he had always meant to go back". The early Chinese immigrants did not plan to settle in America. They just planned to stay for work and then went back to their homeland. However, the passing time and the obsession of getting the gold have kept the early immigrants in America. The speaker's calling "makeshift ghost towns" refers to some old towns in Colorado that are abandoned but they keep the historical evidence of early residents' lives.

He had never planned to stay, (39)
the boy who helped to build (40)

the railroads for a dollar a day. (41)
He had always meant to go back. (42)
When did he finally know (43)
that each mile of track led him further away, (44)
that he would die in his sleep, (45)
dispossessed, (46)
having seen Gold Mountain, (47)
the icy wind tunneling through it, (48)
these landlocked, makeshift ghost towns? (49)

The below lines (50-55) show that the speaker admits the longing of going back to China in her soul and her children which seems to be inherited. When something is in one's blood, it means it is within someone and cannot be removed. Though it has skipped two generations (the speaker and her chidren) the longing to return to China still exists. The last lines (56-63) of the poem tell the moment when the speaker asks her children to see the mountains. This signifies the activity of hoping and tranferring the notion of "being Chinese" to the next generation. Seeing the mountain from a distance creates the sense of remoteness as well as hope to reach it. As it is far and high, the mountain appears as a place near the heaven. The strong dream of the son, however, leads him to imagine that he can see the way to heaven by seeing the mountain. The deeply-rooted dream to see China becomes melancholic with the fluttering shirts which are described like sails that bring them to their dreamed homeland.

It must be in the blood, (50)
this notion of returning. (51)
It skipped two generations, lay fallow, (52)
the garden an unmarked grave. (53)
On a spring sweater day (54)
it's as if we remember him. (55)
I call to the children. (56)
We can see the mountains (57)
shimmering blue above the air. (58)
If you look really hard (59)
says my son the dreamer, (60)

 ISBN 978-602-73769-1-5

leaning out from the laundry's rigging, (61)
the work shirts fluttering like sails, (62)
you can see all the way to heaven. (63)

The notion to return home exposed from line is strongly rooted among the Chinese immigrants especially when they find miseries in starting their new lives in America. Prejudice and descrimination are two of social problems faced by these immigrats since their arrival. The enactment of Exclusion Act in 1892 becomes the evidence of how this ethnic group ever gets through negative treatments in American society. As a result, keeping their identity as Chinese by building a strong bond among them to their homeland is strongly found among the first generation. The notion of reviving their ethnicity as Chinese has in fact been the main theme for contemporary Chinese American literature such as works of Amy Tan, Maxine Hong Kingston, and Cathy Song.

Conclusion

By analyzing the literary aspects of Cathy Song's "Heaven" such as figurative languge and relating it to the reality, it can be concluded that this poem recreates or reconstructs Chinese American experience by presenting the past, present and future of the speaker. Through short lines but strongly visualize the image of town in Colorado and the speaker's deprived life, the poem presents the irony of Chinese American's life. Dream that they brought when they arrived in America in 19th century is contrasted with the reality they have to face. The longing to return to China is either intentionally or unintentionlly transferred from the speaker's to her children. One of the ways to revive historical and emotional bonds is tracing back the history just like what the speaker does in this poem. Her recalling to the history of why and how she is in her present being can thus be called a reconstruction of Chinese American's experience.

References

Bahador,R and Lashkarian, A.(2014). *Riffaterre's Semiotics of Poetry in Re- Reading John Keats' "Bright Star" and Sepehri's "To the Garden of Co-Travelers".* Asian Journal of Multidisciplinary Studies ISSN: 2321-8819 (Online) Volume 2, Issue 9, September 2014

Eagleton, Terry. 2007. *How to Read Poem*. USA: Blackwell Publishing

Holman, C Hugh. 1981. *A Handbook to literature*. Indiana: The Bobbs-Merrill Company,Inc

Jabrohim (ed). (2012). *Teori Penelitian Sastra.* Yogyakarta: Pustaka Pelajar

Pradopo, Rachmat Djoko. (2007). *Beberapa Teori Sastra, Metode Kritik, dan Penerapannya.* Yogyakarta: Pustaka Pelajar

Rifattere, M.(1978). *Semiotics of Poetry*, Bloomington: Indiana University Press.

Riffaterre, M.(1983). *Text Production*, New York: Columbia University Press

Teeuw,A. (2003) *Sastra dan Ilmu Sastra: Pengantar Teori Sastra*. Jakarta : Pustaka Jaya

http://www.Cathy Song.com/biography/ Retrieved on July 4, 2015

http://www.enotes.com/topics/heaven Retrieved on Sept 9, 2014,

"TOTTO-CHAN": INSIGHTS INTO MULTIPLE INTELLIGENCES-BASED ENGLISH TEACHING TO YOUNG LEARNERS

K. M. Widi Hadiyanti

Atma Jaya Catholic University of Indonesia, Jakarta

Damiana Maria Resya Nugrawidhanti

Sanata Dharma University, Yogyakarta

Abstract

Children are unique individuals who have their own ways to learn about the world and solve problems. It is supported by Gardner's ideas about multiple intelligences. Gardner (1993, 1998) suggested several kinds of intelligences. In their attempt to learn about the world, children make use of all resources, including their multiple intelligences. The application of multiple intelligences in teaching young learner seems to be apparent in Tetsuko Kuroyanagi's autobiographical memoir, "Totto-chan: The Little Girl at the Window". This study identified and analyzed the techniques used to apply multiple intelligences in teaching young learners in Totto-chan's elementary school, Tomoe Gakuen. Based on the identification and analysis conducted in "Totto-chan", this study elaborated the techniques in teaching English for young learners. In particular, this study proposed teaching techniques for four language skills. This study will be of great benefit for English teachers for young learners to enrich their teaching techniques that accord with the children nature of development.

Keywords: multiple intelligences, young learners, Totto-chan, teaching English, four language skills

Introduction

Every child is a unique individual who carries a unique set of experiences and develops understandings of the world in his or her own way (Brewster, 2004). Each child sees the world in his or her own point of view. Even though there are some features that children have in common, they are actually different from each other in the way they think and learn. It implies that every child is a learner who has his or her own uniqueness.

 ISBN 978-602-73769-1-5

According to Berman (1998), we grasp information in accordance with our learning style. In addition, as suggested by Gardner (1993), there are also several kinds of intelligences which may be different from one person to another. Each learner may develop different types of intelligence which leads to different ways of learning. Gardner (1998) believes that these varieties need to be acknowledged in learning process in order to facilitate each learner and to develop these types of intelligences.

'Totto-chan: The Little Girl at the Window' is an autobiographical memoir written by aJapanese actress, talk show host and UNICEF Goodwill Ambassador, Tetsuko Kuroyanagi. The book was published originally as '*Madogiwa no Totto-chan'* in 1981 and became a bestseller.In this book, Kuroyanagi tells her childhood story when she studied in a unique school occupying used trains as classrooms, Tomoe Gakuen, an elementary school founded by educator Sosaku Kobayashi during World War II. She shares stories about the value of unconventional education she received from Tomoe. The education which was established in Tomoe by Sosaku Kobayashi represented a modern way of thinking which was not common at that time. Although multiple intelligences had not been discovered until years after Tomoe demolished in World War II, the concept of developing multiple intelligences can be seen in Kuroyanagi's stories in her book.

The aims of this study are to identify andanalyzehow education system established by Sosaku Kobayashi in Totto-chan's elementary school(Tomoe Gakuen) represent acknowledgement of different types of intelligences suggested by Gardner (1993, 1998). It further elaborates and proposes multiple intelligences-based teaching techniques in teaching English for young learners for the four language skills

Review To Related Literature

Gardner's Theory of Multiple Intelligences

Despite of traditional view which defines intelligence as general ability to answer items on test of intelligence that is found in varying degrees in all individuals, Gardner (1993) proposes that intelligence involves quality which is shown by the capability to solve problems, the ability to generate new problems, and make valuable product in a particular culture. He was against the old paradigm by saying that human cognitive competence is better described in

terms of a set of abilities, talents or mental skill. Further, it is mentionedproblems can vary from creating an end of a story to repairing a quilt. The products also range from scientific theories to musical compositions.

Since different types of problem will need diverse types of capability and performances, Gardner (1993) suggests seven types of intelligences namely bodily-kinesthetic, interpersonal, intrapersonal, linguistic/verbal, logical-mathematical, musical, and spatial/visual. In addition to the seven types of intelligences, Gardner (1998) proposes natural/environmental intelligence.

Bodily-kinesthetic intelligence is shown in ability of using one's whole body or parts of the body to solve problems or make products. People who are likely to have bodily-kinesthetic intelligence are dancers, actors, athletes, craft persons, and mechanics.

Interpersonal intelligence is related to ability to understand the intention, motivations, and desires of other people and consequently, to work effectively with others. Salespeople, teachers, and political leaders are examples of people who need to develop this intelligence in their jobs.

Intrapersonal intelligence is connected to capacity to understand oneself, including information related to one's own capacity, desires, and fears- and to use such information to control one's own life.

Linguistic/verbal intelligence occupies sensitivity to spoken and written language, the ability to learn languages and capacity to use language as a medium to achieve a goal. Examples of people who have this intelligence are lawyers, speakers, writers, and poets.

Logical-mathematic intelligence involves capacity to analyze problems logically, do math operations, and examine issues scientifically. Mathematicians and scientists are examples of people who possess this intelligence.

 ISBN 978-602-73769-1-5

Musical intelligence engages the activation of certain parts of the brain which have significant roles in perception and production of music. This kind of intelligence includes skill in the performance, compositions and appreciation of musical patterns. People who are likely to own this intelligence are singers and music composers.

Naturalist intelligence is shown in capability to demonstrate skill to recognize and classify numerous species of organism. It also involves being comfortable in the world of organisms and may own the talent of caring for, taming, or interacting finely with various living creatures. Hunters, fishermen, farmers, gardeners, and cook are examples of people who expand this intelligence.

Spatial/visual intelligence include potential to recognize and manipulate the patterns of wide space (those used for pilots and navigators) as well as the patterns of small areas (for sculptors, chess players, graphic artists, and architects).

Gardner (1993) believes that each type of intelligence must have a particular central operation or set of operations. It means each type of intelligence is activated by certain kinds of presented information. For example, musical intelligence is affected by sensitivity to pitch relation and language intelligence has relation to awareness to phonological features. Therefore, he suggests that these types of intelligence do not work alone but in synchronization.

Implication of Multiple Intelligences to Education

Gardner (1998) proposes the implication of multiple intelligences to education in the following points: the natural growth of intelligence, assessment, and coping with plurality of intelligence.

Intelligence begins to develop in human with raw patterning ability on the first year of live and this appears to happen universally. As the children grow older, they learn about symbol systems. Children demonstrate their ability in various intelligences through various symbol systems: language/verbal through story, music through songs, spatial/visual through drawings. When the children take formal education, they will meet notational system where they learn

 ISBN 978-602-73769-1-5

about math, mapping, or reading to get marks on paper. This notational system attempts to develop vocational goals. In the final development, it will be used in their future job.

Assessment and nurturing should follow this natural development. Elementary education should be opportunity for children to discover something of their own peculiar interest and ability. Teachers need to help them to discover their métier.
By considering the difference in each learner, we can predict difficulties the learners will face. We can suggest alternative routes to an educational goal according to each learner's ability, for example, using spatial/visual intelligence to learn math, or using linguistic/verbal intelligence to learn music. An important aspect of assessing intelligences must include the individual's ability to solve problem or create products.

We should expose children to complex situation in order to stimulate several intelligences. To see a learner's preference, we can provide materials drawn from different intelligences and examine which one is the learner's specialty.

Under multiple intelligences theory, intelligence is considered as the content of instruction and a medium for communicating the content. A learner may be bad at math as content. In this case, the learner which is not mathematical is not in suitable with the problem which is much mathematical. This learner cannot learn math as content through math as the medium. One alternative solution is that we have to find an optional route. For example, we can facilitate students to learn math through spatial or language. It will be a metaphor or translation and the learner must translate it back to the domain of math. This way, we guide individuals with the right set of abilities. Recognizing the plurality of intelligence and the ways human individuals may show that we can facilitate the learners to learn better.

Techniques to Apply Multiple Intelligences in Teaching and Learning

According to Campbell (2004), there are some techniques that can be useful to develop each type of intelligence in classroom practices. We can develop learner's linguistic skill in listening, speaking, reading, and writing through for instance listening to poetry, telling stories, reading and writing poems. We can apply teaching of logic and mathematical thinking process through scientific thinking and science in class.

 ISBN 978-602-73769-1-5

Kinesthetic can be developed through dance, drama, physical education or sport, and field trip. Visual-spatial ability can be trained by visualization, ability to mentally construct or recall visual imagery, and art across curriculum, projects that involve drawing. When teaching music to children, we need to show concept of musical notation. It can be done through initially create their own symbol systems and then more readily grasp standardized musical notation and rhythm. Interpersonal intelligence involves training of collaborative learning, conflict management, learning through service, appreciating differences, developing multiple perspectives and multicultural education. Intrapersonal intelligence can be developed by developing self-esteem, challenging student to learn, conducting emotionally intelligent education through engaging feelings, environment that permits emotional expression, identifying feeling, expressing emotion, helping students to know oneself through others, and applying self directed learning. Natural intelligence can be developed by observations, perceiving relationships and outdoor activities. The implementation of the techniques applying multiple intelligences in the field of language learning is supported by Richards and Rogers (2014).

Characteristics of Young Language Learners:

There are some of the characteristics put forward by Harmer (2001), supported by Pinter (2006) as well as Scott and Ytreberg (2007), referring to the average ESL/EFL that are relevant to language learning or TEYL. Children learn in different ways from other levels of learners. They do it by responding to meanings even when they do not understand individual words. Using words is not enough for them. It must be followed by the involvement of the senses like seeing, hearing, touching, and movement such as playing, as well as dealing with pictures and objects. Young learners learn more indirectly, taking in information from all sides, learning from the surroundings-not focusing merely on the precise topic being taught. Therefore, explanation must be simple. They realize that rules govern the world. Children are enthusiastic and curious in learning about the world around them, with familiar situations and activities. YL need to be paid individual attention with approval, encouragement, and praises from the teacher to keep their feeling of success. Children are fond of talking about themselves and responding to learning with the topics using their own selves and lives. They have limited concentration and attention span. Thus, there must be extremely engaging and

 ISBN 978-602-73769-1-5

varied activities, enjoyable organization, as well as voice. These characteristics may suit to TEYL.

Findings And Discussion

The analysis of the stories in 'Totto-chan: The Little Girl at the Window' dealing with multiple intelligence can be found in table below.

Table 1 Analysis of the Multiple Intelligences Developed in the Chapters / Stories

No	Type of Intelligence	Chapter / Story
1	Bodily-kinesthetic	• Eurhythmics • Their Worst Clothes • Sports Day
2	Interpersonal	• The Headmaster
3	Intrapersonal	• Lunch Time • Lessons at Tomoe • Sea Food and Land Food • "Put It All Back!" • The Swimming Pool • A Trip to Hot Spring • And Then.. Uh.. • Sports Day • Pigtails • "You're a Really Good Girl • Visiting the Wounded • The English-speaking Child
4	Linguistic/Verbal	• Lunch Time • Sea Food and Land Food • Chew it Well • The Poet Issa • The Forty Seven Ronin • Amateur Drama • And Then.. Uh.. • The Library Car
5	Logical-mathematical	• Lunch Time • Lessons at Tomoe • Sea Food and Land Food
6	Musical	• Chew it Well • Eurhythmics • Chalk
7	Natural/Environmental	• Lunch Time • Sea Food and Land Food • School Walks • The Farming Teacher • Field Kitchen
8	Visual-spatial	• Chalk • Lunch Time • Sea Food and Land Food

 ISBN 978-602-73769-1-5

Closer reading the stories will keep us attached to what happened and help us to learn a lot more of how multiple intelligences applied and developed in educating the children. The inspiring moments articulated in the book might be fruitful to performin TEYL. This is in line with the idea that multiple intelligenceprinciple is relevant not only in general education but it may also be significant in language learning and teaching (Richards and Rogers, 2014), particularly in teaching English to young learners.

Referring to "Totto-chan: The Little Girl at the Window" especially the stories under the titles of "Lunchtime" (pp. 12-13), "Sea Food and Land Food" (pp. 22-24), and "Chew It Well" (p. 25), we can gain knowledge of what happened in the very school during lunch, pertinent to our own EYL class for instance when we discuss the topic of 'food'. Let's see. Here is the excerpt from the three stories.

It was lunch time when Totto-chan was first at the exceptional elementary school 'Tomoe Gakoen', as a new student, after being expelled from another school. The little girl was so impressed with the tradition how the students had their lunch together at school that she could not wait to experience her own. In this occasion, after singing together a made-up song concerning with food, Mr. Kobayashi, the caring head master checked what the students had for lunch and they were eagerly showing theirs to each other and to him. The lunch was very special because each had to bring 'something from the ocean' (sea-food in general, including 'nori' and the like, which is very popular in Japanese dish) and 'something from the hills' (fruit, vegetable, chicken, milk, etc.), in addition to rice. These were the terms the brilliant principal used to refer to healthy balanced food for children (in Indonesian context it used to be called '*4 sehat-5 sempurna*'). Here, the students are trained to enjoy anything their parents prepare for their meals (in which most children don't, some are picky). The thoughtfulman reminded the parents to check what their kids brought to school for lunch. This means that the parents were also encouraged to take a part in their children's education.

Amazingly, Mr. Kobayashi and wife engaged themselves more in the process by bringing two big pans with 'something from the ocean' in one and 'something from the hills' in the other to the assembly hall where the lunch was usually done. He asked each of the children what they had. If any of the students did not bring either one of categories, the wise man would ask his attentive wife to balance the child's meal by picking one piece from the pan which type of

 ISBN 978-602-73769-1-5

food the kid did not possess. This way, not a single kid would lack of nutrition of a well-balanced food they deserve. A discussion was made with the whole room when one was not sure of what category her / his food belonged to.

According to Totto-chan, it was always fun to talk about the food for lunch at school. Hopefully, our students will also be enthusiastic to discuss whatever topic we intend them to learn starting from the one related to food.

Paying a nearer look at what was happening in this specific occasion, we may conclude that the development of multiple intelligences was'guaranteed' in here by the smart head master Mr.Kobayashi as shown in the table below(excluding the bodily/kinesthetic intelligence which actually occurred frequently in the other occasions).

Table 2 Analysis of the Multiple Intelligences, Language Skills Developed in the 3 Example Stories, and the Alternative Skill

No	Activity	Intelligence	Language Skill	Alternative Skill
1.	Singing	Musical	Speaking	Reading
2.	Discussing	Interpersonal & Intrapersonal	Listening & Speaking	Writing & Reading
3.	Listening to others	Linguistic	Listening	Reading & Writing
4.	Expressing opinion	Linguistic	Speaking	Writing & Reading
5.	Mentioning types of food	Natural	Speaking	Writing & Reading
6.	Looking at the food	Visual	Listening & Speaking	Writing & Reading
7.	Classifying kinds of food	Logical	Speaking & Listening	Writing & Reading

In Indonesian context, the concise goals of TEYL are among others that the students acquire the competences in the four language skills as extracted from *Permendiknas No. 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar & Menengah. Mata Pelajaran Bahasa Inggris untuk Sekolah Dasar (SD) / Madrasah Ibtidaiyah (MI)*in the followings:

Standard of Competences for grade 4, 5 and 6:

Listening : Understanding very simple instructions shown by responses in the forms of actions and words in the contexts of class, school, and around the students

 ISBN 978-602-73769-1-5

Speaking : Expressing very simple instructions and information in the contexts of class, school, and around the students

Reading : Understanding short functional and very simple pictured descriptive texts in the contexts of class, school, and around the students

Writing : Spelling and copying very simple English words, and sentences, as well as writing short and very simple functional text in the contexts of class, school, and around the students

These might be related to Campbell (2004)'s techniques to apply multiple intelligences in teaching and learning, especially the ones related to language skills i.e. listening, speaking, reading, and writing. Attainment of the objectives formulated in the standard of competences is supported by the elaboration of the basic competences (set by the government as well) in the syllabus and lesson plans prepared by the teacher, to accomplish in the classroom.

Inspiredfurther by the stories in "Lunchtime", "Sea Food and Land Food", and "Chew It Well", we can create some activities reflecting multiple intelligences in the 4 language skills toTEYL.As a start, we might develop a syllabus elaborated in a lesson plan with a topic about'Food' (relating to lunch stuffsas what Totto-chan experienced or the one we think our students like).

The analysis of the language skillsshows that the oral skills were enhanced in the occasion of lunch depicted in the 3 stories. As it is recommended by the Department of National Education (2006), development of the written skill is needed as well to assist our students gain the 4 skills. After lunch, the class may be continued by discussing further in groups what they had for lunch, then listing and classifying the kinds of food they brought. Followed by exchanging their report in order that the other group can read the report then write their comment on it. Instead, students may write a journal concerning with their feeling about their lunch: whether they like, are happy, satisfied, grateful, etc. In addition, to facilitate reading, a summary of thestory may be exposed to the class. This way, they might enjoy reading the story as well as the reading activity themselves. Writing on the board the original song-following the tune of the well-known 'Row 3x Your Boat' from the story (Chew 3x it well, everything you eat; chew it and chew it , your rice and fish and meat.. See p. 25) is also an

 ISBN 978-602-73769-1-5

option for students to read. To develop further ideas please checkDiptoadi &Ferguson et al., Pinter **(**2006**),** Scott& Ytreberg(2007), and other sources.

Conclusion and Suggestion

Multiple Intelligences, which acknowledged differences among young learners and facilitated them to develop their specialties, had already been applied by Sosaku Kobayashi in his dream school 'Tomoe Gakoen' as it is depicted gracefully in "Totto-chan: The Little Girl at the Window". It provides inspiration for educators to make use of multiple intelligences for teaching in general,particularly in teaching English for young learners. Therefore, it is suggested to apply Multiple Intelligences-based techniques in TEYL to enhance students' acquisition of the four language skills and to develop the students' natural capacity to the utmost.

References

Berman, M. (1998). *A multiple intelligences road to an ELT classroom.* Wales: Crown House Publishing.

Brewster, J. & Ellies, G. 2004. *The primary english teacher guide.* Pearson Education Limited: Essex.

Campbell, L., Campbell, B., Dickinson, D. (2004). *Teaching and learning through multiple intelligences.* Boston, MA: Pearson Education.

Dipoadi, V. L. &Ferguson, Marsue. et. al. *Becoming a creative teacher: A manual for teaching English to Indonesian elementary students.* Jakarta: Regional English language Office (RELO),Lembaga Bahasa Internasional – Fakultas Ilmu pengetahuan Budaya Universitas Indonesia.

Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York: BasicBooks.

Gardner, H. (1998). *Intelligence reframed: Multiple intelligences for the 21st century.* New York: BasicBooks.

Harmer, J. (2001) *The practice of English language teaching 3rd ed.* Boston, MA: Pearson Education.

Kuroyanagi, T. (1981). *Totto-chan: The little girl at the window* (D. Britton, Trans). New York: Kodansha USA, Inc.

Permendiknas RI No. 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah.

Pinter, Annamaria. 2006. *Teaching young language learners.* New York: Oxfors University Press.

Richards, J. C. & Rodgers, T.S. 3rd ed. 2014. *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Scott, W. A. & Ytreberg, L.H. 2007. *Teaching English to children*. New York: Longman.

EXPERIENTIAL LEARNING THEORY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE INDUSTRIAL ENGINEERING DEPARTMENT AT THE UNIVERSITY OF ATMA JAYA YOGYAKARTA

L. Bening Parwita Sukci

University of Atma Jaya Yogyakarta

Abstract

Experiential learning theory by Kolb (1984)suggests that learning reaches its maximum results when students go through the cycle of four stages, namely concrete experience (CE), abstract conceptualization (AC) which are two polars in grasping experience dimensions, and reflective observation (RO) and active experimentation (AE) that belong to transforming experience dimensions where studentscan experience, reflect, think and act.

EFL classes for Industrial Engineering Departement are composed of students with a wide range of English mastery. With at least six years of learning English, many of them have never practiced speaking the language in real life with different reasons. With the Asean Free Trade Area scheme enacted in 2015, the challenge to enable students to use the language in daily and academic settings becomesstronger. Therefore, lecturers need to accelerate the process of learning. Forcing students to actively experience the language as suggested by experiential learning theory is one solution.

Classes are designed both for in and out of the classroom activities that will ensure students to join actively in the process oflearning. Active learning encourages students to experience, reflect, think and act in the language they learn. Activities are designed in such a way to enable students with different learning styles to participate in class.At the end of the process of learning that takes place within two semesters, students can build their confidenceto express their thoughts and opinions in the language more effectively.

Keywords: experiential learning, experiential dimensions, active learning, confidence.

Introduction

I hear and I forget. I see and I remember. I do and I understand. Confusius (551 – 479 BC).

English mastery has become an inevitable need for university students nowadays. Textbooks, technology, knowledge and business, not to mention the media and social media coverage, have made English become the most common language all over the world. However, when

Indonesian students have learned English for minimum nine years, it is still common to find students who find it hard to use the language to communicate in their life. Some of them state that they understand what is said but cannot speak, some say that they can communicate but they have problems with their grammar and vocabulary, and only a few find it easy to speak the language. Most of them are reluctant to use English because they are not confident and afraid that their friends will laugh at them when they make mistakes. On top of that, some of them do not realize how important English is for their future life since they do not really know how to apply what they have learned in the previous stages of learning.

There are some problems identified in English classes at the Industrial Engineering Department of UAJY. The first is content-based materials. As a non-English department English should not be learned as a science but more as a means of communication to present their thoughts. When a lecturer pushes students by using a content-based material, students have to learn how to use the language as well as the content. This usually makes the process of learning become harder especially for students with weak language mastery or those who do not master the science.

The second problem is the lecturer's focus on language accuracy. When English is not used in their daily life, it is hard to require students to speak in good grammar and pronunciation. Many of them speak in broken grammar and mispronounce or misuse words. When accuracy becomes the focus, students will feel anxious when they are forced to use the language. This situation worsen the fact that students are already inconfident and afraid if they become their friends' subject of laughter when they make mistakes.

Based on the situation above, it is necessary to create a free-from-fear classroom where students feel relaxed so that they can actively practice their English in a comfortable situation which is hard to find in a conventional classroom. How can a lecturer create such a classroom?

Experiential Learning

In experiential learning, students are to experience the learning process that has four stages by themselves. In the experiential process, a studentis practicing/applying the language while

 ISBN 978-602-73769-1-5

also watching/observing how the others and him/herself are doing. This process will, later, lead them to the perception poles that let them feel/reflect their experience and then think/conceptualize that later will again lead them to practice/apply the language again. These four stages of learning continuously happen so that students can learn and feel better from the real experience in using the language from time to time.

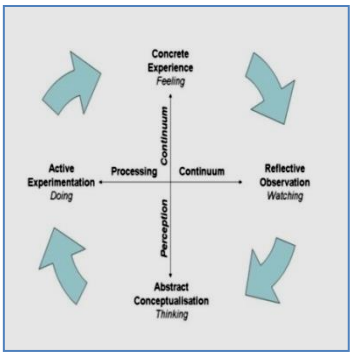


Figure 1: Experiential Learning by Kolb

Source: http://www.nwlink.com/~donclark/hrd/styles/learning_cycle_2.jpg

To enable experiential learning to happen, lecturer can apply some handy methods and approaches in the classroom, such as student active learning, communicative language teaching, flipped classroom, etc. The methods and approaches applied also need to consider the multiple intelligences proposed by Howard Garder that will affect students' learning styles. Figure 2 shows the summary of the eight intelligences table and how they are implemented in the classroom. With more activities that suit their learning styles in the classroom, students will feel less anxious since lecturers do not focus on language accuracy but on students' participation and how they try to communicate their thoughts in order to make the other party understand.

Table 1. Eight Intelligences by Gardner

Intelligence Area	Strengths	Preferences	Learns best through	Needs
Verbal/ Linguistic	Writing, reading, memorizing dates, thinking in words, telling stories	Write, read, tell stories, talk, memorize, work at solving puzzles	Hearing and seeing words, speaking, reading, writing, discussing and debating	Books, tapes, paper diaries, writing tools, dialogue, discussion, debated, stories, etc.
Mathematical/ Logical	Math, logic, problem-solving, reasoning, patterns	Question, work with numbers, experiment, solve problems	Working with relationships and patterns, classifying, categorizing, working with the abstract	Things to think about and explore, science materials, manipulative, trips to the planetarium and science museum, etc.
Visual/Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization	Draw, build, design, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing	LEGOs, video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trips to art museums, etc.
Bodily/ Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk, body language	Touching, moving, knowledge through bodily sensations, processing	Role-play, drama, things to build, movement, sports and physical games, tactile experiences, hands-on learning, etc.
Musical	Picking up sounds, remembering melodies, rhythms, singing	Sing, play an instrument, listen to music, hum	Rhythm, singing, melody, listening to music and melodies	Sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.
Interpersonal	Leading, organizing, understanding people, communicating, resolving conflicts, selling	Talk to people, have friends, join groups	Comparing, relating, sharing, interviewing, cooperating	Friends, group games, social gatherings, community events, clubs, mentors/ apprenticeships, etc.
Intrapersonal	Recognizing strengths and weaknesses, setting goals, understanding self	Work alone, reflect pursue interests	Working alone, having space, reflecting, doing self-paced projects	Secret places, time alone, self-paced projects, choices, etc.
Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Be involved with nature, make distinctions	Working in nature, exploring living things, learning about plants and natural events	Order, same/different, connections to real life and science issues, patterns

Source: Emily Giles, Sarah Pitre, Sara Womack in *Multiple Intelligences and Learning Styles* taken from

http://epltt.coe.uga.edu/index.php?title=Multiple_Intelligences_and_Learning_Styles,

 ISBN 978-602-73769-1-5

Francis, et al (1995), as quoted by Mary McCarthy, (2010) states that in formal learning situations there are four learning style preferences. Learners can enter from any stage and cycle through. Table 2 below shows the learning style preferences.

Table 2. Learning Style Preferences in Formal Situations (Francis, et al. 1995taken from McCarthy 2010)

Learning Style	Instructional Method in a Formal Learning Environment
Diverger	Group work, listening with open mind, and receiving personal feedback
Accomodators	Group work for assignment, setting goals, field work, testing different approaches for a project. Trial and error by relying on information from others.
Assimlitators	Reading, lectures, exploring analytical models, and thinking things through
Covergers	Experimenting with new ideas, simulations, laboratory assignments and practical applications.

Implementation of Experiential Learning in the English as a Foreign Language in the Industrial Engineering Department of the University of Atma Jaya Yogyakarta

To ensure the students' participation in class, the first step to take is to make rules understood by students. There are two rules of the game that students need to keep in mind, the first is that they have to use English to communicate in class. It is acceptable to use only one or two Indonesian words when they cannot find the English words after trying. When a student breaks the first rule they will need to pay a fine which costs them IDR 100 per word. Beside a punishment, students need to get points by speaking in a presentation or class discussion. For this need the lecturer can provide point cards to record students' participation. This stick and carrot method can motivate students to be more active and brave in using the language. For this punishment and reward, the lecturer prepare small cards to record students' point in every meeting and a box to keep the fine that students pay when they speak Indonesian as seen in Figure 2.

Figure 2. Point cards, color cards and transparent box for money.

ISBN 978-602-73769-1-5

Besides, students need to be able to track down their class participation points. To do this, it is important to classify students into four different groups represented by different colors. The most active students with the highest score group will get blue cards. That means they are doing great. Below blue, there is a green card. This is a group with active students but they can still do much better. Below the green there is a yellow group. This is a group of students who can speak but very little. They need some encouragement both from the lecturer and their peer to speak more. The lowest is the students red cards. This is a group of students who are usually shy or reluctant to speak. They need a lot of help to be able to communicate with others.

Each student gets different color based on the number of their point. When there is an opportunity to present, ask or answer questions, each student needs to wave the color card so that the lecturer or the presenter can choose the ones who need help to get more points. This method encourages the red card holders to get a bigger chance to raise their points.

Figure 3. The use of color cards to ask questions.

In the teaching and learning process, there are three steps, they are preparation, class activities and evaluating, as shown in Figure 4. In the preparation, the lecturer organizes handout and class scenario based on the syllabus provided. It is necessary to organize the class activity in such a way so that 75% of the time available will be used by students to discuss in groups or to present in front of the class. This preparation is really crucial to ensure that all will work out as planned.

The second step happens in the classroom. Here the lecturer acts as a stage director and a facilitator. The lecturer needs to determine what activity to take place and the time provided, as well as to make sure that the transition between activities will run smoothly. At the same

 ISBN 978-602-73769-1-5

time, she/he needs to make sure that discussion will happen in each group. When there is a problem, she/he can help the group to procceed their discussion by giving necessary assitance.

The third step takes placeboth in class and outside the classroom. In this case, the lecturer acts as an evaluator. The lecturer gives points to students who are active. When a student as or answer question, one or two points are given. When a student presents the results of his/her group discussion, the point can range from two to four. One thing to remember is that the lecturer gives points based on the number and quality of utterance, not language precision.The third step also cover evaluating homework and reviewing material and class activities.

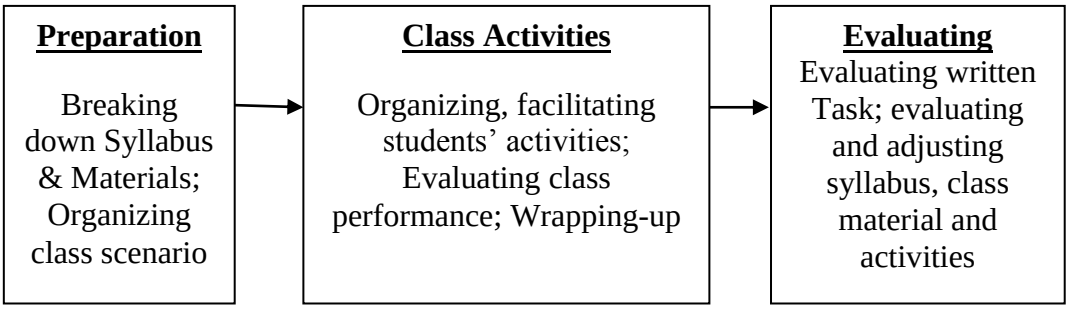


Figure 4. Lecturer's Activities

On the other side, students also takes three steps in the learning process shown in figure 5, they are preparation, class activities, and homework. This three steps are for material which is covered in one meeting. In the first step, students need to prepare themselves by reading, watching a movie, and looking for information on the topic given. Students are encouraged to find more information by themselves from different resources. The additional information will later help them enrich their understanding on the topic.Their comprehension on the topic is evaluated by sharing or question and answes session at the beginning of class.

The second step takes place in class. After checking on their comprehension, class activities are dominated by group discussion to deepen and broaden their understanding on the topic. Class presentation takes place following the group discussion that will lead them to a question and answer session. Questions can range from informative questions (usually come from weak students) to critical questions (from strong students). In the question and answer session. All students from different groups need to pay attention and respond to unanswered

 ISBN 978-602-73769-1-5

questions to add their own points. Class activity is closed with giving comments on groups' presentation that day.

The last step is making homework by writing the summary, comment, opinion or review on the activity and topic covered that day. It is also possible for lecturer to give questions for the students. This part will help students to learn how to write academic essay by using formal language, writing style, five paragraph writing, and better grammar.

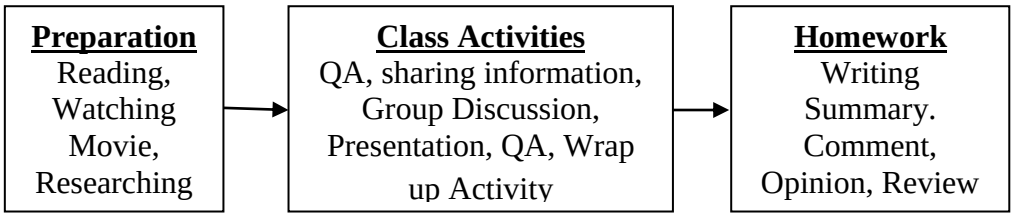


Figure 5. Students Activity for One-Meeting Material

When a unit material is covered in two or three meetings, then the third step is given in the last day with the first and second repeated as shown in Figure 6, below.

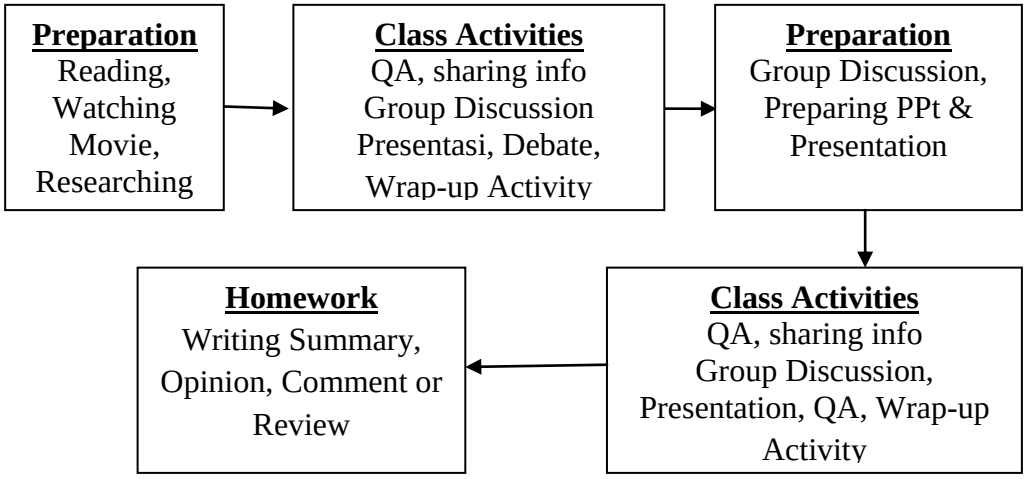


Figure 6. Activities for materials covered in two meetings

Since students's mastery of the language is not homogeneous, collaborative learning is more beneficial to carry out. Working in small groups enables students to learn from each other and, at the same time, to encourage each other to speak up and get the points. The weak students who need more help can get some spirit from their friends whose English mastery is so much better. Those who have limited information can learn from those with abundance resources.Activities are also geared to make students able to use their logic, creativity and

 ISBN 978-602-73769-1-5

critical thinking, so that they can think of causes of problems, problem solutions, and new innovations. They are also encouraged to think deeply and able to explain with details and examples.

Figure 7. Group discussion to enable students to learn from each other.

Finishing the group discussion, students move to the next step: class presentation either in group or individual. Group presentantion is recommended at the beginning of the semester as students still inconfident because of their poor English mastery or feeling nervous. When they already gain their confindence individual presentation can be applied.

Figure 8. Individual presentation when students have gained their confidence.

Findings

From the activities designed and applied, there is a significant raise in the students' speaking occurance which is illustrated in Table 3 below. When applied in the first semester with 176 students the occurance is 4039. On average each student speaks for 22.95 times in one semester. That means, within one semester that takes 14 meetings, each student speaks for 1.6 times in each meeting. When applied in the following semester joined by 210 students, the speech occurance is 5785 times or 27.54 time in average. In this case, each student speaks for 2 times in every meeting. The situation above shows that within one semester there is 5.59 (20%) more speech occurance in one semester.

ISBN 978-602-73769-1-5

Table 3. Speaking Occurance in the first and second semesters of English class at Industrial Engineering Department at UAJY.

Semester	Students	Speaking Frequency	Average
Genap 2013-14	176	4039	22.95
Gasal 2014-15	210	5785	27.54

In addition to the raise of speech occurance, there is also development in the students qualities during the process of learning as depicted in Table 4. There are five aspect that can be identified, confidence, discipline, mutual respect, response, and analytical and critical thinking.

The first quality that improves during the learning process is students' confidence. When at the beginning only few students raise their hands to ask or answer questions. There are more hands raised towards the end of the semester. Although only few can get the opportunity to really speak, due to the limited time, many of them still raise their hands when there is a question and answer session.

Table 4. The Improvement in the Students' Quality during the Process of Learning

NO	QUALITIES
1	Confidence: raising hands more often, speaking longer, more frequently and loudly
2	Discipline: on time (come to class and sending HW), class preparation (by reading, listening, watching, and researching)
3	Mutual Respect: listening when friends are speaking
4	Response: asking questions or giving comments and opinions
5	Analytical and Critical Thinking: Going deep in their discussion by asking and answering critical questions to each other

The second quality that develops is discipline. Students prepare their class by reading, listening or watching, and researching. They feel ashamed if they do not prepare since their friends either in their group or other groups know so much better. It motivates them to find more resources to get more points from sharing the information to class. Students are also on time when they send their homework or come to class.

The third quality improved is mutual respect. Many a time we can find that when a group is presenting the other students are busy with themselves. But knowing that they need to respond to other groups' presentation to get points, they pay attention to their friends' speech. And their later improve the fourth quality: students' response. Students need to response to

 ISBN 978-602-73769-1-5

their friends' presentation by asking questions and giving comments or opinions to achieve their points. When a presenter cannot answer the question given by his/her friend, the others from different groups can also help to answer the question and get their points.

The last quality that also improves is the analytical and critical thinking. The question and answer session that dominates all the activities forces them to think more deeply. They need to give explanation and examples to their statements. And this process also trains them to anticipate questions so that they try to avoid problem by going deep in their discussion. When a student answers a question the others can always add more explanation and examples so that the question is answered thoroughly. When a student cannot answer thoroughly, other students can chase the person with more and more questions.

Conclusion

Experiential Learning Theory enables students to actively use the language in their communication. It enforces students to collaborate with their peers. Collaborative learning enables them to learn from each other and encourage each other when someone is shy or reluctant to speak.

At the same time, individual learning is also encouraged which will lead them to compete with each other. Competition among students to get higher point; feel like they are playing games. There is a 20% raise in the number of students' raising hands and utterances. On the other hand, there is an improvement in the students' qualities in the learning process.

Reference

Giles, Emily, et.al.M*ultiple Intelligences and Learning Stylesin* http://epltt.coe.uga.edu/index.php?title=Multiple_Intelligences_and_Learning_Styles,retrieved on 5 May, 2013.

Gokhale, Anuradha A.. Editor Mark Sanders."Collaborative Learning Enhances Critical Thinking" in*Journal of Technology Education*Volume 7, Number 1, Fall 1995 retrieved fromhttp://scholar.lib.vt.edu/ejournals/JTE/v7n1/gokhale.jte-v7n1.htmlon 5 May, 2013.

 ISBN 978-602-73769-1-5

Kasanagi, Yuka (2007). "Motage: Activities to Increase EFL Learner Autonomy and Understanding of Others" in *Preceedings of the Independent Learning Association 2007 Japan Conference: Exploring Theory, enhancing practice: Autonomy across the disciplines. Kanda University of International Studies, Chiba, Japan, October 2007.*

McCarthy, Mary (2010). "Experiential Learning Theory: From Theory to Practice" in *Journal of Business & Economics Research*, May 2010.

No Name. *Experiential Learning (Kolb)*inhttp://www.learning-theories.com/experiential-learning-kolb.html retrieved on 5 May 2013.

No Name. *The Experiential Learning Cycle*inhttp://www.learningandteaching.info/learning/experience.htmretrieved on 5 May 2013.

Riding, Richard & Stephen Rayner (1998), "Cognitive styles and learning strategies: Understanding style differences in learning and behaviour" di *The Electronic Journal for English as a Second Language* - March 2002 — Volume 5, Number 4; London: David Fulton Publishers.Retrieved fromhttp://www.tesl-ej.org/wordpress/issues/volume5/ej20/ej20r7/?wscr=, on 5 May, 2013.

Tai, Fang-Mei (2013). "Adult EFL Stdents' Preferred Learning Styles and Motivation" in *The Journal of Human Resource and Adult Learning*, vol.9, Num.2, December 2013.

Youzhen, Hu (2006). "On Experiential Cultural Teaching Model in EFL College Classroom" in *Canadian Social Science*, Vol.2 No.4 December 2006.

THE USE OF RESEARCH PAPER WRITING INSTRUCTIONAL MATERIALSTO IMPROVE STUDENTS'ACADEMIC WRITING: A CLASSROOM ACTION RESEARCH

M. Ali Ghufron

Post Graduate Program of English Education Department

Mursid Saleh (Promoter)

Warsono (Co-Promoter 1)

Ahmad Sofwan (Co-Promoter 2)

State University of Semarang (UNNES)

Abstract

Most of students in English Education Department of IKIP PGRI Bojonegoro frequently consider that academic writing, in term of writing scientific paper, is not easy task to do. The result of their academic writing performance at preliminary research indicated that they achieved low scores in writing a scientific article. Consequently, they are not motivated in academic writing. For this case, I used Research Paper Writing Instructional Materials as sources in teaching and learning. This research investigatedwhether the use of Research Paper Writing Instructional Materials can improve students' academic writing andhow class situation is when Research Paper Writing Instructional Materials are used as a source of teaching and learning process. This is a Classroom Action Research (CAR) which is conducted at the fourth semester students of English Education Department of IKIP PGRI Bojonegoro in the academic year of 2014/2015. This research was done in two cycles. Each cycle consisted of four steps: Planning, Acting, Observing, and Reflecting. The qualitative data were collected through observation and interview. The quantitative data were collected through test. The research findings revealed that the use of Research Paper Writing Instructional Materialscan improve students' academic writing and improve students' motivation in academic writing class.Derived from the findings, it can be concluded that the use of Research Paper Writing Instructional Materialscan improve students' academic writing and class situation. Therefore, it is recommended for the lecturers to use Research Paper Writing Instructional Materialsas it can improve students' academic writing as well as class situation.

Keywords: *Research Paper Writing Instructional Materials, Academic Writing*

Introduction

Regardless of their major, university students are required to compose different types of writing, such as term papers or exam answers, throughout their studies. Moreover, the students must write a research paper as their final project at the end of their study in university. The students will be considered to pass or fail from their study depending on this research paper.The Directorate of Higher Education (DIKTI), every year, also always offers many kinds of grants for students in order to develop students' ability in expressing their ideas and the results of their scientific activity in the form of scientific article based on the criteria or standard of writing scientific journal (Ditlitabmas Dirjen Dikti, 2014: 24)

Academic writing is a general term that refers to all writing created for the purpose of study (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012). University students are evaluated largely based on their writing, so writing skill is essential for academic success. Chin et al. (2012) state that academic writing is different from other types of writing in several ways, they are: (1) purpose: academic writing is mainly purposed to demonstrate knowledge of a topic; (2) audience: it refers to the reader of the writing; (3) evidence; (4) style; and (5) the process of writing.

The status of writing in language teaching has accelerated tremendously since 30years ago. According to Richards (2001), in the teaching of writing, the sequence of activities typically involves:(1) familiarization: learners study grammar and vocabulary, usually through a text;(2) controlled writing: earners imitate given patterns, often from substitution tables;(3) guided writing: learners manipulate model texts; and (4) free writing:learners employ the patterns they have developed to write a letter, a paragraph, anessay, and the like. Writing in a second or foreign language is regardedas one of the most difficult skills for a learner to master, particularly in freeacademic writing. The difficulty is due to the need to generate and organize ideasusing an appropriate choice of vocabulary, sentence, and paragraph organizationand to turn such ideas into a readable text (Richards and Renandya, 2002).

Writing course is a compulsory subject which is taught in English Education Study Program of IKIP PGRI Bojonegoro, East Java, generrally in 8 credits which are distributed in 4 semesters, each semester 2 credits. In writing 4, the teaching and learning process is focused on academic writing to prepare the students to be able to write their final project at the end of

 ISBN 978-602-73769-1-5

their study.The goal of this subject is mainly to make the students to be able to write scientific writing in term of article of research report with appropriate content, good organization, correct diction, grammar, and mechanics.

Based on the pre-cycle study, it was found that the students get difficulties in academic writing. These difficulties were indicated by both the low score of students writing skill, their scores are in range of 37 – 51, while the passing grade is 60; and supported by the result of interview to the students. The students get difficulties in academic writing since there are limited sources of materials which are appropriate to be implemented and challenging materials, and learning activities. The teaching materials are a hundred percent taken from printed books which are availabe in the market, in which these books in some cases are not really relevant to the students. The students also said that they felt bored with the materials used. Besides, they also said that there was no challenging activity during the teaching and learning process. The lecturer usually teaches them by explaining the textbook materials, then, asks the students to write based on Instruction in the book.

Based on the result of pre-cycle study, then, I conducted some analysis dealing with the results found. The reseacher concluded that the problems faced by the most of students in English Education Study Program of IKIP PGRI Bojonegoro in academic writing were caused by the monotonous teaching material used and the lack of challenging activities that could motive students during teaching and learning process. There should be teaching materials that teach students how to write ELT research paper in detail, such as: writing a topic and title; gathering information; writing an introduction; developing main paragraphs; quotations, paraphrasing and summarizing; commenting on data; writing a conclusion; writing a review; writing an abstract; writing references; revising and editing texts. Besides, there should also teaching materials that combine challenging activities and relevant materials.

To overcome those problems, I proposed to implement Research Paper Writing Instructional Materials in teaching academic writing in English Education Study Program of IKIP PGRI Bojonegoro in the academic year of 2014/2015.

Acoording to Guthrie, Johnson, Pfaff, and Hildebrandt (2012: 2) Instructional materials are those items such as books, other printed matter, video and audio recordings, computer

software, and digital content which are used as part of the instructional process. While the format of instructional materials has evolved and will continue to change, the purpose remains the same.

Maryland State Department of Education (2014)defines instructional materialsas a variety of materials in any format which influence the student's learning and the instructor's teaching. They include, but are not limited to, textbooks, library books, periodicals, pamphiets, art prints, study prints, pictures, transparencies, films, filmstrips, slides, videocassettes, videodiscs, audio cassettes, sound recordings, compact discs, computer software, CD-ROMS, and electronic resources.

Based on the definitions above, it can be synthesized that instructional materials mean textbooks and other materials written and published for use by students in instruction that are required or essential to students' success in a course of study. Instrcutional materials are divided into printed and non-printed instrcutional materials. Printed instrcutional materials refer to materials that are printed in book or other printed form. Non-printed instructional materials mean insructional materials in formats other than print, and includes instructional materials that require the availability of electronic equipment in order to be used as a learning resourse, including software programs, video disks, and audio tapes.

Referring to the definition above, research paper writing instructional materials for academic writing course are resource materials that teachers can usewhen planning and carrying out instruction. The materials focus on research paper writing. The materials teach students how to write research paper well. These instructional materials are used to teach academic writing for students in higher education.

This research paper writing instructional materials do not only teach relevant materials but also ask the students to do a research (a mini research) dealing with english language teachingas pre-writing activity. Conducting a research is a challenging activity that could motivate students during teaching and learning process since the students will write scientific writing based on facts that they found in their mini research.

 ISBN 978-602-73769-1-5

Based on the background above, the formulation of research problems are (1) Can research paper writing instructional materials improve students' academic writing skill of the fourth semester students of English Education Department of IKIP PGRI Bojonegoro in the academic year of 2014/2015?; And (2) How is the class situation when research paper writing instructional materials are implemented in teaching academic writing at the fourth semester students of English Education Department of IKIP PGRI Bojonegoro in the academic year of 2014/2015?

Research Methodology

This study belongs to classroom action research which was conducted through two cycles. Action research develops through self reflective spiral: planning, acting, observing, and reflecting (McNiff, 1988: 27). McNiff (1988: 2) says that action research is the name given to an increasingly popular movement in educational research. It encourages a lecturer to be reflective of his own practice in order to enhance the quality of education for himself and his students. It is a form of self-reflective inquiry that is now being used in school-based curriculum, professional development, school-improvement schemes, and so on, and it is actively involves lecturers as participant in their own educational process. Therefore, in order to conduct an action research, I must have the ability to become self-reflective in solving the problems that he is dealing with. This design was considered as the most appropriate design since the purpose of this study was concern to the students' behavior improvement.

The population of this research is the fourth semester students of English Education Department of IKIP PGRI Bojonegoro in the academic year of 2014/2015 which consists of 60 students, divided into two classes.

In this study there were two kinds of data: qualitative and quantitative data. The qualitative data were collected by observation and interview. Observation was done when the teaching-learning-process took place, before the lecturer used Research paper writing instructional materials to teach academic writing and after the lecturer used Research paper writing instructional materials in teaching academic writing. It was to know the students' skill and the students' difficulties in academic writing. Then the observation was continued by focusing on the use of Research paper writing instructional materials in teaching academic writing. Here, I

observed the activity by myself since I am actually the lecturer of writing class. The second technique of collecting qualitative data was interview. It was done by interviewing the students after the teaching-learning-process to add the data.

The quantitative data were collected by a test. The test was done to measure the students' writing skill which was obtained from writing test before the lecturer used Research paper writing instructional materials to teach academic writing (pre-test) and after the lecturer used Research paper writing instructional materials to teach writing (post-test).

Findings and Discussion

Pre-research Situation

The problems of students in the fourth semester of English Education Department of IKIP PGRI Bojonegoro were dug up through observation, interview, and pre-test. From those three things conducted, there were two main problems. The first is writing skill problem to write research paper and the ineffectiveness of teaching and learning.

The first problem is students' writing skill to write research paper. Based on the pre-test score that was low, 42,67 – which is below the passing grade 60, then it can be concluded that the writing skill was low.

From the effective point of view, there are some points to be considered: the students' attitude and the class situation. First, the attitude – the students said that academic writing is difficult and boring. The materials and classroom activitieswere the same every day. Second, the class situation – there was no interaction in the class. The only interaction was teacher-centered. There were no activities except the teacher explanation in front of the class.

To measure the improvement of the students, there are some indicators of writing skill and the effectiveness of teaching and learning process. The indicators of writing are: content, organization, diction, grammar and mechanics. The indicators for the effectiveness of teaching and learning process were taken from Brown's principles (2003). They are automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, strategic

 ISBN 978-602-73769-1-5

investment, language ego, self-confidence, risk-taking, the language culture connection, the native language effect, interlanguage, and communicative competence.

Post-research Situation

a. Improvement in Writing Skill

Since this research belongs to classroom action research, I conducted this research based on the cycles of CAR. In each cycle, I did planning, acting, observing, and reflecting. I conducted this research in two cycles because after I conducted observation and reflection in the first cylce the result was not enough although there was significant improvement in class situation. The students' scores after cycle 1 were still could not achieve the passing grade.

The implementation of Research paper writing instructional materials in academic writing class followed some certain steps in doing academic writing. According to Chin, et.al, (2012: vi) successful academic writing often cannot be achieved in one try. Certain steps should be followed before and after writing to ensure that ideas are presented effectively. Those steps are pre-writing, writing, editing, and re-writing. In **pre-writing activities**, all students, in group of 4-5 students, conducted a mini research dealing with English Language Teaching. I gave them a freedom to choose their own topic as far as it is still in the area of ELT. Then, they also read some examples of ELT research paper and identified the structure of the paper. Besides, I also guided them in conducting their mini research and explained to them about the generic structure of research paper. The students conducted their mini research in about 2 weeks. Then, the results of their mini research were used as sources of their project in academic writing class. After some activities in pre-writing, then the students started **writing phase**. In this phase, students individually wrote the results of their mini research into a paper (research article). Then, after finishing the research article, the students, in group of 4-5, started **editing** their research article. They checked their writing based on content, organization, diction, grammar, and mecganics. After editing phase was done, the students individually started rewriting the reasearch article. The last, the students submit their works to be evaluated by the lecturer.

After conducting the reaserch in two cycles, the followings are the average scores comparison of students' academic writing skill after pre-test, post-test of cycle 1 and post-test of cycle 2.

Table 1. Average Scores Comparison of Students' Writing Skill after Pre-Test, Post-Test of Cycle 1and Cycle 2

No.	Indicators	Pre-test	Post-test of	
			Cycle 1	Cycle 2
1.	Content	13.65	15.13	15.67
2.	Organization	8.27	11.45	14.33
3.	Diction	8.27	11.92	14.32
4.	Grammar	8.87	11.92	15.83
5.	Mechanics	3.62	5.00	5.00
Sum of Average Scores		**42.67**	**49.47**	**65.15**

Comparing the result of pre-test, post-test 1, and 2, there were some indicators of writing skills improved. They are as follows:

The first indicator is content. The pre-test result was 13.65, then post-test 1 result was 15.13, and post-test 2 result was 15.67. It can be concluded that students' skill in writing research paper with appropriate content was improved. The students who firstly can write research paperwith *showing no knowledge of subject, non-substantive, not pertinent, or not enough to evaluate,* are now able to write research paperwith *limited knowledge of subject, little substance, and inadequate development of topic.*

The second indicator is organization. The pre-test result was 8.27, then post-test 1 result was 11.45, and post-test 2 resultwas14.33. It can be concluded that students' skill in writing research paper with good organization was improved. The students who firstly can write research paper with *no communication, No organization, or not enough to evaluate,* are now able to write research paper with *somewhat choppy, loosely organized but main ideas stand out, limited support, and logical but incomplete sequencing.*

The third indicator is diction. The pre-test result was 8.27, then post-test 1 result was 11.92, and post-test 2 result was 14.32. It can be concluded that students' skill in writing research paperwith correct diction was improved. The students who firstly can write research paperwith *essentially translation, little knowledge of English vocabulary idioms, word form or not enough to evaluate,* are now able to write research paperwith *adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.*

The fourth indicator is grammar. The pre-test result was 8.87, then post-test 1 result was 11.92, and post-test 2 result was 15.83. It can be concluded that students' skill in writing

 ISBN 978-602-73769-1-5

research paperwith correct grammar was improved. The students who firstly can write research paperwith *virtually no mastery of sentence constructions rules, dominated by errors, no communication or not enough to evaluate,* are now able to write research paper with *major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/fragments, run-ons, deletions, meaning confused/obscured.*

The fifth indicator is mechanics. The pre-test result was 3.62, then post-test 1 result was 5.00, and post-test 2 result was 5.00. It can be concluded that students' skill in writing research paperwith correct mechanics was improved. The students who firstly can write research paper with *frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured,* are now able to write research paper with*demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.*

b. The Effectiveness of Teaching and Learning

The effectiveness of teaching and learning would be said good when it has the twelve teaching principles of Brown (2003). The measurement of the effective teaching and learning was by the researcher during the implementation of research paper writing instructional materials. The results are as follows:

1) Automaticity

When the students discuss with their partners, they started speaking English as much as possible. They were unconsciously using English in the classroom. When the lecturer asked some questions in English, they would directly raise their hands and answered in English. It could be seen in each meeting that when the lecturer asked, or ordered something they could answered them well.

2) Meaningful Learning

The chosen material of Research paper writing instructional materials helped the students to face the real world situation. They were forced to think on their own research; they have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidences. Besides, they must work collaboratively with their partner and discuss together. Therefore, it could be said that the activity in the classroom had reflected the principle of meaningful learning.

3) The Anticipation of Reward

During the teaching and learning process, the lecturer also gave reward for those who could write research paper well. The reward is their articles/papers would be included to follow the grants held by the Directorate of Higher Education (DIKTI) in the category of PKM-AI. They were proud of the reward and the reward had directly changed their motivation and their mood for the day.

4) Intrinsic Motivation

Due to the students cheered with their achievement and the activities such as conducting mini research, they started to compete with their friends in class. They wanted to get reward. Their motivation seemed higher than before.

Self-Confidence

Through Research paper writing instructional materials, the students were asked to collaborate with their friends in conducting mini research that would be used as sources in writing research paper. They also discussed together. These make the students' self-confidence higher.

5) Risk-Taking

Students' risk taking could be seen in their attitude toward the activities. The students actively used English in their discussion and conversation in the classroom. Not only in discussion, but also the students actively involved in conducting mini research. These made the students started writing resaerch paper confidently.

6) Strategic Investment

This principle was clearly seen when all the students actively doing mini resaerch and discussion. They had to do a research thoroughly and to wait their turn to express their opinion patiently in discussion. They also had to listen and respect their friends' opinion, and to finish all tasks given by the lecturer well. They would do something that they thought was became their investment of language.

7) Language Ego

The chosen activity of research and group discussion meant to be challenging but at the same time improving the effective level. The lecturer should overtly display attention to the students to make the students believe that the lecturer would be there to help anytime they need him. The language learner should be treated with tender loving care and patience. When

 ISBN 978-602-73769-1-5

the lecturer asked questions and no one answered, the lecturer would find a way to make the students understood about what he said.

8) Language Culture Connection

It is generally agreed that language and culture are closely related. Language can be viewed as a verbal expression of culture. It is used to maintain and convey culture and cultural ties. Language provides us with many of the categories we use for expression of our thoughts, so it is therefore natural to assume that our thinking is influenced by the language which we use. The values and customs in the country we grow up in shape the way in which we think to a certain extent. This aspect could be seen from the result of students' writing in research paper. The students wrote their papers based on the research results in ELT. This researches were done based on the condition and culture in Indonesia. Therefore, it can be inferred that there was a connection between language and culture in teaching academic writing using Research paper writing instructional materials .

9) The Native Language Effect

The translation method that students used usually would be a big obstacle for this principle to appear. Therefore, as the lecturer it was a challenge to make the students understand that not everything about "Bahasa" system would cause error. The lecturer had tried to trigger the students to think in English instead of translating it to comprehend and to write the language.

10) Interlanguage

The principle of interlanguage gave the students to correct their error themselves. The students should learn to correct their mistakes with the guide from the lecturer. When the students could correct their mistakes, it is a good indicator to conclude that students' language abilities are alive and well.

11) Communicative Competence

The communicative competence deals with the chosen materials that was grammatically, sociolinguistically, and functionally acceptable in the daily life. One example is when the students had to write research paperbased on the research they had done.

ISBN 978-602-73769-1-5

Table 2. The Effectiveness of Teaching and Learning Process Based on Brown's Principles (2003)

No.	Indicators	Pre-test	Post-test 1	Post-test 2
1.	Automaticity	-	√	√
2.	Meaningful Learning	-	√	√
3.	The Anticipation of Reward	-	√	√
4.	Intrinsic Motivation	-	√	√
5.	Strategic Investment	-	√	√
6.	Language Ego	-	√	√
7.	Self-confidence	-	√	√
8.	Risk-taking	-	√	√
9.	Language Culture Connection	-	√	√
10.	The Native Language Effect	-	√	√
11.	Interlanguage	-	√	√
12.	Communicative Competence	-	√	√

Conclusions

Based on the research findings above, it can be concluded that Research paper writing instructional materials can improve students' skill in academic writing and improve class situation (effective teaching and learning) of the fourth semester students of English Education Department of IKIP PGRI Bojonegoro in the academic year of 2014/2015.

References

Brown, H. Doughlas. (2003). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New York: Longman Inc.

Chin, P., Koizumi, Y., Reid, S., Wray, S., and Yamazaki, Y. (2012). *Academic Writing Skill: Students' Book 1.* New York: Cambridge University Press.

Ditlitabmas Dirjen Dikti. (2014). *Pedoman Kreativitas Mahasiswa.* Jakarta: Ditlitabmas Dikti.

Guthrie, Stephen H., Johnson, Steven M., Pfaf, Margaret E., and Hildebrandt, Irene D. (2012). *Selection, Evaluation, and Adoption of Instructional Materials*. Maryland: Caroll County Public School.

Maryland State Department of Education. (2014). *Instructional Resource Evaluation Guidelines*http://www.marylandpublicschools.org/msde/programs/etma/reports/ETM_evaluation.htm

McNiff, Jean. (1988). *Action Research: Principles and Practice.* Basingstoke: Macmillan.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Richards, J.C. and W. A. Renandya. (2002). *Methodology in Language Teaching:An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Biodata:

M. Ali Ghufron is a lecturer at the English Education Department of Language and Art Education Faculty of IKIP PGRI Bojonegoro. Hegot hisundergraduate degree from IKIP PGRI Bojonegoro in 2010, and his master degree was from Sebelas Maret University (UNS) Surakarta in 2012. Now, he is studying in English Education Department of Post Graduate Program of State University of Semarang. He is majoring English Education. His research interests are TEFL and curriculum & material development. He has presented his papers in some international conferences such as the 61st TEFLIN in Solo and ELTLT International Conference in Semarang. His papers are also published in some English Journals such as ACARYA and Jurnal Pendidikan Edutama. Email: alghufron.87@gmail.com. Phone Number: 081515271445

BITTERSWEET CULTURAL ACCEPTANCE AS A REPRESENTATION OF SKIN COLOUR DIFFERENTIATION IN TONI MORRISON'S SHORT STORY *SWEETNESS*

Mohamad Ikhwan Rosyidi

State University of Semarang

mirosyidi@mail.unnes.ac.id

Abstract

This study aims to describe the bittersweet cultural acceptance as Black and White colour skin recognition as a representation of skin colour differentiation in Toni Morrison's short story *Sweetness*. It applies to use descriptive-qualitative data. The material object analyzed is the study of Toni Morrison short story *Sweetness* published in New Yorker magazine (February 9, 2015). The formal object is the study of this short story seen from the bittersweet cultural acceptance as Black and White colour skin recognition as a representation of skin colour differentiation. Data are analyzed by applying Pierce's theory of Semiotics. The result will be the differentiation of people can be seen from the genetic skin differences, different usage of bible, public places, and salaries. These differentiations are *iconic* signs. The differences of public place entering allowances and holding a holy book as a main fundamental substance in marriage indicate the *indexical* sign as references towards the differentiation. Moreover, all of them become the *symbolic* bittersweet cultural acceptance as a representation of skin colour differentiation reflected on Toni Morrison's Short Story *Sweetness*.

Keywords: Representation, Bittersweet cultural acceptance, Skin colour differentiation, Peirce's Semiotics.

Introduction

Rothenberg (5) claimed that race and gender differences have been portrayed as unbridgeable and immutable. Men and women have been portrayed as polar opposites with innately different abilities and capacities. Race difference has been portrayed similarly. White-skinned people of European origin have viewed themselves as innately superior in intelligence and ability to people with darker skin or different physical characteristics. As both the South Carolina Slave Code of 1712 and the Dred Scott Decision in Part VI make clear, "Negroes' were believed to be members of a different and lesser race. Their enslavement, like the

genocide carried out against Native Americans, was justified based on the assumed difference. Fanon (Ascroft, et.al.,1995:324) writes that "Mama, see the Negro! I'm frightened! Frightened! Frightened! Now they were beginning to be afraid of me.
Differentiation of skin colour also happened to Jim in The Adventures of Huckleberry Finn. "'Tis my fate to be always ground into the mire under the iron heel of oppression. Misfortune has broken my once haughty spirit; I yield, I submit; 'tis my fate. I am alone in the world—let me suffer; I can bear it" (Twain, 1884:113). This excerpt shows that Jim was differentiated. He was oppressed and subordinated. The differentiation can be situated from blood matter. Gordimer (2007) wrote "History's never over: any more than biology, functioning within every being." Here she wants to question that most historical phenomena relating to skin differentiation relate to biological perspectives.

Seeing these phenomena and relating some authors and literary works speaking about skin colour differentiation, I proposed Toni Morrison's short story *Sweetness* (http://"Sweetness"%20-%20The%20New%20Yorker.html). I used her short story, since it still has relevance to this differentiation, and it was produced in 2015. Since this short story has relevance to this phenomenon, this paper aims to describe the bittersweet cultural acceptance as Black and White colour skin recognition as a representation of skin colour differentiation.

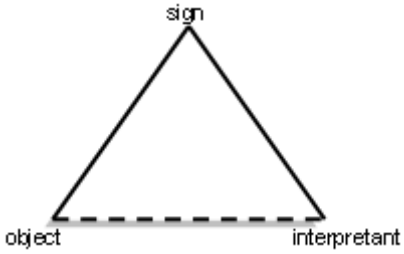
Getting to the purpose of the study, this paper explores review of previous study and related literature. There is only one previous study conducted by The Independent Student Newspaper of Colorado College (http://catalystnewspaper.com/archive/brunettes-on-books-toni-morrisons-sweetness/) wrote about *Sweetness*. It wrote that the speaker of the short story seems to be disconnected from the state of her own race simply because her skin is shades lighter, a trait that is more important to her than loyalty to family and the national struggle. In her mind, her light skin elevates her above other African Americans and allows her to feel such intense shame for her darker skinned daughter. Based on this finding, my analysis will be different since I focus on description of the bittersweet cultural acceptance as Black and White colour skin recognition as a representation of skin colour differentiation.

 ISBN 978-602-73769-1-5

The literature used in this paper is semiotics proposed by Charles Sanders Peirce. Human beings are, in fact, not capable of making immediate observations: their senses are always in between. It is their senses that inescapably intermediate between reality as it really is and the way they make sense of it; interpret that reality. Without their senses, they do not observe anything, lose track of reality and their connections with it (Zeman, http://users.clas.ufl.edu/jzeman /peirces_theory_of_signs.htm).

These observed sensory signs are interpreted by our brains. That interpretation is influenced by what it already knows from earlier observations. It's that interpretation that subsequently incites us to action; to exhibit behaviour. Behaviour that, in turn, is observable by means of new sensory signs which are interpreted by our brains again. And, that completes the cycle of them, humans, in their capacity as information (sign) processing beings (Zeman, http://users.clas.ufl.edu/jzeman /peirces_theory_of_signs.htm).

C.S. Peirce (1839-1914) digested this knowledge into 'his' semiotic triad (1902). Objects in reality produce Meaning (interpretations) in our brains – never immediate; always via the Signs picked up by our senses.



As said: these Signs are always in between. Signs refer on the one hand to Objects in reality. On the other hand these very same Signs yield Meaning (interpretant) in human's individual brains.

The semiotic triad explains that one and the same event observed at one and the same point in time by two observers standing side by side can (and often will) yield two rather differing interpretations. For each observer comes with his/her own individual brain – loaded with a unique set of associated interpretations that developed over time by the individual reception of many, many signs (Zeman, http://users.clas.ufl.edu/jzeman /peirces_theory_of_signs.htm).

Even the recollection of a certain event by one person at differing moments in time can (and often will) yield different interpretations. For both memories are 'separated' by an entire collection of interpretations – caused by a multitude of received signs. Were you always just

 ISBN 978-602-73769-1-5

as afraid of spiders (or snakes) as you are now? Various and varying experiences with objects over time create a developing interpretation/meaning of these objects. This, of course, greatly influences your relation to – and behaviour with these objects (Zeman, http://users.clas.ufl.edu/jzeman /peirces_theory_of_signs.htm).

Sign as well refers to (objects in) reality. A sign requests to further develop and to (re)consider established ideas on the coming about of meaning of information. Peirce (in Pharies, 1985) said

> 'A sign, or representamen, is something which stands to somebody for something in some respect or capacity. It addresses somebody, that is, creates in the mind of that person an equivalent sign, or perhaps a more developed sign. That sign which it creates I call the interpretants of the first sign. The sign stands for something, its object. It stands for that object, not in all respects, but in reference to a sort of idea, which I have sometimes called the ground of the representamen.'

Object, Pharies (Pharies, 1985:15) wrote, corresponds perfectly to Saussure's 'signifié' in being an idea or concept whose very being depends, as Saussure agrees, on the clarifying power of the sign which designates it. The object is the mind's own representation of the dynamical object, and being a representation, it too is of the nature of a sign: 'the object must be able to convey thought , that is, must be of the nature of thought or of a sign. Every thought is a sign.

The logical interpretant is an explanation, paraphrase, decoding, translation—in short, interpretation, of what the sign is conveying. Thus, it refers to the same object that was conveyed to it by the sign (Pharies, 1985:18)

The Icon has no dynamical connection with the object it represents. It simply happens that its qualities resemble those of that object, and excite analogous sensations in the mind for which it is a likeness (Pharies, 1985:35). An index is a sign which refers to the Object that it denotes by virtue of being really affected by that Object (Pharies, 1985:39). A Symbol is a sign which refers to the Object that it denotes by virtue of a law, usually an association of general ideas, which operates to cause the Symbol to be interpreted as referring to that Object (Pharies, 1985:40).

Methodology

This study was designed as qualitative-descriptive research applying Peirce's semiotic approach. The material object of this study is the study of Toni Morrison's short story entitled *Sweetness*. Its formal object is the study of this short story concerning on the description of bittersweet cultural acceptance as Black and White colour skin recognition as a representation of skin colour differentiation. The data analysis was taken by some procedures: (1) data were signified by finding the sign, object, interpretant; (2) data classified as sign, object, and interpretant were associated to icon, index, and symbol.

Discussion

The story starts with the question about the birth of a different colour baby. This episode gives an illumination of the shock of the birth. The shock begins with the speedy change of skin colout of the baby. It develops to trace the origin skin colour of the baby, from which blood brings black skin colour. The question towards skin difference can be indicated from three aspects (Peirce in Pharies, 1985). They are *sign/representamen*, *interpretant*, and *object*. The question about it is manifested when Lula Ann was born. It is written "*She was so black she scared me. Midnight black, Sudanese black"*(par. 1). The term *black* here is a sign. Morrison wrote that she scared of the black. It means that black is scary. The black skin of Lula Ann itself is an object. The relation among the term *black*, *scary*, and *Lula Ann's black skin* is created as association. *Black* associates *scary*. It is perceived something weird and strange. It is weird and strange since it is related to the narrator's statement "*I'm light-skinned, with good hair, what we call high yellow, and so is Lula Ann's father*"(par 1). The statement shows that the strange comes when Lula Ann's skin is different from her parents. Two things are paradox here. On one hand, Lula's parent was happy to the birth of Lula. On the other hand, they shocked that Lula's skin was different from them. Thus, the semiotic triad happens among the term *black* as the sign, Lula Ann's black skin as the object, and feeling strange as the interpretant.

The phenomenon above leads to another interpretation. The feeling strange or weird here represents differentiation blackness relating to whiteness, and it becomes the contrary of those things above. Black colour is the opposite of white colour. They are also different. Feeling strange and weird becomes the *icon* of the difference between Black people and White people.

 ISBN 978-602-73769-1-5

Relating to the object of this signifying process above, black skin represents the difference. The act of strangeness and weirdness becomes the reference that black skin is different. Black is the *index* of differentiation. As a result, Black skin becomes the *index* of, and the act of strangeness and weirdness becomes the *icon* of the differentiating representation.

Another effect of skin difference comes when people use different bibles to different skins. The narrator's parent used two different bibles when they got married. It is written in the short story, "*When she and my father went to the courthouse to get married, there were two Bibles, and they had to put their hands on the one reserved for Negroes*"(par 1). It gives signifying process that the term *two Bibles* is a sign, Bibles become an object, and the act of differentiation is as result of interpretant. The bibles here are plural. They indicate different usage for one purpose. When bible becomes a means for the fundamental step to do the marriage, using two bibles has shown that they using two fundamental steps to do it. It shows the strange of doing the marriage. Marriage is undergone with two different fundamental steps to do. In another word, it can be written that the phenomenon above gives paradox. In one hand, Lula Mae and her husband felt happy to do the marriage. On the other hand, they felt shocking to accept the differentiation of using bibles.

Connecting to the phenomenon above, Bible becomes the key term of signifying process. Bible is used for the testimony of fundamental means of undergoing the marriage. Two Bibles here becomes the *icon* of the act of differentiation. Corresponding to the fact that the act of differentiation happens by using two similar bibles for two different colour skin people, differentiation of holding bible in the marriage ceremony becomes the *index*. Relating to the act of differentiation, two bibles become the *symbol* of it. Bibles represents colour skin differences manifested in the act of strangeness and weirdness. Those things above indicate that having marriage is something every human expects. It stimulates happiness. But, having two bibles as a representation of different colour skin human is bitterness.

The phenomenon of differentiation is questioned by the narrator itself. It is written in second paragraph of this short story.

> Some of you probably think it's a bad thing to group ourselves according to skin color—the lighter the better—in social clubs, neighborhoods, churches, sororities, even colored schools. But how else can we hold on to a little dignity? How else

 ISBN 978-602-73769-1-5

> can we avoid being spit on in a drugstore, elbowed at the bus stop, having to walk in the gutter to let whites have the whole sidewalk, being charged a nickel at the grocer's for a paper bag that's free to white shoppers? Let alone all the name-calling. I heard about all of that and much, much more. But because of my mother's skin color she wasn't stopped from trying on hats or using the ladies' room in the department stores. And my father could try on shoes in the front part of the shoe store, not in a back room. Neither one of them would let themselves drink from a "Colored Only" fountain, even if they were dying of thirst (par.7).

This citation describes the effects of skin colour differentiation. They make differentiation in social clubs, neighbourhood, churches, sororities or female organization in USA, even school. In daily activities, like when anyone walk along the street. Black people must give first chance to white people to walk in sidewalk. The differentiation also happens in the use of restroom, store, and public fountain. The differentiation above becomes a sign that refers to the act of differentiation crystalized on public places, social clubs, or even the holy place, churches. The act here becomes the object of the sign. The narrator's questions above become the interpretant since what is written this paragraph is a result of perceiving and reading of differentiation phenomena felt by the narrator of the short story. It, thus, gives bad situation that black is different and must do and be treated differently to white people.

The paragraph above describes another signifying process towards this short story. The differentiation manifested in question becomes the *icon* of black people. It is because the existence of differentiation is coincidently followed by the existence of black people. The act of differentiation becomes the *index* since it relates to the question as the *icon*. Those existences of icon and index above signify the cultural acceptance of the existence of black people in society dominated by white people.

The act of differentiation also happens when the narrator wanted to put Lula Mae in an orphanage. Putting her in that place is a result of feeling surprised that Lula's skin changed fast into black. The feeling shows that the narrator could not directly accept the skin colour of her baby. It creates the act of rejection. She rejects it since, as stated in paragraph one of this short story, she and her husband does not have black skin colour. The act of rejection is, thus,

 ISBN 978-602-73769-1-5

the interpretant of surprised feeling, which becomes the sign, and putting her in an orphanage that becomes the object.

Connecting to the representation brought by this short story, the act of rejection manifests in the *icon* of surprised feeling. This act indicates the action to put Lula Ann to an orphanage. In another word, putting Lula to an orphanage becomes the *index* of this surprised feeling. Relating to those three things—the act of rejection, surprised feeling, and putting Lula Ann to an orphanage, an orphanage becomes the *symbol* of a mixture of three things above. It is a symbol which people can escape as an actualization of rejection to immediate and surprised feelings, particularly facing difference. Putting Lula Ann to an orphanage is also a symbol of an act of differentiation. Those acts above give a picture of representation of cultural acceptance facing the differentiation

Rejection act of having different colour skin in a family is shown in this story. The narrator's husband treated Lula Ann as a stranger or an enemy. He never touched his daughter. "*We had three good years together, but when she was born he blamed me and treated Lula Ann like she was a stranger—more than that, an enemy. He never touched her*" (par. 4). Making Lula Ann as stranger or enemy becomes the interpretant of relation between the rejection, which is a sign, and never touching Lula Ann as the act of rejection which is an object. This act emphasizes the bad treatment of skin colour differentiation.

Seeing from previous paragraph, Lula Ann becomes the *symbol* of rejection. It is because Lula Ann was described as an object rejected in the story. She did not know what happened to her. She treated differently. Different treatment of making stranger here becomes an *icon* when anyone gets something beyond his/her expectation. The treatment here comes to the act of alienation. It is an *index* of the act of rejection. The act of alienation shows the bitterness of acceptance, especially accepting anyone as an alien.

The bad treatment had by the result of differentiation is manifested when the narrator did not want to take Lula Ann outside much. She was afraid if people would be frowned after seeing the baby with different skin colour. "*I didn't take her outside much, anyway, because, when I pushed her in the baby carriage, people would lean down and peek in to say something nice*

 ISBN 978-602-73769-1-5

and then give a start or jump back before frowning" (par. 5). The reason of doing this is feeling afraid of being hurt when she could have been the babysitter if our skin colours were reversed. Feeing afraid to be hurt becomes the manifestation of the act of giving someone else to babysit. It shows another feeling of rejection of having different colour in her family. The feeling of afraid to be hurt here become the interpretant of relation between bad treatment as a rejection, which is a sign, and the act of giving Lula Ann to babysit by someone else becomes the object. It, thus, shows the feeling of strange and weirdness as a reaction towards skin colour differentiation.

Skin colour differentiation can be manifested in the act of rejection. It is still the act of rejection becomes the *icon* of this differentiation. This rejection is formed to giving to someone else to babysit. It is automatically an *index* of the act of rejection. A babysitter, thus, gives an illustration of *symbol* to cover something unexpected. It is a symbol of escape from this unexpected thing. Giving unexpected thing to anyone else as the escape way. It shows the bitterness of the acceptance relating to skin colour differentiation.

Another act of differentiation shows when the narrator decided to protect Lula Ann. She did this since she felt unfairness treated by world to different colour skin people. Another reason was the narrator had experience when she saw ten year black girl tripped by one of a group of white boys. When the girl tried to scramble up, another boy put his foot on her behind and knocked her flat again. Those boys held their stomachs and bent over with laughter (par. 8). Seeing this, the narrator wanted to help her, but she could not do that since she was in the bus watching that incident. It becomes another reason for her protecting Lula Ann. The act of protecting Lula Ann is the manifestation of the act of differentiation, and becomes the intepretant of relation between reasons to protect Lula Ann, which becomes the sign, and having bad experience in the narrator's life relating to bad treatment of different skin colour differentiation becomes the object. It shows that the treatment of different colour skin is actualized on the way to protect him/her, as a son or a daughter, of a father and a mother based on what the parent bad experience(s).

The act of differentiation from the paragraph above indicates that protection towards Lula Ann because of her different colour skin shows an *index*. It becomes index as it associates the differentiation which becomes the *icon*. Moreover, the icon here is born since the experience

 ISBN 978-602-73769-1-5

of feeling of being differentiated. Responding to this happening, Lula Ann was protected differently to give presumption that Lula's mother was afraid if Lula was treated like what she saw or experienced. In short, the actualization of feeling afraid results protection as a device to avoid differentiation. Protection, on one hand, becomes the *symbol* of sweetness, and, on the other hand, different treatment had by Lula Ann becomes the *symbol* of bitterness.

Conclusion

Based on the explanation and analysis above, I can conclude that the act differentiation becomes core of rejection, different treatment, escape, alienation. Those becomes result of cultural acceptance of difference. The differentiation of people can be seen from the genetic skin differences, different usage of bible, public places, and salaries. These differentiations are *iconic* signs. The differences of public place entering allowances and holding a holy book as a main fundamental substance in marriage indicate the *indexical* sign as references towards the differentiation. Moreover, all of them become the *symbolic* bittersweet cultural acceptance as a representation of skin colour differentiation reflected on Toni Morrison's Short Story *Sweetness*

References

Ashcroft, Bil. et.al. 1995. The Post-Colonial Studies Reader. New York: Routledge.

Gordimer, Nadine. 2007. Beethoven was One-sixteenth Black and Other Stories. Toronto: Penguin Group.

Jay Zeman. Peirce's Theory of Sign.
http://users.clas.ufl.edu/jzeman/peirces_theory_of_signs.htm. accessed on November 6, 2015

Pharies, David A. 1985. Charles S. Peirce and the Linguistic Sign. Philadelphia: John Benjamins Publishing Company.

Rothenberg, Paula S. 2001. Race, Class, and Gender in the United States. Fifth Edition. New York: Worth Publishers.

Twain Mark, 1884. The Adventures of Huckleberry Finn. New Jersey: Prentice Hall.

http://"Sweetness"%20-%20The%20New%20Yorker.html

http://catalystnewspaper.com/archive/brunettes-on-books-toni-morrisons-sweetness/_accessed on November 6, 2015

http://www.indiana.edu/~slavicgf/e103/assignments/Chandler_ch1_pt2.pdf. accessed on November 6, 2015

 ISBN 978-602-73769-1-5

TONE AND IMAGERY IN TENNYSON'S 'TITHONUS'

Muhammad Rifqi

Dian Nuswantoro University

muhammad.rifqi@dsn.dinus.ac.id

Abstract

Studying poetry is considered the most difficult by most of the students in my classes in EFL context. This can be understood since poetry in general has a unique form different from other types of literary works. With very limited lines and space provided in poetry, poets are able to put forward their ideas. Such reality enables readers to explore the most possible and acceptable meaning of poetry. However, it seems impossible for readers to find out the poets' exact intended meaning through their writings. So, it is notthe readers' job to get the poets' exact intended meaning but to explore the possible and acceptable meaning by using the clues presented within the poem. In interpreting the poem's meaning, readers should consider any poetic devices applied by the poet in expressing his/her ideas. Poets are very intelligent in playing with figures of speech. They use figurative languages more freshly and vividly than common writers. Through this article, I intend to investigate how the tone and imagery are applied in the poem "Tithonus" written by Lord Alfred Tennyson (1809-1892), the most popular poet of Victorian Era. This poem is very rich of imagery. Afterward, the tone will also be scrutinized. As all poetic devices work complementarily and so do tone and imagery to support each other.I will also show how they work intertwiningly together in creating the whole meaning of the poem.

Keywords: Lord Alfred Tennyson, figurative language, imagery, Tithonus, Tone

Introduction

Poetry is one of the literary genres. It is considered as the oldest genre of literature and can be found in almost every culture throughout the globe (Perrine, 1993). Poetry is characterized by the application of meter in its composition (Quinn, 2006) that differs it from other genres of literature. The rich use of poetic devices such imagery to create mental image in the readers' mind when they read the poem.

The complex feeling expressed in poetry composition applies a compact language. Readers must be very careful in examining words and phrases used in its composition in order to understand the multiple meanings of a poem from various perspectives such as rhythm,

sound, images, obvious meaning, and implied meaning (Harcourt, 2015). In analyzing poetry, accordingly readers need to organize their responses to the verse into a logical, point-by-point explanation.

Poetry is not just a composition written in rhyming of words. The language used to express idea in poetry is very condensed and complicated by using as few words as possible; as Perrine (1989) says, poetry "may be defined as a kind of language that says more and says it more intensely than does ordinary language". Thus every word choice packed in stanza is full of meanings. Poetic language is very powerful in creating meaning. In writing his/her ideas, a poet is trying to express and communicate his/her meaning with readers in a powerful way. He applies the elements of poetry to reach his intention across, and these elements consist of various ways in using words to convey his meanings. In poetry analysis, thus, there are two important questions must be asked such as: What is the poet trying to say? How does he/she try to say it? The latter will involve the creative use of any poetic devices by the poet/ writer.

Tone

People use language in various context and situation. It is used to express idea and every expression can reflect feeling. The choice of words in expressing sadness is, of course, different with that use to express happiness or joy. This is what is so called as tone. Tone is defined as the attitude of the speaker toward his subject matter (Quinn, 2006; Cuddon and Habib, 2013) or the writer's attitude towards the reader (Baldick, 2001; Timpane, 2015). It can be traced through other elements such as under/overstatement, irony, imagery, connotations, etc. Furthermore, Prudchenko (2015) also states that tone is conveyed in the style or manner of how the writer expresses his attitude and may come through in the poem's syntax, structure or vocabulary.

The following indicators summarized from http://www.studyguide.org/poetry_tips.htm can be used in identifying tone such as:

- involvement or detachment (uninvolved, unemotional) of the speaker
- feeling about the subject matter,

 ISBN 978-602-73769-1-5

- the state of being serious or joking, ironic or straightforward, condemning, approving or dispassionate, lighthearted or depressed, loving or angry
- the change of tone in the poem progression?
- Mixed tone (for example, the speaker is sad and apprehensive, happy and nostalgic, loving and angry at once)

In addition, tone should be distinguished from mood, because mood is different in terms of the feeling the reader experiences.

Imagery

Other poetic device that is frequently used in poetry is imagery. The word 'image' implies the meaning of visual 'picture'. However, imagery in poetry is not merely used for the visual sense rather for a broader sense including five senses. Imagery in this case is not only visual; any of the five senses (sight, hearing, touch, taste, and smell) can respond to what is written in a poem text (www.poetryarchieve.org).The examples of non-visual imagery can be found in Robert Browning's 'Meeting at night', where he describes the smell of "sea-scented beach". He puts the smell of scented beach right in reader's nose so the he can, as if, smell it.

A poet could simply state "I hear her cry", but it is possible to raise up the much more specific images using techniques such as simile ("a cry like a roaring lion"), metaphor (her cry is a distant-wolf barking) –each of this suggest different kind of cry. These techniques that can be applied to create more powerful images are called "figurative language, and can also include onomatopoeia, metonymy and personification" (www.poetryarchieve.org).

The followings are the types of imagery (Cuddon, 2013).

- Sight (visual imagery): (example) Smoke mysteriously puffed out from the clown's ears.
- Sound (auditory imagery): (example) The tide of my death came whispering like this// Soiling my body with its tireless voice.
- Touch (tactile imagery): (example) The air of my room, made the rough wood of my bed,
- Taste (gustatory imagery): (example) Asalty tear ran across onto her lips.
- Smell(olfactory imagery): (example) I scented the antique moistures when they sharpened

 ISBN 978-602-73769-1-5

In addition Cuddon (2013) explains that often an "image is not exclusively one thing or another";instead "they overlap and intermingle and thus combine. Thus, the kinesthetic mayalso be visual" simultaneously.

Methods

This research was conducted by library research method with a qualitative descriptive design. This study was intended to describe the applications of tone and imagery in the poem "Tithonus" written by a famous poet Lord Alfred Tennyson.

The research was done by scrutinizing the poem line by line through the whole poem text. Every word, phrase, and clause in each line were examined to find the imagery and tone. Then, the contribution of the imagery and tone in empowering the meaning were also analyzed.

Findings and Discussions

The Poem's Paraphrase

In order to understand the poem more easily, a paraphrase is presented in the following. The title, 'Tithonus', functions as a hook to this poem composition. 'Tithonus',a well-known namederived from an ancient Greek mythology, is granted immortality on the request of his beloved Aurora, the goddess of dawn. Additionally, this can be considered as the summary of the theme about immortality that cannot bring comfort because Tithonus' body is getting old and endless ageing and he begs for mercy and not being imprisoned in his immortality.

The first stanza starts with the speaker's (Tithonus') lamentation. He explain the process of life and decay of the nature. Every creature lives and dies eventually. The woods in the forest grow old, decay and fall dawn. Man comes to the world, work the land and finally dies and buried under it and so does swan. He curses his own immortal life withering in his beloved Aurora's arms. Yet, Tithonus is getting weakened and grows old. The old and weak Tithonus feels lonely and tortured witnessing the morning that breaks every day in the East.

He remembers once he asked for immortal life to his lover Aurora when he is "so glorious in his beauty" that makes Aurora fall in love with him. Aurora, then, grants him immortal life

like a rich man who generously gives charity without thinking twice, yet he forgets to ask youthas well. He regrets his request of being immortal but he is aged and aged. Meanwhile his beloved has eternal youth renewed morning every single day. He begs Aurora to take back the gift of immortality but it is too late that she cannot take it back once she has granted it. His request to be immortal is really beyond human's will.

When a soft air blows the cloud apart, Tithonus can see the dark world where he was born. He can see his beloved Aurora's brow glimmering, her cheek reddening her sweet eyes brightening at the view of bringing dawn. The stars fade away by her beauty that beats the twilight into the shiny morning.

On the other hand Aurora'seternal renewal of beautiful dawn makes her sad and cries seeing Tithonus in contrast as "thy tears are on my cheek." Tithonus worries if it is true that "The Gods themselves cannot recall their gifts" and he will be in this bad situation forever.

He remembers once his lovely day living with Aurora with in a very romantic situation. Her presence used to make his life beautiful with her kisses milder than the first spring of April.He "could hear the lips that kissed whispering" something that he could not understand his feeling whether it was wild or sweet like that strange song sung by Appolo in the construction of the ancient city of Illion (Troy).

Tithonus mourns his contrasting condition with Aurora and begging her not to be imprisoned forever in such situation. He assures by questioning "How can my nature longer mix with thine?" that his condition is no more appropriate with his lover. Her warmth turns into coldness since it no longer can warm his wrinkled body. He realizes that she rises in eternal renewal each morning to shed light and warm to all men (human beings) "that have the power to die" and those who are dead and have been buried in their burial mound. He begs Aurora again to release him from his immortality and let him die. In this way, every day she still can see everything on earth including him that laid down buried in his grave and her eternal beauty renews "morn by morn". In the grave he can forget all of his grief and emptiness and she return day by day on her bright "silver wheels".

 ISBN 978-602-73769-1-5

The form

Before the discussion goes further it is necessary to discuss the form of this poem because form plays important role in poem composition. The poem consists of 7 paragraph-like stanzas whose length are not consistent. The first until seventh stanza consist of 10, 20, 10, 3, 4, 14, and 12 lines consecutively. It is a dramatic monologue which is spoken through a whole poem by a single speaker. The spoken words also reveals who the speaker is. The speaker or personae is Tithonus which is also used as the title of the poem. The whole lines are not constructed in a certain pattern of rhyme (blank verse). This poem is written in iambic pentameter that can be proven through the following examples of scansion taken from 5 random lines in the poem.

The woods decay, the woods decay and fall, ... line 1

− ◡ I − ◡ I − ◡ I − ◡I − ◡ I

The vapours weep their burthen to the ground, ... line 2

− ◡I − ◡ I − ◡ I − ◡I − ◡ I

Shines in those tremulous eyes that fill with tears ..... line 26

− ◡I − ◡I − ◡ I − ◡ I − ◡ I

And beat the twilight into flakes of fire. ..... line 42

− ◡I − ◡I − ◡I− ◡ I − ◡ I

I earth in earth forget these empty courts, ... line 75

− ◡ I − ◡ I − ◡ I − ◡ I − ◡ I

Symbol (−) refers to as unstressed syllable

Symbol (◡) refers to as stressed syllable

The feet pattern: iambic

The number of feet : five

Tone and Imagery

As mentioned previously, tone is realized through the word choice through the lines in the whole text. The word choice (diction) indicate the attitude of the speaker or the writer. Furthermore the imageries are also identified and classified. The discussion of tone and imagery are done as per stanza.

ISBN 978-602-73769-1-5

Stanza 1 (L.1 to L.10)

Tone

In stanza 1 there are some words and phrases found such as 'decay' (2x) [L.1], 'fall' [L.1], 'weep … to the ground' [L.2], 'lies beneath' [L.3], 'dies' [L.4], 'wither' [L6] 'quiet' [L.7], 'silent spaces' [L.9], and 'mist' [L.10]. The words 'decay' is used twice in order to explain the process (cycle) of life in nature. The phrase 'weep … to the ground' in line 2 is used in supporting the cycle of life from birth and death. Additionally, phrase 'lies beneath' in line 3, and word 'dies' in line 4 are also used to support the life cycle that someday all creatures including humans are finally died. The word 'wither' [L6] supports the speaker's condition that is to become old and weakened. Furthermore, words 'quiet' [L.7], and 'silent spaces' [L.9] explain the loneliness that the speaker experiences and the word 'mist' [L.10] similar to thin fog indicates gloomy situation. This can explain that Tithonus feels lonely and sad.

On the other hand, the phrases 'cruel immortality' [[L.5]and 'gleaming halls of morn' [L.10] have contrasting sense with those found earlier. The word 'immortal' is considered to have a positive meaning but when it is combine with the adjective cruel, the meaning is no longer positive but negative. Similarly, the phrase 'gleaming halls of morn' has the positive meaning such as bright but it is used to contrast the speaker's condition that such situation is no longer joyful and comfortable for him.In other words, these positive senses are used to contrast Tithonus' life which cannot enjoy the bright of the morning.

From the above explanation it can be concluded that the tone brought by those words and phrases indicates negative meaning or to be more specific, they imply a sad,lonely, and gloomy situation felt by the speaker, Tithonus.

Imagery

After careful examination of the clauses found in stanza 1, it can be found that visual imagery dominates the whole stanza. The image evoked by the lines is visual image to the readers' mind as if they can view the nature, the life cycle, the old, weak, and lonely Tithonus. In addition, the words 'quiet' [L.7] and 'silent' [L.9] arouse the auditory image as if there is no

 ISBN 978-602-73769-1-5

sound. The application of imagery (visual and auditory) in this stanza are very useful to create and to support the meaning.

Stanza 2 (L.11 to L.31)

Tone

The followings are the words and phrases that can be used to indicate tone in stanza 2 such as: 'Alas' [L.11]. The use of the interjection word 'alas' is very important to know where the direction of the following lines go. This interjection word is used to express sadness or feeling sorry about something. Thus, it can be understood that the following lines are used to support the idea of sadness even though some positive words and phrases are applied in the rest lines of this stanza. Some positive words and phrases are also found such as 'glorious in his beauty and thy choice' [L.12], 'his great heart none other than a God' [L.14], 'Give me immortality' [L.15], 'smile' [L.16], 'Immortal age beside immortal youth' [l.22], 'love' [L.23], 'beauty' [L.24], 'Shines' [L.26]. All of these words and phrases are used in relation to the past situation when Tithonus was young/handsome and was chosen by Aurora (the Dawn goddess) whose beauty is eternal to be her lover. They are used to indicate Tithonus regret of being given a gift of immortal life while he is not given immortal youth as well. This is really torturing for him to live immortal while he withers and grows old. For him, 'the immortal life' is a prison and he wants god to take back the gift of immortality so that he can end his suffer and to live like other humans. The use of connecting word 'but' in line 15 is also meaningful to understand and to support the contrasting condition that he expects.

Imagery

After thorough analysis of the lines in stanza 2, it is found out that, like the previous stanza, visual imagery also dominates the whole stanza. The image evoked by the lines is visual image to the readers' mind as if they can see Tithonus who is young, handsome, cheerful in his past life. Through this visual imagery, the present condition of Tithonus is brought to the readers' eyes. In addition, the words 'quiet' [L.7] and 'silent' [L.9] arouse the auditory image as if there is no sound. The application of imagery (visual and auditory) in this stanza are very useful to create and to support the meaning.

ISBN 978-602-73769-1-5

Stanza 3 (L.32 to L.42)

Tone

The followings are the words and phrases that can be used to trace tone in stanza 3 such as: 'dark world' [L.33], 'the old mysterious glimmer steals// From any pure brows' [L.34/L.35], 'gloom' [L.37], 'darkness' [L.41]. The use of the above words and phrases are to support the tone presented in the preceding stanza such sadness and feeling sorry for what happened in his life. Again in this stanza Tithonus remember the place where he was born and how he lost his happiness and was deceived by Aurora. He did not think about the later consequence. Although some words/phrases and clauses seem to have the positive and cheerful meaning such as 'bosom beating with a heart renew'd' [L.36], 'Thy cheek begins to redden thro' the gloom' [L.37], 'Thy sweet eyes brighten slowly close to mine' [L.38], in fact they are used to show the contrast between old and weak Tithonus and his lover, Aurora, who has renewed beauty every dawn and morning. This is a suffering for him.

Imagery

Similar to the second stanza, stanza 3 is dominated by visual imagery in the whole stanza. The image evoked by the lines is visual image to the readers' mind as if they can see Tithonus who is old, weak, and gloomy seeing his contrasting condition with Aurora, his lover, who has eternal beauty. Through this visual imagery, the present condition of Tithonus and his lover, Aurora, is brought to the readers' eyes. In addition, the expression 'bosom beating with a heart renew'd' [L.36] arouses the tactile image as if readers can feel the heart beating. The application of imagery (visual and tactile) in this stanza are very useful to create and to support the meaning.

Stanza 4 (L.43 to L.45)

Tone

This is the shortest stanza that only contains 3 lines. The following is the expression that can be used to trace tone in stanza 4 such as: 'Departest, and thy tears are on my cheek' [L.45].This expression shows the sad tone indicated by the phrase 'thy tears are on my cheek'. This expression tells that Aurora is also sad seeing her lover, Tithonus, in such condition in contrast to her eternal beauty.

 ISBN 978-602-73769-1-5

Imagery

The use of the archaic word 'Lo!' [L.43] that has the similar mining with 'look' can give the sense of seeing thing so that it can be said that it is a kind of visual imagery. This expression also arises the image of touch/ tactile at the same time. The readers as if can see how sad Aurora is that is indicated by her tears on his cheek. The application of visual imagery (visual and tactile) in this stanza are very useful to create and to support the meaning.

Stanza 5 (L.46 to L.49)

Tone

The followings are the words and phrases that can be used to trace tone in stanza 5 such as: 'tears' [L.46], 'tremble' [L.47], 'dark earth' [L.48], and 'The Gods themselves cannot recall their gifts' [L.49]. It is obvious that the above words and expressions indicate the tone of fear and worry since Tithonus is afraid of being imprisoned forever in his suffering immortal life.

Imagery

Similar to the forth stanza, stanza 5contains visual imagery. The image evoked by the lines is visual image to the readers' mind as if they can see how nervous and afraid Tithonus is. He is trembling and worries if God can take back his immortality. Besides visual imagery this expression 'And make me tremble lest a saying learnt' also causes tactile imagery as if the reader can feel the shaky body of Tithonus because of the fear. Theapplication of imagery (visual and tactile) in this stanza are very useful to create and to support the meaning.

Stanza 6 (L.50 to L.63)

Tone

This stanza begins with the expression 'Ay me!' twice. This expression is used to express worry about his past sweet life with Aurora when he was young and handsome. However, all of these are only sweet memory. This sweet memory cannot bring happiness to him. Instead, he suffers when he sees his present life that is not young, beautiful and full of spirit anymore. The followings are the words and phrases that can be used to identify tone in stanza 6 such as: 'The lucid outline forming round thee", saw' [L.53], 'The dim curls kindle into sunny rings' [L.54]. These two lines indicate the contrast by the use of two words that have the opposite

sense ‘lucid’ and ‘dim’. ‘Lucid’ indicates positive and ‘dim’ does not. This is also to contrast between his past joy and present sadness.

Imagery

Visual imagery dominates stanza 6. The image evoked by the lines is visual image to the readers’ mind as if they can see how joyful Tithonus in his past life. The expressions such as ‘I used to watch if I be he that watch'd’ [L.52], ‘The lucid outline forming round thee”, saw’ [L.53], and ‘The dim curls kindle into sunny rings’ [L.54] arouse the visual image in the audience’s mind eyes. Besides, this stanza also contains expression ‘and felt my blood’ [L.55] which is considered as tactile imagery in which reader’s as if can feel his warm blood. Another tactile image can also be found in the expression ‘growing dewy-warm// With kisses balmier than half-opening buds// Of April’ [L. 59 to L.61]. In these lines the warm kisses can be felt by listeners. The expression of ‘kissed// Whispering’ [L.60 and 61] shows auditory image. The combination of 3 types of imagery (visual, tactile, and auditory) can give stronger support to the meaning.

Stanza 7 (L.64 to L.76)

Tone

Like other preceding stanza the negative tone is also dominant in the seventh stanza. It can be seen from the following example of expression ‘Yet hold me not for ever in thine East’ [L.64], ‘How can my nature longer mix with thine? [L.65], ‘Coldly thy rosy shadows bathe me, cold’ [L.66], ‘Are all thy lights, and cold my wrinkled feet’ [L.67]. The first line in this stanza contains begging to god to liberate him from suffering and lamentation on his imprisonment. Line 65 has inferior and unconfident tone when he compares himself toward his lover, Aurora, whose beauty is eternal.

Imagery

Visual imageryis dominant in stanza 7. The image evoked by the lines is visual image to the readers’ mind as if they can see how frustrated Tithonus with his ageing body meanwhile his lover Aurora keeps on renewing her beauty. He is weak, helpless, and hopeless which is indicated by the expression ‘I earth in earth forget these empty courts’ [L.75] and ‘And thee

 ISBN 978-602-73769-1-5

returning on thy silver wheels' [L.76]. Both of these expressions evoke visual image to audience as if they can see them in different conditions. Besides, tactile image is evoked from the expressions 'Coldly thy rosy shadows bathe me, cold' [L.66], 'Are all thy lights, and cold my wrinkled' as if the coldness can be felt by listeners. Thecombination of imagery (visual and tactile) can give stronger support to the meaning.

Conclusion

From the discussion of findings, it can be concluded that the tone in the whole text of the poem 'Tithonus' is mostly negative such lamenting, hopeless, frustrating, frightening, weak, and helpless facing his immortality without eternal youth. The use of words, phrases, and other positive expressions is meant to show two contrasting condition. There are several types of imagery applied in this poem such as visual, auditory, tactile imagery. They are combined in a interestingly so that they can intensify and empower the creation of tone in the whole text of the poem.

References

Baldick, Chris. 2001. The Concise Oxford Dictionary of Literary Terms. New York: Oxford University Press

Cuddon, J.A. (revised by M.A.R Habib). 2013. A Dictionary of Literary Terms and Literary Theory. Fifth Edition. Wiley-Blackwell Publicastion

Harcourt, Houghten Mifflin. 2015. *American Poets of the 20th Century: How to Analyze Poetry*. [available online at] http://www.cliffsnotes.com/literature/a/american-poets-of-the-20th-century/how-to-analyze-poetry [accessed on] October 15, 2015

Perrine, Laurence. 1993. Literature: Structure, Sound, and Sense; Sixth Edition. New York: Harcourt Brace College Publishing

Poetry Archive. 2014. "Term: Imagery". [available online at] http://www.poetryarchive.org/glossary/imagery [accessed on] 15 April 2015

Prudchenko, Kate. 2015. How to Figure Out the Tone in Poetry. [available online at] http://classroom.synonym.com/figure-out-tone-poetry-1934.html [accessed on] October 15, 2015

Quinn, Edward. 2006. *A Dictionary of Literary and Thematic Terms, Second Edition*. New York: Fact on File Publishing

Timpane, John. 2015. "Understanding the Tone of a Poem". The poetry Center [available online at] http://www.dummies.com/how-to/content/understanding-the-tone-of-a-poem.html [accessed on] 15 April 2015

Biodata:

Muhammad Rifqi is an English teacher at Dian Nuswantoro University. He has presented papers in both national and international conferences on English teaching and literature. His interests cover listening comprehension, literary studies, and stylistics.

ISLAMIC VALUES CONSTRUCTION ON NOVEL "NEGERI 5 MENARA" BY AHMAD FUADI

Muhammad Rosyid Husnul W

English student at State Islamic University of Maulana Malik Ibrahim Malang

Abstracts

This research discusses social construction on literary works. Literary works such novels on the study of sociology represents 'real' society. Berger and Luckmann (1990) stated that social construction is based on externalization, objectification and internalization. Those three relates simultaneously to create society. Through that theory, this paper focuses on Islamic values on novel "Negeri 5 Menara" written by Ahmad Fuadi. As a result, Fuadi (an Islamic scholar) describes Islamic values on his novel in some categories.

Introduction

Literary works which has many variants is an element of culture. Some of literary works written in modern period are novel, short story, drama, and poem. Novel is an interesting Indonesia literary works which is enable to reflect some phenomenon happening in society, in the past, present, or future. In the development of Indonesian literature, a novel in every decades has its own characteristics following the development of era. Indonesian novels during 21st century are mostly based on constructing Islamic values including faith, islam, charity, morals, and relationship individually or socially.

According to Berger and Luckmann (1990: 221-225), there are three simultaneously understandable points to know social construction theory; externalization, objectification, internalization. Those three things have a basis relationship and could be understood as a dialectic process. Each has expediency with essential characterization in social world. Through externalization, a society is human products. Through objectification, a society is *sui generis* reality; unique. And through internalization, human is society's product. Output process exists pretending to be outside but continuously it will be internalized until what in outside pretending to be innate.

 ISBN 978-602-73769-1-5

According to Berger and Luckmann (1990), human activity products described as social products are born from human externalization. Externalization is a kind of effusing human self into the world physically or mentally. It is an anthropologist must because human existence unlikely continue in an environment with closed interior or without movement. His existence must continuously effuse his self in activity. This anthropologist must is rooted from unstable human biological completeness to face his environment (Berger and Luckmann, 1990).

Society is human products rooting from externalization phenomenon. Human products including his worlds exists outside his self then, producing many things as reflection out of his self. . Although all cultural products come from human consciousness, but it can't be reserved inside consciousness *an sich*. Culture presents out of human subjectivity becoming its own world. World which human produced has realistic objective characteristic (Berger, 1994). All human activities happening in externalization, according to Berger can experience habituation process that experience institutionalization then.

Internalization is processing because the existence of aim to identify. A child imitates roles and great people natures. Then, he internalizes and make those as a role for his self. By identifying great people, child is able to identify his self to get an identity completely and logically. Self is an entity reflected and mirrored natures taken from great people towards the entity of its self. Primary socialization creates inside child consciousness an abstraction which become higher from the roles and natures of certain people to common people.

Hanafi and Shobirin (2002) states that Islam values place human as creature and *kholifah* at the same time. Human concept as creature is a totality of obedience toward The Creator to be the choosen one. Worship is a dedication toward God and other human creating. Human position as *kholifah* is an attribute to prosecute human to be independent, free, mastering all his action and having objective ability in actuating his self as a part of God's duty to build and prosper the world. Two positions that human bear lead to base division concept about knowledge studies in Islam.

 ISBN 978-602-73769-1-5

Faith, Islam, and charity is a unity which can't be separated. Faith is someone belief spoken by mouth, reflected by hearth, and done by action. There are six foundations of faith; God, angels, holy books, messengers, prophet, and fate.

Islam has very wide meanings. It can simply divided into three parts; *aqidah, syari'ah* and *akhlaq*. Terminologically, islam is a religion brought by Muhammad based on God's vision. The principles of Islamic values are Koran and Hadith.

What are being discussed in Islamic morality is human actions; bad or good. Moral is about the relationship between God and human, and human and human (social). Moral is on the concept of charity meant as a full comprehend of God's existence and a facing hearth toward Him while worshiping. Following that, moral socially relates to the worldly activity such as buying, renting, borrowing, planting, helping and etc.

Based on what already explained above, this paper will analyze Islamic values (*islam, iman, ihsan,* morality, human relationship) constructed in Novel "Lima Menara" by using Berger and Luckmann's social construction theory. In a great hope that we can categorized and characterized the constructed values in 21st century's Indonesian novels.

Research Method

This research uses qualitative research method meant as a research procedure resulting descriptive data. The data will be written or spoken words and observed actions (Nasution, 1998).

The object of this research is an Indonesian literature novel in 21st century; Lima Menara written by Ahmad Fuadi. The novel is chosen because it contains Islamic values regarding to faith, islam, charity, moral, and human relationship.

Method to collect data in this research uses document or book method. To analyze the data, this research uses descriptive and content analysis (Supratno, 2010).

ISBN 978-602-73769-1-5

Discussion and Findings

On above explanation, it's already stated that this research will use Berger construction theory which has three important lines understandable simultaneously; externalization, objectification and externalization. Those three have base relationship and be in mutual accord with essentially social world. Through externalization, a society is human products. Through objectification, a society is *sui generis* reality; unique. And through internalization, human is society's product.

a. Externalization

Based on externalization, society is human products. If people live in certain society are good, it will create good society, and *vice versa*. If people live in certain society are bad, it will create unhoped society.

Alif as the main character in this novel are born in very religious family. Although they have simple life and rather poor, but they live happily as a small family. This family will contribute to create better society with strong religion.

It's quoted from the novel that," Amak memang dibesarkan dengan latar agama yang kuat. Ayahnya atau kakekku yang aku panggil Buya Sutan Mansur adalah orang alim yang berguru langsung kepada Inyiak Canduang atau Syekh Sulaiman Ar-Rasuly. Di awal abad kedua puluh, Inyiak Canduang ini berguru ke Mekkah di bawah asuhan ulama terkenal seperti Syeikh Ahmad Khatib AlMinangkabawy dan Syeikh Sayid Babas El-Yamani. Mata Amak menerawang sebentar."

Alif's mother was grown in religious family, as consequence she wants Alif to study Islam in Boarding school or Islamic Senior High School. She had a dream that his son would be Buya Hamka, doing *amar ma'ruf nahi munkar*, to ask in goodness and prohibit badness. She said, "Jadi Amak minta dengat sangat waang tidak masuk SMA. Bukan karena uang tapi supaya ada bibit unggul yang masuk madrasah aliyah."

So, Alif's mother wants his son to know Islam because her mother educate her as the same. It will also influence on Alif's life. After studying Islam, it can be denied that he will also order

 ISBN 978-602-73769-1-5

his children to do so. It will vertically descend towards their generation. Horizontally, it will also influence society's life. This family will affect the surrounding to know Islam and do religiously. Here, externalization plays a role that society is built on individual individual living in society.

In a large era, Madani boarding school where Alif studying Islam has great purpose to build civil society in Indonesia. It is proven by that Madani means civil society. Every student studying in Madani boarding school will learn about Islam, common knowledge, discipline, Arabic language, English language, moral and etc. Those things are the indication of civil society.

Kyai Rais, the leader of Madani Boarding Scholl, stated that "Menuntut ilmu di PM bukan buat gagah-gagahan dan bukan biar bisa bahasa asing. Tapi menuntut ilmu karena Tuhan semata. Karena itulah kalian tidak akan kami beri ijazah, tidak akan kami beri ikan, tapi akan mendapat ilmu dan kail. Kami, para ustad, ikhlas mendidik kalian dan kalian ikhlaskan pula niat untuk mau dididik. So, Madani Boarding School gives the spirit to student to always learn, learn and learn. This will lead to religious and literacy society in the frame of externalization Bergerian theory.

b. **Objectification**

Based on objectification, social reality or social phenomenon happening in society is a result of society's product. Again, good society will product people or society's member whose good attitudes. As widely known that many Islamic values constructed in this novel which most of setting happen in boarding school. Here, we will analyze social reality in boarding school. Different from 'real' society which freely compete on what values society will follow, Boarding School proposes intended constructed values as other educational institutions. The analysis will be categorized into four; social reality connecting with faith, *islam*, morality and human relationship.

1. Islamic constructed values on faith

The faith to God exists in Madani Boarding School because of the continuous education. The teacher also supports that by implementing such actions referring the faith to God. For instance, praying before exam, before sleeping, or even before playing football. The students

are taught how to begin something intentionally to worship God. There is such a common pattern in doing activities that before doing something, students, teachers and all elements in Madani Boarding School to pray for God. Then they do by effort and extraordinary. In the end, they place their trust in God about the result. It is proven by this quote, "Baik, sebelum bertanding, mari berdoa dan membaca Al Fatihah. Al Fatihah".

Here is what Said said before doing the exam, "Kita perlu bertekad belajar lebih banyak dari orang kebanyakan. Kalau umumnya orang belajar pagi, siang dan malam, maka aku akan menambah dengan bangun lagi dini hari untuk mengurangi ketinggalan dan menutupi kelemahanku dalam hapalan. Di atas semua itu, ketika semua usaha telah kita sempurnakan, kita berdoa dengan khusyuk kepada Allah. Dan hanya setelah usaha dan doa inilah kita bertawakal, menyerahkan semuanya kepada Allah." It indicates that every person in Madani boarding School is constructed to have good faith towards his God.

Following that Baso, the one of Shohibul Menara members, has a good motivation to memorize Al-Qur'an due to his faith that it will lead him and his family to heaven. He always read Al-Qur'an every day. Moreover, his other studies were affected by his love to Qur'an. This quote represent that," Dia membaca bahasa Inggris seperti membaca Al-Quran, lengkap dengan tajwid, dengung dan qalqalah. Mungkin ini berawal dari betapa cintanya dia dengan Al-Quran."

Based on what written in the novel, faith is taught in Madani Boarding School continuously and directly by implementing that in daily activities.

2. Islamic constructed values on *Islam*

Islam has a deep and large meaning but in simple ways Islam can be categorized into this three; *aqidah, syari'ah,* and *tasawuf* (Iman, Islam, and Ihsan)(Nasuha, 2009). Baso, one character in this novel, is represented as the one who very diligent in praying. He also always reads Al-Qur'an. "Hampir setiap waktu kami melihat Baso membaca buku pelajaran dan Al-Quran dengan sungguh-sungguh. Itulah yang membuat kami heran. Dengan kesaktian photographic memorinya kami tahu pasti bahwa tanpa belajar habis-habisan seperti ini dia

 ISBN 978-602-73769-1-5

akan tetap mudah menaklukkan ujian. Tapi dia tetap saja menghabiskan waktu untuk belajar-mengaji-shalat, lalu bel-ajar-mengaji-shalat."

The most important message in this novel is about studying hard. Students are taught to love knowledge very deeply. Many quotes and conversation describes the important of knowledge, their effort and struggle in seeking knowledge. They are memorizing, writing, reading, and also praying in seeking knowledge. However, they are not forgetting pray after the effort.
"Jangan dipaksakan untuk menghapal. Kalau sudah tamat sekali, ulangi lagi dari awal sampai akhir. Lalu ulangi lagi, kali ini sambil mencontreng setiap kosa kata yang sering dipakai. Lalu tuliskan juga di buku cat atan. Niscaya, kosa kata yang dicontreng di kamus tadi dan yang sudah dituliskan ke buku tadi tidak akan lupa. Sayidina Ali pernah bilang, ikatlah ilmu dengan mencatatnya. Proses mencatat itulah yang mematri kosakata baru di kepala kita."

"Walau sudah belajar keras, kadang-kadang sampai pagi dan diskusi panjang lebar tentang berbagai mata pelajaran dengan Baso dan Raja, menuliskan khulashah—kesimpulan dari pekajaran setengah tahun di buku catatan, berdoa khusyuk siang malam, aku tetap merasa hasil ujian selama dua pekan ini tidak sempurna. Tapi apa pun hasilnya nanti, yang penting sekarang semuanya sudah berakhir."

3. Islamic constructed values on morality

Sylviyanah (2010) said that moral is the main essential thing to construct human attitudes. To implement morality in life, it needs continuous and long life education. Madani boarding school do this thing, morality is being ruled and implemented in daily life. Kyai Rais is described as the one who has full of spirit, friendly, kindness, and religious. Alif as the main character is described as helpful, friendly and also tough.

This novel teaches us how to be kind for our parent especially mother. Students in boarding school are staying away from parents. So, they are demanding to be independent. The way they are devoting their parents is by making them happy, studying hard, giving news or sending letters. Kyai Rais, the leader of Madani said, "Jadi, ibu punya posisi lebih tinggi lagi dari pada ayah. Karena itu, beruntunglah kalian yang masih punya orangtua, karena

pintu pengabdian itu terbuka lebar. Bayangkan bagaimana susahnya dulu kalian dikandung dan dibesarkan sampai seperti sekarang. Bagi yang punya orangtua, pergunakan kesempatan sekarang ini untuk membalas budi, gembirakan mereka, beri kabar mereka, surati mereka.

In other side, this novel presents about the blessing of unrevenged and fair. As explained that Tyson is member of security which most of his duty to punish the one disobeying rules. Most of his time are spent to punish and make students frightened. However, he is a regular player inside football match. When he has a match with Alif, he does as a good player, being sportive, fair, and asking apologize for mistakes. This is proven by "*Laa takhaf ya akhi*. Jangan takut. Saya datang bukan karena pelanggaran. Hanya untuk meminta maafkan atas tackling kemarin," katanya Menyodorkan telapak tangan. Ragu-ragu aku sambut uluran tangannya. Dia mengayun genggamannya dua kali sambil tersenyum tipis. Sebelum aku sempat berkomentar, dia telah menghilang di balik pintu. Walau sangar, dia ternyata sportif." Coming from the deepest hearth, Alif forgives what Tyson has done.

4. Islamic constructed values on human relationship

As what are explained in introduction that human relationship is human action related to worldly actions individually or socially. For instance renting, borrowing, planting, helping, selling and others. (Rasjid, 2010)

In Novel *Negeri Lima Menara*¸ it is described that Alif and his friends have very strong fIriendship. They usually go everywhere together, help each other, and do something together. It is proven by this quote,"Sadar dengan kelemahan masing-masing, aku dan Baso membuat pakta untuk melakukan simbiosis mutualisme. Dia memastikan hapalanku benar, sementara aku memastikan bahasa Inggrisnya bebas dari tajwid. Setiap malam Senin dan malam Kamis, kami memastikan kasur lipat kami saling berdekatan. Aku mulai mengeja hapalan mahfudzhat untuk besok. Dalam gelap-gelap itu dia berbisik berkali-kali mengoreksi hapalanku. Kalau besok ada Bahasa Inggris, giliranku yang menyimak reading-nya. Begitu berulang-ulang sampai salah satu dari kami mulai mendengkur. Ajaib, cara ini cukup ampuh membantuku menghapal, walau dalam beberapa hari kemudian luntur lagi." It is such a lovely friendship.

 ISBN 978-602-73769-1-5

Conclusion

According to above explanation, it can be concluded that by **externalization,** human is society's product. Boarding school society teach Alif and friends to have great motivation in seeking knowledge. In the end, they become success people with gaining academic degree and mastering Islam as their religion. They are the living investment to create civil society.

By **objectification**, Madani boarding school has its own society. It constructs Islamic values, disciplines, loving knowledge to students. It have its own rules, punishments and rewards inside boarding school. Automatically, the most student who are studying there will face the 'real' society by bringing those taught values.

By **internalization**, human is society's product. Alif which is smart, mastering foreign language and journalism, full-motivated, tough, patient and others is the product of Madani boarding school society. *Shohibul Menara* which are loving knowledge deeply and having big dream in their future are the products of values taught by Kyai Rais and friends. *Man jadda wajada, man shobaro dlofiro* and gaining knowledge by writing are some values constructed inside their mind and hearth.

References

Berger, Peter L. & Thomas Luckmann. 1990. *Tafsir Sosial atas Kenyataan: Risalah tentang Sosiologi Pengetahuna* (translated from the original book, *The Social Construction of Reality* by Hasan Basari). Jakarta. LP3S.

Fuadi, Ahmad. 2013. *Negeri Lima Menara*. Jakarta: Gramedia

Rasjid, 2010. *Fiqih Islam*. Bandung: Sinar Baru.

Hanafi, dkk. 2002. "Relevansi Ajaran Agama Dalam Aktivitas Ekonomi". *Igtishod, journal of Islamic Economics.* Volume 3. Number 1. Muharam 1432 H/ March 2002.

Supratno, Haris. 2010. *Sosiologi Seni, Wayang Sasak lakon Dewi Rengganis dalam Konteks Perubahan masyarakat di Lombok*. Surabaya: University Press

 ISBN 978-602-73769-1-5

TEACHER'S ROLES IN TEACHING AND LEARNING OF ENGLISH VOCATIONAL HIGH SCHOOL (CASE STUDY: SMK N 1 SEMARANG)

Manikowati

manikmanikowati@yahoo.co.id

Balai Pengembangan Multimedia Pendidikan

Jl. Lamongan Tengah, Bendanngisor, Semarang – 50233, telp. (024)8314292

Abstract

This study is to find out the strengths and weaknesses the English teaching and learning in vocational high school and how should the teacher implement his/ her role in English class. The method of the study was qualitative by using case study. The case was in SMK N 1 Semarang. In gaining the data, the researcher recorded the process and analyzed the recorded data to be interpreted. Based on the data, it is found that there are still a lot of weaknesses in the process. Moreover, it is shown that the teacher was not capable enough to play her role in mastering the subject matter and pedagogy, in communicating with her student, in managing the class, in applying national curriculum, and in giving reinforcement and evaluation for the students.

Keywords: teacher, roles in teaching, teaching and learning, English class, vocational high school

Background of the Study

English is not used as a native language in Indonesia, it is not a mother language. This condition, then, takes a consequence for the people in acquiring English in their life. It is rather hard for a teacher to transfer knowledge for Indonesian students without any extra efforts, especially for vocational high school students.

As stated in government regulation no. 66 in the year 2010 article 1 point 15 that SMK or vocational high school is a formal education as the continuing basic education, with specific purposes. Its specification needs a consideration in all aspects of teaching and learning. Those aspects are learners, teachers, materials, strategies, media, and evaluation.

Vocational School Students are teen learners. They are between childhood and adulthood. It is terrible because they are considerably an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Brown (2007) states some characteristics of the teen learners. They are as follows: 1) intellectual capacity adds abstract operational thought; 2) attention spans are lengthening as a result of intellectual maturation; 3) variety of sensory inputs is still important; 4) factors surrounding ego, self-image, and self - esteem are at their pinnacle; 5) this age level students are of course becoming increasingly adult-like in their ability to diversify the communicative context to dwell on a grammatical point or vocabulary item.

Even though a teacher is not the center of learning sources anymore, his or her participants in teaching and learning are still needed. He or she must create and manage a learning environment. To do such kind of environment, he or she must learn as many learning models as possible. By doing so, it is predicted that the learning will be innovative and active. It shows, then, that he or she is a professional participating in enhancing the education quality in Indonesia.

Subject matter or learning material is one of the important components in teaching and learning derived from the applied curriculum (Curriculum 2013). It is the content targeted by the students to obtain. It contains of knowledge, attitude, and skill to acquire. As the target of learning the material given should consider the students' needs. The depth and the length of it must suitable with the students' development. To support this subject matter, availability of learning sources, including the course book is very important. Besides, the way to delivered it must be planned well so that the students will be easy to absorb it.

Related to the subject matter, the learning strategy must be also considered well. Being active or not the learning conducted, motivated or not the students following, and succeeded or not the learning goals, the learning strategy applied takes an important role. For the reason, specifying the learning goals, the method, the steps, and the standard evaluation need an important consideration from the teacher.

 ISBN 978-602-73769-1-5

To complete the teaching and learning, the existence of a media is very helpful in enhancing learning motivation and learning ability to accept the material given. There are so many media can be used in teaching and learning process such as audio, visual, audio visual, multimedia, internet, and many others.

The last but not least component is evaluation. Learning evaluation needs to conduct because it can be used to measure the effectiveness and the efficiency in teaching and learning. There are two kinds of evaluation conducted, formative and summative ones. Formative evaluation is used to know the progressive learning acceptance while summative is for deciding the final learning.

Based on the mentioned important components above, there are two important components to make teaching and learning happening as the plan or not, they are, students and teacher. Students play as the main persons in gaining material while a teacher is the manager of teaching and learning. However, the teacher is assumed as the most important player taking the roles in teaching and learning of English especially in vocational high school.

In the previous study done by Momdoah (2013), there was a datum showing some difficulties faced in Teaching English for Foreign Language (TEFL). Those are about spelling, homework, some pupils do not appear interested in English, disruptive (upsetting) behavior, pronunciation difficulties, writing composition, terrible (very bad) handwriting, learning vowel letters is difficult, some students cannot understand a dialogue or a reading passage, most students are afraid to speak in the classroom, and how to evaluate students.

Based on the phenomena above, the implementation of teaching and learning English in vocational high school is needed to consider. It is better to know how is the teacher's role in the process of English teaching and learning, especially in SMK N 1 Semarang. By doing so, it is hoped that there will be a solution for the difficulties.

Statement of the Problem

1) How is the implementation teaching and learning of English in Vocational High School, especially in SMK N 1 Semarang?
2) How does the teacher take the roles in teaching and learning of English?

Goal

The goal of this study is to find out the weakness and the strength the process of teaching and learning English in vocational high school, especially in SMK N 1 Semarang and how the teacher takes the roles in it.

Significance

After doing this study it is hope that for the teacher of vocational high school there will be a new paradigm of teaching applied so that the process teaching and learning of English will enhance.

Method

The method of doing the study is by using qualitative research, especially by using case study. The case is limited in teaching and learning of English in SMK N 1 Semarang. The reason for choosing the school is that it is the oldest school in Semarang. It is assumed the school has characteristic different from others, even from the teaching – and learning process, the learning facilities, and the teacher.

In gaining the data, the researcher observed the English teaching and learning in SMK N 1 Semarang. The observation was recorded to enable her in analyzing the data obtained.

In analyzing the data, the researcher will focus on the opening, the whilst-process, and the closing. The implementation of teaching and learning English in the three processes, then, was triangulated to get the general findings about the weaknesses and the strengths.

Findings

In analyzing the data, the results are divided into three parts- opening, whilst-process, and closing. The followings are results.

1) Opening
    a. The teacher's voice did not accommodate the classroom. Her voice is soft enough. Teaching and learning is a process of interaction between teacher and students. While the communication happened, it needs a voice covering the whole class. A teacher as the communicator must have a loud voice while communicating with the students. When her voice did not accommodate her classroom, the result was

that the students ignored her. They did not pay attention to her. They did nothing until the teacher came forward to them.

b. The students did not set on time in the class.

Time is a part of teaching management to think of. A good teacher must have a plan in conduction the teaching and learning process from the beginning to closing. It is better, both for the teacher and for the students, to get in the class on time. It is to avoid the unqualified teaching and learning process. Unfortunately, the condition was different. Some of the students came late into the class. Consequently, the earlier coming students brake their focus to the late ones. The class took some time to handle them. The class was not good in time management.

c. There were a gap between the past material given and the being ones. There was no relation.

The past materials given should be related to the next materials. It is to keep the student's mind in getting thorough courses along their learning. Further, it is hoped that there will be built a long term memories in their mind. In contrast, the condition showed that there was a gap in the class observed. The teacher gave very different learning materials to the students. It indicated that what she taught last meeting was not useful for the present class.

d. There was no apperception given to the students dealing with the topic given.

Focusing to the topic being learnt is very important for the students. It is to grab their mind to follow the class. If it is not given they will predict the materials for some time. This condition unfortunately happened in the teaching and learning of English conducting in SMK N 1 Semarang. Based on the observation, it is found that some of the students did nothing because they did not know what they should do. They were finally aware when they were given a task from the teacher on whist-teaching process.

2) Whilst-process

a. The teacher applied the student center learning.

Whilst-process is the main process of English teaching and learning. This is a process where transferring and accepting information happens. To encourage the process, it is better for the teacher to apply a suitable learning model. In the case of teaching and learning English in SMK N 1 Semarang, the teacher had tried to

apply one of the learning model, it is, the student center learning. This model is good to apply because it makes the students active. Unfortunately, the real condition was rather different. Although the model was applied in the classroom, not all the students were active. They looked still shy in encouraging themselves.

b. The teacher used work group strategy.

The learning model chose then, is applied into an appropriate strategy. One of the strategies can be used is work group strategy. The implementation of this strategy is by setting the students working into groups. By doing so, it is hoped that they will be more active to enhance themselves.

In case of teaching and learning implementation in SMK N 1 Semarang, the teacher actually had applied the strategy. She divided her students into seven groups of discussion. Unfortunately, not all groups did well. Most of them were just silent. They just followed the other student.

c. The teacher spoke in Indonesian mostly.

Setting English in a whole class of foreign language teaching and learning is very important. It is to make the students adapt to the atmospheres of English. By doing so, it is hoped that they will be forced to use English. Then, they directly will motivate in using English.

In contrast, the condition is very different. The teacher in the English class of mostly spoke in Indonesian. Consequently, the motivation of the students in using English was weak. They were not forced to speak up in English. Therefore, they were shy while they perform their discussion result.

d. There were some tasks given to the students without considering the learning time.

It is said before that learning time is an important factor influencing the learning management. A good teacher will consider of time while he or she is teaching. Without considering it, the process and the result of teaching and learning won't be systematic.

In the case of English teaching and learning in SMK N 1 Semarang, the condition above happened. The teacher gave the students tasks without giving time limitation. The effect was that they did the task as soon as possible so that five minute before the class was over, the teacher just asked them to submit the task and communicate the result in front of the class.

e. The students were confused toward the task to do in the early process.

A clear instruction is very important for the students. With the clear instruction the students will try to do the task as the command and vise - versa.

The teaching and learning of English in SMK N 1 Semarang conducted not well in this case. The teacher gave unclear instruction for the students. The impact was the students confused towards the task. Then, they did nothing for a while in the early process of doing the task.

f. The students learnt based on grammatical method.

Learning method is a way how to make some bodies learn. By using the method it is hoped that the students will be able in accepting the information transferred. The good method nowadays is centered to the students.

In the case of implementation of English teaching and learning in SMK N 1 Semarang, between the learning model and the method used is contradiction. The learning model taken was student learning center but the method applied was grammatical method. The students learnt by translating the words in the task. It spent a lot of time.

g. Not all the students were active in the discussion.

Despite the teacher, the students are also the important factor of the learning success. The students active will show how they achieve the materials. Unfortunately, in English teaching and learning in SMK N 1 Semarang, not all the students were active in the discussion. Most of them are depending on the ones cleverer.

h. The topic given was not dealing with technology.

As the students of vocational high school, better for the teacher offer the materials dealing with technology. Unfortunately, the reality was really different. The curriculum used is 'National Curriculum 13' but the content should be given is the same with those in the level of Senior High School. This condition seemed not fair for the students of vocational high school, particularly for those in SMK N 1 Semarang.

i. There was no media used as the teaching aid.

As mentioned before that the existence of media give a motivation in teaching and learning. The absence of it makes the process flat.

 ISBN 978-602-73769-1-5

It happened in the process of English teaching and learning in SMK N 1 Semarang. There no media used by the teacher to motivate her class.

j. The class used was not appropriate for discussing.

The place while learning influences the result of the learning itself. The more appropriate the place, the better the learning result. However, the ideal place did not happen. The class was too narrow when the discussion was conducted. It was difficult for the teacher to control each group of the class discussions.

3) Closing

a. The teacher asked the students to come forward to the class to present their task result.

This is a good try for the teacher in implementing K13. The teacher gave an opportunity for the students to communicate what they had learnt. Unfortunately, without a good preparation the result was not too good. They just read the result in front of the class interchangeably among the members of the group.

b. The teacher corrected the students' miss spelling.

This is also a good try for the teacher to guide the students. A correction for the students' miss spelling will make them aware to the mistake they have done so that it is hoped that they won't do the same in the following utterances.

c. The teacher tried to motivate the students to speak up in front of the class.

This is also a good effort from the teacher. To motivate the students to speak up will make them active. However, the students looked still less motivation. They seemed not often to do such kind of this thing.

d. The teacher tried to give reinforcement dealing with the learning done.

In the end of the teaching and learning process, this was exactly a good try from the teacher. Unfortunately, the teacher sometimes gave some things wrong reinforcement, for example, dealing with the text-type.

Based on the all data gained, in general the strengths and the weaknesses of English teaching and learning process in SMK N 1 Semarang can be described as the follows.

1) In the process of interaction

a. The Strength

1. The teacher tried to motivate the students to speak up in front of the class.

b. The Weaknesses

 ISBN 978-602-73769-1-5

1. The teacher's voice did not accommodate the classroom. Her voice is soft enough.
2. The teacher spoke in Indonesian mostly.
3. The students were confused toward the task to do in the early process.

2) In the process of transferring and accepting knowledge
   a. The Strength
      1. The teacher made a group discussion for the students
      2. The teacher gave the students task to solve.
   b. The Weaknesses
      1. There were a gap or no relation between the past material given and the being ones.
      2. There was no media used as the teaching aid.

3) In the process of guiding/ mentoring
   a. The Strengths
      1. The teacher asked the students to come forward to the class to present their task result.
      2. The teacher corrected the students' miss spelling.
      3. The teacher tried to give reinforcement dealing with the learning done.
   b. The Weaknesses
      1. The teacher did not master much to the topic given.

4) In the process of conditioning a class setting
   a. The Strengths
      1. The teacher applied the student center learning.
   b. The Weaknesses
      1. The teacher did not make the students discipline in having the class so that some of the students came late.
      2. There was no apperception given to the students dealing with the topic given.
      3. There were some tasks given to the students without considering the learning time.
      4. The class used was not appropriate for discussing.

 ISBN 978-602-73769-1-5

5) In the process of preparing better generation
   a. The Strengths
      1. Teacher had tried to make the students active in the class.
      2. The teacher used work group strategy.
      3. The teacher asked the students to come forward to the class to present their task result.
      4. The teacher corrected the students' miss spelling.
      5. The teacher tried to give reinforcement dealing with the learning done.
   b. The Weaknesses
      1. There is no a clear task description given to each student.
      2. The students learnt based on grammatical method.
      3. Not all the students were active in the discussion.
      4. The topic given was not dealing with technology as the learning content.

From the phenomena above, it can find the teacher's role in the process. They are as the followings.

1) Mastering in subject matter

   Based on the data, it is found that the teacher is still weak in mastering the materials. It is approved by some mistakes she did when she gave reinforcement of the material learnt. If there is no enhancement for the teacher, it is assumed that the English teaching and learning for vocational high school will be worsened.

2) Mastering in pedagogy

   There are some weaknesses in this role, either in conditioning the class setting, using the media, applying the learning model and the method, or reinforcing the students toward what have been learnt.

   It is approved by the time management she used. There were some students coming late in the opening of the class so that they interrupted the others and discussing the learning result at about five minutes before class dismissed. Consequently, the explanation given was not thorough. Moreover, the teacher did not give appreciation in the opening class so that the students were rather difficult to tune in. the next weakness to do this role is that the teacher did not use any media to help her in conveying the materials or to the students to grab their minds.

 ISBN 978-602-73769-1-5

Even though the teacher had tried to apply the student learning model with the work group strategy, the implementation in English teaching and learning was not maximized. It is because the teacher did not plan well. The reinforcement as well, because it was given in the last minutes, the teacher did not give a thorough explanation for the students.

3) Mastering in communication

As far as teaching and learning is a process of communication, there should be a good interaction between the teacher and the students. Unfortunately, the teacher could not master her class with the English environment. She herself, based on the data, spoke softly and mostly in Indonesian language.

4) Mastering in student center mentor

Mentoring is very important in the application National Curriculum 2013. However, the students are asked to be more independent in learning, mentoring the students is needed. It is know their condition along the teaching and learning process. Unfortunately, the role of the teacher in this case is less. She was difficult to control her students 'discussion because her class management was bad.

5) Mastering in assessment.

This role cannot be approved clearly during the class. The assessment was just given through question and answer. Next, the course book used to know the students' capability was not good enough. It is better for the teacher, of course, to develop or find an appropriate course book for the students.

In general, there is a need of improvement for the teacher's role in English teaching and learning, especially for vocational high school.

Conclusion

Vocational high school is a level of a specific education. By the characteristic, anything dealing teaching and learning including English needs consideration. There are some things must be considered, for examples, learners, teacher, subject matters, strategies, media, and evaluation. From the data gained, it is shown that there are a lot of weaknesses happened in the English teaching and learning for vocational high school. This condition, then, needs the teacher to improve her roles.

 ISBN 978-602-73769-1-5

Recommendation

From this study it is recommended that to make English teaching and learning better, especially for vocational high school, the teacher must be upgrade how to play his/ her role well in class. It is suggested that better for him/ her to use the appropriate media and course book for the class. At last, it is better for the teacher to understand well how to implement National Curriculum 2013.

References

Abdel Salam Abdel Khalek El-Koumy. 2004. Teaching and Learning English as aForeign Language: A ComprehensiveApproach. USA: Educational ResourcesInformation Center (ERIC) pub. 2nd Ed.

Arends, R. L. (2007). Learning to Teach (Book 1). NewYork: McGraw Hill Companies.

Arends, R. L. (2007). Laerning to Teach (Book 2). New York: McGraw Hill Companies

Brown, H. D. (2007). Teaching by Principles: An interactive Approach to Language Pedagogy 2nd Ed. USA: Longman pub.

Ghokale, A. A. (1995). Journal of Technology Education. (M. Sanders, Editor) Retrieved March 26, 2013, from Virginia Tech Library and Archieves: http://scholar.lib.vt.edu/ejournals/JTE/v7n1/gokhale.jte-v7n1.html

Hamalik, O. (2001). Mengajar dan Pengajaran. In Proses Belajar Mengajar (pp. 44-53). Jakarta: Bumi Aksara.

Manikowati. (2012). Studi Kelayakan Pengembangan Model Teaching Aids untuk PAUD. Teknodik, XVI(Educational Technology), 266.

Manikowati. (2013). The Use of Mobile Technology in Teaching and Learning and Teacher Professional Development in Indonesia. Unpublished. Presented in International Workshop "Teacher Resource Kit by Using Mobile Technology in 21st Century Learning, conducted by SEAMEO INNOTECH, Manila, Phillipiness.

Schreyer. (2013). Schreyer Institute for Teaching Excellence. Retrieved March 26, 2013, from Penn State: http://www.schreyerinstitute.psu.edu/Definition/

UPI. (2013, March 18). Retrieved March 26, 2013, from UPI: http://repository.upi.edu/operator/upload/s_e5331_040348_chapter2.pdf

ENHANCING STUDENTS' MOTIVATION AND ACHIEVEMENT IN LEARNING GRAMMAR THROUGH CONTEXTUAL TEACHING AND LEARNING THROUGH RELATING, EXPERIENCING, APPLYING, COOPERATING AND TRANSFERRING (REACT) STRATEGY

Mashlihatul Umami

State Institute for Islamic Studies Salatiga

umamie@gmail.com

Abstract

This research addresses the issue of whether Contextual Teaching and Learning (CTL) through REACT (Relating, Experiencing, Applying, Cooperating and Transferring) strategy is able to enhance motivation and achievement of English Department students' in learning grammar. The researcher uses a classroom action research in which it was held for about two cycles. The instruments of collecting the data are observation, rubric, questionaire and test. The researcher analyzes the data using three steps, i.e. students' motivation to learn are analyzed by the sheet of observation, each of individuals is also analyzed by fulfilling the questionnaire of self assessment, the progress of students' motivation and achievement are all monitored by rubric assessment tool, seven components of REACT strategy in learning is also recorded by the sheets of observation and the statistical analysis using t-test measures the improvement occurred. In addition, the researcher prepares field note and questionnaire to monitor the process of learning. Based on the results of qualitative-quantitative analysis, it can be found that the use of CTL approach especially using project based and cooperative learning improves the students' motivation and achievement in learning grammar.

Keywords: Contextual Teaching and Learning (CTL), enhance motivation, achievement, rubric assessment tool, and observation of each component in REACT strategy.

Introduction

In language classes, ideally learners should have awareness to use language as the means of communicative purpose. It occurs if the students are able to relate the materials obtained in the classroom with what exists in their everyday's' life. However, the students are still having difficulties to relate between what they have learnt and how this knowledge will be applied.

The ways of the students gain information and motivation has not been linked by the applicable method which can really lead them to the practical situations.

This problem happens to the fresh students of the Structure classroom in the English Department students of the State Institute for Islamic Studies Salatiga. Learning English from primary to high school, they are only required to understand and memorize the concepts of grammar as "pattern" on how individuals should compose good and raw sentence. Students spent their time just to memorize and understand the concept and forget the main purpose of learning that what they got from school should be practiced in their daily activity.

In the classical teaching of grammar class, the teacher just asks and expects students to apply "formula" outside of the classroom without teacher's guidance. As the consequences, this situation does not have significant impact on increasing students' motivation and learning outcomes but the students are getting "away" and "bored". They may consider the grammar class is the most complicated, difficult, rigid, boring, stressful and other negative stigma which aggravate and loosen the students' desire in learning. Because the students have such negative perception, this situation absolutely affects the students' spirit in learning grammar and resulting in a low achievement.

Grammar is the basic of four English skills, namely reading, listening, speaking and writing. To master the receptive skills (reading and listening), the learners must comprehend the grammar to support these two competencies. Meanwhile, in productive skills (speaking and writing), grammar is very important to produce formal and non-formal sentences of written and oral language. The teachers can be said as successful educator if they can make up the students to have great curiosity or rhapsody even addicted to learn the lessons. Therefore, educators are required to have the ability to develop strategies that encourage students to use the knowledge of "concept pattern" for the purpose of students' life. The opportunity should be managed in the classroom and monitored in learning process. In line with this, the teacher needs a method used to solve this problem. One method that can empower the student is a contextual Teaching and Learning approach. This approach is coherent with the work of brain, to compose the patterns that embody meaning by linking academic content to the learners' life. So that the information is not only stored in short-term memory, which is easily forgotten, but also in long term memory. It is why, the researcher is interested in applying

 ISBN 978-602-73769-1-5

Contextual Teaching and Learning through REACT strategy in grammar class and she formulates research questions as follows:

1. Does the application of learning approach of Contextual Teaching Learning through REACT strategy can improve students' motivation and achievement in learning grammar?
2. To what extent the application of learning approach of Contextual Teaching Learning through REACT strategy can improve students' motivation and achievement in learning grammar?

The use of Contextual Teaching and Learning through REACT strategy can be implemented through few domains of teaching strategies including: *project based learning, problem based learning, cooperative learning, inquiry based learning, work-based learning, authentic learning, and service learning.* The use of teaching strategies applied and modified should be suited with the need. To avoid generalization, the researcher focuses on the application of REACT strategy using *project based learning* and *cooperative learning*.

Literature Review

According to Nurhadi (2004: 31), there are seven principles in CTL known as seven main elements, constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. These principles can be applied into five strategies in contextual learning in which according to the Center of Occupational Research and Development, there are five strategies for educators in order to implement contextual learning is shortened by REACT (Nurhadi: 2004), they are:

- *Relating*: study related to the context of life experience.
- *Experiencing*: learning is emphasized to the excavation (of exploration, discovery (discovery), and creation (invention).
- *Applying*: learning where knowledge is presented within the context of its use
- Cooperating: learning through the context of interpersonal communication, sharing and so on.
- *Transferring:* study through knowledge usage in new situation and context.

 ISBN 978-602-73769-1-5

To apply CTL, a wide variety of teaching approaches need to be used. The teaching approach engages students in active learning. This approach can be used separately or combined one another. In this case, I will use cooperative learning and project based learning. The former refers to Holubec's (2001) definition about cooperative learning that*: "it is an approach that organizes instruction using small learning groups in which students work together to achieve learning goals*". The later is appropriate with Buck Institute for Education (2001) defines that "*Project Based Learning is an approach that focuses on the central concepts and principles of a discipline, involves student in problem solving investigations and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic products".* So that, I will use both of approach in applying CTL.

The advent of communicative language teaching has a tremendous impact on the way language should be taught and learned. It is a turning point for linguists and language educators to seriously review the role of grammar in language teaching (Celce-Murcia, 1991). According to Savage (2010), there are three roles of grammar for foreign language learner; Grammar as an enabling skill, grammar as a motivator and grammar as a means to self-sufficiency.Realizing this importance, the action should be done to cope with the problem happened.

The studies related with the use of CTL in classroom teaching practice are many, such as: Borko and Putnam (1998) within "The *Role of Context in Teacher Training and Teacher Education"* found that learning is a social process that requires social and cultural process that should be considered in the learning process. Thus, the social character in this study encourages the learning objectives. Nazil Iqdami (2011) in his thesis "The implementation of Contextual Teaching and Learning in English Lesson Plans for the First year of High School Students" conducted a comparative study on the lesson plan used by the teachers in Islamic Senior High School (MAPK) Surakarta and Islamic Senior High School (SMA) Assalam. The finding of this study shows that the application of lesson plan with CTL in Islamic Senior High School Surakarta is better than Islamic Senior High School of Assalam in the aspects of the vision, mission, goals, activities, media and assessment.

 ISBN 978-602-73769-1-5

Two studies relates with the use of CTL in a Web Based context also propose that the use of CTL raise the benefits, Berns and Erickson (2001) in "*an Interactive Web-based model for the Professional Development of Teachers in Contextual Teaching and Learning."* found that the experience helps students make connections through internal and external context. Students connect the knowledge by linking what they have today, the past with the current situation. This experience results in deep understanding so that the students would prefer to maintain the ability of acquiring longer and applying when the time comes. Brockman and Brockman (2001) in "A *Web Based System for the Professional Development of Teachers in Contextual Teaching and Learning Project (a Multiple Intelligence Analysis)"* analyzed Gardner theory about *multiple intelligences* which is based on the findings of CTL eventually have to apply questioning techniques that should be designed based on the level of thinking, responses and actions by students, so that various kinds of conditions and the ability of the students could be covered.

Research Method.

This research was conducted in the form of classroom action research. This study is directed to determine whether the application of CTL can improve students' motivation and learning outcomes in learning grammar. The respondents are the fourth semester students of English Department in the State Institute for Islamic studies Salatiga in the academic year 2014/2015.

This study is analyzed by triangulation method, which involves the qualitative and quantitative analysis. This method is chosen because it is line with the concept of authentic assessment in CTL in which it emphasizes assessment of the various lines of both process and outcome.

In collecting data, the researcher used four techniques: the first is questionnaire which contains a number of questions relating to student motivation in learning grammar. Questionnaires will be given twice, at the beginning and the end of the study to know the motivation of the students before and after the action. The questionnaire contains *self assessment for class participation* which must be filled by each student. This instrument is used to measure the progress of students' motivation individually. Secondly, observation sheet which is used to measure the students' motivation collectively in learning grammar. The

 ISBN 978-602-73769-1-5

observation will be done with few phases in each cycle both using peer observation and researcher's observation. Thirdly, to determine whether there is a change of students' achievement or not, the researcher compared the result of pre-test and post-test. The data is analyzed descriptively. Then, the changes will be analyzed through statistical analysis of t-test. By comparing mean of pre-test and post-test, the researcher can determine the difference between the use of CTL approach using REACT strategy and classical approach. After comparing the result of pre-test and post-test, the researcher can describe whether the difference is significant or not. The fourth is *rubric assessment tool* used to measure the progress of result and motivation of the students. The researcher prepares *rubric assessment tool for drama* for cycle 1 and *rubric assessment tool for magazine writing* for cycle 2.

Results and Discussion.

To see the changes in each category, it can be seen from the following table of distribution.

Table 1.

Improvement on Students' Motivation in Learning

No	Indicators of motivation	Category								
		Pre-cycle			Cycle 1			Cycle 2		
		High	Adequate	Low	High	Adequate	low	high	Adequate	low
1.	The desire to grasp and pay attention towards the lecturer's explanation			√		√		√		
2.	The desire to read ,take notes, and summarize the material from the references			√	√			√		
3.	The desire to get involved in the discussion			√	√			√		
4.	The desire to raise questions and give response toward questions			√	√			√	√	
5.	The desire to use English as the means of communication both in spoken and written context			√		√			√	
Percentage		**0 %**	**0 %**	**100 %**	**60 %**	**40 %**	**0 %**	**80 %**	**20 %**	**0 %**

ISBN 978-602-73769-1-5

Table 2.

The Result of Test

Number	Students' Name	Score		
		Precycle	Cycle 1	Cycle 2
01.	Asyiatul Lailiyah	**29**	**33**	**36**
02.	Ika Yuliastuti	**22**	**31**	**33**
03.	Afidhatus Sholikatul Khoirina	**31**	**34**	**37**
04.	Mita Alfira Rosalita	**28**	**31**	**38**
05.	Kurnia Dewi	**27**	**30**	**34**
06.	Wahyudi	**24**	**31**	**32**
07.	Alfin Rosyida	**25**	**27**	**31**
08.	Aji Santoso	**21**	**24**	**25**
09.	Irfi Nur Afdiyani	**20**	**23**	**24**
10.	Siti Nur Hanifah	**28**	**37**	**37**
11.	Elverda Apriliansha	**25**	**29**	**29**
12.	Fifin Susantri	**24**	**30**	**34**
13.	Betik Nurwidyawati	**28**	**32**	**34**
14.	Risa Tofantisari	**23**	**28**	**33**
15.	Fitri Handayani	**29**	**30**	**30**
16.	Aris Nazillah	**21**	**23**	**31**
17.	Ayu Dewi Fatimah	**24**	**26**	**27**
18.	Fatma Riftiningsih	**20**	**25**	**26**
19.	Isti Wulan Khosidah	**26**	**29**	**29**
20.	Ismatun Ni'mah	**18**	**20**	**22**
Rerata		**24,65**	**28,65**	**31,10**

To see the significant improvement, the researcher uses T-test formula to count the mean which uses the degree of significance; 5% and df N-1:19 using SPSS model. T-Table for df 19 is 2,093. The results of mean differences can be seen in the following table.

Table 4.

The result of T-value before and after treatment in the 1st cycle

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	24.65	20	3.588	.802
	post_test	28.65	20	4.196	.938

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test & post_test	20	.844	.000

 ISBN 978-602-73769-1-5

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - post_test	-4.000	2.248	.503	-5.052	-2.948	-7.958	19	.000

Based on the results of t count, it is known that t value is greater than t table (-7.598 > 2.093). This means that the difference between the former and the later treatment (1st cycle) is significant.

Table 5.

The Result of T-value before and after treatment in the 2nd cycle

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	24.65	20	3.588	.802
	post_test	31.10	20	4.576	1.023

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test & post_test	20	.775	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - post_test	-6.450	2.892	.647	-7.804	-5.096	-9.973	19	.000

In line with the above data, t value is greater than t table (-9, 973 > 2.093). That means that the difference between the former and the later treatment (2nd cycle) is significant.

ISBN 978-602-73769-1-5

Table 6

The Result of T-value between the post-test of cycle I with cycle II

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X_1	28.65	20	4.196	.938
	X_2	31.10	20	4.576	1.023

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	X_1 & X_2	20	.865	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	X_1 - X_2	-2.450	2.305	.515	-3.529	-1.371	-4.753	19	.000

It can be seen from the above table, the difference between the first and the second cycle is significant because t value is -4.753 and t table is 2.093 or t value is greater than t table. It can be seen that CTL using REACT strategy can improve students' motivation to learn and their achievement.

In addition, the data gotten from the rubric also shows that the use of CTL through REACT strategy can improve students' motivation and achievement. It can be seen from the assessment tool for drama and magazine writing. From the results of the rubric, the data shows that in cycle 1 there were 7 students who reached the category *"Exceeds target"*, 8 students who meet with the category of *"meet the target"* and 5 students who achieved the category *"approach target "*. This shows that the project of "drama" proved to train students to complete the task on time according to consensus, increase students' ability to produce a standardized sentences in spoken language which can be seen from the generated dialogue, to train students to work together to establish commitment and responsible in teamwork in task completion, and also encourage their creativity and critical thinking in expressing idea.

 ISBN 978-602-73769-1-5

Meanwhile, the results of the rubric in cycle 2, it can be shown that there were 12 students who attained *"Exceeds target"*, 8 students who meet with the category of "meet the target" and there were no students who reached the category of *"targeted approach"*. This shows that the project of *"magazine writing"* proved to train students to complete the task on time according to consensus, increase students' ability to produce sentences that standard in the written language, which can be seen from the article produced, to train students to work together to establish commitment and responsible in teamwork in task completion, and also encourage their creativity and critical thinking in expressing idea and produce effective sentences well. Thus, there is a significant improvement after using CTL through REACT strategy.

The result of observations related with students' motivation also shows that there is an increasing percentage of students' motivation. The first observation shows that the students' motivation was very low, approximately 100%, students had low motivation to pay attention to the explanation of the lecturer, to record, take a note and create resumes, and to be actively involved in discussions also raise questions actively, and to express ideas both in written and oral expression. Furthermore, their motivation increased gradually, in the first cycle, there were 60% students who have high motivation and 40% students who have the medium level of motivation. In the first cycle, there were no more students who have low motivation. In the second cycle, there were 80% students who have high motivation to learn and there were 20% students who were in the medium level of motivation.

This finding is in line with Nurhadis' statement (2004) who stated that concept of CTL can create the classroom more lively and meaningful. It can stimulate students' motivation to learn and achieve the goals. From the data, it is clear can be seen that the students who have less motivation, they become the students who have great enthusiasm in which it lead them to get a better result on achievement (Brown: 2007). Application of CTL on productive skills, i.e; in the field of speaking (drama) at the first cycle 1 and writing (magazine writing) at the second cycle illustrated that if the productive aspect was emphasized to be used as strategy , it could strengthen the students' grammar (Savage: 2010). Another factor that affects the progress of Contextual Teaching and Learning (CTL) is a learning system which matches with the work of brain, to compose patterns that embody meaning by linking academic

content to the context of daily life of the learners. It is important to be applied in learning so that students received information not only in a short-term but also in a long term memory. Thus, it will be understood and applied in their task. This is in accordance with Ausabel (1965) who said that learning in humans occurs through a meaningful process that imputes events or new things with cognitive concept. In the perspective of the previous grammar learning, meaningful learning concepts provide new challenges. Ausabel (1965) describes learning through memorizing as a process of mastering the materials in which in this case, what is going to be achieved by the learner is treated by the teacher as separate units attached to the cognitive structure in random and literal order which make it impossible to form meaningful connections. In brief, learning through memorizing involves action to recall the items which do not related at all with the existing cognitive structure. Meanwhile, meaningful learning is the process of connecting and combining new material on things established in cognitive structure. For example, when new materials about clause are taught to students, it entered the field of cognitive. They interact with and incorporated as appropriate into a broader conceptual system. The Linkage between the acquisition of cognitive and the concept is the most influential factor in supporting individuals to learn (Smith: 2001).

In addition Brown stated (2007) that the formulation of meaningful task can occur if teachers manage learning situations conductively, for instance: the students are provided by sufficient meaningful learning aids and the activity offered give access to students to be connected to the learner's knowledge structure. CTL with project-based and cooperative learning is the strategy that is suitable to be applied in such situation because it has been brought by eight fundamental concepts such as: making meaningful connections, doing meaningful work, doing a self-regulated learning, cooperation, critical thinking and creative, helping individuals to grow and develop, achieving a high standard, and using authentic assessment.

By applying CTL, the teacher has followed three modern scientific principles i.e: the principle of interdependence, the principle of differentiation and the principle of self-regulation. The first teaches that everything in the universe is interdependent and interconnected. This asks teachers to recognize their connection with other educators, the students, the community and the environment. This also encourages students to work together, express opinions, and listen to each other to find the problems, design plans, and find solutions to problems. In brief, this

 ISBN 978-602-73769-1-5

principle has the goal to bring together the experiences of each individual to achieve high academic standards. The second is differentiation refers to the constant encouragement of the universe to generate diversity, difference and uniqueness. In CTL, this offer student's freedom to explore personal talents, bring up their learning style and develop at their own pace. Using this principle, the students are encouraged to be creative and critical learner. The last principle of self-regulation states that everything is managed maintained and realized by ourselves. This principle asks the students to dig and turn out their potential. They have responsibility to accept the consequences of their own decisions and behaviors, assess the alternatives, make choices, develop plans, analyze information, create solutions and critically assess the evidence. Then, through the interaction among the students, they will get a new understanding and perspective to find personal interests, the power of imagination, ability to survive in a hard situation.

Finally, the results of this research show many advantages of using CTL. This approach gives opportunity for students to develop and dig their talents. For future contribution, this finding may invites all of educators, especially English teachers to apply CTL as an alternative language learning strategy for various competencies and skills of English both productive *(Speaking and Writing)* and receptive *(Listening and Reading)*. Since the approaches used in this study are limited on project based learning and cooperative learning and it was applied at specific context of classroom action research, it can be discussed in a broader scope of study.

References

Ausubel, D. P. 1965. A cognitive structure view of word and, concept meaning.In R. C. Andersen & D. P. Ausubel (Eds.), *Readings in the psychology of cognition* (pp." 58-75).New York: Holt, Rinehart, and Winston.

Berns, R., and Erickson,P. 2001. *An Interactive Web Based Model for the Professional Development of Teachers in Contextual Teaching and Learning Project*. Bowling Green State University.

Borko,H,and Putnam,R. 1998. " The Role of Context in Teacher Learning and Teacher Education." *In Contextual Teaching and Learning: Preparing Teachers to Enhance Student Success in and beyond School*,pp. 35-74.Columbus,OH: ERIC Clearinghouse on Adult,Career,and Vocational Education; and Washinton DC.

Brockman,D., and Brockman,M. 2001.“ Multiple Intellegences**.”** *A Web Based System for the Professional Development of Tecahers in Contextual Teaching and Learning Project (a Multiple Intellegence Analylis*. Bowling Green,OH: Bowling Green State University.

Brown, Douglas, H. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy***.** New York: Addison Wesley Longman, Inc.

Buck Institute for Education. 2001. “ Project Based Learning.” *A Web based System for the Professional Development of Teachers in CTL Project*. Bowling Green,OH: Bowling Green State University.

Harmer, Jeremy. 2006. *The Practice of English Language Teaching* (*Fourth Edition*).Essex: Longman.

Holubec, E.” Cooperative Learning.” 2001. *A Web Based System for the Professional Development of Teachers in CTL Project***.** Bowling Green, OH: Bowling Green State University.

Hornby, A S.1980. *Oxford English Learner's Dictionary of Current English*.Oxford University Press.

Mcperson,K.” Service Learning.” 2001. *A Web Based System for the Professional Development of Teachers in CTL Project*. Bowling Green, OH: Bowling Green State University.

Moffit,M.” Problem Based Learning”. 2001. *A Web Based System for the Professional Development of Teachers in CTL Project*. Bowling Green, OH: Bowling Green State University.

Nazil Iqdami. 2011. *The implementation of Contextual Teaching and Learning in English Lesson Plans for the First year Students of High School*. (Unpublished Thesis). State Institute for Islamic Studies Salatiga,Central Java.

Nurhadi,dkk .2004. *Pembelajaran Contectual (Contextual Teaching and Learning) dan Penerapannya dalam KBK*. Malang: Universitas Negeri Malang.

Savage,K.Lynn. 2010. *Grammar matters: Teaching Grammar in adult ESL Program,* Cambridge: Cambridge University Press.

Silberman, Mel.1996. *Active Learning: 101 Strategies to Teach any Subject*.Allyn and Bacon Boston:Massachussets.

Smith,C. “Work-based Learning”. 2001. *A Web Based System for the Professional Development of Teachers in CTL Project*. Bowling Green, OH: Bowling Green State University.

APPLYING ECOLOGICAL APPROACH IN *A SOUND OF THUNDER* BY RAY BRADBURY

Mia Fitria Agustina

A lecturer in Jenderal Soedirman University

mia.fitria.agustina@gmail.com

Abstract

Nowadays, as the earth is getting old, there are problems needed to be solved. Hence, through literary works, the issues of the earth may be sounded and heard by so many readers. *A Sound of Thunder* by Ray Bradbury is one of literary works that has main issue on environment. Through its depiction about time machine that can take the travelers get back to the previous era, the short story lead the readers to think the essential part of each God's creation. It is mentioned in the story that even a single mouse takes a part in the future of the earth. Therefore, it is challenging to figure out how this issue is cover in the story. Finally, the paper is going to discuss the important of each creature in maintaining the balance of the life cycle using ecological approach.

Keywords: *A Sound of Thunder*, ecological approach, and life cycle

Introduction

Every single living thing is created by God with spesific purposes. This statement is true 100%. Nobody cannot deny that statement. Everbody agrees with the statement, and noone cannot argue that the statement is wrong. Even creatures which we think have no use take a part in creating harmonious life. Ecosystems need creatures to maintain the balance of them. In ecosystems, there are lots of different living organisms that interact with each other. The living organisms in an ecosystem can be divided into three categories, namely, producers, consumers and decomposers**.** Producers are the green plants. They make their own food. Consumers are animals and they get their energy from the producers or from organisms that eat producers. There are three types of consumers, such as, herbivores carnivores, and omnivores. Herbivores are animals that eat plants, carnivores are animals that eat herbivores and sometimes other carnivores and omnivores are animals that eat plants and other animals. The third type of living organism in an ecosystem is the decomposers. Decomposers are

plants and animals that break down dead plants and animals into organic materials that go back into the soil, which is where we started.

A healthy ecosystem has lots of species diversity and is less likely to be seriously damaged by human interaction, natural disasters and climate changes. Every species has a niche in its ecosystem that helps keep the system healthy. We are learning about new species every day, and we are just figuring out the roles they play in the natural world. By studying and maintaining biodiversity, we help keep our planet healthy.

This kind of issue is also depicted in a short story written by Ray Bradbury entitled "A Sound of Thunder". In the story, there are some animals mentioned. Each of them then creates the story, and it let us to understand that they hold important role to create the future. Moreover, the story is about the journey to go to the past time. The people who travel to the past time try hard not to change the past. They minimalize any risk that make the earth becomes what they dislike. Through the animals mentioned in the story, then, the readers understand that the aimals have chances to make the earth turns to be something different.

Therefore, this paper is going to see how the animals in the story can create people's awareness to pay more attention to the place where they live. Each of the animal which is illustrated holds important roles helping the earth to be like what we want to be. The end of the story also emphasizes more that our ecology needs to get more attention. Cosequently, the paper is going to discuss and prove how these animals can maintain earth life; furthermore, seeing the relationship between humans, animals, and the ecology, ecocriticism is going to be applied.

Literature Review

This part of the paper discusses two literatures used as the main theories to answer how the short stories entitled "A Sond of Thunder" by Ray Bradbury tells about ecological issues. Those theories are ecocriticism, and animal. Ecocriticism is used as the main literary theory to analyze the environment problems found in the novel. As literary theory, ecocriticism focus on how the literary works describe the environment; thus, this theory is the most appropriate theory to see the animals issue in the short story. Then, animal is also important as the main issue discussed in the short stories.

 ISBN 978-602-73769-1-5

1. Ecocriticism

Ecocriticism is the study of the relationship between literature and physical environment (Glotfelty, 1996). It connects literature and the physical environment used earth-centered approach to do the research. The theory firstly coined by William Rueckert in 1978 and he stated that ecocriticism means the application of ecology and ecological concepts to the study of literature. In his essays, Literature and Ecology: An Experiment in Ecocriticism, he connected relationship between the science of ecology and the study of literary criticism. Besides, the definition proposed by Rueckert concerns specifically with the science of ecology.

Thus, the ecocriticism theory is a theory which combines ecology and earth study in literary works and it is acting like a bridge between the literary works and the environmental issue happened in the surrounding. Ecocriticism is acting as a tool for critical response between the texts and the environmental issues that people are not yet hear about it. It explains land's histories and the newest condition of land use and abuse and the theory tries to open people's eyes and realize that the environment is yelling through images and works which the environmentalist showed in literary works. It also becomes a tool for critical response to unheard dialogue between the text and the environmental issues. Barry (2002) says that the ecocentred reading on the house and it environs. Moreover, ecocriticism is considered as an interdisciplinary of literature which combines ecology and earth study. Nature is not only the focus of ecocritical studies, but animals, frontier, cities, specific geographical regions, rivers, mountains, deserts, Indians, technology, garbage, and the people also the other topics of ecocritical studies.

2. Animal

Study of the relations between animals and humans in the Humanities is split between philosophical consideration of animal rights and cultural analysis of the representation of animals (Garrad, 2004). Animals and animal products have recently become the site of a new range of concerns. As a result of the advent of BSE ('mad cow disease') and the huge outbreak of foot and mouth disease in the UK in 2001, traditional significations and narratives involving animals have come under threat. Most obviously, the mass burning and burial of slaughtered livestock severely damaged the pastoral image of modern farming.

ISBN 978-602-73769-1-5

Moreover, Stephen Yearley (1996) argues that there are three levels of biodiversity: 'diversity between and within ecosystems and habitats; the diversity of species; and genetic variation within species'. This increasingly ecological, or systems-orientated, perspective aims to reframe local conservation issues in the language of global biodiversity. Genetic diversity is increasingly seen as a resource for biotechnology companies as well as the object of potentially comprehensive protection. The 'global' discourse of biodiversity is highly contested because of its complex and politically explosive relations with economic and cultural globalisation. Many environmentalists from the wealthy industrialised countries seek to protect biodiversity from both local people (poachers, illegal loggers) and transnational corporations.

Research Method

This research method discusses about type of research, data source, technique of data collection, and technique for data analysis. The type of research is qualitative method as this paper involves an interpretive, naturalistic approach to the subject matter (Denzin, Norma, and Lincoln, 2000:3).

Furthermore, there are two kinds of data in this paper. Those are primary data and supporting data. The primary data are taken from a short story entitled "A Sound of Thunder" by Ray Bradbury. Therefore, monologues, dialogues, and narrations in the novel which explain about ecological issue especially about the important of animals are sorted as the data. While, supporting data are taken from books, magazines, journals, essays, and articles. Those supporting data are necessary to strengthen the findings in answering how animals are important to maintain ecology depicted in "A Sound of Thunder".

Then, technique for data collection is conducted through several steps. Those steps are reading and re-reading, note taking, and data reducing. Reading and re-reading are done to get the comprehension of the subject of the study. After that, note taking is conducted to get data needed to answer how animals are necessary to maintain ecology depicted in "A Sound of Thunder". Finally, the next step is data reduction which is important to be done as this step determines the data for answering the ecological issues.

 ISBN 978-602-73769-1-5

The last is technique for data analysis. The data which are collected and sorted in the previous process are examined and interpreted based on the ecological problems found in the short story. In this step the sorted data is presented and explained. Next, after presenting and explaining, the data is going to be interpreted. This step involves supporting data to strengthen the finding. Moreover for some data, the implicit one, they are significant to be explored further. Thus, the interpretation also needs more process to make the finding more valid and more reliable.

Discussion

There are some ecological topics discussed in the short story entitled "A Sound of Thunder" by Ray Bradburry. Nonetheless, the paper is only going to talk about one of those which is the animal problem. In the short story, this animal issue illustrated both directly and indirectly by the author, Ray Bradbury. This animal concern is about the roles of animals in this earth. Each of the animals mentioned in the story shown that those animals have important roles to maintain the balance of the earth. If one of them dissapears because of human, then, the earth is not going to be the same as previously. To make the discussion easier, the explanation is going to be divided into three sections. The sections are based on three animals in the story which vividly describe that the environment is not going to be the same if they are extinct caused by human. Those animals are a tyrannosaurus, a mouse, and a butterfly; thus, the detail of the explaination is going to be based on them.

1. A Tyrannosaurus

As "A Sound of Thunder" is about having journey to previous time, it can be guessed that one of the animals which is illustrated is dinousarus, especially a tyrannousaurus. Since the animal already dissapear from the earth, talking about the animal become more interesting because of the reason why the animal which does not exist anymore needed to be analyzed. Nevertheless, without this tyrannousarus, the discussion in this part is going to be not challeging anymore. Therefore, the tyrannosaurus is certainly a missing link needed to be revealed in relation with the animal issue.

To begin with, study proves that tyranosaurus, generally dinosaurus, were created to prepare the earth to be home for humans. A so-called fossil fuel, petroleum is believed by most scientists to be the transformed remains of long dead organisms. The majority of petroleum is

thought to come from the fossils of plants and tiny marine organisms, and larger animals might contribute to the mix as well (Than, 2005). "Even some of the dinosaurs may have gotten involved in some of this," says William Thomas, a geologists at the University of Kentucky (qtd. In Than, 2005)

Almost the same as the fact which emphasizes the roles of dinousarous, the short story is also shows that the tyrannousaurus is also an important animal. To explain why the animal described in the story has significant roles, the explanation is divided into three parts, namely, the threat, the accuracy, and the bullet. The first is the treat. In the story, there is a statement saying that

> "We guarantee nothing," said the official, "except the dinosaurs." He turned. "This is Mr. Travis, your Safari Guide in the Past. He'll tell you what and where to shoot. If he says no shooting, no shooting. If you disobey instructions, there's a stiff penalty of another ten thousand dollars, plus possible government action, on your return." (Bradbury, 1)

The word “disobey” indictes that it is a strong word to remain the hunters that if they do not respect the rules they are going to get punishment. Then, it is added by the word “penalty” and “action” meaning that the official threats the hunters. It is a treat as he emphasizes the disobedient hunters are going to pay penalty and get action from the government. If it is not a threat, the official is not going to mention what is going to happen to the hunters. The penalty and the action are mentioned on purpose to remind strongly that the hunters must not play around. The treat, then, shows that the tyrannousaurus holds important roles since the safari guide does not allow the hunters to shoot when it is not necessary. The word “what” and “where” in the quotation also strengthen that the dinousarous which is reasonable to be shot is studied carefully; hence, this is a signal showing that the dinousarous is significant. Moreover, in another part, there is a statemet that also says that the hunters may not shoot any animals the safari guides do not permit (Bradbuy, 3). That safari guide, named Travis, also yells to Eckels (one of the hunters) when he aims his rifle playfully (Bradbury, 4), and he also makes an order telling that Eckels shoots the first, then, Billings is the second, and the last is Kramer (Bradbury, 5). Then, another safari guide also states, “Don’t shoot till we give the word (Bradbury, 5).” All of the data, one more time, support the finding that the dinousaurus is

 ISBN 978-602-73769-1-5

necessary because in the data, the word "permission" and "yell" are two word that reflect treats saying from the safari guides to the hunters, there is also a warning saying that they may not shoot until there is an order. Finally, it can be concluded that the explanation is summarized to be a treat signifying the dinousarous is important.

Another thing showing that the tyrannosaurus is necessary is about the accuracy. The tyrannousaurus which is going to be shot by the hunters are studied carefully. Previously, the safari guide named Lesperance uses the time machine to go to past time and does a research. He follows some dinousaurous, notes what happen to the dinousaurus, and decides which one is fine to be shot. He conducts the action because Time Safari Inc. has an agreement with the government that they can do the bussines, yet they must not change the past. This is because of a theory telling that if they change the past then they must change future (Bradbury, 8). That is why, the dinosaurus that the may shoot are the ones who are going to die soon. For example, the dinousaurus that the hunters are going to shoot is the one that Lesperance has studied. The dinousaurus is a tyrannosaurus. Lesperances notes exact time when it dies. He writes the hour, the minutes, and the second. Then, he shoot a paint bomb to mark the tyrannosaurus. Finally, he calculates the time of the arrival right two minutes before the animal dies to avoid they change the future since the animal must not mate creating future. (Bradbury, 4)

What the Safari Time Inc. does shows that they do not want to change the future. They precisely caculate when they may shoot and what animals may be shot. The accuracy indicates that they do not want to make any mistake as they realize the risk. Choosing animal is also one of the proof showing that the tyrannosaurus is important. They know exactly what animals that do not contribute anymore to the future. They know well that the animals are going to die soon either by tree or by tar pit (Bradbury, 4); consequently, the chosen animals may not mate again. We can imagine if they do not carefully study the animals they are going to shoot. It can be animals that have future as they create generation. Moreover, Travis says, "Not knowing it [knowing that the animals have future], we might kill an important animal, a small bird, a roach, a flower even, thus destroying an important link in a growing species (Bradbury, 3)." Hence, it can be concluded that the author wants to tell that even the extinct

 ISBN 978-602-73769-1-5

animals are important. Through the explanation about the way they hunt the animals, it is sure that the tyrannosaurus is significant.

The last thing talking that the trynannosaurus is important is about the bullet. The bullet is a thing left by the hunters on the tyrannosaurus body. As the hunters shoot the dinousaurus, the bullets stay in the dinousaurus body. If the dinousaurus is not an important animal, they (the hunters and the safari guides) are going to leave the bullet. They do not care about the bullet. However, they do care. Travis tells, "The bullet! The bullets can't be left behind. They don't belong in the Past; they might change anything (Bradbury, 8)." Although it seems that the safari guides only care about the bullet, the author wants to emphasizes that the trynnasourus is also necessary because the bullets are on the tyrannosaurus. If there are unidentified things in the body of the inside body of the trynnosaurus, the future is going to change too. One more time this strengthens that the tyrannosaurus even though it dies already still holds important roles in the future.

2. A Mouse

Another important animal in the story is a mouse. A mouse is a small rodent with a pointed nose, furry round body, large ears and a long, often hairless, tail. There are hundreds of types of mice, divided into subfamilies of either Old World or New World species, for instances, deer mouse, house mouse, field mouse, wood mouse, dormouse, spiny mouse and zebra mouse. According to Mueller (2015) in an article entitled "How do Rodents Help Ecosystem?", rodents hold important roles, such as, source of food, seed spreaders, soil aerators, and fungus distributors. Besides, mice are much like humans in how their bodies and minds work and this is why laboratories use mice as test subjects for medicines and other items that may be used on humans (Bradford, 2014). Nearly all modern medicine is tested on mice before they go to human medical trials. Cosequently, it can be seen that mouses in our earth helps to create balance life. What Muller and Bradford say also strenghtens the fact that mouses are needed in the ecosystem. Seeing that the mouses are necessary, the author of "A Sound of Thunder" Bradbury, illutrates a mouse in the short story that becomes an example to what happens in the future if a single mouse is killed unintensionally. The explanation of the mouse in this part is quiet clear through a quotation describing that

 ISBN 978-602-73769-1-5

> "Well, what about the foxes that'll need those mice to survive? For want of ten mice, a fox dies. For want of ten foxes a lion starve s. For want of a lion, all manner of insects, vultures, infinite billions of life forms are thrown into chaos and destruction. Eventually it all boils down to this: fifty nine million years later, a caveman, one of a dozen on the entire world, goes hunting wild boar or saber-toothed tiger for food. But you, friend, have stepped on all the tigers in that region. By stepping on one single mouse. So the caveman starves. And the caveman, please note, is not just any expendable man, no! He is an entire future nation. From his loins would have sprung ten sons. From their loins one hundred sons, and thus onward to a civilization. Destroy this one man, and you destroy a race, a people, an entire history of life. It is com parable to slaying some of Adam's grandchildren. The stomp of your foot, on one mouse, could start an earthquake, the effects of which could shake our earth and destinies down through Time, to their very foundations. With the death of that one caveman, a billion others yet unborn are throttled in the womb. Perhaps Rome never rises on its seven hills. Perhaps Europe is forever a dark forest, and only Asia waxes healthy and teeming. Step on a mouse and you crush the Pyramids. Step on a mouse and you leave your print, like a Grand Canyon, across Eternity. Queen Elizabeth might never be born, Washington might not cross the Delaware, there might never be a United States at all. (Bradbury, 3)

As the quotation using direct language and denotative words, it is not difficult to get the message. It is understandable that even a mouse that we think so stink and useless may give big contribution in this world. Without a mouse, it may not be like today. World is going to be different, and may be we are not in this world. Therefore, it may summarized that every single animal has their own roles which determine to what happen in the future; also, we may not diminish each creature if we want the world in balace position.

3. A Butterfly

The last significant animal mentioned in the short story is a butterfly. This butterfly is so ineteresting to be discussed further as the butterfly can only be found in the last part of the story. We may not find it until there is a statement telling that embedded in the mud, glistening green and gold and black, was a butterfly, very beautiful and very dead (Bradbury, 10). Furthemore, there is a statement from Eckles illustrating, “Killing one butterfly couldn’t be that important! Could it? (Bradbury, 10). Accordingly, based on the previous statements, it can be said that the butterfly is not important.

 ISBN 978-602-73769-1-5

In the real life, butterflies and moths are indicators of a healthy environment and healthy ecosystems. They indicate a wide range of other invertebrates, which comprise over two-thirds of all species. Areas rich in butterflies and moths are rich in other invertebrates. These collectively provide a wide range of environmental benefits, including pollination and natural pest control. Moths and butterflies are also an important element of the food chain and are prey for birds, bats and other insectivorous animals (for example, in Britain and Ireland, Blue Tits eat an estimated 50 billion moth caterpillars each year). Moreover, butterflies and moths support a range of other predators and parasites, many of which are specific to individual species, or groups of species. Finally, butterflies have been widely used by ecologists as model organisms to study the impact of habitat loss and fragmentation, and climate change. ("Why Butterflies Matter")

Nonetheless, the story reveals that the butterfly holds very important roles. Here is the proofs. The first proof can be seen through those two signs on Time Safari Inc. The signs are about

TIME SAFARI, INC. SAFARIS TO ANY YEAR IN THE PAST. YOU NAME THE ANIMAL. WE TAKE YOU THERE. YOU SHOOT IT.

Sign 1

TYME SEFARI INC. SEFARIS TU ANY YEER EN THE PAST. YU NAIM THE ANIMALL. WEE TAEK YU THAIR. YU SHOOT ITT.

Sign 2

The first sign is the sign before the hunters and the safari guides travel to the past, while the secod sign is the sign right after they do the journey. The place where the signs placed is the same, yet the signs are different. It must be something happens. The reason behind why the signs change is Eckles steps on a butterfly. He says, "Not a little thing like that. No! (Bradbury, 10)." Thus, it can be concluded that a butterfly that we think is not important can cause the world change.

Another proof is not only about the sign but about the president. Previously before the journey, it is said that Keith is the president (Bradbury, 1). They agree that Keith is going to give the best thing for them compared to Deutcher since he is decribed as a militarist, anti-Christ, anti-human, and anti-intellectual (Bradbury, 1). Moreover, they also say that if Deutchers become the president of United States, they are going to go to 1492. This was the year when Christopher Colombus; an explorer, colonizer, and navigator, born in the Republic

 ISBN 978-602-73769-1-5

of Genoa, Italy; discovered America, the New World. This emphasizes that Keith is so important because they want to escape to the year when America was discovered. The year is the representation of the beginning. Hence, if what happens in the year 2055 (Bradbury, 9) is not like what they want which is Keith is the president, they are going to get back to the begining, and they want to write the new history. By doing that, they hope that Deutcher is not going to be the president. Hence, this shows how they dislike Deutcher so much. That is why when in the end of the story the president is not Keith, it can be predicted the chaose happening. Because of a butterfly, the history change, and this is the proof that a butterfly is matter.

Seeing the proofs, it can be concluded then, the author writes about the important of a butterfly. It is a cute small thing, yet it holds many roles, the important ones. A butterfly can change the whole world. It is not small changes but huge ones. This also emphasizes one more time that each of animal, no matter it is, it is worthed. Without them the world will not be the same. This is also a warning to all of humans to protect them, and to take care of them.

Conclusion

The research mainly talks about how animals are important depicted in a short story entitled "A Sound of Thunder". Through the discussion, there are three animals which are analyzed deeper. Those are a tyrannosaurus, a mouse, and a butterfly. Each of them in the real world has roles that create our world just like what we see today. That is why the importances of them also color the story. In the story it describes that each of them are important. Started with the tyrrannosaurus. The story illustrates that the animal is important through the treat, the accuracy, and the bullet. The mouse is told thatit can change whole world by saying that one of the change it could be no Queen Elizabeth. The last is the butterfly. One more time, the story gives big portion on butterfly as because of it, the world change, and the change is not a good one. Everybody dislikes it, so it can be concluded that it has necessary role. Seeing the discussion, then, it can be said that nature asks us, the humans, to remember that each creature is important. We may not destroy the creature although we think that it is not important. Finally, the story reminds us that ecology and literature are hand in hand making us be aware that it is the earth we live which need our protection especially the living things.

 ISBN 978-602-73769-1-5

References

Barry, Peter. 2002. *Beginning Theory*. Manchester: Machester University Press.

Bradbury, Ray. "A Sound of Thunder".

Bradford, Alina. 2014. Mouse Facts: Habits, Habitat & Types of Mice. http://www.livescience.com/28028-mice.html

Butterflies Conservation. Why butterflies matter. http://butterfly-conservation.org/45/why-butterflies-matter.html

Denzin, Norma K, and Lincoln, Yvonna S. 2000. *Handbook of Qualitative Reasearch*. London: Sage Publication Inc.

Garrad, Greg. 2004. *Ecocriticism*. New York: Routledge.

Glotfelty, C. (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. Edited by Cheryll Glotfelty and Harold Fromm. Georgia: University of Georgia Press.

Muller, Jennifer. 2015. *How do Rodents help the Ecosystem*. http://animals.mom.me/rodents-ecosystem-7390.html

Than, Ker. 2005. *The Mysterious Origin and Supply of Oil*. http://www.livescience.com/9404-mysterious-origin-supply-oil.html

Yearley, S. 1996. *Sociology, Environmentalism, Globalization: Reinventing the Globe*. London: Sage.

 ISBN 978-602-73769-1-5

"*JANGAN BERPIDATO*" AND GUS MUS'S SOCIAL CRITICISMS

Mytha Candria

English Department, Faculty of Humanities

Universitas Diponegoro

candria01@yahoo.com

Abstract

In this paper, I present a stylistic study of "*Jangan Berpidato*" (Don't Speechify), a poem by Mustofa Bisri or Gus Mus,a Muslim cleric from Rembang, Indonesia. The study is aimed at revealing Gus Mus's messages and criticisms to the government and people of Indonesia and was conducted by examining the graphology and metaphorical utterances of the poem and relating them to the socio-cultural context of the poem. The graphology or typography of the poem displays a *joglo* house because it was a critique of Soeharto's Javanese style of leadership that was fond of "status display and arrogance" (Mulder, 1996), while the metaphors are expressionsof such emotions as distrust, discontent, contempt and resentment. The poem, meant to be a critique of Soeharto's government, remains relevant and valuable to the present, as it reminds us that hypocrisy and tyrannyare not the norms of good and strong governments.Therefore, if the people of Indonesia want to have a strong and firm government, as well as a strong and firm country, they should choose honest and considerate people as their leaders.

Keywords:stylistics, Indonesia, Gus Mus, poem, and social criticism

Introduction

Seventeen years after the fall of Soeharto's governance, which marked the beginning of the reformation period, Indonesia remainsmismanaged and underdeveloped in many sectors and is continuously struggling to become a prosperous and civilized country. In economic sector, for example, Indonesia's currency Rupiahhas only recently reached its lowest rate against US Dollar. In social sector, conflicts, be they among civilians, among different religious believers, among people of different religious denominations, or between *rakyat* (lay people) and the government officials, are mushrooming. Reformation, celebrated to be the starting point of a new era, is unable to guarantee welfare and prosperity for all the people of

 ISBN 978-602-73769-1-5

Indonesia,since a large number of Indonesians are continuouslystrivingfor justice, equality and welfare.

What happened and what has happenedin Indonesia are frequently captured by Mustofa Bisri (or Gus Mus) in his poems. For instance, inhis poem "*Jangan Berpidato*" (Don't Speechify), Gus Mus (1993a)portrays Indonesia as a house or a building ready to tumble downat any momentbecause of its untrustworthy, corrupt, hypocritical and tyrannical government. Gus Mus wrote and published "*Jangan Berpidato*"in 1993, and the messages he expressed in the poem cametrue in 1998.Soehartoresigned after thirty-two years of reigning. Indonesia plunged into severe economic crisis,eventually leading to horrifying chaos and dreadful humanitarian conflicts. Thirty-two years ruling Indonesia, Soeharto failed to create a just and prosperous country.Indonesia, one of the largest countries in South-East Asia, was among those countries that suffered from the worst impacts of the 1998 economic crisis.

Now, twenty-two years after its publication, the poem "*Jangan Berpidato*"continues to communicate valuable messagesfor the government and people of Indonesia, i.e.hypocrisy ruins a nation, and tyranny is the norm of a weak government. This is the reason I wantto present the analysis of the poem in this paper. I want to discuss Gus Mus's insightful messages and criticisms expressedin the poemusing stylistics as the theoretical framework.Thus, in the next sectionI deal with the stylisticstudy of "*Jangan Berpidato*",and in the last I present the summary.

I. "*Jangan Berpidato*" and Gus Mus's Social Criticisms

JANGAN BERPIDATO

Jangan berpidato!
kata-katamu yang paling bijak
hanyalah bedak murah yang tak sanggup lagi
menutupi koreng-borok-kurap-kudis-panu-mu
Peradaban koreng!
Hak asasi borok!
Perdamaian kurap!
Demokrasi kudis!
Humanisasi panu!
Berlagaklah adi siapa peduli
Bangunanmu tinggal cantik di luar
Tinggal menunggu saat-saat ambyar

1413

(Bisri, 1993, p.8)

 ISBN 978-602-73769-1-5

Stylistics is a branch of linguistics that studies the languagesof literary and non-literary texts(Malmkjaer, 1991; Mills, 1995; Simpson, 2004). Language is at the heart of stylistic analyses because "the various forms, patterns and levels that constitute linguistic structure are an important index of the function of the text," and "the text functional significance as discourse acts in turn as a gateway to its interpretation" (Simpson, 2004, p. 2). Language elements, such as sounds, words, sentences and utterances,together with the non-linguistic context of the text, provide bases for its plausible interpretations:

> While linguistic features do not of themselves constitute a text's meaning, an account of linguistic features nonetheless serves to ground a stylistic interpretation and to help explain why, for the analyst, certain types of meaning are possible (Simpson, 2004, p. 2).

Stylistic analysis, as Simpson argues,is to be carried out at all linguistic levels.It does not matter, however, from which language level we shall begin the analysis; most importantly, we present to our readers reasonable and valid interpretations of a text by carefully examining the linguistic elements of the text and thoroughly reading the entire text so as to understand it. The interplay between the study of a text's linguistic elements and a comprehensive understanding of the text is what matters in the interpretative process:

> Stylistic analysis involves examining carefully the linguistic structure of a text and showing the role that linguistic structure plays in helping a reader to arrive at an interpretation of that text. Students often ask me whether they should start by analyzing the text linguistically or by reading the text thoroughly in order to understand it. My answer is that it does not matter, as long as both things are done thoroughly. What is most important is that there is a clear and strong relationship between the interpretation proposed and an accurate account of the language of the text (Short, 1993, pp. 8-9).

As a stylistic analysis has no rigid formula as to where we shall start our study, for "*Jangan Berpidato,*" I would begin the analysis byexamining its graphology, i.e. the form or typography of the poem.The typography is eye-catching; it is the first, obvious thing we will

 ISBN 978-602-73769-1-5

notice when looking at the poem for the first time. The poem was composed in such a way that it looks like a "*joglo*", a term originally referring to the shape of the roof of traditional Javanese houses.However, people normally use the term "*joglo*" to include those houses or buildings that have traditional style of *joglo* roofs.*Joglo*, because of its complex structure and expensive material, was and is commonly owned by Javanese aristocrats or by the rich.

Java, the atmosphere of Java, orthe state of being Javanese is projected inthe graphology of the poem because it is directed to and is a critique of the ruling government of Indonesia at the moment of its production. The poem, as we shall readily see, was written in 1413(of Islamic lunar calendar) orin 1993,meaning that it was written during the governance ofPresident Soeharto,who ruled Indonesia from 1965/1966 to 1998.Soeharto is a Javanese and is largely criticized for having practiced a Javanese style of leadership(Basuki, 2006; Mulder, 1996; Rachman, 1993; Robertson-Snape, 1999).Anderson (in Robertson-Snape, 1999, p. 597)wrote that Soeharto practiced "a particular form of personal rule that can be seen as part of the tradition of the Javanese kings".Unfortunately, as Mulder (1996, p. 50)puts it, they were the negative elements of Javanese tradition that he practiced:

> …, it is the worst element of the Javanese heritage that has been promoted, such as hierarchical rigidity, authoritarianism and arbitrariness, a development which they call 'Mataramization' and 'feudalization', which are accompanied by a fondness for status display and arrogance, for which the word *priyayiisme* is used: behaving like a member of the Javanese upper class.

That the typography of the poem reveals Gus Mus's criticisms of Soeharto's governance is supportedby the rest of the poem.In terms of speech act, the title of the poem, as well as the first line of the poem, is a directive utterance, which aims to get someone to do something. *Jangan berpidato* is a negative form of order or command; in this case, the speaker of the poemordered or commanded the person he was talking to either to stop lecturing or not to speechify. In the first line of the poem, though, the directive is intensified by the use of an exclamation point. Exclamation points, in written communication, are generally used to indicate rising intonation, which can also mean expressions of such negative emotions as dissatisfaction, discontent, distrust, impatience, objectionand resentment. Here, the speaker of

 ISBN 978-602-73769-1-5

the poem did not only rejecthis interlocutor's desire to speechify or to continue his talk but also poured all his negative feelings towards him.In other words, he insisted that his interlocutor wasto be quiet.

The reason of the speaker's resentment is supplied in the second to the fourth lines of the poem, i.e. *kata-katamu yang paling bijak/ hanyalah bedak murah yang tak sanggup lagi menutupi koreng-borok-kurap-kudis-panu-mu*. These lines comprise an explicit metaphor, where the topic *kata-katamu yang paling bijak* (the wisest words of yours)is explicitly compared to the analogue *bedak murah*(cheap powder)that can no longer hide your acute dermal diseases (*koreng-borok-kurap-kudis-panu*).This metaphor can only be understood by evoking the past, i.e. the time when the poem was produced, and Soeharto was the president of Indonesia. Soeharto was fond of talking and lecturing,and, in any occasion,when he wasto talk, he would boast about the achievement Indonesia reached under his governance. For example, Soeharto was fond of preaching about *peradaban, hak asasi, perdamaian, demokrasi* and *humanisasi*, but in reality, all his words were rhetoric or lip services.

Thus,in the fifth to the ninth lines of the poem the speaker produces expressives,which are speech acts used to express the speaker's feelings (Yule, 1996). Expressive utterances, according to Yule (1996, p. 53), "express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow". The expressive utterances of the poem are parallel in structure, namely they are all nominal sentences consisting of subjects and complements, and, also, they are all explicit metaphors:

	Subject (nouns)	**Complement (nouns)**
5	Peradaban	koreng!
6	Hak asasi	borok!
7	Perdamaian	kurap!
8	Demokrasi	kudis!
9	Humanisasi	panu!

 ISBN 978-602-73769-1-5

The subjects, which typographically become the left pillar of the *joglo*, are requirements for or characteristics of civil society, while the complements, the right pillar, are dermal diseases.The subjects of the sentences are also the topic or tenor of the metaphorical utterances, whereas the complements are the analogue or vehicle. The features of civil society are explicitly compared to skin diseases, and the comparisons are ended with exclamation points. Also, there are spaces or gaps between the subjects and complements of the metaphors. The spaces may function nothing but to separate the subjects and complements, sothat they will altogether form the columns of the *joglo*.Alternatively, the spaces indicate pauses,like those in spoken exchanges.Hence, there are moments of silence (gaps) between the speaker's saying the subjects and his uttering the complements.

The fifth to the ninth lines of the poem construct too repetitive and obvious parallelism;they are, therefore, a means of projecting or highlighting the speaker's certain intentions. What his intentions are can only be discovered by deciphering the metaphors. The subjects of the parallel structures, as we have discussed earlier, are features of civil society or prosperous country, and these were also issues Soeharto (and his associates) frequently addressed in their speeches. Consider the following extract of Soeharto's talk as an example:

> Another aspect of the Miniature Indonesia project, if it can be implemented, is its by-product of providing employment, not only within the project itself, but also in other fields, like service to visitors and the selling of ice cream, peanuts, cigarettes and so on. All these secondary activities will be opened up for the people, hence **the project will contribute to employment**. So, seen from the point of view of objectives and ideals, it **does not run counter to the strategy of the nation's struggle to achieve a just and prosperous society** based on the Pancasila. **Nor does it run counter to development strategy as an effort to give body to our independence and achieve a just and prosperous society**. And **it will certainly not affect government finances**, as **it will not be financed from the government budget**(in Bourchier & Hadiz, 2003, p. 51).

 ISBN 978-602-73769-1-5

The excerpt is part of Soeharto's speech at the opening of *Taman Mini Indonesia Indah* or TMII (Miniature Indonesia Project).TMII project mostly benefited his family and loyal supporters(Bourchier & Hadiz, 2003),but at its inauguration he preached about the contribution TMII would give to the peopleof Indonesia.

The hypocrisy and arrogance that Soeharto, as well as his cronies,displayedmade the speaker of the poem sick and tired. The metaphorsare expressions of his distrust, anger, cynicism or sarcasm; he refused to believe and listenwhatever Soeharto said since all was but lip services. The problems Indonesia faced under Soeharto's presidency, such as human rights abuse,injustice, poverty, manipulation, corruption, collusion and nepotism, were too obvious to cover;they were like skin diseases that everyone would easily spot.

In summary, the metaphor *kata-katamu yang paling bijak hanyalah bedak murah* (lines 2-4) and the metaphors that form the pillars of the poem (lines 5 to 9) are expressions of the speaker's distrust, discontent, displeasure, despair, protest and anger to Soeharto (and his associates). The metaphors are protests and expressions of contempt to hypocritical leaders. Further, the speaker of the poem reminds repressive and hypocritical leaders that repression and hypocrisy will not last. Tyrannical and hypocritical leaders will just create a weak government, like an empty shell that gives an impression of strength, power or glory but is actually very fragile. This is what Franz Magnis-Suseno's states about the government of Soeharto, which he considers to be "only a shell, like the outside of a house eaten up by termites, so that three months of student protests sufficed to bring it down"(1999, p. 215). Hence, in the very last lines of the poem the speaker says:

Berlagaklah adi siapa peduli	Boast airs of glories, no-one cares
Bangunanmu tinggal cantik di luar	Your building seems adorable
Tinggal menunggu saat-saat ambyar	but is ready to tumble

Conclusion

I have thus far presented a stylistic study of Gus Mus's poem "*Jangan Berpidato*" (Don't Speechify) (1993). Stylistics is the study of the languages of literary and non-literary texts, but in this paper stylistics is used as a tool to analyze the language of poetry. A stylistic analysis of a poem covers all the language levels of the poem, but, within the scope of this

 ISBN 978-602-73769-1-5

paper, the stylistic analysis of "*Jangan Berpidato*" is centered upon its graphology and its metaphors. Graphology relates to the typography or the form of the poem, which Gus Mus created in such a way so as to visualize a *joglo* house. The *joglo* is portrayed as a building which seems firm and splendid but is actually empty and fragile. This portrayal depicts the government of Soeharto, who ruled Indonesia oppressively in 1965/66-1998. His government might have seemed strong, solid and impressive from outside, but, from within, it was weak and incompetent. Therefore, he was eventually forced to resign from his presidency in 1998.

The graphology of the poem strongly relates to other linguistic features of the poem, such as the metaphorical utterances of the poem. The metaphors of the poem can be classified into directive and expressive utterances. The directives are to be found in the title and in the first line, while the expressive utterances are in the fifth to the ninth lines of the poem. The directives aim to get someone to do something, meaning that they were to stop Soeharto from his speech or to get him not to speechify. The expressive metaphors function as a means to communicate the speaker of the poem's (or the poet's) feelings, such as anger, displeasure, distrust or discontent, towards Soeharto and his cronies.

"*Jangan Berpidato*", as we shall readily see, is originally directed to the late President Soeharto and his associates. Gus Mus, through the poem, wanted to criticize their hypocritical attitudes. However, his messages and criticisms are relevant to the present.

References

Basuki, R. (2006). *Panakawan*'s discourse of power in Javanese shadow puppet during the New Order regime: From traditional perspective to new historicism. *K@ta, 8*(1), 68-88.

Bisri, M. (1993). *Tadarus: Antologi puisi*. Jogjakarta: Prima Pustaka.

Bourchier, D., & Hadiz, V. R. (Eds.). (2003). *Indonesian politics and society: A reader*. London: Routledge Curzon.

Magnis-Suseno, F. (1999). *Langsir keprabon*: New order leadership, Javanese culture, and the prospects for democracy in Indonesia. In G. Forrester (Ed.), *Post-Soeharto Indonesia: Renewal or chaos?* Bathurst: Crawford House Publishing.

Malmkjaer, K. (1991). Stylistics. In K. Malmkjaer & J. M. Anderson (Eds.), *The Linguistics Encyclopedia* (pp. 438-447). London, New York: Routledge.

Mills, S. (1995). *Feminist Stylistics*. London, New York: Routledge.

Mulder, N. (1996). *Inside Indonesian society: Cultural change in Java*. Amsterdam: The Pepin Press.

Rachman, G. (1993). The Javanese empire. Retrieved 5 February, 2007, from http://proquest.umi.com/pqdweb?did=368809&sid=7&Fmt=3&clientId=42788&RQT=309&VName=PQD

Robertson-Snape, F. (1999). Corruption, collusion and nepotism in Indonesia. *Third World Quarterly*, *20*(3), 589-602.

Short, M. (1993). To analyse a poem stylistically: 'To Paint a Water Lily' by Ted Hughes. In P. Verdonk (Ed.), *Twentieth-Century Poetry: From Text to Context* (pp. 7-20). London; New York: Routledge.

Simpson, P. (2004). *Stylistics: A Resource Book for Students*. London, New York: Routledge.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

Biodata:

Mytha Candria earned her bachelor degree from English Department Diponegoro University and her masters from the University of Melbourne, Australia, and Center for Religious & Cross-Cultural Studies (CRCS), Gadjah Mada University, Yogyakarta, Indonesia. She currently works as a lecturer at Faculty of Humanities, Diponegoro University, Semarang, Indonesia. Her research interest includes religion, linguistic stylistics, and contemporary Indonesian novel and poetry.

 ISBN 978-602-73769-1-5

OPPOSING BONDAGE, DOMINATION, SADISM, AND MASOCHISM (BDSM) IN *FIFTY SHADES OF GREY*: RADICAL FEMINISM PERSPECTIVE

Nenin Astiti Ayunda

Abstract

BDSM (Bondage, Domination, Sadism, and Masochism) is frequently discussed due to the phenomena of best-selling erotic romance novels like Fifty Shades of Grey (FSoG). This form of sexual expression is controversial among people, even feminists, and so is FSoG. This paper aims to analyze the deviation of sexual expression (BDSM) in FSoG which against radical feminism perspective. Since the main characters, Christian and Anna, playing their role as a (male) dominant and a (female) submissive and doing sexual practices harshly with a set of rules, limits, and punishments, feminists see it as an unliberated sexuality and categorize it as a domestic violence for it harms Anna physically and psychologically. Anna's leaving in the end of the story shows the representation of how BDSMwhich is principally harassing and demeaning hurts woman. Hence, it is seriously opposed by radical feminism.

Keywords: BDSM, Sexual Expression, Radical Feminism, Domestic Violence

Introduction

It has been known that feminists are opposed by groups of people, mainly the big three; religionists, psychologists, and sexologists. The last mentioned (sexologists) are now clearly making effort together with sex reformers to attack feminists. The issue is none other than sex and sexuality. Unfortunately, among feminists, there is disunity dealing with the issue which polarizes feminists into two camps; anti porn feminists (radical feminists) and sex positive feminists (libertarian feminists). The dispute between these two drifts is popular with "sex war."

The key point of argumentation on sex and sexuality between those opposite sides (radical feminists versus libertarian feminists and sexologists) is sexual behaviour so called BDSM. It has been a convoluted issue in feminism. BDSM is an acronym that stands for bondage, domination, sadism, and masochism. Barker *et al* stated BDSM illustrates consensual activities as its abbreviation; bondage and discipline (B&D), dominance and submission (D/s)

and sadism and masochism (SM). Practitioners and authors also often use the abbreviations S/M, EPE (erotic power exchange) or WIITWD (what it is that we do) to describe and discuss the same range of sexual practices and activities (2007).

In addition,BDSM is not merely about erotic behaviours involving B&D, D/s, and SM, but also slave and master relationships (Emulf & Innala, 1995). Bondage and Discipline are the practices of restraining. Bondage is related with physical restraining while Discipline is somewhat psychological restraining. Dominance and Submission are the practices of certain "Role play" mostly. One is dominating over the other. Sadism and masochism are the practice of giving and getting pain for sexual gratification. Sadism defined as sexual arousal linked to the active infliction of humiliation, subjugation or torture of the sexual partner while Masochism is defined as sexual excitement linked with the passive experience of physical or emotional humiliation, subjugation or torture.

TheBDSM-related activitiesso vary.The following table shows some practices of BDSM.

Table 1 BDSM-related activities

Activity	Explanation
Animal Play/Pet Play	A form of play where one or both partners take on the role of an animal. The most common types are pony play and puppy play.
Bloodsports	Activities that break the submissive partner's skin causing it to bleed, such as cutting with razorblades
Bondage	The tying or restraining of a submissive partner using rope, chains, cuffs or other tools.
Humiliation	A submissive partner is made to feel embarrassed or dehumanized as the dominant partner insults their dignity
Knife Play	Activity that involves blades (knives, swords or daggers, for example) as a way to produce fear and excitement in a submissive partner.
Nipple Torture	Involves the application of pain or intense sensations on the nipples of a submissive partner, usually through the use of clamps
Spanking	Involves striking a submissive partner's buttocks with a hand or implement such as a paddle
Whipping	A device consisting of a long, flexible striking surface. Whipping the body with a whip type device as a form of punishment.

Source: Compiled by the Writer

 ISBN 978-602-73769-1-5

According to a research conducted by Pamela H. Connolly, the sexual style of BDSM dominantly practiced was bondage, followed by whipping/flogging and spanking. Meanwhile, in a scale of dominance and submission orientation, females were more exclusively submissive and males were more exclusively dominant. It means, women are the majority of being tied up and striked by men in sexual activities, which also means women are the most victims of violence possibility.

Women's submission is seennot enough by famous British sexologist, Eustache Chesser (1946).According to him, women had to "surrender themselves" and "surrender themselves entirely" in the sexual act. Chesser's statement can be perceived to shore up the male supremacy and subordinate women.Engaging in BDSM and surrending themselves, simply to say that women eroticize their own oppression and this is absolutely against feminism concept in general, and radical feminism in particular. Radical feminism is much more an instrument to support campaigns around issues like rape, domestic violence and sexual harrassment.

Radical feminists which split into two basic camps: radical-libertarian feminists known as libertarian feminists and radical-cultural feminists known as radical feminists, outline the same cause of women's oppression.It is believedthat the root of women's oppression is sexism that is elaborated as sex system/gender, power relationships of male-female relationships according to Millet, Firestone's concept of reproductive roles of men and women, French's term of stratification of men above women, and many others (Tong, 2009).

Consistent and persistent with the thought to break the sexsystem and fight women's oppression in any ways, radical feminists condemn the BDSM sex, its objectification of women and eroticization of violence as their views on sexuality include the following:

1. Heterosexual sexual relations generally are characterized by an ideology of sexual objectification (men as subjects/maters; women as objects/slaves) that supports male sexual violence against women.
2. Feminists should repudite any sexual practice that supports or normalizes male sexual violence.

 ISBN 978-602-73769-1-5

3. As feminists we should reclaim control over female sexualityby developing a concern with our own sexual priorities, which differ from men's—that is, moreconcernwith intimacy and less with performance.
4. The ideal sexual relationship is between full consenting, equal partners who are emotionally involved and do not participate in polarized roles.

Go along with the four views above, radical feminists concern to BDSM issue in novel*Fifty Shades of Grey* (FSoG).They protested against its premiere novel-based film which explicitly glamourises domestic violence.No wonder the feminists and public demonstrated as BBC News (13 February 2015) reported the increase of sexual violence as many as 393 because of being inspired by FSoG.

FSoG is a phenomenal erotic novel by E. L. James of which erotic scenes feature elements of deviant sexual practices involving bondage/discipline, dominance/submission, and sadism/masochism (BDSM). Its appearance has brought contradictory among people while feminists are still on their sex war concerning the issue of the novel.

FSoG gives a very clear description of BDSM practiced by a billionaire Christian Grey and a college graduate Anastasia Steele. Christian exercises to control all things, including Anna's very life. To have a relationship and sex, he makes a Non-Disclosure Agreement (NDA) and paperwork of contract which includes roles, rules, limits, and many other things. As an approval, Anna must sign the agreement and not tell anyone about their sexual practice. Playroom or named Red Room of Pain filled with a startling assortment of paddles, whips, riding crops, flogger, chains, cuffs, etc is a place prepared by Christian to haveBDSM sex with Anna.

At the beginning, Anna can follow the play although she wants more from Christian,such as touching him--which is prohibited. The relationship can't last long because Anna can't stand with the punishment given.

 ISBN 978-602-73769-1-5

Discussion

The four views of the radical feminist sexual ideology as elaborated early can be abstracted the following assumptions:

1. Repudiation of sexual practices that normalize male sexual violence against women
2. No control over another (men over women)
3. Equality of partners and roles
4. Elimination of heterosexuality that makes women cannot fully live

Those four assumptions obviously oppose anything harm to women. Thus, they contradict FSoG due to:

1. Sexual practices that support Christian's sexual violence against Anna
2. Christian's control over Anna
3. Inequality between Anna and Christian in partnership and roles
4. Heterosexuality that makes Anna cannot fully live

This study discusses the four aspects of FSoG that contradict those of radical feminists as follows.

Sexual Practices that Support Christian's Sexual Violence against Anna

As a BDSM practitioner, a billionaire Christian Grey has implemented a set of BDSM things to fifteen women before Anna. They are easily obeyed as his submissives even for being hurt. BDSM sex practiced by Christian, as done by other BDSM practitioners, can harm his partner. Italso what happens to Anna. Early, a threat of giving painful punishment is already warned to her as the following quote: "I will punish you when you require it, and it will be painful." (James, 2012: 104).

Although in the contract Christian avoid some extreme BDSM related activities which belong to his hard limits such asfire play, the use of needles and knives, the acts that leave permanent scars, and breath control, it does not mean there is violence absence.

> He places his hand on my naked behind, softly fondling me, stroking round and round with his flat palm. And then his hand is no longer there… and he hits me – hard. *Ow!* My eyes spring open in response to the pain, and I try to rise, but his hand moves

 ISBN 978-602-73769-1-5

> between my shoulder blades keeping me down. He caresses me again where he's hit me, and his breathing's changed – it's louder, harsher. He hits me again and again, quickly in succession. *Holy fuck it hurts* (James, 2012: 274).

The quote above explicitly shows how Christian uses physical violence against Anna. He hits her just because she rolls her eyes at him which isimpolite according to him. Hitting her butt or spanking is a punishment for something Christian warns her not to do. It means she must obey what she's told to or not to do. This punishment is part of sexual activities for after punishing, Christian will make sex with or in his term 'fuck' her like showed in the quote: "Enough," he breathes hoarsely. "Well done, Anastasia. Now I'm going to fuck you." (James, 2011: 275).

Unequally, there is punishment for Anna but nothing for Christian. Being hit is the punishment for her, but hitting her is the warm-up for him before having sex. Christian does not only use physical thing to punish Anna, but he also hurts her physically when having sex. It is showed in the following: "My arms are aching, my legs feel uncertain, my scalp is getting sore from his tugging my hair…" (James, 2012: 328).

The worst punishment is when Anna asks him to show how hurt it can be as she can standso far with any sexual violence she receives. Christian shows what she asks for. In the playroom he hits her six times which really hurts. In the third to sixth counts, she cannot bear any longer. She yells and cries because of the pain as described in the quote below.

> "Three!" Tears spring unwelcome into my eyes. Jeez – this is harder than I thought – so much harder than the spanking. He's not holding anything back.
> "Four!" I yell as the belt bites me again, and now the tears are streaming down my face. I don't want to cry. It angers me that I am crying. He hits me again.
> "Five." My voice is more a choked, strangled sob, and in this moment, I think I hate him. One more, I can do one more. My backside feels as if it's on fire.
> "Six," I whisper as the blistering pain cuts across me again (James, 2011: 350-351).

Above all, sexual violence against Anna has been clearly written in the contract. One of the points of the contract, number15.5,states:

 ISBN 978-602-73769-1-5

> The Dominant may flog, spank, whip or corporally punish the Submissive as he sees fit, for purposes of discipline, for his own personal enjoyment, or for any other reason, which he is not obliged to provide (James, 2011: 119).

It is very obvious that flogging, spanking and whipping which belong to BDSM related activities are not purposively to please the sexual partner, in this context is Anna. Christian terms it as punishment or can be said as sexual violence. The aim of having BDSM relationship early said by Christian to please each other is not more than violence which gives satisfaction for him but suffering for Anna.

Christian's control over Anna

As a billionaire who owns many companies, Christian is accustomed to control his surroundings. He likes control so much. No wonder that the sense of control impacts many aspects of his life, including his sexual activities. His concern to control can be early identified from his own statement when Anna interviews him.

> "You sound like a control freak." The words are out of my mouth before I can stop them.
> "Oh, I exercise control in all things, Ms. Steele," he says without a trace of humor in his smile (James, 2012: 10).

Having BDSM relationship gives him another situation to control. From the rules given in the contract, it can be concluded how control freak Christian is. He controls his submissives' sleep, food, clothes, exercise, and many other things (James, 2012: 172). The rules of course give less chance for his sexual partner to negotiate. Only a very few things Anna succeeds to deal with but the rests remain as have been written by Christian.

Control needs obedience. That is the thing Christian gets from Anna in most of things, especiallyin BDSM activities. In other words, she obeys what is told when they are in sex play, either it is punishment, foreplay or intercourse. She cannot deny what he orders to do like the following quote.

> "Put your hands up on either side of your head," he orders.
> I obey immediately (James, 2012: 274).

 ISBN 978-602-73769-1-5

Controlling is Christian's enjoyment.He likes to express his control as it reflects the power he does have to stir Anna's life. It includes the punishment he wants to give to Anna for breaking the prohibitions. He can freely order her to do as his desire.

> "I like the control it gives me, Anastasia. I want you to behave in a particular way, and if you don't, I shall punish you, and you will learn to behave the way I desire" (James, 2012: 287).

The sentence above shows powerful Christian over Anna. He makes her to behave as his request. Disobedience means closely to punishment. Punishment means a method of learning to do as told to be total surrender.

Inequality between Anna and Christian in partnership and roles

BDSM relationship never shows equality because there is a dichotomy between dominant and submissive or slave and master. In the context of heterosexuality, a submissive is mostly female who is treated as a sex slave. It is clear to see the dominant is Christian and the submissive is Anna. Due to the hierarchy, Christian automatically has the big role to rule and decide his submissive to do as told. The inequality is deliberately set by him. So he can declare himself as a dominant and order his submissive to surrender in all things as stated in the quote below.

> "I am a Dominant." His eyes are scorching gray, intense.
>
> "What does that mean?" I whisper.
>
> "It means I want you to willingly surrender yourself to me, in all things."
>
> (James, 2012: 100).

Further, the surrender is elaborated as the totality of having relationship; a BDSM relationship. The submissive Anna must comply with the rules made by the dominating Christian. In the name of benefit offered by him, she must follow those rules to his satisfaction. So, there is work Anna must do to satisfy her dominant and she will be "paid" (reward) in return. Inequality is clearly showed with the existence of punishment which will be given if she rebels, but there is no punishment for the dominating Christian as the ruler. The following quote shows how the unequal relationship works per set by Christian.

> "I have rules, and I want you to comply with them. They are for your benefit and for my pleasure. If you follow these rules to my satisfaction, I shall reward you. If you don't, I shall punish you, and you will learn," he whispers (James, 2012: 100).

Ordered to be a submissive in her relationship, Anna is aware that she is a sex slave who must do what is told by his master. The inequality can also be showed in the way they address each other. The contract states that the submissive must address the dominant as "Sir" or "Mr. Grey." Many times Christian reminds Anna to use "Sir" like in the following quote.

> "Please," I beg.
>
> The crop bites my buttock. *Ow*!
>
> "Please, what?"
>
> "Please, Sir," I whimper.
>
> (James, 2012: 324)

The dom-sub / master-slave relationship is vividly written in the contract of agreement between Christian and Anna. It also cheaply states that the submissive is the property of the dominant. Being property of another human degrades one's dignity like what has been stated in the contract. The roles of dominant which mostly cares for physical things of his submissive is not equal to those of submissive which must obey the rules, avoid prohibitions, and accept disciplinary actions (punishment) made by the dominant. It is easy for Christian to fulfill Anna's material needs for he is rich, but is hard for Anna to accept the pain every timeshe does things which do not meet his rules (James, 2012: 168-170).

Heterosexuality that makes Anna cannot fully live

The BDSM relationship practiced by Christian and Anna makes her life so up and down. The heterosexuality changes Anna either physically or emotionally. Due to the bewildering Christian's behavior and their relationship, Anna frequently cries. Her roommate, Kate, smells the expression and she is one who notices. The words "You never cry" are mentioned by Kate twice in response to Anna's cries. First is when Anna cries due to Christian's refusal of do the girlfriend thing after having tea time with him (James, 2012: 52). Second is Christian's reply to her email by visiting her to her room for the very first time and they make love (James, 2012: 201).

 ISBN 978-602-73769-1-5

Kate pays more attention on the change of Anna's life as showed by the following quote: "Just tell him to take a hike, Anna. You've been so up and down since you met him. I've never seen you like this" (James, 2012: 280).

In short, it is obvious that any BDSM relationships never go that smooth as it involved sexual violence. The heterosexuality performed by Anna does not work normally. She can't live like she used to because she lives with pain since she meets Christian.

Conclusion

The main reason Radical Feminists oppose FSoG is due to the kind of relationship performed by the protagonists. BDSM is the relationship involving violence which hurts one of the practitioners. The victim in heterosexuality who implements BDSM is usually the female. The victim is sexually abused and not able to have a fair play.

In FSoG, it is Anna who becomes the victim because she makes a relationship with a control freak BDSM expert, Christian Grey. She feels pain in love for the very first time with him. She accepts the violence and inequality in the name of love until she cannot bear any longer to deal with. In the end of the story, Anna leaves Christian after trying the worst punishment she can get. Anna's leave shows: (i) her powerlessness against Christian punishment, (ii) her rejection to what Christian has done, and (iii) her defense to protect herself from pain.

The reasons of Anna's leaving go along with what are opposed by Radical Feminists in sex war. The violence in BDSM is sexual violence which belongs to domestic stuff. This kind of relationship does not liberate women, as submissives/victims, in sexuality.

References

Connoly, P.H. 2006. Psychological Functioning of Bondage/Domination/Sado-Masochism (BDSM) Practitioners. *Journal of Psychology & Human Sexuality*, Vol. 18(1), p. 80.

Doshi, S.M. 2015. BDSM: A Sexual Deviance Rather a Sexual Culture An Overview, *J Indian Acad Forensic Med*., Vol. 37, No. 1, p. 79.

James, E.L. 2012. *Fifty Shades of Grey*. London: Arrow Books.

 ISBN 978-602-73769-1-5

Jeffreys, S. 1990. Sexology and Antifeminism in *The Sexual Liberals and The Attack on Feminism* The Athene Series. New York: Teachers College Press.

Tong, R.P. 2009. *Feminist Thought*. Colorado: Westview Press.

 ISBN 978-602-73769-1-5

TEACHING GRAMMAR IN CONTEXT: WHY AND HOW?

Noor Maulidiyah

A Lecturer at English Department

Antasari State Institute for Islamic Studies Banjarmasin

noorlidiyah@yahoo.com

Abstract

Grammar is an important component of English. Without grammar, it is not possible to communicate meaning successfully. Therefore, teachers and educators have to pay close attention to teaching grammar effectively. Based on the writer's experience in teaching grammar using the traditional way, many students still had difficulty in acquiring the grammar points. The grammar meetings were not effective, and the students did not thoroughly understand the grammar exercises. The students seemed bored and did not enjoy the grammar lessons.Despite the fact that there are many factors influencing the students' competency in grammar such as factors related to students' first language and their inner motivation to learn grammar, teacher's strategy in teaching grammar also has a role in developing and promoting the students' success in learning grammar. Thus, it is challenging for teachers to find and use creative and innovative strategies to teach grammar. Teaching grammar in context can help students develop their understanding of grammar.

This paper aimsto explain why grammar should be taught in context and demonstrate how grammar is taught in context. It begins with describing grammar and the importance of teaching grammar. Then the paper explains the concept of context in teaching grammar and describes the reasons for teaching grammar in context. The last part of the paper demonstrates how grammar is taught in context. These sample lessons are taken from different sources based on experts when teaching grammar in context.Teaching grammar in context is more useful and can help the students to master English better.

Keywords: Teaching Grammar, Context

Introduction

Grammar is a very important component of language. Harmer (2001, p. 12) defines grammar as, "The description of the ways in which words can change their forms and can be combined into sentences in that language, if grammar rules are too carelessly violated, communication may suffer, although creating a 'good' grammar rule is extremely difficult."Thus, we need a teaching approach that helps students to learn grammar effectively and communicate using the right rule in appropriate situations.

There has been a questionable debate about the best way to teach grammar. Brown (2001, p. 361) explains that a glance through the last century of language-teaching practices reveals mixed opinions about the place of teaching language forms (that is grammar), depending on the method or era. In the Grammar Translation Method, formal aspects of language received central attention. In the Direct Method and the Natural Approach, overt focus on form was almost forbidden. Today only a handful of language-teaching experts advocate what Rod Ellis refereed to as the zero option of no form-focused instruction at all, a prime advocate of which is Stephen Krashen with his input hypothesis. Brown continues to explain that current views of second language classroom methodology are almost universally agreed on the importance of some form-focused instruction within the communicative framework, ranging from explicit treatment of rules to noticing and conscious-raising techniques for structuring input to learners.

Despite these different opinions related to the teaching of grammar, it has significant influence on the development of language teaching practice.

Teaching grammar in context is an approach which does not only focus on linguistic forms such as tenses and parts of speech. It insists on the importance of teaching grammar structures as a means to perform communicative functions and how to utilize these forms appropriately.

The Importance Of Teaching Grammar

Grammar is a very important component when learning a language. Mart (2013, pp. 124-129) states that "to be an effective language user, learners should study grammar because grammar skills wil help learners to organize words and messages and make them meaningful."He further explains that knowing more about grammar will enable learners to bulid better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages.Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly.

Azar in Mart (2013) highlights the significance of teaching grammar as : "One important aspect of grammar teaching is that it helps learners discover the nature of language,i.e., that

 ISBN 978-602-73769-1-5

language consists of predictable patterns that make what we say, read, hear, and write intelligibly. Azar also argues that without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning.

Moreover, Diane Larsen-Freeman (1991) in Brown (2001, p. 362) points out that grammar is one of three dimensions of language that are interconnected. Grammar gives us the form or the structures of language, but those forms are literally meaningless without a second dimension, that of semantics (meaning), and a third dimension, pragmatics. In other words, grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc.), and discourse rules tell us how to string those sentences together. Semantics tells us something about the meaning(s) of words and strings of words. Then pragmatics tells us about which of several meanings to assign given the context of an utterance or written text. It is important to grasp the significance of the interconnectedness of all three dimensions: no one dimension is sufficient. Thus, no one can tell that grammar is irrelevant, or that grammar is no longer needed in a CLT framework. No one doubts the prominence of grammar as an organizational framework within which communication operates.

In an online article by the course of Trinity Certificate in TESOL which is entitled "Teaching Grammar in Context", it is explained that grammar helps us understand and arrange lexis (words) in a sentence so we can communicate effectively. The ultimate goal of teaching grammar is to help learners understand the way language is constructed and apply this to what they are learning. In listening and reading, the understanding of grammar plays a crucial part in helping us work out the meaning in a spoken or written text. In writing and speaking, the use of grammar allows us to put ideas into intelligible sentence so that they can communicate successfully. Based on the previous explanations, it is clearly seen that grammar is important and it is impossible to learn language skills without learning the grammar.

The Concept Of Context In Teaching Grammar

Kokshetau (2007) in Oumsalem and Djabarni (2012) states that, "context means the situation or body of information which causes language to be used." He also states that there are a

 ISBN 978-602-73769-1-5

number of different types of context. In this article, the writer explains only two types of context: The student's world and the outside world.

The student's world, according to Kokshetau (2007), is the main source of context used for language production and there are two sorts of students' world. Teachers can use the physical surrounding such as the classroom, the school or institution. The teachers can use the students' lives and facts about them, their families, friends and experiences. Concerning the outside world, there are an endless number of stories we can use to present different conceptions. We can also create situations where people speak because they are in those situations, or where the writer describes some special information. Teachers can create the simulation of an invitation dialogue, for example or real stories. Acting interesting dialogues and texts are provided to give the learners personal information and encourage them to talk about their field of interest so they have to use the language in its context.

When teaching grammar in context, teachers need to pay attention to the use, form, and the actual context of use of the grammar point. This is elaborated by the online article "Teaching Grammar in Context" that when planning to highlight a grammatical item the teacher needs to highlight the following points-use, form and actual context of use.

Use: It is important to identify the concept of the target language, to work out what it actually means and what function it expresses. Many language items can have different uses or functions. For example, the present continuous (a verb based on the present tense) can be used to describe an action that is in progress at the moment of speaking, for example, 'I'm working on my computer at the moment.' However, it can also be used to refer to a future planned arrangement, such as, 'I'm going to the market next weekend.' Another grammar item is the modal auxiliary verb 'can' sometimes describes ability (I can speak Arabic) and is sometimes used for giving permission (Yes, you can borrow my car tomorrow). We need to be clear on which we are highlighting to the students.

Once the students are clear on the meaning of the language item, their attention can be drawn to how it is made-what the grammatical structure of the form is, how it is pronounced and written, how negative and questions/plurals are formed if appropriate. For example, the present continuous is formed by: the 'be' verb + the present participle (-ing form). Most EFL

 ISBN 978-602-73769-1-5

textbooks have excellent description of use and form. However, all clarification and practice of grammar, both use and form, should start from a context-a situation where the language is naturally used. If planning a lesson on the present perfect with 'for' and 'since', the teacher needs to think of a situation when this language is used in real life. For example, it is used when people talk about how long they have had their jobs or possessions. We do this, for example, when describing our lives-so we can take a biography as our context. In a lesson on the present simple used for describing habits, the context could be someone writing a letter to a new pen friend, telling them about a typical day at school/work.

At the beginning of the lessons, the context could be set by using pictures, realia (real life objects), a situation, a written text, a recorded dialogue, a video clip, etc. The context should be interesting and engaging for the particular group of learners, and it should also provide a useful model for how learners can go on to using the target language in a personalized and meaningful way.

The Reasons for Teaching Grammar in Context

In this part of the article, the writer will present why grammar should be taught in context. Widdowson (1990) argues that teaching and learning activities must be based on meaningful context, since meaning merges from context. Thornburry (1999) in Oumsalem and Djabarni (2012) moreover affirms that language is a context-sensitive which means that in the lack of the context it is not easy to pick up the intended meaning of words or phrases, such as the following sentences are almost meaningless out of context:

- The ones that do not seem to think so.
- It is a drink

  He states that no one can understand the intended meaning here unless he gives the right context from which these sentences were taken.

Harmer (1991, p. 56) also explains that the teacher's chief task when teaching grammar is to show the students what the language means and how it is used, and must also show them what the grammatical form of the new language is and how it is said and written." Teaching grammar in context will give learners an opportunity to understand how language works and this will improve their communication skills. "Students need to get an idea of how the new

 ISBN 978-602-73769-1-5

language is used by native speakers and the best way of doing this is to presnt language in context" (Harmer, 1991, p.57).

Hadley (2003, p. 152) also argues that context-based instruction has always been useful for learners. "Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence."

Weaver (2001, p.18)in Mart (2013, p. 126) stresses that teaching grammar in isolation will not be useful for the learners and concluded that teaching traditional grammar in isolation is not a very practical act. Thornbury adds "if learners are going to be able to make sense of grammar, they will need to be exposed to it in its contexts of use, and, at the very least this means in texts" (Thornbury, 1999, p. 72). Some advantages of this method are, students are exposed to the target language in an authentic or near authentic setting, they see or hear the target language before having to focus on it" (Riddell, 2003, p. 46).

Another reference (Nunan, 1998, p.102) explains that in textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. For example, getting learners to read a set of sentences in the active voice, and then transform these into passives following a model, is a standard way of introducing the passive voice. However, it needs to be supplemented by tasks which give learners opportunities to explore when it is communicatively appropriate to use the passive rather than the active voice.

Nunan (1998, p. 103) in his article "Teaching Grammar in Context" further explained that many courses unfortunately fail to make clear the relationship between form and function. Learners are taught about the forms, but not how to use them to communicate meaning. For example, through exercises of transforming sentences from the active voice into the passive, and back into the active voice; however, they are not shown that passive forms have evolved

 ISBN 978-602-73769-1-5

to achieve certain communicative ends that is to enable the speaker or writer to place the communicative focus on the action rather than on the performer of the action, to avoid referring to the performer of the action.

Harris and Rowan (1989,pp. 21-41) show quite convincingly that a concious grasp of grammatical concepts requires a depth of understanding that is not often gained through practice exercises alone as in most grammar textbooks.Albalawi(2014) argues that "Grammar rules are complex and need to be explained in a variety of contexts and activities to help our students understand how the English language works."By teaching grammar in context, teachers have opportunities to extend concepts and include students in the lesson. Students become active participants in their learning.

Sample Lessons for Teaching Grammar in Context

One sample of teaching grammar in context is by using dialogues. Using dialogues is an effective way of teaching grammar. "The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learner's expectations of how language is used in the real world; people use language primarily to talk to each other" (Thornbury, 1999, p. 76).

The first sample lesson is teaching tenses suggested by Thornbury (1990). He uses a scripted dialogue to teach the present simple to beginners. In the lesson, the teacher has chosen the following recorded dialogue from a coursebook to use as a vehicle for introducing the present simple with adverbs of frequency (e.g. usually , always) to a group of beginners (1999, p. 73).

Joe : What do you do on weekends?

David : well, that depends. During the school year, I usually have to study on Saturdays.

In the second step the teacher tells students that they are going to read about Bertrand who visited San Francisco.They read the text and answer the questions:

Why did Bertrand visit San Francisco?

How many people was he with?

Why did they stop eating?

Did they finish their meal later?

ISBN 978-602-73769-1-5

In the third step, the teacher highlights the sentence from the text *They were having dinner when the alarm sounded.*In the fourth step, the teacher asks students to find other examples of past progressive and the simple past in the text, to underline them and discuss the use of these tenses in pairs or small groups.

In the fifth step, the teacher makes the following points:
The progressive is *were having* and the simple is *sounded*. In the sentence, they started dinner before the fire alarm sounded, and may or may not have continued after. The simple interrupts the progressive.In the sixth step, the teacher asks the students to write sentences using these two tenses (2003, pp. 43-44). Through context, learners will see the usage of grammatical patterns better, and the context will help them understand how to use grammar forms and structures.

The second sample lesson is takenfrom an online article entitled “Integrating grammar for Communicative Language Teaching” which is written by Bayram Pekoz
Sample Grammar Lesson: Used to
1. Pre-grammar
a) The teacher discusses the topic "changes in people over the years"
b) The teacher shows two pictures of a woman. One picture was taken 20 years ago and the other one is new. The old picture shows her playing the guitar while the new one displays her painting pictures. The teacher then asks them to compare the two pictures.
2. While-grammar
a) This stage provides a context for input generation and an opportunity to notice the new grammatical structure. The teacher tells them they are going to learn a new structure (for the purpose of noticing) but does not mention the name of structure (for motivational purposes).
b) The teacher makes a transition from the context created in 1b to the grammatical point by showing the same pictures and telling the picture differences with "used to" and "simple present tense" (i.e. "She used to play the guitar as a hobby, but now she doesn't, she paints pictures as a hobby now", etc).
c) The teacher creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts.

 ISBN 978-602-73769-1-5

d) The teacher asks some clarification check questions to ensure that the meaning is clear. Some examples are:

Did she often play the guitar in the past?/Does she play the guitar now?

Did she often paint pictures in the past?/Does she paint pictures now?

Did she have long hair in the past?/Does she have long hair now?

e) The teacher asks the students to formulate the rule on the board for the given sentence providing help if needed.

She used to play the guitar.

S + Used to + V 1 …

3) Post-grammar

Brainstorming

The teacher asks students to think back to when they were a child and asks the following questions: "What are the differences and similarities between your life then and now? Think about where you lived, your likes/dislikes, your holidays and your family, and fill in the following lines with appropriate sentences".

Your life as a child...

_____

_____

Your present life...

_____

_____

Conclusion

This paper explainsthe reason of teaching grammar in context and demonstrates how grammar is taught in context. Based on the experts' reasons, it is clearly seen that teaching grammar in context is more effective than teaching grammar in isolation. The paper starts with describing grammar and the importance of teaching grammar. Then the paper explains the concept of context in teaching grammar and describes the reasons for teaching grammar in context. The last section of the paper demonstrates how grammar is taught in context. These sample lessons are taken from two sources based on experts when teaching grammar in context. Teaching grammar in context is more useful and can help the students to master English better. Learners will use grammatical conventions more effectively in communication if they learn them in context.

ISBN 978-602-73769-1-5

References

Albalawi, S. (2014). *Using Media to Teach Grammar in Context and UNESCO Values: A Case Study of Two English Teachers and Students from Saudi Arabia.* EWU Master Thesis Collection.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Second Edition ed.). New York: Pearson Education Ltd.

Djabarni, K & Oumsalem, F. (2012). *The Effectieness of Teaching EFL Grammar in Context: Case Study of Third Year Pupils Middle School in Algeria.* unpublished Thesis.

Hadley, A. O. (2003). *Teaching Language in Context.* USA: Heinle & Heinle.

Harmer, J. (2001). *The Practice of English Language Teaching* (Third Edition ed.). London: Pearson Education Limited.

Larsen-Freeman, D. (2009). Teaching and Testing Grammar. In M. H. Long (Ed.), *The Handbook of Language Teaching* (pp. 518-542). Malde, MA: Wiley Blackwell.

Mart, C. T. (2013). Teaching Grammar in Context: Why and How? *Theory and Practice in Language Studies, 3* (1), 124-129.

Nunan, D. (1998). Teaching Grammar in Context. *ELT Journal, 52* (2), 101-109.

Pekoz, B. (n.d). Integrating Grammar for Communicative Language Teaching.

Riddell, D. (2003). *Teaching English as a Foreign Language.* London: Hodder Education.

Rowan, M. &Harris. (1989). Explaining Grammatical Concepts. *Journal of Basic Writing, 8* (2), 21-41.

Teaching Grammar in Context. (n.d.). (Trinity College London) Retrieved July 5, 2015, from Trinity Certificate in TESOL: www.trinitycollege.com/resource

Thornbury, S. (1999). *How to Teach Grammar*. Essex: Pearson Education Limited.

Biodata:

Hj. Noor Maulidiyah, MA. Place and Date of Birth: Amuntai (Kalimantan Selatan)/ 04 March 1978. Educational Background: Bachelor degree (S1) in English Language and Literature and Master's Degree (S2) in Teaching English as a Second Language (TESL) from the International Islamic University Malaysia. Teaching Experience: 9 years as lecturer of English at English Department, Faculty of Teachers Training and Education at State Institute for Islamic Studies (IAIN) Antasari Banjarmasin Kalimantan Selatan. Address: Jln. Mahatkasan, Komplek Kanaungan Jaya II, Jalur II, No. 50, Gatot Subroto, Banjarmasin, Kalimantan Selatan.

ANALYSIS ON THE TRANSLATION OF WORDPLAYS IN "THE GOD OF SMALL THINGS" BY ARUNDHATI ROY
(Studies on the Wordplay Shifts and the Translation Quality)

Nur Saptaningsih

nur.saptaningsih.translator@gmail.com

Abstract

Wordplay commonly appears in literary works to enrich the works themselves with certain effect and nuance, either to make a joke or to conceal anything taboo. However, problems frequently occur in translation of wordplay and this becomes an obstacle for a translator to find proper equivalent. Moreover, the translation of wordplay is closely related to different language systems (source and target languages). Novel of "The God of Small Things" by Arundhati Roy is rich in the use of wordplays, but there are a number of shifts found in the translated version of the wordplays. This paper deals with descriptive-qualitative research aiming at investigating the shifts of wordplays in the novel of "The God of Small Things" by Arundhati Roy and in the translated version. This study also highlights the contribution of the shifts on the translation quality, in terms of accuracy and acceptability. This product-oriented study applies embedded-case method. The first data for this research are documents, consisting of source text and the translated text. The other data are obtained from informants (raters and respondents), consisting of information dealing with accuracy and acceptability. The data are collected using document analyses, questionnaire, and interview. Purposive sampling and content analysis are applied.

Keywords: wordplay, shift, translation quality.

Introduction

People use language for communicating each other. With language, people construct forms and expressions. People tend to play with language, with the words and sentences they produce, in order to communicate effectively, persuade, raise interest, boost enjoyment and excitement, promote products and services, amuse, etc.

Picture 1. Wordplay in advertisement

The picture above is an advertisement which sells a product, fried chicken, namely fried breast. The words used "I like big breast. And I cannot lie!" are provoking and ambiguous. The advertiser tried to make use of the words to catch customer's attention to the product, big breast (food).

It is not only in daily life, wordplay is also used in some literary works, and one of the work is the novel of "The God of Small Things" written by Arundhati Roy.This is a story about the childhood experiences of fraternal twins whose lives are destroyed by the "love laws" that lay down "who must be loved, and how, and how much". It is a description how small things in life affect people's behavior and their lives. In this novel, the writer exploits a number of wordplays to produce some effects in the novel, namely to emphasize theme and characters, to amuse and give pleasurable experiences for audience, to arouse attraction, and to conceal anything 'taboo'. However, in the target text, a number of wordplays experience some shifts, in terms of meaning and style.

Table 1. Sample of Wordplay

Source Text	**Target Text**
"We're divorced" Rahel hoped to shock him into silence. "***Die-vorced?***" His voice rose ...	*"Kami bercerai" Rahel berharap jawaban itu akan mengejutkan lawan bicaranya dan membuatnya terdiam.* *"**Cerai?**" Suaranya meninggi...*
Wordplay – not wordplay **Less accurate** **Acceptable**	

As displayed in the above table, it is seen in the source text that the author exploits "Die-vorced?" as a type of wordplay which means "divorced (because of death)". On the other hand, in the target text, the wordplay experiences a shift and is translated into non-wordplay.

 ISBN 978-602-73769-1-5

The translator does not choose a word with the same style, but "*Cerai?*". In term of meaning, the translation is considered less accurate because in the target text, a part of the message is deleted, that is "because of death" as the cause of divorce. Meanwhile, in term of form and style, the wordplay is not accomodated well in the target text.

Hence, by looking at some fenomena in the preliminary findings, the researcher is interested analysing the translation of wordplay.This paper focuses on the analysis on the translation of wordplays in "God of Small Things", especially in terms of accuracy and acceptability.

Literature Review

Definition and Function of Wordplay

A number of definitions of wordplays are proposed by some experts. Basically, wordplays refer to intentionally using words and word forms that differ from the conventional or expected (Yliraisanen, 2009). According to the Encyclopaedia Britannica (2008), is that wordplays (or figures of speech) are "any intentional deviations from literal statement or common usage that emphasizes, clarifies, or embellishes both written and spoken language". Delabastita (1996: 128) defines wordplay as following:

> Wordplay is the general name indicating the various textual phenomena in whichstructural features of the language(s) used are exploited in order to bring about a communicativelysignificant confrontation of two (or more) linguistic structures with moreor less similar forms and more or less different meanings.

Other definition comes from Delia Chiaro (in Yliraisanen, 2009) who states that "the term word play includes every conceivable way inwhich language is used with the intent to amuse". Moreover, Leppihalme (in Yliraisanen, 2009) suggests that wordplay can be based on several differentfeatures of the language(s) involved. These features are pronunciation, spelling, morphology, vocabulary or syntax.

Wordplay is one of aesthetical device in language use which has various funtions. It is used for some purposes, namely to amuse & give pleasurable experience for audience, to emphasize characters, to emphasize theme, to arouse attraction, to persuade readers to have the same oppinion with the author, to conceal anything taboo, etc.

 ISBN 978-602-73769-1-5

Delabastita mentions some types of wordplays, including homonymy, homophonymy, homography, and paronymy. Homonymy means words with same sounds and same spellings but with different meanings. Homophonymy means words with same sounds but with different meanings. Meanwhile, homography means words with same spellings but with different meanings. Paronymy means close resemblance, slight differences in sounds and spellings. Besides those, dealing with the types of wordplays analyzed in this paper, there are some other types of wordplays as mentioned in https://en.wikipedia.org, including portmanteaux, rhyme, janusism, repetition, etc. Portmanteaux is a label for the coinage that packs two meanings into one word.Rhyme is a repetition of identical or similar sounds in two or more different words. Janusism is the use of phonetics to create a humorous word (e.g. BOREneo from Borneo)).

Shift in Translating Wordplay

Every language has its own system and characteristics. These differences become obstacles for a translator to find proper equivalence in target language. To render meaning from one language to other language, a translator has to make some adjustment. Therefore, sometimes translation shifts occurs. Shifts are the departures from formal correspondence in the process of going from the source text to target text, as proposed by Catford (1965: 73).

In translating wordplay, there can be possibly shifts occuring. There are some alternatives in translating wordplay. Pertama, wordplay diterjemahkan ke dalam wordplay dengan bentuk dan jenis yang sama. Kedua, wordplay diterjemahkan ke dalam

Translation Quality

A good translation is a highly quality translation, which contains exact message with the same style from source language without any violation. It is in line with Tytler's statement (in Aiwei: 2005):

> That the translation should give a complete transcript of the ideas of the original work, that the style and manner of writing should be the same character with of the original, that the translation should have all the ease of the original composition".

 ISBN 978-602-73769-1-5

Besides, a translation should have in it the same 'pleasure' and 'effect' as in the source text. As implied from Nida (1964: 164) that a translation should produce a similar reaction or response from readers.

To evaluate the translation quality of wordplay, the researcher incorporate translation quality assessment model proposed and formulated by Nababan. This model is used to measure the accuracy and acceptability of translation.

Accuracy is defined as "a term used in translation evaluation refer to the extent to which a translation matches its original" (Shuttleworth & Cowie, 1997: 3). The translation accuracy is measured with the following accuracy rating instrument.

Table 2. Accuracy Rating Instrument

Category	Scale	Description
Akurat (Accurate)	3	*Makna kata, istilah teknis, frasa, klausa atau kalimat bahasa sumber dialihkan secara akurat ke dalam bahasa sasaran; sama sekali tidak terjadi distorsi makna*
Kurang Akurat (Less accurate)	2	*Sebagian besar makna kata, istilah teknis, frasa, klausa atau kalimat bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun, masih terdapat distorsi makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang mengganggu keutuhan pesan*
Tidak Akurat (Inaccurate)	1	*Makna kata, istilah teknis, frasa, klausa atau kalimat bahasa sumber dialihkan secara tidak akurat ke dalam bahasa sasaran. Makna yang terdapat dalam Bsa menyimpang dari makna dalam Bsu.*

Meanwhile, acceptability is defines as the degree of naturalness of a translated text on the norms, rules, and culture of target text. The translation acceptability is measured with the following aacceptability rating instrument.

Table 3. Acceptability Rating Instrument

Category	Scale	Description
Berterima (Acceptable)	3	*Terjemahan terasa alamiah; istilah teknis yang digunakan lazim digunakan di bidang kedokteran dan akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia*
Kurang Berterima (Less acceptable)	2	*Pada umumnya terjemahan sudah terasa alamiah; namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal.*
Tidak Berterima (Unacceptable)	1	*Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan di bidang kedokteran dan tidak akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia*

ISBN 978-602-73769-1-5

Method

This is a descriptive-qualitative reseach with embedded-case study which focuses on the translation of wordplays in the novel entitled The God of Small Things. Purpossive sampling is applied in this research with criterion-based sampling. The data used contain 50 wordplays and the translations. The data then classified based on the types and the shifts. Translation accuracy and acceptability are evaluated. Afterwards, the researcher derives the cultural values, dealing with the translation shifts and translation quality in accordance to the theme and functions of wordplays.

Findings and Discussion

Translation Shifts

On the basis of analysis results on 50 samples, it is seen that wordplays are translated with various alternatives.

Table 4. Ways of Translating Wordplays

No	Way of Translating	Quantity	Percentage
1	Wordplay – wordplay	9	18%
2	Wordplay – not wordplay	39	78%
3	Wordplay – deleted	2	4%
	Total	**50**	**100%**

According to the above table, it is presented that 9 wordplays are translated into wordplays, 39 wordplays are tranlated into non-wordplays, and 2 wordplays are deleted. The illustration of the strategies can be viewed from the following instances.

1. Wordplaysare translated into wordplays.

   Example:

Table 5. Sample of Translation of Wordplays into Wordplays

Source Text	Target Text
"No thank you," Elvis said politely. "My family will be expecting me. And I've finished my pocket money." "***Porketmunny?***" The Orangdrink Lemondrink Man said...	*"Tidak, terima kasih," kata Elvis santun. "Keluargaku pasti telah menungguku. Lagipula uang sakuku sudah habis."* *"**Uangsaku?**" kata Penjual Minuman Jeruk dan Sitrun itu...*
Wordplay – Wordplay	

 ISBN 978-602-73769-1-5

In the source text, the writes incorporates "Porketmunny" instead of "Pocket money". The word has aesthetical effect to give pleasurable experience on word for readers, that is the use of "Pork-" instead of "Pock-". In the target text, the translator successfully renders the meaning with word with the same aesthetical value "Uangsaku?", not merely using "Uang saku?", by playing with "-angsa-" in "Uangsaku".

Wordplays are translated into non-wordplays.

Example:

Table 6. Sample of Translation of Wordplays into Non-wordplays

Source Text	Target Text
Ssssss for ***the Sound of Soo-Soo***. Mmmmmm for ***the Sound of Myooozink***.	*Pspsps menirukan* ***bunyi air kencing***. *Mmmmm menggantikan* ***erang Aduh Sakitnya***.
Wordplay – non-wordplay	

In the source text, the writer exploits "the Sound of Soo-Soo" and "The Sound of Myooozink" which have the same pattern with "the Sound of Music". However, in the target text, the translator only renders the meaning without using the same language style.

2. Wordplays are deleted in target language.

Example:

Table 7. Sample of Translation of Wordplays that are Deleted

Source Text	Target Text
The strange thing about Roman soldiers in the comics, according to Rahel, was the amount of trouble they took over their armor and their helmets, and then, after all that, they left their legs bare. It didn't make any sense at all. ***Weatherwise*** or ***otherwise***.	*Menurut Rahel, hal aneh pada prajurit Romawi di dalam buku-buku komik adalah begitu banyaknya kesulitan ketika mereka harus mengenakan baju besi dan topi baja kemudian sesudah semua itu kaki dibiarkana telanjang. Sama sekali tidak masuk akal.*
Wordplay – deleted	

From the sample above, it is seen that the wordplay "Weatherwise or otherwise" in the source text is deleted in the target text.

Translation Quality

Based on the assessment on translation quality, in terms of accuracy and acceptability, the results are obtained as follow.

Table 8. Translation Accuracy

No	Accuracy	Quantity	Percentage
1	Accurate	43	86%
2	Less accurate	5	10%
3	Inaccurate	2	4%
	Total	**50**	**100%**

The table presented above indicates that most of the messages in source text are accurately rendered to target text. In term of accuracy, 43 wordplays are considered acurate, while 5 wordplays are considered less accurate and 2 wordplays are considered in accurate.

Accurate

Table 9. Sample of Accurate Translation

Source Text	Target Text
A bun. ***A banana***.	*Sebuah roti manis.* *Sebuah pisang.*

In the example above, the meaning of "A bun. A banana" is accurately rendered into the target text, "Sebuah roti manis. Sebuah pisang." Although, "A bun" which makes a beautiful rhyming with "A banana" in source text is not maintained well in target text.

Less Accurate

Table 10. Sample of Less Accurate Translation

Source Text	Target Text
"We're divorced" Rahel hoped to shock him into silence. "***Die-vorced?***" His voice rose ...	*"Kami bercerai" Rahel berharap jawaban itu akan mengejutkan lawan bicaranya dan membuatnya terdiam.* *"**Cerai?**" Suaranya meninggi...*
Wordplay – not wordplay **Less accurate** **Acceptable**	

Inaccurate

Table 11. Sample of Inaccurate Translation

Source Text	Target Text
The strange thing about Roman soldiers in the comics, according to Rahel, was the amount of trouble they took over their armor and their helmets, and then, after all that, they left their legs bare. It didn't make any sense at all. ***Weatherwise*** or ***otherwise***.	*Menurut Rahel, hal aneh pada prajurit Romawi di dalam buku-buku komik adalah begitu banyaknya kesulitan ketika mereka harus mengenakan baju besi dan topi baja kemudian sesudah semua itu kaki dibiarkana telanjang. Sama sekali tidak masuk akal.*

 ISBN 978-602-73769-1-5

From the sample above, it is seen that the wordplay in source text is inaccurately rendered in target text. The wordplay "Weatherwise or otherwise" in the source text is deleted in the target text.

Table 12. Translation Acceptability

No	Acceptability	Quantity	Percentage
1	Acceptable	47	94%
2	Less acceptable	1	2%
3	Unacceptable	2	4%
	Total	**50**	**100%**

Acceptable

Table 13. Sample of Acceptable Translation

Source Text	Target Text
Rahel's heart sank. ***Afternoon gnap***. She hated those.	*Hati Rahel seketika tenggelam.* ***Tidur sore****. Ia benci kebiasaan itu.*

"Afternoon gnap" is transferred into "*Tidur sore*". "*Tidur sore*" is considered acceptable because the term is natural and well-known in the target text.

Less Acceptable

Table 14. Sample of Less Acceptable Translation

Source Text	Target Text
... and allowed to ***touch*** things that ***Touchables touched.***	*... Dan diizinkan* ***menyentuh*** *barang-barang yang****disentuh*** *kaum* ***Touchable.***

"Touchables" is translated into "*kaum Touchable*". This is considered less acceptable because the term "Touchable" is not natural in target text. However, the terms "*menyentuh*" and "*disentuh*" as the equivalences of 'touch" and "touched" are acceptable because those terms are naturally used in target text.

Unacceptable

Table 15. Sample of Unacceptable Translation

Source Text	Target Text
They had to form the words properly, and particularly careful about their pronunciation. ***Prer NUN sea aysyun*** (p.36)	*Mereka harus menyebut kata-kata dengan benar, dan harus sangat hati-hati dengan pengucapannya.* ***Prer NUN sea aysyun – pronunciation****.*

ISBN 978-602-73769-1-5

The term "pronunciation" is considered unacceptable in target text because it is not natural and it doesn't belong to the term in target text.

Cultural Value

After analysing the translation shifts and translation quality, it is seen that some shifts occuring the translation of wordplays appear to contribute to the effect and the function of wordplays. One of the functions of wordplays in this novel the characters. The other functions are to emphasize the theme and conceal anything taboo.

Table 16. Sample of Wordplay (2)

Source Text	Target Text
"Hello, all," she said. "I feel I've known you for years." ***Hello wall***.	*"Hello, semuanya" katanya, "Rasa-rasanya saya telah mengenal kalian bertahun-tahun."* ***Hello juga dinding***.

In the above sample, the writer tries to emphasize the character of Rahel, a girl who is somethimes a bit curious and annoying. Her killjoyness is emphasized by using some wordplays, like "Hello wall", which has the same pattern with "Hello all". In the target text, this sort of aesthetic device is eliminated and hence the effect is not well maintained. Surely, it influences the theme and characterization.

Conclusion

From the aforementioned explanation, it concludes that most of wordplays in the source text are translated into non-wordplays, while only small portion of wordplays are translated into wordplays. The translation shifts appear to give insignificant effect on the translation quality. Most of the translations are considered accurate and acceptable because the ideas in source text are accurately rendered to target text and the words used in target text are natural and mostly suitable with the language system of target text. However, dealing with the function of wordplays, the fact that most of wordplays are translated into non-wordplays gives significant effect of the shift of effects of wordplays created in the source text.

 ISBN 978-602-73769-1-5

Reference

Aiwei, S. (2005). "Translatability and poetic translation." dalam *Translatum: The Greek Translation Vortal.* No. 5.

Yliräisänen, I. 2009. EMPIRE OF THE PUN: The use of wordplay in the headlines and subheadings of *Empire* magazine. Department of Languages: University of Jyväskylä.

Koponen, Maarit. 2004. *Wordplay in Donald Duck comics and their Finnish translations*.Department of English: University of Helsinki.

Korhonen, Elina. 2008. *Translation Strategies for Wordplay inThe Simpsons.*Department of English: University of Helsinki.

Nababan, M. R. 2010. *Pengembangan model penilaian kualitas terjemahan. Ringkasan hasil penelitian hikom tahun ii 2010.* Surakarta: Universitas Sebelas Maret.

Nida, E. A. & Taber, C. R.. (1982). *The theory and practice of translation.* Leiden: E. J. Brill.

Shuttleworth, M. & Cowie, M. (1997). *Dictionary of translation studies.* Manchester: St. Jerome Publishing.

Roy, A. 1997. *The God of Small Things*. IndiaInk: India.

Haryo, A. R. B. 2002. *The God of Small Things – Yang Maha Kecil*. Yayasan Obor Indonesia: Jakarta.

http://www.wikipedia.com/translationaccessed at 21 October 2011.

http://www.wikipedia.com/translationaccessed ast 31 August 2012.

Biodata:

Nur Saptaningsihis an English is a lecturer at Surakarta University, UNS Language Center and Setia Budi University and also a translator. Her interests lie in teaching English and working on translation. She has her bachelor degree from the University of Indonesia and a master degree from Sebelas Maret University. She is active in developing her skills by joining various national and international workshops, courses and seminars held by The U.S. Department of State and University of Oregon, British Council, HPI, Metro TV and several universities. She was involved in national and international events held by the Ministry of Youth and Sports, UNS, UI, Indonusa Polytechnique, etc. She was also involved in organizing English module for Salemba Group Jakarta and materials for Seleksi Siswa Berprestrasi SMP of Sukoharjo Regency. She wrote "Analysis on Translation of Poems in Rangkasbitung Anthology by W.S. Rendra Translated by Suzan Piper", "Incorporating

Literary Works Written by Indonesian Writers in English Literary Studies, "Developing Short Video-Based Materials for Enhancing Students' Motivation and Understanding in Learning English for General Purposes for College and University Students", and "The Importance of Mastering in Asean Economic Community". HP: 081-76-345-778

 ISBN 978-602-73769-1-5

CONVERSATION ANALYSIS OF AN 8-MINUTES INTERVIEW ON METRO TV BETWEEN DALTON TANONAKA AND AGNES MONICA

Nurlaila Tuanany

lailatuanany@gmail.com

State University of Semarang

Abstract

In the Conversation Analysis(CA) view, human social action is thoroughly structured and organized. CA intends to describe, analyze, and understand talk as a basic and constitutive feature of human social life (Sidnell, 2010). An interview is interesting to be analyzed due to the sequence of conversational structure within it. This study attempts to investigate the conversational structure and discourse markers in an 8-minutes interview on Metro TV. The interview was between Dalton Tanonaka as the interviewer and Agnes Monica as the interviewee. It was on Metro TV and lasted on May 26th 2011. This study applied the method of Conversation Analysis (CA). Based on the data of the interview, the writer found some of the structures and concepts happened within the conversation, namely turn-taking, adjacency pairs, overlap, repair, back-channel, and discourse marker.

Keywords: *Conversation Analysis, interview, turn-taking, adjacency pairs, discourse markers*

Introduction

According to Pridham (2001) conversation is any interactive spoken exchange between two or more people and can be: face to face exchanges, this can be private conversations, such as talk at home between the family, or more public and ritualized conversations; non-face-to-face exchanges, such as telephone conversation; broadcast materials such as a live radio phone-in or a television chat show. So that the conversation that is analyzed here can be categorized into conversation since it is a talk between two people. The study aims to know what is the conversational structure happens during the 8 minutes interview between Dalton Tanonaka and Agnes Monica.

 ISBN 978-602-73769-1-5

In the CA view, human social action is thoroughly structured and organized. In pursuing their goals, the actors have to orient themselves to rules and structures that make their actions possible. The conversation on an interview is interesting to be analyzed, since many structures of conversation happen there. We can find some notions related to the Conversation Analysis methodology.

This paper attempts to apply conversation analysis theory to analyze conversation structure features of an 8-minutes interview on Metro TV, which will focus on local structure. This study will not discuss the global structure, since the writer only took the first part of the interview program. In terms of global structure, the features of the talk show will be the opening, body and closing process. While on local structure, features in turn-taking strategies, adjacency pairs, discourse marker, overlap, back-channel, repair and insertion were analyzed.

Literary Review

Conversation Analysis

Anssi Perakyla (1998) proposes the notion Conversation Analysis (CA) as a method for investigating the structure and process of social interaction between people. It focuses primarily on talk, but integrates also the nonverbal aspects of interaction in its research design. As the data, CA studies use video or audio recordings made from the occurring interaction. As the results, CA studies give descriptions of recurrent structures and practices of social interaction. Some of these, such as turn taking or sequence structure, are involved in all interaction, whereas others are more specific and have to do with particularactions, such as asking questions or delivering and receiving news, assessments, or complaints. CA studies can focuseither on ordinary conversations taking place between acquaintances or family members, or on institutional encounterswhere the participants accomplish their institutional tasks through their interaction.

Pre-sequence

Mey (2004, p.144) proposes that certain utterances are usually felt to be ‘precursors’ to something else (another utterance, or perhaps a sequence of utterances). He also states that there are several types of pre-sequences, namely: inquirers, pre-announcement, pre-invitations, pre-threats, etc.The classical examples are the so-called “attention-getters’, such

 ISBN 978-602-73769-1-5

as: Hey, you know something?, Excuse me; to which the usual answer would be: Yes, What?.Moreover, Levinson (1995) explains that the term pre-sequence is used to refer both to a certain kind of turn and a certain kind of sequence containing that type of turn.

Turn-taking

All interactions involve the use of some kind of turn-taking organization (Sacks, Schegloff and Jefferson, 1974), and many kinds of institutional interaction use the same turn-taking organization as ordinary conversation. Some, however, involve very specific and systematic transformations in conversational turn-taking procedures. These special turn-taking systems can be very important in studying institutional interaction because they have the potential to alter the parties' opportunities for action, and to describe the interpretation of almost every aspect of the activities that they structure. For example, the opportunities to initiate actions, what the actions can be intended to mean, and how they will be interpreted can all be significantly shaped by the turn-taking rules for interaction is a 'formal' classroom (McHoul, 1978).

Adjacency pairs

Adjacency pair is the basic notion in a conversation. The main form of adjacency pair in the body part of the interview is Q-A type with the host questioning and the guest answering in general. There are some other types of adjacency pairs, for instance, requirement-grant, statement-confirmation, etc. In adjacency pairs, there are sequences of two related utterances which are given by two different speakers. The second utterance is always a response to the first. Levinson (1995) states that the notion ‘adjacency pairs’ is the kind of paired utterances of which question-answer, greeting-greeting, offer-acceptance, apology-minimization, etc., are prototypical. Moreover, Schegloff& Sacks (1973) offer a characterization of the adjacency pairs; namely: adjacent, produced by different speakers, ordered as a first part and a second part, typed (so that a particular first part requires a particular second – e.g. offers require acceptances or rejections, greetings require greetings, and so on); and there is a rule governing the use of adjacency pairs, namely: having produced a first part of some pair, current speaker must stop speaking, and next speaker must produce at that point a second part to the same pair.

 ISBN 978-602-73769-1-5

Discourse Marker

Nordquist defines the term 'discourse marker' as a particle (such as *oh, like,* and *you* know) that is used to direct or redirect the flow of conversation without adding any significant paraphrasable meaning to the discourse. It is also called as pragmatic marker. Discourse markers are frequently found in language and utilized for specific purposes. They are particular words or phrases used to mark boundaries in conversation between one topic or bit of business and the next (Carter, 2003:10). To classify the discourse markers out of the present data, the writer refers to some of most often visited discourse markers in English classified by Stenstrom(1994:66, 83; as quoted in Shokouhi&Kamyab, 2004:119):

Overlap

Nordquist defines the notion 'overlap' as a term used in conversation analysis to describe a face-to-face interaction in which one speaker talks at the same time as another speaker to demonstrate an interest in the conversation. The overlapping occurs when two people attempt to have a conversation and discover that there is no 'flow', or smooth rhythm to their transitions, much more is being communicated than is said (Yule, 1996). One of the speakers may either give the chance to other party or raise his/her voice to speak louder in order to continue the talk (Shokouhi&Kamyab, 2004).

Back-channel

According to H.M. Rosenfeld (1978), the most common back-channel signals are head movements, brief vocalizations, glances, and facial expressions, often in combinations. Back-channels are responses in which the speakers give supportive feedback to each other. In other words, in some cases, they are responses which show that listener is still following the speaker and wishes him or her continue (McCarthy, Matthiessen& Slade, 2002:61).Backchannels used to express that a listener is following a speaker's talk. Typical backchannels are *hmm, well, let me see,* and so on.

Repair

In a conversation, sometimes the speakers make errors and mistakes, due to the synchronous qualities of this type of interaction; and because there is no adequate time to plan each utterance in advance, and instead peoplemake repairs and corrections. Repair, in conversation

 ISBN 978-602-73769-1-5

analysis, is a term for ways in which errors, unintended forms, or misunderstandings are corrected by speakers or others during conversation' (Richards et al.,1992 p.314). Streeck (1983, p.83) defines four differenttypes of repairs: *self-initiated self-repair*, *other-initiated self-repair*, *self-initiated other-repair*and *other-initiated other-repair*. He showed that self-initiated self-repair is the most commonone and that most of the repairs occur in the same utterance as the mistakes were produced.

Method

The writer applied Conversation Analysis methodology to analyze the data gained from the interview. Qualitative method was also used in interpreting the data. The corpus of this study was the 56 utterances in an 8-minutes interview between Dalton Tanonaka as the interviewer and Agnes Monica as the interviewee. Then, the writer encoded the interviewer as S1 and the interviewee as S2. The writer took the interview from youtube. The interview was a program on Metro TV and lasted on May 26th 2011. The interview actually consisted of three parts, but the writer only took the first part to analyze in this paper.

Finding and Interpretation

Pre-sequence

In term of the notion pre-sequence, the writer found the kind of pre-sequence in the interview as pre-announcement, since the interviewer starts the interview by announcing and giving a prolog of the guest as the interviewee.

(1) S1 : Hallo, I'm Dalton Tanonaka, and we are in Jakarta's Only One Resto and Lounge, the appropriate name and appropriate setting for the exclusive conversation with Miss Agnes Monica. Agnes, thank you very much.

Turn-taking

One of the techniques in turn –taking is the current speaker selects the next party, or in this case the interviewer (Dalton Tanonaka) gives the turn to the interviewee (Agnes Monica) to answer or response his question. A current speaker may address a question to the next party; or party may self-select in starting to talk (Sack et al., 1974). Frequent instances of turn-allocation techniques observed in this dialogue were of addressing question of one party, mostly the S1, to the other.

The writer found lines 5, 7, 9, 13, 23, 27, 31, 34, 35, 39, 43, 49, and 55 take in questions assigning the floor to the other party. Moreover, the writer found turn-taking coincides with overlap: lines 9, 10, 34, 35.

(5) S1: Ya, In your video you look smaller. Let's start with what you are doing now. You are producing and recording all English album?

(7) S1: Do you think this would be the vehicle to get you from red carpet host American Music Award to nomine at the AMA?

(9) S1: But that is your goal?

(13) S1: Was it?

(23) S1: Then..well ..what do you think about that?

(27) S1: And she is your real model, right?

(31) S1: What is your best skill? I mean without being too humble, you have a tremendous vocal range.

(34) S2: (laughing). Do you think it's a good thing?

(35) S1 : Yes, it's a good thing. Believe me. So, what will you say as your best skill?

(39) S1: So, beside that actual skill for you to drive, now what could you be better at?

(43) S1: You mean you actually want to get involved in guiding the people's lives directly?

(49) S1: Well, you did it as your major, right? We'll talk about that also. One last thing before we take a break, which international artist as your idols?

(55) S1: Well, then tell one name of Indonesian artist that you like very much?

Adjacency pairs

The principle of adjacency pairs in interview runs in organized way, since the interviewer asks the question and the interviewee gives the response. The main form of adjacency pair in the interview is Q-A type with the host questioning and the guest answering in general. The followings are the structure of adjacency pairs within the interview. They are:

(1) S1 : Hallo, I'm Dalton Tanonaka, and we are in Jakarta's Only One Resto and Lounge, the appropriate name and appropriate setting for the exclusive conversation with Miss Agnes Monica. Agnes, thank you very much.

(2) S2 : Hi

(3) S1 : You are much really taller than I thought.

(4) S2 : Really?

 ISBN 978-602-73769-1-5

(5) S1 : Ya, In your video you look smaller. Let's start with what you are doing now. You are producing and recording all English album?

(6) S2 : Yeah.

The above adjacency pairs stick to strict adjacency pair rules and they belong to regular adjacency pairs. That is, an adjacency pair is composed of two turns by two speakers which are ordered.

Discourse marker

In this study, the writer found several discourse markers, such as *well, you know, I mean, so,* as stated by Shokouhi and Kamyab (2004, 119). Lines 8, 10, 11, 18, 23, 24, 26, 31, 33, 36, 37, 38, 39, 42, 44, 46, 47, 49, 52, 54, 55 and 56 are identified as discourse markers produced by the speakers during the interview.

- Well : Lines 8, 23, 24, 26, 37, 49, and 55.
- You know: Lines 8, 10, 18, 24, 26, 33, 36, 38, 42, 46, 47 52, and 55.
- I mean : Lines 8, 11, 24, 26, 31, 42, 44, 46, and 56.
- So : Lines 35, 38, and 39.
- I guess : Lines 24, 44, and 54.

(8) S2: **Well**, I'm … **I mean** I really need to ..er ..just focus on whatever I need to do. You know, and I just try to … umm ..**you know** .. give out my best. Whether it's going on to be one of the nominees or not, **you know**, it's ….

(24) S2: **Well**, **I mean**, **I guess** ..umm .. You know the journey ..if you wanna talk about .. **you know** .. my career and her career, it's a … I mean I can't really compare cause it's .. **you know** .. we're .. we're taking two different paths.

(35) S1 : Yes, it's a good thing. Believe me. **So**, what will you say as your best skill?

Overlap

The overlap occurs when the speakers are trying to talk at the same time. After watching the video, the writer found that the overlap happened within the interview. It occurred when the interviewer would say the utterance while the interviewee also emphasized by repeating the utterance. The following are the examples:

(15) S1 : And you have to wear …

 ISBN 978-602-73769-1-5

(16) S2: Ah..yes. Like to dress and all that.

(41) S2 : Yeah, probably. But for now, I mean, I don't, I'm not thinking of going into politics. But if, you know .. If I were born..

(42) S1: You mean you actually want to get involved in guiding the people's lives directly?

The above utterances are conveyed by the speakers almost at the same time. The writer also found the other utterances containing overlap, in lines: 3-4, 9-10, 15-16, 27-27, 29-30, 33-34-35, 41-42, 44-45-46, 47-48, 53-54.

Back-channels

Backchannels are responses in which the speakers give supportive feedback to each other, such as *of course, that's right, I see, umm.., right, yes, yeah*. The writer found the utterances containing back-channel in lines:5, 6, 8, 14, 16, 17, 19, 24, 25, 26, 28, 30, 35, 36, 38, 40, 42, 45, 52, 56, and 57.

(5) S1: **Ya**, In your video you look smaller. Let's start with what you are doing now. You are producing and recording all English album?

(6) S2 : **Yeah**.

(8) S2 : Well, I'm … I mean I really need to ..er ..just focus on whatever I need to do. You know, and I just try to … **umm** ..you know .. give out my best. Whether it's going on to be one of the nominees or not, you know, it's ….

(19) S1 : **Sure**. Everybody was agree. Then we'll talk about you a little bit. Early this year, I interviewed Anggun. I hope you saw that. You can say you did.

(30) S2 : **Yeah, definitely**.

(57) S1 : **Ok**. When we continue, we'll talk about dreams that came at the very early ages. Can Agnes Monica break through to international star?

Lines 5 (ya), 6 (yeah), 8 (umm), 14 (yes), 16 (yes), 17 (yeah), 19 (sure), 24 (umm), 26 (umm), 28 (ya), 30 (yeah, definitely), 35 (yes), 36 (umm), 38 (umm), 40 (umm), 42 (yeah), 45 (of course), 52 (umm), 56 (umm), 57 (ok) take in instances as back-channels.

 ISBN 978-602-73769-1-5

Repair

In this study, repair is classified as self-repair or other repair and self- initiated or other-initiated. A repair which is made by the speaker him/herself (i.e. self-initiated) is known as a self-repair.

(51) S2 : Because ..you see .. umm ..you know .. to produce a good song, it doesn't.. it doesn't only need a good voice. You know..it needs.. umm.. the sense of belonging of that artist to.. you know.. get involved in that song. To be..to actually interpret the song and to actually deliver the message. And I think that is one of **the strongest**..umm.. you know.. umm.. **the strength** of a Michael Jackson. Because when..when he sings.. umm.. you know.. up tempo songs, he can be like really energetic.. you know.. with that dance and all the power. He has all that.

The following shows the example of other-initiated repair, since the interviewer (S1) gave the correction to the interviewee (S2).

(42) S2 : Yeah, probably. But for now, I mean, I don't, I'm not thinking of going into politics. But if, you know .. If I were born..

(43) S1 : You mean you actually want to get involved in guiding the people's lives directly?

Conclusion

The analysis of data dealing with the interactions in an interview in this study revealed that the interview shows features of turn-taking, adjacency pairs, and repair as important notions in Conversation Analysis. Moreover, the writer also found some features such as back-channels and discourse markers. The interview tends to run in an organized structure, since the pattern of Q-A in turn-taking was applied by the interviewer and the interviewee. The finding shows that the interview run dynamically, thus the overlap identified by the writer as well. This is in line with the concept proposed by Halliday (1989) that the spoken language has a dynamic structure.

The concepts of discourse markers and back-channels are the majority utterances expressed by the speakers, especially by the interviewee, such as *I mean, You Know, So, I guess, of course, that's right, I see, umm, right, yes.* The discourse markers and back-channeling assign

 ISBN 978-602-73769-1-5

the interview run naturally. Since this study only took the first part of the interview, the writer suggests for the next researcher can take and elaborate the second and the third part with this study using the Conversation Analysis methodology more deeply.

References

Carter, R. 2003. *New Perspectives on Spoken English in the Classroom*. London: Q.C.A. Available at: www.qca.org.uk

Levinson, Stephen C. 1995. *Pragmatics.*Cambridge: Cambridge University Press.

McCarthy, M., C. Matthiessen& D. Slade. 2002. *Discourse analysis*. In N. Schmitt (ed.), An Introduction to Applied Linguistics, 55-73. London: Arnold.

McHoul, A. 1978.*The Organization of Turns at Formal Talk in the Classroom*.Language in Society. 7, 183-213.

Mey, Jacob L. 2004. *Pragmatics: An Introduction.* UK: Blackwell Publishing.

Pridham, F. 2001. *The Language of Conversation*. London: Routledge

Richards, Jack C., John Platt and Heidi Platt.1992. *Longman Dictionary of Language Teaching and Applied Linguistics 2nd Ed*. Longman.

Sacks, H., Schegloff, E. A., & Jefferson, G. 1974.*A Simplest Systematics for the Organization of Turn-Taking for Conversation*. Language 50: 696–735.

Shokouhi, H. & G. Kamyab. 2004. *Analyzing Discourse: Multivariant Perspectives*. Ahwaz: ShahidChamran University Press.

Sidnell, J. 2010. *Conversation Analysis- an Introduction*. West Sussex, UK: Wiley-Blackwell.

Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.

AN ANALYSIS OF ABSTRACT USING MICRO-LEVEL COHERENCE AND MACRO-LEVEL COHERENCE

Oscar Yustino Carascalao

SMA Krista Mitra Semarang

Rif'atun Hasanah

Universitas Islam Negeri Walisongo Semarang

oscarcarascalao@gmail.com

Abstract

Abstract is a brief summary of the most important points in a scientific paper. Through an abstract a writer can convey all of the information needed by the reader. This study deals with an analysis of abstract using micro-level coherence and macro-level coherence suggested by Thornbury. This article conveys the theoretical foundation of text, paragraph, abstract, types of abstract, coherence, micro-level coherence and macro-level coherence. The object of the study is the abstract of Mansoor Al-Surmi from University of Central Missouri, USA with his journal article entitled The Effect of Narrative Structure on Learner Use of English Tense and Aspect in an English as a Foreign Language Context. The writer analyzed the abstract of that article using the theory of coherence by Thornbury (2005). The result shows that by using the analysis of micro-level coherence and macro-level coherence the writer found that the abstract of Mansoor Al-Surmi from University of Central Missouri, USA in his journal article entitled The Effect of Narrative Structure on Learner Use of English Tense and Aspect in an English as a Foreign Language Context is coherent. That abstract reflects the content of the journal article.

Keywords: Abstract, micro-level coherence, macro-level coherence

Introduction

In sharing their ideas, people need to deliver the ideas well. They may deliver the ideas in the form of both spoken and written. It is very important to make sure that our ideas make sense. It is related to the statement that text is semantic unit. It means that text must make a sense. Through a text people can deliver their ideas. In addition, Thornbury (2005: 19) stated that text can be a number of sentences which are self-contained, well-formed, hang together, make sense, have a clear communicative purpose, are recognizable text types and were appropriate to their context of use. Therefore, in an academic writing, people may deliver what on their

mind are in the form of written text.In a journal article, people write their ideas about something related to their idea. It means that they have to make a report about a research on some academic fields. As we know, to tell about their report of an academic writing briefly, they have to write an abstract at the beginning. An abstract of a journal article is also formed in a paragraph. It means that an abstract contains relevant information about central idea of the article. A paragraph should covers a unity and completeness. While, another characteristic of a good paragraph is coherence. Coherence plays an important role in delivering ideas through a written form.A coherent paragraph is made up of sentence that are ordered according to a principle.

The role of abstract in a journal article is very important. Through the abstract the reader will expect the content of the journal article. Usually a writer writes an abstract after he or she has completed all of his or her writing because the content of an abstract gives the explanation of the article in a brief explanation. Therefore, an abstract should be written in a completed though. Moreover, abstract reflects the content of the journal article. That is why a writer has to write a systematic abstract. It means that the abstract must be coherent and cohesive. For example, there are so many authors of journal article wrote incoherent abstract so that it makes the reader do not understand about their idea of writing journal article. Therefore, it is important for authors to write a coherent abstract in a journal article which helps the readers to expect what the idea of the article is.

In this article, the analysis of coherence, especially micro-level coherence and macro-level coherence will be provided. The object of the study is the abstract of Mansoor Al-Surmi from *University of Central Missouri, USA* with his journal article entitled The Effect of Narrative Structure on Learner Use of English Tense andAspect in an English as a Foreign Language Context.

This study aimed to find out the coherence of an abstract in a journal article by Mansoor Al-Surmi entitled *The Effect of Narrative Structure on Learner Use of English Tense and Aspect in an English as a Foreign Language Context*. These two following questions guided the investigation.

1. How did Mansoor Al-Surmi write his abstract coherently?

 ISBN 978-602-73769-1-5

2. How is the construction of Micro-level Coherent and Micro-level Coherent of the abstract in Mansoor Al-Surmi journal article entitled *The Effect of Narrative Structure on Learner Use of English Tense and Aspect in an English as a Foreign Language Context* structured?

The goal of this study is to make the readers understand about micro-level coherence and macro-level coherence introduced by Scott Thornbury (2015). By analyzing the abstract of the journal, the viewers can learn about coherence.

Review of Related Literature

Text

Most discussions of "text" revolve around interpretation of "texts", rather than a definition of the term itself. But what exactly is a text? The word "text" comes from the Latin *texere*, to weave. Deriving from the Latin, most definitions place "text" as a linguistic structure woven out of words or signs. To call something a "text" implies that the words, phrases, lines or sentences of which it consists have not been arranged this way by chance, but have been produced by a person and with certain kinds of intentions. Therefore, it is open for people to interpret the meaning of the text.

Sometimes a text can mean anything that people can "read" or analyse, such as notice, or a banner. However, most times we come across the word "text" it has an explicitly literary meaning.

According to Gerot and Wignel (1995) text is a semantic unit. Something is called a text when it is meaningful. It can be spoken and written. Moreover, it is not a phonological or a graphological unit. It occurs in a context of situation.

Abstract

According to Ebert (2012), an abstract is a brief summary of the most important points in a scientific paper. Abstracts enable professionals to stay current with the huge volume of scientific literature. Moreover, an abstract is a short and powerful statement that describes a large important ideas of work. An abstract of a social science or scientific work may contain the scope, purpose, results, and contents of the work. While, an abstract of a humanities work

may contain the thesis, background, and conclusion the article. In addition, it contains key words found in the article.

Coherence

Coherence in linguistics is what makes a text semantically meaningful. It is especially dealt with in text linguistics. Coherence is achieved through syntactical features such as the use of deictic, anaphoric and cataphoric elements or a logical tense structure, as well as presuppositions and implications connected to general world knowledge. The purely linguistic elements that make a text coherent are subsumed under the term cohesion.

However, those text-based features which provide cohesion in a text do not necessarily help achieve coherence, that is, they do not always contribute to the meaningfulness of a text, be it written or spoken. It has been stated that a text coheres only if the world around is also coherent.

Robert De Beaugrande and Wolfgang U. Dressler define coherence as a "continuity of senses" and "the mutual access and relevance within a configuration of concepts and relations". Thereby a textual world is created that does not have to comply to the real world. But within this textual world the arguments also have to be connected logically so that the reader/hearer can produce coherence.

Thornbury (2005) divided the coherence into two, they are micro-level coherence and macro-level coherence.

Micro-level Coherence

Logical Relationship

The complete text has a logical relation to make the text meaningful. Thornbury (2005) explains the relation as the following:

a. Additive.

   The relation is the next sentence gives detail about or specifies the previous sentence. It means that the movement of the relation is from general to specific.

b. Adversative

 ISBN 978-602-73769-1-5

The second sentence claims the problem solving toward the problem stated in the first sentence.

c. Causal

The relation is the second sentence provides a reason for the situation or request mentioned in the first sentence.

d. Temporal

The relation implies the chronological order of events. It is assumed that the first sentence happened before the second.

Theme and rheme / Topic and comment

Topic and comment here means theme and rheme. Topic is what the reader or listener need to pay attention to. Meanwhile, the rheme is the new information to support the topic which is stated before.

Macro-level Coherence

Macro-level coherence is related to key words, schema and script. According to Thornbury (2005), key words are those words that occur with a frequency that is significant when compared to the normal frequency of these same words, as determined by corpus data. Meanwhile, the macro-scripts apply to process.

Method

The object of the study is the abstract of Mansoor Al-Surmi from *University of Central Missouri, USA* with his journal article entitled The Effect of Narrative Structure on Learner Use of English Tense andAspect in an English as a Foreign Language Context. The writer analyzed the abstract of that article using the theory of coherence by Thornbury (2005). The analysis are the micro-level coherence which consists of the logical relationship of sentence and the topic and comment or theme and rheme and the macro-level coherence which consists of the key words and the macro-script of the abstract.

 ISBN 978-602-73769-1-5

Analysis and Discusion

Micro-level Coherence

A. Sentence Relation

Abstract

(*1) This paper investigates the influence of the discourse narrative structure on verbal morphology in L2 learners' interlanguage temporality system. (2) The aim was to retest the Discourse Hypothesis predictions regarding of the influence of discourse structure on verbal morphology use in oral narrative in an English as a Foreign Language context. (3) The discourse hypothesis predicts that L2 learners will use past forms predominantly in the foreground of the narrative while non-past forms will be used in the background. (4) Data obtained from 36 learners was randomly chosen from a pool of pretest productions by Thai L2 learners of English. (5) Participants were asked to narrate a strange dream after looking at six pictures. (6) Results revealed that participants show more use of the past forms in the foreground than the background while they use more non-past forms in the background. (7) Learners' systematic errors in tense marking could be understood in the light of the results of the present study. (8) The paper concludes that the discourse hypothesis is supported and that English as a Foreign Language learners exhibit similar use of tense and aspect to English as a Second Language learners.*

Keywords: Discourse hypothesis, tense and aspect, EFL, Thai learners, temporality, interlanguage

- Additive

  In the sentence (1) and (2) we can see the additive. The second sentence gives more detail information. The first sentence conveys the information about the paper and the second sentence specifies the first sentence by giving the information about the aim of the paper.

  (1) This paper investigates the influence of the discourse narrative structure on verbal morphology in L2 learners' interlanguage temporality system. (2) The aim was to retest the Discourse Hypothesis predictions regarding of the influence of discourse structure on verbal morphology use in oral narrative in an English as a Foreign Language context.

The additive relation also can be seen from the relation between sentence (5) and (6). Sentence (6) gives more detail information about the result of the participants did in the analysis as stated in sentence (5).

(5) Participants were asked to narrate a strange dream after looking at six pictures. (6) Results revealed that participants show more use of the past forms in the foreground than the background while they use more non-past forms in the background.

Sentence (6) and (7) also shows the relation of additive. The results which is stated in (6) sentence is specified by the sentence (7). It means that the result (6) can be seen from the light of the result of the present study which is stated in the sentence (7).

(6) Results revealed that participants show more use of the past forms in the foreground than the background while they use more non-past forms in the background. (7) Learners' systematic errors in tense marking could be understood in the light of the results of the present study.

- Adversative

The relation between the second sentence and the third sentence is adversative. The third sentence tries to solve the problem of discourse hypothesis by predicting that L2 leaners will use past forms in the foreground of the narrative while non-past forms will be used in the background.

(2) The aim was to retest the Discourse Hypothesis predictions regarding of the influence of discourse structure on verbal morphology use in oral narrative in an English as a Foreign Language context. (3) The discourse hypothesis predicts that L2 learners will use past forms predominantly in the foreground of the narrative while non-past forms will be used in the background.

In the (3) and (4) sentence we will see adversative relation. The (4) sentence offers the problem solving of how to obtain the data by showing the participants and the method how to obtain the data.

(3) The discourse hypothesis predicts that L2 learners will use past forms predominantly in the foreground of the narrative while non-past forms will be used

 ISBN 978-602-73769-1-5

in the background. (4) Data obtained from 36 learners was randomly chosen from a pool of pretest productions by Thai L2 learners of English.

- Causal

The reason of the conclusion in sentence (8) is caused by the result of learners' systematic errors in the tense making which are shown in the light of the results of the present study as stated in sentence (7).

(7) Learners' systematic errors in tense marking could be understood in the light of the results of the present study. (8) The paper concludes that the discourse hypothesis is supported and that English as a Foreign Language learners exhibit similar use of tense and aspect to English as a Second Language learners.

Temporal

After finding the result of learners' systematic errors in the tense making which are shown in the light of the results of the present study in sentence (7), the next step is making the conclusion as stated in sentence (8).

(7) Learners' systematic errors in tense marking could be understood in the light of the results of the present study. (8) The paper concludes that the discourse hypothesis is supported and that English as a Foreign Language learners exhibit similar use of tense and aspect to English as a Second Language learners.

By analyzing the sentence relation in the micro level coherence, we can say that the text is coherent. We can see the relation of additive, adversative, causal and temporal exist in the text of Al-surmi's abstract.

B. Theme and Rheme / Topic and Comment

Topic and comment here means theme and rheme. Topic is what the reader or listener need to pay attention to. Meanwhile, the rheme is the new information to support the topic which is stated before. The text is coherent if we see that the comments are relevant to the topic stated before. In this chapter we try to find the micro-level coherence of the text by analyzing the topic and rheme of the text. The analysis is sentence by sentence. The coherence of the text is found in the analysis of the micro-

 ISBN 978-602-73769-1-5

level coherence analysis using theme and rheme or topic and comment. In table 1 we found that the comments support the topic which is stated before.

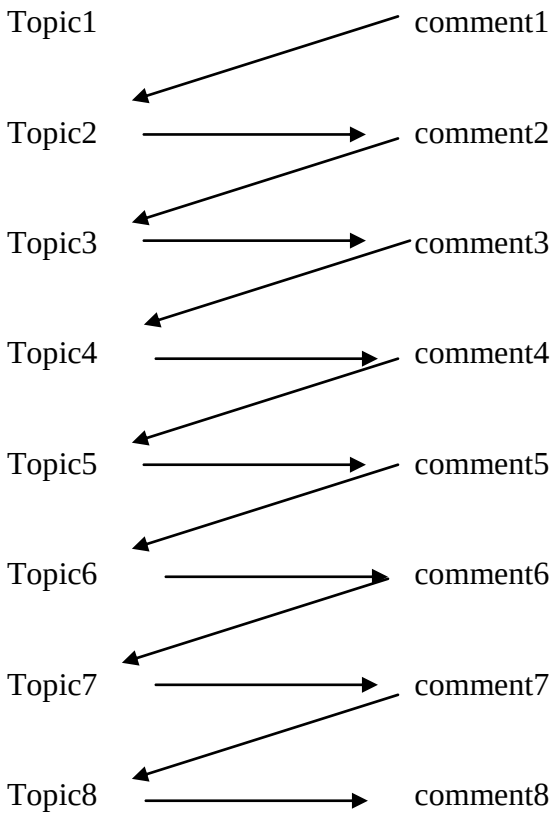
Table 1

Topic (theme)	Comment (rheme)
(1) This paper	investigates the influence of the discourse narrative structure on verbal morphology in L2 learners' interlanguage temporality system
(2) The aim	was to retest the Discourse Hypothesis predictions regarding of the influence of discourse structure on verbal morphology use in oral narrative in an English as a Foreign Language context.
(3) The discourse hypothesis	predicts that L2 learners will use past forms predominantly in the foreground of the narrative while non-past forms will be used in the background.
(4) Data obtained from 36 learners	was randomly chosen from a pool of pretest productions by Thai L2 learners of English.
(5) Participants	were asked to narrate a strange dream after looking at six pictures.
(6) Results	revealed that participants show more use of the past forms in the foreground than the background while they use more non-past forms in the background.
(7) Learners' systematic errors in tense marking	could be understood in the light of the results of the present study.
(8) The paper	concludes that the discourse hypothesis is supported and that English as a Foreign Language learners exhibit similar use of tense and aspect to English as a Second Language learners.

From the table above we can conclude that the pattern of the topic and comment can be represented like the following chart:

 ISBN 978-602-73769-1-5

Table 2



Adapted from Thornbury (2005: p. 40)

By analyzing the theme and rheme / topic and comment, we can say that the text is coherent. The coherence of the text can be seen from the topic and the comments which support the topic with an organized structure.

Macro-level Coherence

A. Key Words

In the analysis of macro-level coherence, text achieves coherence because of the identifiable topic or topics. In this part we will analyze the text of Al-surmi's abstract in his journal article entitled The Effect of Narrative Structure on Learner Use of English Tense and Aspect in an English as a Foreign Language Context. If we analyze the abstract, it has a topic which is clearly stated in his abstract. We can see the topic from the keywords. They are discourse hypothesis, tense and aspect, EFL, Thai learners,

 ISBN 978-602-73769-1-5

temporality, interlanguage. According to Thornbury (2005), key words are those words that occur with a frequency that is significant when compared to the normal frequency of these same words, as determined by corpus data. Thus, by noticing the key words of Al-surmi's abstract the reader will easily understand the topic of the text.

B. Macro-scripts

According to Thornbury (2005), the macro-scripts apply to process. In the abstract of Al-surmi, we can make the scripts of the text. The scripts can be like this:

- This paper investigates the influence of the discourse narrative structure on verbal morphology in L2 learners' interlanguage temporality system.
- The paper has a goal to retest the Discourse Hypothesis predictions.
- The discourse hypothesis predicts the predominant past forms in the foreground.
- Data obtained from 36 learners was randomly chosen from a pool of pretest productions.
- Participants were asked to narrate a strange dream after looking at six pictures.
- Results revealed that participants show more use of the past forms in the foreground than the background.
- The paper concludes that the discourse hypothesis is supported and that English as a Foreign Language learners exhibit similar use of tense and aspect to English as a Second Language learners.

It can be conclude that the sequences of the abstract are as the following:

- The investigation
- The aims of the paper
- The prediction of Discourse Hypothesis
- The participants
- The method
- The results
- The conclusion

Then, to answer the readers' question when they read the abstract, the writer wrote the title of the paper as clear as possible. The title provides the succinct answer to the question so that the reader will understand the topic of the text. The first sentence also

 ISBN 978-602-73769-1-5

can take the role to introduce the topic to the readers. Here, it is the analysis of the first sentence of the abstract based on the analysis of the topic and comment:

Table 3

Topic	**Comment**	
Agent	*Event*	*Affected*
This paper	investigates	the influence of the discourse narrative structure on verbal morphology in L2 learners' interlanguage temporality system.

By reading the first sentence of the text, the reader will be helped to understand the topic of the text. But, the next question of the reader is "*what are the aims*?", "what is the hypothesis?", Who are the participants?", "how is the method?", what is the result?" and "what is the conclusion?". It can be answered by the next sentences which support the topic in the first sentence:

Table 4

Topic	**Comment**	
Agent	*Event*	*Affected*
The aim	was to retest	The Discourse Hypothesis predictions regarding of the influence of discourse structure on verbal morphology use in oral narrative in an English as a Foreign Language context.
The discourse hypothesis	Predicts	that L2 learners will use past forms predominantly in the foreground of the narrative while non-past forms will be used in the background.
Data obtained from 36 learners	Was	was randomly chosen from a pool of pretest productions by Thai L2 learners of English. Participants were asked to narrate a strange dream after looking at six pictures.
Participants	were asked	to narrate a strange dream after looking at six pictures.
Results	Revealed	that participants show more use of the past forms in the foreground than the background while they use more non-past forms in the background. Learners' systematic errors in tense marking could be understood in the light of the results of the present study.
Learners' systematic errors in tense marking	could be understood	in the light of the results of the present study.
The paper	Concludes	that the discourse hypothesis is supported and that English as a Foreign Language learners exhibit similar use of tense and aspect to English as a Second Language learners.

 ISBN 978-602-73769-1-5

If we see the scripts of the text and the analysis of the topic and comment divided by the terms of *agent, event* and *affected*, the text show the coherence between the topics and the comments. Therefore, the text flows and can be easily understood by the reader.

Conclusion

By using the analysis of micro-level coherence and macro-level coherence the writer found that the abstract of Mansoor Al-Surmi from *University of Central Missouri, USA*in his journal article entitled The Effect of Narrative Structure on Learner Use of English Tense andAspect in an English as a Foreign Language Context is coherent. It means that the sentences are meaning full. The comments of the topics are always relevant. Therefore, the abstract reflects the content of the journal article.

References

Beaty, William. 2004. *Lasers: WTF is Coherent Light? A bad textbook diagram, and a widespread misconception*. http://amasci.com/miscon/coherenc.html.

Cohen, L., Manion, L. and Morrison, K. (2000). *Research methods in education*. (5th ed.). New York: RoutledgeFalmer.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*.

Ebert, James R. 2013. *What is an Abstract?*. Department of Earth SciencesState University of New York, College at OneontaOneonta, New York 13820-4015

Eggins, Suzanne. 1994. *An Introduction to Systemic Functional Linguistics*. London: Biddles Ltd.

Gerot, Linda & Wignel, Peter. 2005. *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.

Halliday, M. A. K. 1990. *An Introduction to Systemic functional Grammar*. London: British Library Cataloguing in Publication Data.

Koopman, Philip. 1997. How to write an Abstract. Carnegie Mellon University.

Thornbury, Scott. 2005. *Beyond The Sentence*. London: Macmillan.

http://writingcenter.unc.edu/handouts/abstracts/

http://writingcenter.unc.edu/handouts/abstracts/

IMPROVING STUDENTS' PRONUNCIATION USING JAZZ CHANTS

Primanda Dewanti

UNS Language Center

primandadewanti@gmail.com

Monika Widyastuti S

SD Widya Wacana Jamsaren Surakarta

Monikawidy72@gmail.com

Abstract

As a habit, language needs to be used repeatedly. Jazz chants provides repeated and rhythmical words and sentences which are easily memorized. Due to the fact mentioned, Jazz chants can be considered to be used in conducting the activities enhancing the students' pronunciation accuracy. This study aims to analyze (1) whether Jazz chants can improve students' pronunciation accuracy, and (2) the advantages of the Jazz chants implementation to improve students' pronunciation. This research was conducted in the first semester students of Diploma 3 of Economy and Business Faculty of a university in Surakarta. The action research was conducted in two cycles comprising three meetings in each cycle. The research procedures used in this research are planning, acting, observing, and reflecting. The writer applied observation, interview, questionnaire, and test to collect the data. The quantitative data were analyzed by descriptive statistics, while the qualitative ones by Interactive Model. The research results in the conclusions, including: (1) Jazz chants could improve students' pronunciation in terms of stress, intonation, and connected speech and (2) Jazz chants is beneficial that it stimulates the class to be more active, improves motivation, and supports students' memory.

Keywords: Jazz Chants, pronunciation, CAR

Pronunciation is a very crucial element in speaking skill; it concerns on how human pronounces words and receives sounds. It is considered as an important factor in communication. Communication will run smoothly when there is an understanding between a speaker and hearer. The understanding can be gained effectively when they comprehend and utter sounds accurately. When a speaker mispronounces a word, or a hearer misperceives it,

communication will be disturbed and it may fall to be a misunderstanding. Thus, pronunciation takes an important role in determining the success of human communication.

EFL is learned in Indonesia in all levels of education. Due to the fact, it is highly necessary for English teachers to teach all language skills and elements to students, including pronunciation. Teaching pronunciation will help the learner to perceive and produces the sounds accurately, which in fact, leads to effective communication. It may help them avoid misperception of English words which often leads to miscommunication.

Pronunciation is also learned by the first semester students of three-year diploma of Economy and Business Faculty of a university in Surakarta in General English class. The materials taught in the class are integrated of listening, speaking, reading, and writing skills. Pronunciation is one of sub-skills learned in speaking.

In mastering acceptable pronunciation, the students are reported to have some difficulties. The pre-observation conducted by the researcher reveals that they often pronounce English words with similar stress in each syllable. They also have inappropriate intonation in uttering some sentences, such as, “How are you today?” and “The letter is sent to his office”. In addition, they tend to pronounce a sentence using their accent.

Specifically, the problems occurring in the class are identified, involving: (1) the students put stress in the wrong syllable, (2) they put stress on the wrong words in a sentence which leads to the wrong intonation, and (3) they do not apply the acceptable connected speech.

The interview to some students reveals that there seem to be some causes of the difficulties. Firstly, they are lack of pronunciation knowledge due to their inadequate English background. Secondly, it is seldom for them to practice speaking, which also have some disadvantages in pronunciation practice. Next, the teaching and learning process in the classroom focuses more on writing. Lastly, there are too many activities proposed by the materials which results in the lack of time.

 ISBN 978-602-73769-1-5

Teaching EFL should be attractive and meaningful. It should also be accurate in applying language skills and elements. Some methods are needed to make the teaching and learning process attractive and to increase students' motivation. Meanwhile, to gain meaningful materials, the teacher should be able to manage them well. An appropriate technique which is interesting and can accommodate all skills is required in the class.

Jazz Chants are proposed in the class as an attractive technique to teach pronunciation. It applies chanting and rhyming to language chunks and expression. It refers to utterances spoken in rhythmic natural speech. Therefore, the research intends to analyze: (1) whether Jazz chants can improve students' pronunciation in terms of stress intonation, and connected speech, and (2) the advantages of the Jazz chants implementation to improve students' English learning.

There are some reasons behind the implementation of Jazz Chants proposed by Carolyn Graham (in Thompson). To begin with, Jazz Chants use natural spoken English. Secondly, they can be used in both big and small classes. Next, they donot need special equipment in the implementation. Then, they can be used in any age group. Finally, they do not need any musical ability.

Pronunciation is the proper utterance of a word as it is currently being used (Wells, 2004: 132). Meanwhile, Martono (2013) says pronunciation is a set of habits of producing sound. Also, pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word ("Pronunciation", 2015). Then, Walter (2008 in Septiana, 2015) defines pronunciation as how words are pronounced. Therefore,it can be concluded that pronunciation is the proper utterance and manner in producing sound.

Fraser (2000) postulates that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She proposes that "With good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas".

 ISBN 978-602-73769-1-5

Kenthworthy (1998) in Septiana (2015) proposes about many factors that affect to pronunciation learning, comprising:

The native language

Because the role of that native language plays, there has been a great deal of research in which the sound system of English and other languages are compared, and the problems and difficulties of learners predicted. This applies not only to individual sounds but also combination of sounds and features such as rhythm and intonation.

The age factor

Someone pronounces a second language like a native; he probably started learning it as a child. On the other way round, if a person does not begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be distinguishable from those native speakers.

Amount of exposure

Another factor is the amount of exposure to English the learner receives. It refers to the fact whether the learner is living in an English-speaking country or not. If this is the case, then the learner is surrounded by English and this constant exposure should affect pronunciation skill. If the learner is not living in an English-speaking environment, then there is no such advantage.

Phonetic ability

It is common view that some people have better ear for foreign language than other. One of the studies has indicated that those with good phonetic ability benefit from pronunciation drills, tasks in which particular sound and the learner has to imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented.

Attitude and Identity

It has been claimed that factors such a person's sense of identity and feeling of group affiliation are strong determination of the acquisition of accurate pronunciation of a foreign language. As a means of exploring the meaning of these terms and the role of such factors, let's start by considering how native speaker of a language react to different accent of their own language.

Motivation and concern for good pronunciation

 ISBN 978-602-73769-1-5

This concern is often expressed in the statement about how 'bad' their pronunciation is and in request for correction and frequent pauses during speech used to solicit comment on the accuracy of pronunciation. The desire to do well is a kind of achievement motivation. Learners may be unconcerned because they are simply not aware that the way they speak is resulting in difficulty, irritation, or misunderstanding for the learner.

Graham (1978) in Ardiani (2013: 30) postulates thatJazz Chants are rhythmic expression of standard American English as it occurs in situational contexts. The rhythmic expressions were recorded as a model that was imitated by the students in jazz tempo and beat. The implantation of them is appropriate with the principle of quantum learning where the best condition for the students to learn is in happy atmosphere. Jazz Chants are also considered as "Carolyn Graham's snappy, upbeat chants and poems that use jazz rhythms to illustrate the natural stress and intonation patterns of conversational American English" (Thompson). To sum up, Jazz Chants are the technique to practice English pronunciation in jazz beat which can be easily imitated by the students.As conveyed byGraham, the rhythm, stress, and intonation pattern of the chants should be an exact replica of what the student would hear from a native speaker in natural conversation.

Method

The research design applied in the research is Classroom Action Research (CAR). It was conducted in the Language Center of a university in Surakarta, particularly in 3-year Diploma of Economy and Business Faculty. There were 27 students participating in this research.

The research adopts the research model postulated by Kemmis and Mc Taggart (in Septikasari, 2015), which involves four components, comprising:

Planning

Planning is highly required before acting is conducted in CAR. At this step, the reseacher should prepare the equipmentneeded in managing the research. Planning of action is also manifested by constructinga lesson plan.

Acting

It refers to theimplementation of the research on the field. The aim of acting is to make documents that can be used to monitor the improvement of the CAR and doing next

 ISBN 978-602-73769-1-5

reflection. In this case, the researcher uses Jazz Chant as the method to improve students' pronunciation.

Observing

The researcher observes all activities that happenned in the classroom and takes a note related to the processof teaching and learning. Observing is implemented in teaching and learning process. Its aims are to observe the process of action, influence of the action for the students, situation in the classroom and other problemspossible to appear in the teaching and learning process.

Reflecting

Reflection is an analysis of whether or not the research is successful. Reflecting is needed as the foundationof further research. If the targeted goal has not been achieved, the result of reflection should be formulated in the next action. However, if it has been achieved, the action should be stopped.

In collecting the data, the writer used some instruments, comprising observation and interview guideline, questionnaire, and test. The quantitative data were analyzed by descriptive statistics, while the qualitative ones by Interactive Model proposed by Miles and Huberman (1994). The data collection summary is exhibited in table 1.

Table 1. Techniques of Data Collection

Kinds of Data	Participants	Technique	Data	Analysis
Quantitative	Students	Test	Test score	Scoring Rubrics scale
Qualitative	Researcher Collaborator	Observation	Written reports - Field note - Teacher's diary - Daily journal	Descriptive Elaboration
Qualitative	Students	Questionnaire	Questionnaire Filled sheet	Scoring percentage criteria
Qualitative	Researcher Teachers Students	Interview	Recorded from interview	Descriptive Elaboration

 ISBN 978-602-73769-1-5

Findings and Discussion

Findings

Improvement

The result of the research reveals that there is improvement of students' pronunciation related to stress, intonation, and connected speech. The score improvements are presented in table 2.

Table 2. The Comparison of Pre-test, Post-test 1, and Post-test 2

Aspects	Pre-test	Post-test 1	Post-test 2
Stress	60	70	75
Intonation	60	65	72
Connected speech	55	60	71
Mean	58	65	73

The table indicates that there is an improvement in students' pronunciation after cycle 1 is implemented. However, the target of the research is the score of 70, so the researchers decide to continue the research in the next cycle. Cycle 2 reveals that there is a significant improvement in their pronunciation with the mean score of 73. As a consequence, the research is then ended.

Classroom Situation

The situation of the class was found more active after the research was implemented. The students seemed to be more interested in practicing the sentences suggested in the chants. Also, they practiced some other sentences which were similar in form using the chants.

Students' Motivation

The students were found to be motivated in practicing pronunciation, particularly in the paired practice. They corrected their friend's pronunciation, including stress, intonation, and connected speech. They were also encouraged to make their own Jazz Chants.

Students' Memory

Jazz Chants help the students to memorize the aspects of pronunciation. After the treatment, the students can demonstrate acceptable stress, intonation, and connected speech. The possible explanation is that they repeat the utterances many times and explore the Jazz Chants by changing the words using their own words.

 ISBN 978-602-73769-1-5

Discussion

Stress

Jazz Chants are appropriate techniques used in improving stress. Related to the aforementioned fact, Thompson says that "Stress is the key to meaning. It's what we listen for to know what's important and what to focus on". Yates (2002) proposes Jazz Chants as one of the activities that is possible to apply in the classroom to teach stress. She adds that the basic idea of Jazz Chants can be extended to more everyday language with chants constructing using routine language.

Intonation

That Jazz Chants are effective to teach intonation was found in this research. The fact is in accordance to the research conducted by Winda Winarti, *et al* who state that Jazz Chants are effective to teach intonation since it is based on a combination of repetition and learner's response. Teaching using Jazz Chants avoid language learning from boring. Thus, the students are motivated to practice speaking with their friends.

Connected Speech

Gilbert (1993) postulates that connected speech is one of the essential characteristics of spoken English. He defines it as how the words in a thought group are linked together. To be referred as a fluent speaker, it is important to link the English words together as what an English native speaker does. Martono (2013) proposes that to do the aforementioned competence, students need to be aware of *assimilation* (where a sound is affected by the other sounds around it), *elision* (where a sound completely disappears due to the sound that follows it), and *liaison* (where a sound is added that is not normally part of the word).

Classroom Situation

The implementation of Jazz Chants makes the class situation become more active than before. This finding is supported by Linggatharani's previous research which discovers that one of the studentsbecomes enthusiastic and more active in English class. Furthermore, he often corrects his friends' mistake and demonstrates the correct actions using Jazz Chants.

Students' Motivation

 ISBN 978-602-73769-1-5

As mentioned earlier, the use of Jazz Chants can enhance the students' motivation in the study. Similarly, Winda Winarti conducted a research on the use of them, and she finds that Jazz Chants improved their students' motivation. The class becomes enjoyable, and also, Jazz Chants avoid boredom. As a result, the students felt motivated to speak English to their friends.

Students' Memory

Carolyn Graham (in Lingatharani) notes that "Jazz Chants bring rhythm into the classroom and the brain loves rhythm. This means memory". Her views are supported by researches that reveal a strong link between improved memory and the use of rhymes, especially those set on distinct rhythms. It is a theory that has existed for many decades. Some recent experiments have shown that perceptual and motor representations play a role in higher cognitive processes such as understanding language and retrieving information from memory (Glenberg & Kaschak, 2002 in Liggatharani).

Conclusions and Suggestions

The research results in the conclusions, including: (1) Jazz Chants could improve students' pronunciation in terms of stress, intonation, and connected speech and (2) Jazz Chants is beneficial that it stimulates the class to be more active, increases the students' motivation in learning English, and supports their memory by providing repeated language rhythm.

There are some suggestions about using Jazz Chants at class proposed by the researchers after conducting the research. Firstly, Jazz Chants had better be introduced orally to the students, so that they can be familiar with the rhythm and beat. Next, it is very important for the students to know how the whole chant sounds. Last but not least, it is suggested for the teachers to be expressive in rhyming the chants to attract the students' attention.

References

Ardiani, Wiranti N (2013) *Improving Students' Speaking Competence by Using Jazz Chants*. Surakarta: Unpublished Thesis.

Fraser. H. (2000)*Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*. Canberra: DETYA (Australia National Training Authority Adult Literacy Project).

Linggatharani & Nurul Izzati (2014) Using Jazz Chants to Improve Year 2 Pupils Use of Action Verbs. *Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (TESL) Pendidikan Rendah*. Vol. 1/No.6. Retrieved from http://mylib.cakna.net/index.php/2014/issue/view/15

Martono (2013) The Importance of Pronunciation Teaching in Achieving Successful Oral Communication. *Proceeding of English Education UNS International Conference*, May 2013 p.591-597.

Miles, M. B., and Huberman, A.M. (1994) *Qualitative Data Analysis: An Expanded Sourcebook (Second Edition).* California: Sage Publication.

Pronunciation (2015) Wikipedia. Retrieved from https://en.wikipedia.org/wiki/Pronunciation

Septiana, Kartika (2015) *Improving Students' Pronunciation Using Jazz Chants*. Yogyakarta: Unpublished Thesis.

Thompson, S. (_____) *Jazz Chants… How to Use Them to Help Your Students Speak more Clearly, Practice Vocabulary, and Learn and Reinforce Grammar Patterns.* A Webinar Presentation by American English. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/teaching_with_jazz_chants_0.pdf

Wells, L.K (2004) *The Articulate Voice: An Introduction to Voice and Diction*. Boston: Allyn and Bacon.

Winda Winarti, Ikhsanudin, & Eni Rosnija. (_____) *Teaching Falling and Rising Intonation Using Jazz Chants.* Retrieved from http://download.portalgaruda.org/article.php

Yates, L (2002) Fact Sheet—Teaching Pronunciation: Approaches and Activities. *Pronunciation 3*. AMEP Research Center. November 2002. Retrieved from http://www.nceltr.mq.edu.au/pdamep.

TRANSLATION QUALITY OF JKT48'S SONGS LYRICS: INDONESIAN VS ENGLISH VERSION

Pritha Anggiarima
PJ Global School Malang
angieprithamcfly@gmail.com

Abstracs

On expressing ourselves using songs, lyrics play a grat role, regardless the lyrics are a translated version from another language than our mother tongue. This research focuses on JKT48's songs lyrics, which are both Indonesian and English translation of Japanese songs sung by its sister group, AKB48. Many Indonesian listeners feel that when listening to JKT48's songs, they feel that the translation is weird, they cannot receive the meaning of the songs. This is because on translating AKB48's songs, the translator not only has to translate the words, but also to adapt the words' syllables with the melody. Also, Japanese language has a different structure with both Indonesian and English language, therefore, it needs more effort on understanding a translated Japanese songs. The researcher interviewed JKT48 fans in the largest JKT48 online fan forum, JKT48 no Fansu. She asked on which translation do the fans can catch the meaning better, Indonesian or English, as well as the reason why they think so. Also, she asked what suggestions do they give for the betterment of JKT48's translated lyrics.

Keywords: Translation Quality, JKT48's songs lyrics, Indonesian version, English version

Introduction

It cannot be denied that songs are one of the best ways to relieve stress. As a media of expressing ourselves, lyrics play a great role on making a song interesting and a major hit. People are not only enjoying the melody and the beat, but also paying attention to the lyrics. In some cases, some words of a song lyric can turn into a trending language and become viral in everyday language use. Sufficient to say that lyrics does matter and people pay attention to it. Music comes from various nations and foreign musicians can be popular too. One of which is a Japanese idol group named AKB48 which is currently Japan's number one idol group. KB48 has huge number of fans in Indonesia, most of them are Japanese culture enthusiasts.

A glance of AKB48 and JKT48

AKB48 (short for Akihabara48) is a Japanese Idol Group produced byAkimoto Yasushi. The group has their own theater, located on the eighth floor of the Don Quixote store in Akihabara, Tokyo. The 1st generation members were announced on October, 2005, debuting in December 8, 2005. Now that AKB48 has been performing as idol group for 10 years, AKB48 definitely gained a huge success and millions of fans all over the world. This success encouraged Akimoto Yasushi to establish sister groups for AKB48, namely SKE48, HKT48, NMB48. On 2011, Akimoto established AKB48's first overseas sister group in Indonesia, JKT48 (Jakarta48).

JKT48 adopts AKB48's concept which is having a daily performance in their theater, located in FX Mall. Their costumes are Japanese-styled ones, and their choreography when performing the song are all similar with AKB48's. Long story short, JKT48 became a superstar in Indonesia, gaining thousands of fans due to their uniqueness: Indonesian taste of Japanese Pop Music.

Bringing Japanese concept to Indonesia, JKT48 makes some adjustments and adaptation. The most important adaptation is translating AKB48's songs which are in Japanese to Indonesian and English. Actually, translating songs from Japanese to Indonesian is not a new thing. Japanese children cartoon soundtracks are mostly translated into Indonesian when they are aired in Indonesia, but people do not give a concern to it. Now, translated japanese songs is more popular because of the existence of JKT48.

AKB48 fans in Indonesia are delighted with the existence of JKT48 and their translated lyrics since it helps them to understand the points of the song, albeit it still leaves some confusions due to the quality of the translation.

Purnomo (2013) states that translation is a transfer process which aims at transforming a written source language (SL) text into an optimally equivalent target language (TL) text which requires syntactic, semantic and pragmatic understanding and analytical processing of the source language. In translating a text, a translator needs a strategy. Moreover if the text is

 ISBN 978-602-73769-1-5

a song, it needs a more difficult strategy to make the song singable and have their lyrics meaningful.

Methodology

This is a qualitative research. The research instruments are the researcher herself as well as a questionnaire made by a site named surveymonkey.com. After the questionnaire is constructed on surveymonkey, it is posted on a facebook group named JKT48 no Fansu.

JKT48 no Fansu is currently the largest JKT48 fans forum in facebook. This group is indeed active and alive, and when the researcher posted the link to the questionnaire, she did not need a long time to have a hundred respondents completing her questionnaire.

On the questionnaire, the questions asked are: 1) On the first time you listen to JKT48's songs, what do you think of the lyrics? Weird and hard to be understood, usual and acceptable, or beautiful and meaningful? 2) What is the reason behind answering so? 3) is the Indonesian version of JKT48 lyrics grammatical? 4) is the English version of JKT48 lyrics grammatical? 5) in your opinion, which translation is better, in terms of having their lyrics understandable? Indonesian or English? 6) give the reason why are you answering so. 7) Name three titles of JKT48's songs that has the best Indonesian translation. 8) Name one title of JKT48's song that has the best English translation. 9) JKT48 has been having their career in Indonesia's music industry for years. Do you think they have improved their translation quality? 10) please give your suggestion for JOT (JKT48 Operation Team) for the betterment of their lyrics.

Findings and Discussion

In only three days after the questionnaire was published, the researcher gained 100 answers from JKT48 Fans. Here are the results of the questions:

1. On the first time you listen to JKT48's songs, what do you think of the lyrics?
    a. Weird and hard to be understood
    b. Usual and acceptable
    c. Beautiful

 ISBN 978-602-73769-1-5

There are 43 respondents answering a. Weird and hard to be understood, 34 answering b. Usual and aceptable, and 15 people answering c. Beautiful. The other 5 skipped answering.

2. What is the reason behind answering so?

The most answer is a. For those who answered "a", most of them were saying these:

- The source language does not match the target language, in other words, there is a gap between the source language and the target language
- The translator is inexpert
- The translation is too strict and not adapted.
- - They do code-switching and code-mixing between Japanese, English and Indonesian inappropriately
- - Their translation is like Google Translate result.

Meanwhile, those who are answering b, are mostly saying these:

- I have been accustomed to listen to Anime soundtracks, therefore I can understand why do they have such quality of the translation.
- I am still able to understand the content of the song however ungrammatical the songs are.

Meanwhile, those who answer "c" gave these reasons:

- Although the lyrics can not be understood by only reading it once, they actually carry a very deep message and a very beautiful story behind.
- I like songs which lyrics need a deep process to be understood, and are using words which are rarely used.
- Their lyrics are somehow poetic and their style is different. It is rarely found in Indonesia.

Question number three asks for the opinion from JKT48 fans whether the Indonesian version of JKT48 lyrics is grammatical or not. 72 respondents answered No and the rest answered yes. Meanwhile, question number four asks whether the English version is grammatical or not. 53 respondents answered yes and 40 answered no.

ISBN 978-602-73769-1-5

Question number five asks which translation is more easily understandable, Indonesian or English.36 said English and 53 respondents said Indonesian. In question six it is explained why do they think so. The most answer is that Indonesian is their native language, regardles it is ungrammatical, they are still able to understand it. The rest said that they do not enjoy English songs, they do not have a good command in English, JKT48's pronunciation is bad, and some others think that their English translation is like being translated twice from Japanese → Indonesian → English. Meanwhile question number seven explains the reasons for those who chose English. Those reasons are, English has more numbers of vocabulary that can represent the original lyrics, English grammar is simpler, Translating Japanese to English is easier rather than to Bahasa Indonesia, since Japanese grammar is closely similar to English grammar.

Question number eight asks the respondents to mention the titles of JKT48's songs with the best Indonesian translation. The top five songs are:

1. Yuuhi wo Miteiru Ka? (Are you watching the sunset?)
2. Shonichi (The Opening Day)
3. River
4. Heavy Rotation
5. Dareka No Tame Ni (For the sake of someone)

Meanwhile, question number nine asks what song has the best English translation. Most of them are answering Koisuru Fortune Cookie (The Fall-in-love Fortune Cookie) followed by Kibouteki Refrain (A Hopeful Refrain), Manatsu No Sounds Good (Summer Days Sounds Good), Kokoro no Placard (Message on a Placard), Kaze Wa Fuiteiru (The wind is blowing), Halloween Night, Gingham Check, and Pareo wa Emerald (Pareo is your emerald)

Discussion

According to a study conducted by Andersson and Ulvaeus (2009) on their study of the Translation of the Three Musicals , there are ten points to be concerned to when translating songs, they are:

1. Word count
2. Syllables vs. words

 ISBN 978-602-73769-1-5

3. Word-for-word translation
4. Additions of words
5. Omission of words
6. Use of metaphors
7. Use of rhymes
8. Reorganization of words and lines of text
9. Use of paraphrases
10. Use of English words in the translations

In this study, the researcher only focuses to some of the points in which the translation inappropriateness happened to JKT48's songs lyrics. Not all the points are done wrong, some of the errors are happened in terms of: Syllables vs words, Use of Metaphors, Reorganization of wodrs and lines of text, Use of Paraphrases, and use of English words in the translations.

Syllables vs words

Adaptation to words with proper syllable is needed when translating a song since the words should consider the melody. Reducing some syllable can be done by using contractions, such as:

Bahasa Indonesia: Terus → t'rus

English: Until → 'til

For example, in their song entitled "New Ship". On their japanese version, it is written as:

bokutachi wa/ osorenai
yoake no mae no/kurayami wo
ashimoto ga/mienakute mo
jama suru mono/
koerareru to/
shinjireba ii/

meanwhile, when it comes to the Indonesian translation, the lyrics is adapted this way:

Kami tidak ta/kut pada gelap
Di waktu malam sebelum/ terbitnya pagi
Walau tak dapat/lihatlah ke kaki
Pasti tak apa/asal percaya/bisa lewati rintangan

ISBN 978-602-73769-1-5

Cutting between ta and kut due to adaptation of the melody somehow makes the song sounds weird. Therefore, it is better to cut it this way:

Kami tak takut/pada kegelapan

With the same number of syllable that fits the melody, it brings the same meaning.

Use of Metaphors

In their song entitled "Pareo wa Emerald", the Japanese version is this:

PAREO wa EMERARUDO
koshi ni maita natsu
umi no iro wo utsushiteru
PAREO wa EMERARUDO
shiokaze no naka de
otona ni natta shoujo yo

And it is translated into Indonesian this way:

Pareo adalah Emerald
Musim panas di pinggangmu
Menampilkan warna-warni lautan
Pareo adalah Emerald
Angin laut meniupnya
Gadis yang telah menjadi dewasa

And it is their English translation:

Pareo is your own emerald
It's the summer tied to your waist
It shines with all the colours of the ocean
Pareo is your own emerald
Flowing free in the ocean breeze
This girl has now blossomed into a woman

This song has shown a better translation quality since they are using the metaphor properly to describe a young girl who is enjoying summer day on the beach.

Reorganization of words and lines in the text

On their song entitled "Kaze wa fuiteiru" which means "the wind is blowing", they organized the words and lines bad, so that it leaves gaps of understanding in their Indonesian translation.

 ISBN 978-602-73769-1-5

Meanwhile, on their English translation, the arrangement is better, so that it is understandable. The problem can be found on the last three lines.

Japanese version:

soredemo mirai e

kaze wa fuite iru

hoho ni kanjiru

inochi no ibuki

soredemo watashi wa

tsuyoku ikite yuku

saa tatta hitotsu

RENGA wo tsumu koto kara hajimeyou ka?

Indonesian version:

Tetapi ke masa depan

Angin pun sedang berhembus

Dan terasa di pipi

Pertanda kehidupan

Meskipun begitu aku

Terus hidup dengan kuat

Yang dari menyusun

Sebuah batu bata ini pun...

Dimulai sajakah?

English version:

But onwards into the future

Is where the wind keeps on blowing,

I feel the breeze on my cheek and it reminds me of life

In spite of everything I will keep living with all of my might

Yeah this is how you rebuild by starting from just a single brick

So when do we begin?

Use of paraphrases

On their song entitled “Don’t Disturb”, it is found a bad arrangement of paraphrasing. The words are left translated for just what it is and they do not use a more words to make it understandable.

 ISBN 978-602-73769-1-5

Japanese version

Please! Don't disturb!

Darin‘, konya dake

Darin‘ hitorijime

dare yori mo ai shiteru

anata wo wow wow wow

jama shinaide Darin'

sono subete

Darin‘ mou toriko

asa ga kuru made kaeranai

Original English Translation as what is written on stage48.net

Please! Don't disturb!

Darlin‘, Only tonight

Darlin‘You completely have me

More than anyone else,

I love you, Wow Wow Wow

Please, don't disturbDarlin‘, All that

Darlin‘I'm already a prisoner

Until the morning comes,

I won't go back

Indonesian translation

Please! Don't disturb!

Darlin‘ Semalam ini

Darlin‘ Memonopoli

lebih mencinta dari siapa pun,

Dirimu wow wow wow

Jangan mengganggu

Darlin'

Semuanya itu

Darlin‘ Jadi tahanan

Sampai pagi tiba pun

tak akan pulang

 ISBN 978-602-73769-1-5

On the third line, it is written “memonopoli” and on the fourth and fifth line, “lebih mencinta dari siapapun, dirimu wow wow wow”, there is a gap of understanding and no information of what is the relation between the third, fourth, and fifth line.

Use of English in Translation

It is okay to code-switch into English if there is no Indonesian words that fits the melody. A good example has been shown in their song “Heavy Rotation”

Japanese version

itsumo kiiteta

favorite song

ano kyoku no you ni

zutto kurikaeshite

Nijuuyo jikan

kimi dake rikuesutochuu

Indonesian version

Yang selalu kudengarkan, favorite song

Seperti lagu yang kusuka

Ku ulang terus tanpa henti

Twenty four hours a day

Oh baby... The only request is you

Meanwhile, a bad use of English is found in their song entitled Ue Kara Mariko (The High and Mighty Mariko) which is translated into Indonesian as Dari Atas Melody

Japanese version

ue kara Mariko

Sadisutikku na yatsume!

ai no fumie mitai

muchaburi

nande ikinari?

nande me wo tojiru?

kimi wa honki na no ka?

Joku na no ka

Indonesian translation

Dari atas Melody

ISBN 978-602-73769-1-5

Orang yang sifatnya sadistik

Bagai sedang menginjak cinta

Nakal s'kali

Mengapa tiba-tiba

Mengapa menutup mata

*Sebenarnya kamu serius atau cuma **joke***

This English code-mixing is somehow inappropriate since the melody still fits for a more representing word, such as like this:

Mengapa menutup mata,

Sebenarnya kamu serius atau bercanda?

In which the words "Cuma joke" and "bercanda" has the same number of syllables and they still fit the melody.

Conclusion

Based on the interview with JKT48 Fans, it can be concluded that JKT48's English-Translated lyrics are somehow linguistically better since they have their words and lines organized well, giving good metaphors, and can represent what is expressed on its Japanese version. However, JKT48 fans do not pay attention to the quality of the English lyrics since English is not their first language.

JKT48's Indonesian-translated lyrics are somehow sound weird since they are not well-paraphrased, not well managed, the words do not rhyme as well. However, JKT48 fans are enjoying them despite the lyrics are hard to be understood, since Bahasa Indonesia is their mother tongue.

Suggestion

JKT48 fans suggests JKT48 Operation Team to:

- Write an original single of JKT48 which is not a translated version of AKB48's songs
- hire a skillful translator and language experts to consult their translation
- Not to translate the lyrics too strictly, they can 'betray' the original words as long as the meaning is still the same.
- Future researchers are suggested to do a deeper research which talks more either on its grammar side, or even giving a suggested translation which are better

 ISBN 978-602-73769-1-5

- Japanese Language students can utilize this research to learn more about song translation.

References

_____, Stage48, (online), (www.stage48.net/studio48/lyricsindex.html, accessed on August 2015)

_____, (online), (http://stage48.net/wiki/index.php/AKB48, accessed on September 2015)

_____, (online), (http://stage48.net/wiki/index.php/JKT48, accessed on September 2015)

Anderson, Benny and Ulvaeus, Bjorn.2009. *Translating Song Lyrics. A Study of the Translation of the Three Musicals.* Sordertorn University, Sweden.

Purnomo, Budi. 2013. *Fundamental Strategies Tourism Texts from English into Indonesian.* Semarang: The Second ELTLT International Conference Proceedings

 ISBN 978-602-73769-1-5

AN INVESTIGATION OF CHALLENGES RELATED TO COMMUNICATIVE LANGUAGE TEACHING PRACTICES IN INDONESIAN SENIOR HIGH SCHOOLS

Puput Arfiandhani

Introduction

Communicative Approach is so appealing that it has been implemented in many countries for more than four decades. However, many issues in implementing CLT have been reported in many Asian countries.

In Indonesia, particularly, CLT has been implemented since early 1980s.Since then on, communicative competence has been the goal of English language teaching. Communicative approach and many of its trainings show government attempt to foster communicative competence within students. In short, CLT helps permeating communicative approach within English language teaching in Indonesia. However, many high school graduates still find difficultiesin engaging in real life communication. This is in line with what is stated by Lie (2007) that regardless of the length of English exposure for Indonesian students, only few Indonesian high school graduates can actively use the languages they have learned for at least 6 years in secondary schools. This condition shows that CLT implementation in Indonesia has not yet bared its optimum results.

To find out what can be improved in the implementation of CLT in Indonesia, many researchers have investigated the challenges and practices of CLT including the consequences of an in-service training towards teachers' belief (Lamb, 1995), reviewing CLT from theoretical perspectives (Musthafa, 2001), observing classroom interactions (Marcellino, 2009) to reviewing the issues of CLT as well as proposing post-methods (Adi, 2012). However only a few give the teachers' perspectives. To add to this discussion, this small-scale research paper was conducted toinvestigate challenges in implementing CLT faced by Senior

High Schools (Grade 9 – 12) teachers in Indonesia through presenting a descriptive statistics methodology.

The organization of this paper is as follows. To make the case of why CLT is a prominent method in Indonesia; the development of CLT, communicative approach, communicative competence, and 'strong' vs. 'weak CLT will be critically reviewed. After that, the research methodology will be explained and the research finding and the discussions will be presented.

Literature Review

Background of Communicative Language Teaching (CLT) Emergence

As people from different countries need to connect which each other for various reasons, from trade to war, and from business to personal reasons,English language teaching needs to facilitate this communicative demand through a system of approach, methodology and technique.These three key terms are often confused with each other. Brown (2000) distinguished these three concepts as follows. An approach is a theoretical framework of the applicability of a position about language and language learning in pedagogical settings. A technique is a set of various language-learning activities to realize the instructional aims. Meanwhile, methodology bridges between the two concepts by providing a set of specifications of how to teach the language. Even though in many cases, researchers sometimes tend to use the terms interchangeably, in this paper, CLT will be referred as an approach. As Richards (2006) defines it, communicative language teaching (CLT) specifies the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom within communicative approach.

The emergence of CLT is a respond of dissatisfaction towards Audiolingualism (ALM)in North America and Structural-Situational Approach in the United Kingdom which both had been widely used up to the late1960s.Both methods were similar in terms of their emphasis on engaging in oral communication through structured teaching with extensive target language exposure.However,many criticisms were addressed to both ALM and SLA. These criticisms spin around the notion thatwhile giving extensive exposure to grammar and vocabulary, they disregard meaningfulness of the language itself. As stated in Brandl (2008), within both

ISBN 978-602-73769-1-5

methodologies, learners lacked creative engagement in meaningful language use. This is in line with what is stated by Howattt (1984 in Richards and Rogers, 2001) that by the end of 1960s, there is an urge to return to the traditional concepts that language is unique and carry its own meanings as well as the speakers' or writers' intents. This condition triggers the emergence of CLT as amethodology that focuses on meaningfulness and communicativeness within the language teaching.

The Development of Communicative Language Teaching (CLT)

CLT came in early 1970s to accommodate the need for meaningful communicativeness aspects of language learning that were not facilitated in Structural-Situational Approach (SSA) and Audiolingualism (ALM). According to Nunan (1999), since then on, language started to be seen as concrete system of meaning negotiation instead of abstract syntactic rules. Further elaborated in Richards (2006), while syntactic grammatical rules provides information for learners to produce grammatically accurate languages, there is a shift of focus towards appropriate grammar and other aspects of language for different communicative purposes such as making requests, giving advice, making suggestions, describingwishes and needs. This resonates the idea suggested by Wilkins (1976 in Larsen-Freeman, 1986), that this meaning negotiation process can be achieved through performing some functions in social contexts. What is required in this negotiation process, which is fostered through English language teaching, is what Hymes (1972), in Richards and Rodgers (2001), called as communicative competence.

Communicative competence has been the subject of evolving definitions. Throughout its development, communicative competence is defined as the ability to perform an appropriate social behavior through learners' appropriate communicative target language production (Canale and Swain (1980), Celce-Murcia et al. (1995), and Hymes (1972 in Brandl, 2008). The term is first coined by Hymes as a counter-argument towards Chomsky's definition of competence, which considers linguistic competence as an isolated individual ability to process language (linguistic competence) and disregards the social and cultural aspects of language communication (Richards and Rodgers, 2001). According to Hymes (1972 in Larsen-Freeman and DeCaricco, 2010), communicative competence includes both the linguistics knowledge (linguistic competence) and the ability to appropriately use it in contexts (sociolinguistic

 ISBN 978-602-73769-1-5

competence). A decade later, a more pedagogically widely applied communicative competence models was developed by Canale and Swain (1980 in Richards and Rodgers, 2001), suggested the addition of the ability to hinder communication breakdown, or known as strategic competence, and the ability to interpret the interconnectedness of how meaningsare presented as a part of a larger discourse, or known as discourse competence, to supplement the previous two competences. In pedagogical settings, the emphasis on communicative competence through communicative approach permeates in the implementation of CLT.

Definition and Principles of CLT

Larsen-Freeman (1986) suggested that CLT aims at achieving communicative competence through applying communicative approach and acknowledging the two-way relationship between language and communication within classroom practices. This is inline with Richards and Rodgers (2001) who defined CLT as a set of language teaching and learning principles that foster communicative classroom practices and aim at achieving authentic and meaningful communication. In short, CLT can be defined as a set of principles that promotes communicative approach within its language teaching and learningclassroom practices and aims at achieving communicative competence.

According to Richards and Rodgers (2001), there are five principles of CLT to be applied into classroom practices as follows.

a.) Learning by Doing

In CLT, classroom activities should facilitate learners to be actively involved in the learning process that they get more target language exposure by practicing the language learned. In the field of second language acquisition, Munoz' (2011) study on 159 college learners in Spain showed that there is a positive correlation between language exposure and their language proficiency. Therefore, exposing learners to language use couldpositively contribute towards their communicative competence.

b.) Authentic and Meaningful communication orientation

Authenticity and meaningfulness are two fundamental elements for effective learning mastery. As stated in Brandl (2008), activity meaningfulness is what allows the information to be retained and the learning process to be taken place. Authenticity and meaningfulness can happen when the practices facilitates genuine real life communicative

 ISBN 978-602-73769-1-5

needs in the classrooms. Additionally, while the activities should reflect real-life genuine communication purpose, learners' competence level should be given attention.

c.) Focusing on Fluency

CLT focuses on fostering fluency in language learning. According to Richards (2006), fluency is defined as the ability to perform natural language use in communication.Further, he explained that fluency could be achieved by facilitating learners to be able to perform meaning negotiation, to avoid communication breakdown, to correct misunderstanding and to communicate their intent.

d.) Integrating different language skills in communication

According to Savignon (1991), within this methodology, all four skills, speaking, listening, reading and writing are considered to be equally contributing towards the successful negotiation of meaning. Larsen-Freeman (1986) explained this context by exemplifying how in language learning, variety of activities that focuses on different skills should be added in language classrooms. Therefore, while oral communication should be practice a lot, activities like reading that allows intent communication between the authors and the readers should also be promoted as well.

e.) Learning is a creative process, and errors and mistakes are parts of learning process

Rather than showing a lack of cognitive skill, errors and mistakes might also be a sign of learners' affective situation. In the field of educational psychology, MacIntyre and Gardner (1994), in Dornyei (2010), observed the performance of 71 students of French with and without camera. The result showed that some students' lack of performance, rather than a sign of cognitive deficit, it relates more to learners' anxiety. Therefore, CLT considers making errors in practicing language as a positive sign for a learning process to occur.

The Idea of 'Strong' and Weak' CLT

The notion of 'strong' and 'weak' CLT has been extensively discussed along with the growing popularity of CLT. Both versionsconcern with the idea of whether supporting language components like grammar and other non-communicative activities should be part of CLT or not.

Howatt (1984), in Richards and Rodgers (2001), suggested that the 'weak' version of CLT, which have been widely practiced, concern with the idea that classroom practices should

 ISBN 978-602-73769-1-5

provide opportunities to practice English for communicative purposes. Littlewood (1981) in Hunan (1987) proposed that 'weak' CLT acknowledged the importance of non-communicative activities such as drills and controlled practices for the skills it provide in enabling communicative language practice to happen. In short, 'weak' version of CLT proposes that non-communicative activities which promotes supporting language components like grammar is an important part of CLT because it allows seemingly non-related skills to support communicative competence.

Howatt (1984), in Richards and Rodgers (2001) explained that within 'strong' version of CLT, learning language is a stimulating process of language development, in other words 'using English to learn it'. Beretta (1989), in Thornbury (1998), mentioned that within 'strong' version of CLT, linguistic information would be deliberately acquired when learners focused on meaning as opposed to explicit form focused. In conclusion, within the 'strong' version of CLT, there is no focus on non-communicative activities, because in the long term, the linguistic information and other skills will be deliberately incorporated into learners' language and will bare communicative competence. According to Nunan (2000), the 'strong' version of CLT permeates in the implementation of Task-Based Language Teaching (TBLT).

While both versions aim at communicative competence, 'weak' version of CLT is applied in Indonesia and will be referred throughout the paper. Henceforth, when CLT is mentioned here, it will be within the boundary of 'weak' CLT.

Issues around CLT

While still being implemented in many countries, there have been many issues around CLT becauselanguage-learning results have not yet optimally well attained. The issues and criticisms revolve around the five core principles within CLT that were previously reviewed.

a.) Issues around 'Learning by Doing' Principle

While CLT attempts to promote language practice through its classroom activities, these may limit the language production level only to minimum level of being able to complete the activity. Lee's (1995) study, in Littlewood (2007), on South Korean classes indicated that the students tend to keep their performance at the minimum level of being able to complete the tasks. The issue in conclusion lies on how the activity should be able to

 ISBN 978-602-73769-1-5

expose students' creativity in using the language while also fulfilling the communicative tasks.

b.) Issues around 'Authentic and meaningful communication orientation' Principle

The concept of authentic and meaningful communication orientation in the classroom practice is often challenged as being impractical. Widdowson (1990), in Kumaravadivelu (2006), mentioned that what constitute communicativeness in real world is an abstract concept, thus Kumaravadivelu (2006) suggested that practicing something abstract may not bear any close to what is to be achieved in real world. That being said, that however meaningful the classroom practices are designed, there are elements in real world that cannot be situated in the classrooms.

c.) Issues around 'Focusing on fluency' Principle

One of the widespread misconceptions of CLT is that CLT disregards grammar teaching. One of the cases is shown in Sakui's (2004) longitudinal study of 30 secondary school teachers in Japan. The study showed that their reluctance in applying CLT is rooted on their misconceptions that the CLT does not facilitate grammar teaching, which is heavily focused on the university entrance examination. This finding resonates Thompson's (1996) study on misconceptions in CLT.

d.) Issues around 'Integrating different language skills in communication' Principle

Brandl (2008) stated that teaching all language skills as an integrated rather than isolated skills has faced many challenges in its implication. One of the challenges is that there has been misconception that CLT only emphasizes on oral communication. Mitchell's (1988) study on GLAFL/Éclair/ Tour de France indicated that teachers find it hard to distinguish between communicative activities and oral interaction. They also find difficulties in distinguishing whether they aimed at the communication (providing information) or merely facilitating the experience of speaking.This misconception is inline with the finding of D. F. Li's (1998) and C. Y. Li' (2003) in Littlewood (2007) about teachers in Mainland China and Thompson's (1996) critical review.

e.) Issues around 'Learning is a creative process, and errors and mistakes are parts of learning process' Principle

This notion of tolerating errors and mistakes is often addressed with many criticisms. As argued by Lightown and Spada (2013), when too many errors are tolerated, this may lead to errors fossilization. In regards to this possibility, Brandl (2008) suggested that rather

 ISBN 978-602-73769-1-5

than not giving feedback, CLT facilitates a more effective error corrective feedback by considering learners' readiness.

The other issues concerning CLT deal with external factors outside the methodological components, but affecting the CLT practices in the classrooms. These factors related to educational system, teachers and students (Li, 1998). The issues related to educational systems consist of large classroom size (in Japan (Nishino, 2008)), insufficient lesson hours (in China (Burnaby and Sun (1989), and Hongkong (Chau and Chung (1987) in Li (1998))) and high-stake standardized exams(in Japan (Nishino, 2008)). The issues related to teachers often deals with language proficiency and instructional competence (in China (Burnaby and Sun (1989); Anderson (1993) in Li (1998))). Whereas, issues related to students concern with students' proficiency and motivation (Littlewood, 2007).

Among all these issues, it is interesting to take a closer look at Indonesian context to find out, after three decades ofimplementing CLT, what have become the challenges of its implementation.

Methods of The Investigation

Research Participants

The research participants in this small-scale research are 19 English teachers of senior high schools (Grade 9-12) in Indonesia. Among these 11 female and 8 male teachers, 15 (79%) of them are 21-29 years old. They were all contacted and recruited through social media of Facebook and Twitter. All of the participants hold bachelor degree (89%) or master degree (11%) in English language teaching or English literature. That being said, all of them have some sort of relevant educational background necessary for the classroom teaching. Additionally, 53% of them teach in urban areas while the other 47% in rural settings and 42% are in public schools while 58% are in private schools with typically 31-35 students in one class. As far as the schools settings concern, the research participants have proportionate balance.

ISBN 978-602-73769-1-5

Research Method

To find out the challenges faced by English language teachers of secondary schools (Grade 9-12) in Indonesia, a quantitative methodology is employed. An electronic survey questionnaire had been distributed from 17 to 24 January 2015. This Likert 5-scale questionnaire is divided into 5 sections exploring background information, school information, understanding about teaching methodology including CLT, and challenges in implementing CLT. The challenges in implementing CLT are categorized into challenges related to teachers, students, educational systems and methodology, especially CLT.

The interpretation of the statistical datais descriptive in nature. According to Thomas (2013), descriptive statistics are about organizing, summarizing, and simplifying numerical data into a meaningful numbers and tells people what the data tells. Throughout the data, to gain information about the typical answer and thus revealing typicalsituation among the participants, the median of the data is used. That being said, when the finding is referred as being typical, it is drawn from the median of the data, unless stated otherwise.

Finding and Discussion

The data gathered from the questionnaire is analyzed and discussed to identify challenges faced by teachers in implementing CLT based on teachers' understanding of CLT principles, and challenges related to the implementation of methodology, teachers, students and educational systems.

Teachers' Understanding of CLT Principles

The data reveals teachers' tendency to use various methods in the classrooms. While Silent Way is typically never used,the other methodologies, such as Audiolingual Method (ALM), Direct Method (DM), Natural Approach (NA) and Total Physical Response (TPR) are typically applied in the classrooms sometimes.Interestingly, besides Communicative Approach (CA), reportedly, Grammar Translation Method is also typically often implemented in the classrooms. This shows thatteachers regard communicative principles highly by using it more frequently in comparison to others methodology and approaches. However, as GTM is significantly also frequently used, there is a tendency that the participants consider grammar teaching, which is emphasized in GTM, tobe not compatibleand not facilitated through CA.

 ISBN 978-602-73769-1-5

When participants were asked to define CLT in their own words, interestingly, only one out of 21 participants who mentioned that CLT focuses on both student-teacher interaction and student-student interaction. The rest of the participants either did not mention about which interaction to focus or only mention that the communication should be two ways or should facilitate student-teachers interaction without indicating interaction among students themselves. For example, two of the participants mentioned,

> *"... a more interesting and effective teaching method in which student-teacher interaction can be well-facilitated."*
>
> *"... a reciprocal interaction between teachers and students."*

It shows that there is a tendency among teachers to acknowledge student-teacher interaction more than student-student interactionin CLT implementation. This situation potentially might facilitate less student-student interaction that may lead to less opportunity for more L2 exposure. As stated in Finocchiaro and Brumfit (1983 in Li, 1998), student-student interactions are expected, to maximize the time for the students to practice the language in the classroom.

When teachers were asked to give their opinion about why they use CLT, it due to some features of CLT like dynamics, vibrant, opportunities given for students, students will not get bored, and they also acknowledge that it is still hard to motivate passive students through CLT. This shows that CLT is widely considered to be effective, motivating, and engaging methods despite the fact that some of the participants found a hard time to implement it.

Methodology-Related Challenges

There is a clear-cut understanding of CLT among teachers as indicated bytheir inline understanding with that ofthe principles. The data shows that teachers understand that CLT is learner-centered approach, does not emphasize fluency over accuracy, emphasizes communication in a second language (L2), does not rely heavily on speaking and listening skills, requires teachers to have a high proficiency in English, involves grammar teaching, and does not only involve teaching speaking.

ISBN 978-602-73769-1-5

Teachers' opinions differ on three points. Firstly, generally speaking, they are typically neutral on the notion that CLT involves only group work or pair work. However, there is an equally higher percentage between thosewho agree and disagree on this notion. This shows that potentially, among those who consider that CLT involves only group work or pair work, there is a chance that they may over-use and overemphasize group work or pair work. Consequently, there are chances that other more individual activities are not accommodated.

This provides a contradicting view with the previous point. This situation reflects in which while some participants tend to disregard student-student interaction, some others reversely overemphasize classroom interaction. These contradicting views indicate that there are misconceptions of CLT among teachers.

Secondly, there is a mixed opinion on the point that there is a lack of effective and efficient instruments to assess communicative competence. This shows that some participants consider current examination system is enough and coherent in measuring communicative competence achieved, while some others do not.

Thirdly, participants' opinions also differ on the point that CLT does not take into account the differences between EFL and ESL teaching contexts. This shows there are teachers who see CLT does not facilitate learners' need.

Teachers-Related Challenges

This subsection made attempts to uncover challenges dealing with the teachers themselves. Interestingly, the participants have unanimous typical opinions on all five challenges. Theyfound the challenge lie on the points that teachers need more knowledge about the appropriate use of language in context and about the target language (English) culture; there are few opportunities for teachers to get CLT training; teachers have little time to develop materials for communicative classes and that teachers have misconceptions about CLT.

Surprisingly, this resonates the finding Martin Lamb's review on a professional upgrading program in Indonesia which was carried two decades ago in 1995. His study on the program review one year after it was conducted shows that the participants already forgot what had

 ISBN 978-602-73769-1-5

been taught, faced confusion, and dissatisfaction towards the educational system. This relevance even after two decades shows that, a more effective training programs and review need to be conducted by the government so that the progress and measurable attainment level of the program can be revealed.

Drawing from his experience directing some short-in service programs in Indonesia, Tomlinson (1988 in Lamb, 1995) suggested that one-off training that is not sustainedmightcause teachers' frustration. This frustration is rooted in teachers' new understanding as well as inability to implement the understanding into their classroom practices due to other factors like incompatible national exams, big classroom size, and less lesson hours. Therefore, to improve the effectiveness of the trainings, unless of being a one off training session, more training session on regular basis is still needed. Meanwhile, other factors are also needed to maximize the success of CLT implementation.

Students-Related Challenges

Participants unanimously typically agree on these points that students have low-level English proficiency; students have a passive style of learning; students resist participating in communicative class activities; and students lack motivation for developing communicative competence. These findings are in support for the previous finding in Marcellino's (2009) study that shows that Indonesian students are lack of motivation due to not getting lack of target language exposure and not being in target language environment. This shows that the students-related challenges have not yet been sufficiently addressed.

Educational System-Related Challenges

Participants agree on all points of these challenges: more support dealing with administration is needed; teachers need more authentic materials such as newspapers, magazines, movies etc; traditional view on teachers and learners' role is not compatible with CLT; classes are too large for the effective use of CLT; and that grammar-based examinations have a negative impact on the use of CLT. Particularly for the challenge dealing with grammar-based examination, it is the most unanimous decision. These findings are in line with Musthafa's (2001)exploratory study thathighlights challenges in implementing CLT in Indonesia consisting all five aspects. This indicates that even after the same challenges had been

 ISBN 978-602-73769-1-5

highlighted since a decade ago, the problems related with the educational systems are still on the same things and not yet well tackled.

Conclusion

Through this discussion, it reveals that challenges faced by Senior High School teachers in Indonesia are multifaceted. These challenges range from teachers' misconceptions, to challenges related to teachers, learners, methodology and educational system. Interestingly, these findings are similar to and resonates what both senior and junior teachers in both urban and rural schools faced, one to two decades ago.As a response to these challenges, many reformative attempts have been deliberately done by the government such as lowering the stake of national exams by not making it as an exit school program anymore, decreasing classroom size, adding lesson hours, continually improving the curriculum as well as providing trainings for teachers. Thus, this paper made attempt to keep the spotlight on the challenges to provide an overview that the government efforts should be continually made and reviewed to increase its effectiveness.

Another interesting thing that was found and should also be highlighted is the way professional enhancement trainings have not bared optimum results as indicated by many misconceptions and confusion of CLT.Lamb (1995) explained that this confusion happens because teachers' upgraded theoretical framework does not fit the classroom situation with those multifaceted challenges.For sure,'reformative' classroom changes made by the government needs to be taken and may take a long time to take place. The least that could be done to tackle misconceptions and confusion of CLT is reforming how the trainings are carried out. Long term oriented trainings, instead of one-off sessions should be conducted. Additionally, emphasizing how CLT can be principally conducted within non-ideal CLT condition and how teachers should manage their expectation and be creative in dealing with the situational problems might be one of the ways to succeed CLT.

This paper, rather than bringing up generalizability, is an attempt to enrich the discussion of challenges of CLT perceived by teachers. Additionally, as stated by Karavas-Doukas (1996), there is a chance of potential discrepancy between teachers' framework and classroom implementation. That being said, it is acknowledged that teachers' perspectives may not

 ISBN 978-602-73769-1-5

provide total classroom overview. Thus, more future research which ethnographically investigating classroom practices of CLT is needed to give a more holistic overview of challenges faced in implementing CLT in Indonesia.

Reference

Adi, S. S. (2012). Communicative Language Teaching: Is it appropriate for Indonesian context?. *Instructional Technology, 51*.

Brandl, K. (2007). *Communicative language teaching in action: Putting principles to work.* New Jersey: Prentice Hall.

Brown, H. D. (2000). *Principles of language teaching and learning.* White Plains, NY: Longman.

Celce-Murcia, M. , Dörnyei, Z., & Thurrell, S. (1997). Direct approaches in L2 instruction: A turning point in communicative language teaching?. *TESOL Quarterly, 31*(1), 141-152.

Chang, M., & Goswami, J. S. (2011). Factors affecting the implementation of communicative language teaching in Taiwanese college English classes. *English Language Teaching, 4*(2), p3.

Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT journal, 50*(3), 187-198.

Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly, 40*(1), 59-81.

Lamb, M. (1995). The consequences of INSET. *ELT journal, 49*(1), 72-80.

Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly, 32*(4), 677-703.

Littlewood, W. (2007). Communicative and Task-Based Language Teaching in East Asian Classrooms. *Language Teaching, 40*(03), 243-249.

Marcellino, M. (2009). English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity. *TEFLIN Journal: A publication on the teaching and learning of English, 19*(1).

Mitchell, R. (1988). *Communicative Language Teaching in Practice*. London: Centre for Information on Language Teaching and Research.

 ISBN 978-602-73769-1-5

Musthafa, B. (2001). Communicative language teaching in Indonesia: Issues of theoretical assumptions and challenges in classroom practice. *Journal of Southeast Asian Education, 2*(2).

Nishino, T. (2008). Japanese secondary school teachers' beliefs and practices regarding communicative language teaching: An exploratory survey. *JALT Journal, 30*(1), 27.

Nunan, D. (1987). Communicative language teaching: Making it work. *ELT journal, 41*(2), 136-145.

Nunan, D. (2000). An introduction to task-based teaching. *ELT Advantage, Cengage Learning.*

Ozsevik, Z. (2010). The Use of Communicative Language Teaching (CLT): Turkish EFL Teachers'Perceived Difficulties in Implementing CLT in Turkey (Doctoral dissertation, University of Illinois at Urbana-Champaign).

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching.* New York: Cambridge University Press.

Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal, 58*(2), 155-163.

Savignon, S. J. (1991). Communicative Language Teaching: State of The Art. *TESOL Quarterly, 25*(2), 261-278.

Savignon, S. J., & Wang, C. (2003). Communicative Language Teaching in EFL contexts: Learner attitudes and perceptions. *IRAL, 41*(3), 223-250.

Sun, G., & Cheng, L. (2000). From Context to Curriculum: A Case Study of Communicative Language Teaching in China.

Thompson, G. (1996). Some misconceptions about communicative language teaching. ELT journal, 50(1), 9-15.

 ISBN 978-602-73769-1-5

APPENDIX 1

Survey Questionnare

Survey Questionnaire on

Teachers' Perceived Challenges of Implementing Communicative Language Teaching (CLT) Methodology in Senior High Schools, Indonesian Context

Adapted from a survey questionnaire developed by Zekariya Ozsevik

(MA TESL Graduate at Department of Linguistics,

University of Illinois at Urbana-Champaign)

and Randall W. Sadler

(Asst. Prof. Department of Linguistics, University of Illinois at Urbana-Champaign).

in Ozsevik's dissertation entitled The Use Of Communicative Language Teaching (CLT): Turkish EFL Teachers' Perceived Difficulties In Implementing CLT in Turkey.

I. Background Information

1. What is your age?
   a. 21 – 29
   b. 30 – 39
   c. 40 – 49
   d. 50 or more
2. What is your gender?
   a. female
   b. male
   c. N/A, or I refuse to reveal
3. What is the highest academic degree you earned?
   a. Bachelor of Arts (BA) / *S1 (Indonesian Term)*
   b. Master of Arts (MA) or Master of Education (M.Ed.) / *S2*
   c. Doctorate Degree (PhD) / *S3*
   d. Other, …
4. Which university and department did you graduate from?
5. How many years have you been teaching English?
   a. less than 5 years
   b. 5 – 10 years
   c. more than 10 years

ISBN 978-602-73769-1-5

II. School Information

6. What type of setting is your school located at?
   a. Urban
   b. Rural
7. Are you working for a public or private school? If you teach in both private and public schools, please choose one in which you teach more hours.
   a. Public School
   b. Private School
8. What grade(s) are you presently teaching?
9. How many classes are you teaching this year? How many hours of class do you teach a week?
10. What is the average number of students in your class?
    a. Less than 10
    b. 10 – 15
    c. 16 – 20
    d. 21 – 25
    e. 26 – 30
    f. 31 – 35
    g. 36 – 40
    h. 41 or more

III. Language Teaching Methodology, Specifically CLT

For more information about the teaching methods listed in this section, visit the following website: http://moramodules.com/ALMMethods.htm

11. What teaching methods are you implementing in your classes? *Please specify how frequently you are using a particular method.*

	Always	Often	Sometimes	Rarely	Never
Audio-lingual Method					
Communicative Approach					
Direct Method					

 ISBN 978-602-73769-1-5

Grammar-translation					
Natural Approach					
Silent Way					
Total Physical Response					

12. What methods did you experience as a language learner? *Please specify the degree to which you experienced a particular method.*

	Always	Often	Sometimes	Rarely	Never
Audio-lingual Method					
Communicative Approach					
Direct Method					
Grammar-translation					
Natural Approach					
Silent Way					
Total Physical Response					

13. Have you tried Communicative Language Teaching (CLT) in your classes? Why?
    a. Yes
    b. No

    Please give reasons to your answer.

    …
14. If you have tried CLT, what kinds of CLT activities to use in class? (e.g. role play, information gap spot the difference)? (If you haven't tried CLT, please skip this question.)

ISBN 978-602-73769-1-5

15. If you have tried CLT, how effective do you think they are? (If you haven't tried CLT, please skip this question.)
16. If you have tried CLT, do the students enjoy these activities? (If you haven't tried CLT, please skip this question.)
    a. Yes
    b. No
17. How do you define CLT in your own words?
18. What is involved in CLT methodology in your view? (Please check one.)

    5 = Strongly agree

    4 = Agree

    3 = Neutral

    2 = Disagree

    1 = Strongly disagree

		1	2	3	4	5
a.	CLT is student/learner-centered approach.					
b.	CLT emphasizes fluency over accuracy.					
c.	CLT emphasizes communication in a second language (L2)					
d.	CLT relies heavily on speaking and listening skills.					
e.	CLT requires teachers to have a high proficiency in English.					
f.	CLT involves only group work or pair work.					
g.	CLT involves no grammar teaching.					
h.	CLT involves teaching speaking only.					
i.	CLT is basically an ESL methodology, not EFL.					
j.	CLT requires higher knowledge of the target language culture.					

 ISBN 978-602-73769-1-5

19. CLT-Related Difficulties & Challenges

    5 = Strongly agree

    4 = Agree

    3 = Neutral

    2 = Disagree

    1 = Strongly disagree

	1	2	3	4	5
There is a lack of effective and efficient instruments to assess communicative competence.					
CLT doesn't take into account the differences between EFL and ESL teaching contexts.					

20. Have you ever participated in any kinds of programs such as workshops, special training programs devoted to CLT?

    a. Yes

    b. No

21. If yes,

    a. When?

    b. Where?

    c. How long?

22. How did you benefit from the program? What did you learn from it? (If you said no, then you can skip this question.)

ISBN 978-602-73769-1-5

IV. Difficulties / Challenges in Applying CLT

The following are some difficulties that other EFL teachers encountered in adopting CLT. Did you come across these difficulties or do you think they might be difficulties for you in implementing CLT in Indonesia? Please indicate whether you agree or disagree with the statements regarding the challenges in implementing CLT.

Please indicate how big an issue these challenges are by circling the following response scale (Please give a thick):

5 = Strongly agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly disagree

23. Teacher-Related Difficulties & Challenges

	1	2	3	4	5
In general, teachers' proficiency in spoken English needs to be improved.					
Teachers need more knowledge about the appropriate use of language in context.					
Teachers need more knowledge about the target language (English) culture.					
There are few opportunities for teachers to get CLT training.					
Teachers have little time to develop materials for communicative classes.					
Teachers have misconceptions about CLT.					

 ISBN 978-602-73769-1-5

24. Student-Related Difficulties & Challenges

	1	2	3	4	5
Students have low-level English proficiency.					
Students have a passive style of learning.					
Students resist participating in communicative class activities.					
Students lack motivation for developing communicative competence.					

25. Difficulties & Challenges Related to Educational System

	1	2	3	4	5
More support dealing with administration is needed.					
Teachers need more authentic materials such as newspapers, magazines, movies etc.					
Traditional view on teachers and learners' role is not compatible with CLT.					
Classes are too large for the effective use of CLT.					
Grammar-based examinations have a negative impact on the use of CLT.					

26. Please list any other potential problems and difficulties you might encounter in adopting CLT in Indonesia.

End of questionnaire.

Thank you very much for your cooperation.

Puput Arfiandhani, Graduate Student of MA in TESOL,
School of Education, University of Nottingham,
E-mail: ttxpa5@nottingham.ac.uk, Tel: +447448247690
Academic Tutor: Ann Smith
School of Education, University of Nottingham,
E-mail: ann.smith@nottingham.ac.uk

 ISBN 978-602-73769-1-5

APPENDIX 2

Research Results

Research results can be found here https://docs.google.com/forms/d/19Iz-g1OH9TtKtBO0rSrAr--g6HMKaQHKZNlLse6n-iU/viewanalytics

 ISBN 978-602-73769-1-5

‘THE SEEING WOMAN’ A NEW IMPERIAL AMBIVALENCE IN MARIE GRAY’S *JOURNEY’S IN JAVA*

Rahayu Puji Haryanti

Abstract

Different from that in the second half of the eighteenth century, travel literature today is a paradise for women authorship. Under the cosmopolitan worldview, women travellers compete with their male counterparts observing and reporting their adventure around the world. Mary Gray, an Irish author who now lives in New Zealand, for example, presents her experience traveling in Indonesia in the reform era. Showing some indication of East-West relation, the work is considered as containing postcolonial discourses offeringalternative answers to the world problem related to new imperial phenomena. Using the postcolonial approach and Pratt’s theory in travel writing, this research was conducted to identify the traveler’s strategy called the ‘*seeing woman*’ the positions she tries to achieve in her object representation.The result shows some traces of ambivalence within the new imperial andcosmopolitan imperatives.

Keywords: postcolonial, travel writing, the seeing woman, cosmopolitan

Background

Travel literature has posed a very strategic positionsin the interconnected affairs among countries in the world. Itacts as a barometer of the changing views of a country or nation towards the others. (Holland, P., & Huggan, G, 2000 :xiii).It also plays important roles as the documents of some happenings in different parts of the world which back some memorable events that set notable global movements. Hulme and Young supports this by describing how travelogues have become rich resources for studies on humanity and objects of contemporary research in diverse humanisticdisciplines, such as literature, history, geography, and anthropology (Hulme & Youngs, 2002, p. 1).In fact, the ample varieties of roles travel literature has shows the significance of taking travel writing into account in identifying some socio-cultural problems and answers to some humanistic questions.

However, in postcolonial contexts, travel literature has often been addressed negatively dueto its involment in the spreading of modern European colonial discourse in the third world countries. It was accused as alegedly supporting the European elite's desire to know, visit, and setttle those territories.

> In the field of postcolonial studies, travel writing has often been demonized. Critics have, at times, aligned travel narratives with other textual practices associated with colonial expansion – mapping, botany, ethnography, journalism and so on – to suggest that travel writing disseminated discourses of difference that were then used to justify colonial projects (Edwards, J., & Graulund, R.. 2011., p.)

In this global era, travel writing is not very likely to get a complete rid of the colonial legacy. Joanne P. Sharp (1999 : 203) and Lisle (2006 : 3) agree thatwestern travelers tend to *adopt a colonialist style of writing which assumes the superiority of the traveler's cultural and moral values and which leads to this figure taking possession of what he [sic] sees in a voyeuristic gaze*.Mary Louise Pratt, who studied sets of European travelogues around the eighteenth century inferred that those travelers, though covered behind naturalists' interests, had spread out hegemony of their home land. In other words, Western travel writers seem to hold the so called colonial vision (Lisle, 2006, p.3).

This paper tries to identify how travel writing by a western female author in the global era copes with the colonial legacy through the analysis of the subject position of the travelogue. Believing that the protagonist of a travelogue acts to represent the author's voice, and that women have unique tones in their writing, this paper tries to describe the positions a travel writing subject tries to construct in her narrative. Through those positions, the strategy the subject used to represent the travelee was identified through postcolonial perspective. This study also referred to the theory of travel writing introduced by Mary Louise Pratt about colonial subjects. As the material object, this study used a travelogue written by a woman traveler, Marie Gray, entitled *Journeys in Java*.

The seeing man (and woman)

In *Imperial Eyes, Travel Writing and Transculturation*, Marry Louise Pratt explained the concept of a*nti conquest*or the strategy of the visiting Europeans to the remote land.The

 ISBN 978-602-73769-1-5

travel was claimed as bringing a non-colonial mission since it was done more in the name of the naturalists. The travelers narrated their experience as a solo adventurer who tried as objectively as possible to conduct an observation and to report the result. As the travel was not on colonial tasks, the traveler was also claimed as far from any colonizing intention, and thus was called the *seeing man.*However as Pratt justified, this anti conquest mission does not mean that the travelers were completely innocent. Pratt's analysis proved that a seeing man silently created a European hegemony (Pratt, 2008: 9).This seeing man travels in a contact zone which is meant associalspaces where disparate cultures meet, clash, and grapple with each other,often in highly asymmetrical relations of domination and subordination –such as colonialism and slavery, or their aftermaths as they are lived outacross the globe today (Prat, 2008,p. 9).

The terminology of the seeing man is actually a general one. Pratt does not specify the term for a certain gender.So, either male or female authors can be addressed 'the seeing man' when meeting the definition given.However, Pratt gives some further notes that beeing female travelers or authors was unique in the era of European travel. This paper is trying to identify the uniqueness of a seeing man when conducted by a woman with their feminine characters or spirit of gender solidarity.

Postcolonial Hegemony and Ambivalence

Postkolonialismacknowledges the roles of travel writing in demonstrating colonial discourses. In his book, *Orientalism*, Said (2003, p. 5) states that western travel writing has created knowledge and mapping of the world into two imaginary territories called orient and occident and European superiority represented in the term West was spread out ever since.This is Said's presumed mechanicsm of hegemony through the non-political phenomenon,referring to Foucault's *Knowledge and Power*, in which the subjective figure in travel writing described by Pratt as*the seeing man* took great part.The content of the travel account or the seeing man's report is a discourse whichhas created an image of the exotic East and which finally promotesownership and authority over the areas among the Western readers(Said, 2003, 20).Later on, when some Eastern scholars also read the books, they internalized the position suggested by the discourse about the high West and the low East conveyed in the books.

 ISBN 978-602-73769-1-5

Another Postcolonial theorist, Homi Bhabha, in relation to western subjects, has made amicable contribution through his idea of liminality which justifies that West and East relation is not oppositional. It is not something rigid and fixed but flexible, hybrid, and in between,which is analogized as a staircase (Bhabha, 1994, p. 5). Bhabha's use on Lacan's notion of fetishism explains how thecolonialauthority or the West's creation of the Other and its stereotypeseven shows how they keep trying to project part of themselves, their lack and weakness onto the Other (Moore-Gilbert, p.118). This ambivalence, between fear and desire,turns both West and East hybrid or split individuals. Thus, the imperial or new imperial travel writer, the seeing man or woman, in representing their objects might also be actually experienced split.

Journeys in Java

Journeys in Java is a travel account written by Marie Gray. It was published in 2003 and is covering Indonesia, especially Bandung and some other parts of West Java. The story is composed of twenty six series or subchapters each of which is titled with happenings captured by the narator or the traveler. It also reflect the travellers' attitude towards the people, their belief, and their nooks and crannies forming what is called culture. From the opening to the closing, the title of each episodeshows how Gray is interested in picturing the distinct values and behavior of the people she meets, for example,*Epon*, the title of an episode about a woman called Eponwho works as a helper in Gray's household (Gray, 2003, p. 30) and '*yahoo.com*'about Indonesia's young people's globalized behavior and world view at an internet center(Gray, 2003, p. 62)

The travelogue narrates Gray's experience in Indonesia, especially Bandung,West Java around 1999s and 2000s. The social and political setting of the story is Indonesia during the so-called reform era. While observing on the landscape, people's worldviews, and actitivities, the narator often glances at the political situation at that time, that is an era when Abdurrahman Wahid was appointed president of Indonesia. The story highlighted the socio-political life of the Indonesian people in the upheaval ofIndonesia which is described as so much blended with the spiritual life. With the plain stripped plots, the book emphasizes on the compilation of happenings rather than one uninterrupted flow. The story is also a form of nostalgia of an ex-social expatriate, a female seniornurse, who voluntered in Indonesia through a Dutch Church mission.

 ISBN 978-602-73769-1-5

Positional Strategy and Women's Eyes in *Journeys in Java*

Since the era of European exploration, when travel writing started to boom, male travelers seemsto dominate the authorship. This is due to the problems with transportation and the hardship faced by the travelers during the journey. However, with the revolution in technology and transportation, the opportunity for women to travel and publish their accounts increases. Some critics, though, regard that travel writing by women is marked with the inability of the writers to get away from their stereotype as the dweller of domestic areas and femininity. This has already been acknowledged since the tradition of Victorian period in which women roleisoften strenuously avoided.(Sara Mills, 2005, p. 3). In contemporary postcoloniality, therestriction of or challenge to women travel writers results in potentials to the existence of a unique strategy of discourse, for example a description of a seeing woman figure reflected in this text.

In her travelogue,*Journeys in Java,*Gray poses herself as the narrating subject of the story. As a strategy to get into a thorough observation more easily, she emphasizes diverse positions throughout her interaction with the people and culture of Indonesia in the aftermath of a massive demonstration in Indonesia giving way to the country's reform era. Those positionsare constructed upon her background as a white woman captured in postcolonial / cosmopolitan milieu.

Gray opens the narrative by constructing her position as a western person who has a very close relation to Indonesia and whoconsiders Indonesia her second 'home'. This position isquite reasonable since she used to be living in Indonesia as a social volunteer (at a Dutch hospital serving the suburban residents of Bandung, West Java). She claims to have a deep memory of her involvement with Indonesian people, such as how she once stood together with the Indonesian people attending a flag-raising ceremony, feeling the grandeur of the very young country.

> I pictured myself lining up with Indonesian friends, listening to the solemn words of Declaration, watching the flag being raised, and Indonesia Raya, the National Anthem being sung with such passionate fervor. It always made me choke. Always. Indonesia had gone through such hell for their Independence. And today – fifty five years had passed since that first flag was raised. A long tempestuous time. I wiped a sentimental

> tear and remembered the time I was standing in my very best long dress on one such August morning in the grounds of the Palace in Jakarta. David stood next to me in his one and only suit kept for such occasions. We felt so proud to be there that day. To be part of that hard-fought independence and all it stood for . Despite the thousand present, not one soul moved and no one spoke as the flag went up ever so slowly, only an imperceptible hush of awe hovered over the palace grounds.
> (Gray, 2003, hal. 9)

She reinforces this position by presenting a sign of reciprocitythrough the role of a character called dr. Edie Sumargono, a local intellectual of Bandung. The narrative is developed withGray being touched by the doctor's email saying "WHEN ARE YOU COMING BACK HOME? ' (Gray, 2003, p. 9).The atmosphere created by the narrator's opening the email intensifies how the local people regard Gray as part of them. This way Gray constructs the discourse of her being united with and knowledgeable about Indonesia, including its people and problems.

At the end part of the story, Gray tries to recreate the impression of being united to Indonesia by posing a message froma character, Abah, representing Sundanese local people.

> 'Abah will be here when you come back again to Indonesia. He will be waiting for you." We both felt a glow of warmth engulf us as we boarded the plane. It wasn't goodby after all. The spirit if Indonesia would follow us always, and be part of our family in both worlds – East or West. (Gray, 2003, p; 174)

This position gives way to two points; firstly, the subject's claim as a cosmopolitan traveler who can easily accept differences and develop tolerance and, secondly, the subject's responding positively towards postcolonial appeal of decolonization.

However, it is important to note here that in depicting her alliance with Indonesia, Gray takes the benefit of (unable to avoid?) her feminine character, which leads her to select tearful moments. Her being choked at remembering the raising-flag ceremony and thetouching farewell with Abah are effective methods of featuring the unification.

 ISBN 978-602-73769-1-5

Journeys in Java also reveals Gray's second position constructed through her special attention to Indonesian tradition. She accentuates whatever is Indonesian, Sundanese, or Javanese. Gray always reminds her readers that Indonesian people have invaluable heritage that they have to preserve(Gray, 2003, p. 136). In some occasions, she invites the readers to reminisce Indonesia's exotic scenery, landscape, and traditions which attracts westerners like her.She stirs the readers sight, smell, and tastes through the images of aromatic peppers and cloves, and a variety of delicacies (2003, p. 11, 13, 29, 30, 113). A sense of nostalgia is strongly constructed here.

Some cultural impressions that Gray shares in her account reveals her feminine character. For example, she mentions how she once enjoyed the morning whenwomen or mothers in Indonesia waited for the food and vegetable vendors as they had to prepare the day's family meals, when neighbors (stereotypically women) gossip while theywere buying some vegetables at the vendor's, and in the evening while they were free from domestic chores and watched their children playing in the gang alley of their housing complex:

> Where are those enchanting Kampung sounds that weave a certain magic and form a background to the ambience of Indonesia? Children playing tag in the evening coolness? Sundanese traditional singing from the radio or a party in the street? Where are the tok,tok,tok tok of the vendors as they dance their way along the road in swaying gait. Bas o...Es...kru-puk...The low hubhub of voices chatting and sharing the day's gosip? Even the birds have fallen silent. We sit quietly, listening. Perhaps we might pick up the sounds of the rebab or kecapi at a wayang golek performance from further down our bumpystreet. Perhaps. We sit and wait and wonder (Gray, 2003, hal. 48)

In describing her concern on Indonesian cultural tradition, Gray, with her privilege as a woman, also invites the readers to look into the female area of fashion. As she loves tradition, she confesses that she getsspiritual tranquility when she prays in Sundanese Church which used Sundanese language in Bandung (Gray, 200, p. 116). In this area she exposes her admiration of traditional women's *kain* and *kebaya*. Her worldview of admiring Indonesian local culture indicates her respect for differences and flexibility.

 ISBN 978-602-73769-1-5

Adding to her characteristic as a cosmopolitan malleable woman, Gray invites the readers to follow her to Indonesian women's more private domain through her observation on Epon, the house maid.Here she gives special attention towards the local woman's capability in managing the household chores and compliance with religious rules.

> Her name is Epon, 40 years old, dressed in fancy Islamic long blouse and pants . Without hesitation she signs the agreement, and proceeds to survey her domain – kitchen and servant quarters. Her experienced eye takes in the fridge, the microwave, the washing machine, the gas stove. No problem. (Gray, 2003, hal.34)

And

> I am amazed at her knowledge of food storage and time planning, and how she uses the public transport (*angkot*) and motor bikes (*ojeg*) to get her heavy purchases back up the bumpy track. In between all this, the washing machine is slowly doing its job, and the ironing completed in the late afternoon. There is no hassle and she drifts about effortlessly with prayer breaks in between. Socks, bras, and underwears are also ironed and again that feeling of guilty decends on me as I compare my slapdash no-iron way of life at the other end of the world (Gray, 2003, hal. 35-36).

Gray confirms her attention towards the local people's tradition through her capacity as a housewife. This provides her with an access to observe local women's daily life and problems.

Another position that she highlights in the story is that she is a westerner. She belongs to the western culture. At the early part of her writing Gray talks about the changes happening in Indonesia. She confesses that she has heard that Indonesia's condition in political and economic sectors is not conducive for traveling but she does not retreat her plan to leave for Indonesia. She asserts that a westerner (like her?) will always find Indonesia loveable and she goes on with her plan of visiting Indonesia.

> …
>
> Yet despite the downside, a certain wistfulness forever haunts the expatriate who has lived with these beautiful warm and cultured people, sharing their lives and enjoying their lush and forgiving land.

 ISBN 978-602-73769-1-5

> What on earth made you go to that place? People ask. Little do they realize that after living in that place one is never really at home again in the West. (Gray, 2003, hal. 12)

There are things that can be drawn from the statement in the quote. First, Marie Gray explains that Indonesia has undergone some socio-political problems, second, however, she informs that Indonesia still has attraction regardless of the upheaval, third, she states that she is a westerner or belonging to a western culture.As an addition, which is very significant here, she declares that she isa cosmopolitan traveler.

To emphasize her having a global world-view, Gray undoubtedly criticizesher own group, the west, for contributing to the chaos suffered by the Indonesian people, among others, the American materialistic and extravagance life displayed on TV (Gray, 2003,p.14).She, for instance, records and reports how a parody of western modern lifestyle through a humiliating incident.

> 'Oh you have to go to Flamboyan down on the corner where you get that bread. Americans used to go there before. It's expensive, but good. Only once I saw an American woman I worked for angry because they had cut her hair the wrong way. She was so mad she was rolling round the floor, and crying.'…(Gray, 2003, p.54-55)

The postcolonial ambivalent in Journeys in Java

With her feminine eyes, Gray has been successful in presenting three positions indicatingher being trans-nationalist, cosmopolitan traveler. However, the narrative fails to construct her fully intended global identity since, in the elaboration of the three positions, Gray designates a double vision.

Gray's longing for, sympathy, and prior knowledge about Indonesiaduring the travel are, as a matter of fact, unable to support her to confront the immense challenges of the global settings. The cultural contestation of East and West in the contact zone of Indonesia has moderated her cosmopolitan desire that leads her to withdraw from the unification with the locals. Different from her initial optimistic acceptance of any condition of Indonesia, she, later in her narrative, responds negatively to the local cultural shift by underlying its being strange and far from her own culture.

 ISBN 978-602-73769-1-5

> A gaggle of nuns float around the airport in Bali nodding, and shuffling, their calm faces radiating an inner tranquility. So many nuns. But there was something strange here. They have husbands and children, and their head scarves are different. Some silky floral or dignified black, some pristine white, some pleated and falling gracefully to the waist. The three-hour wait won't be enough to take in this amazing variety. Some have little lace skull caps peeping out from underneath the scarves, and shapeless dresses fall demurely to the ankles, covering even that glimpse of femininity.
>
> 'Jilbabs,'the lady next to me whispers, noting my astonishment.' Islamic head-dress. It's all the trend these days. Every second person wears one,'
>
> 'Trend?'I ask her.
>
> 'Trend or statement. You'll have to work that out for yourself." (Gray, 2003, hal. 18)

The quote above describes how Gray poses herself opposite to what she has previously claimed family or home. Instead, she evaluates the phenomenon of cultural changes in Indonesia with her background knowledge(by comparing Muslim women with nuns). Even her comment on the varieties of the headdresses does not show any admiration or wonder about something new but of tediousness. In terms of practicality, Gray indicates a sense of refusal to the new tradition and sees Indonesia as the other to be evaluated using her western cultural standard.

Gray's global view turns to be more ambivalent when she shows a kind of disappointment as she witnesses that the number of non-western foreignersin Indonesia increases, whereas that of white western foreigners decreases. Her international identity - as someone with Irish blood, living in new Zealand, experiencing working with the Dutch authority, and cooperating with international volunteers in Indonesia in 1960s - does not comply with her apprehension of living equally with people from different areas. Gray recurrently shows the differences between western and Asian (non-western) foreigners with the former is given more privilege than the latter regardless of their advancement in economy and technology.

> 'Who are these foreigners?' we ask ignorantly, expecting the usual, - Americans, French, Dutch, Australians, and the like. Bu no, we are not up with the

 ISBN 978-602-73769-1-5

> play. These apartments are rented by the Koreans, Thais, and Japanese – middle management men working the international systems, their computers and emails tapping out deals with head offices all over the world . We feel like hicks from downunder in this overheated oven of twelve million bodies. (Gray, 2003, hal. 19)

Her comment about the shift denotes, firstly, that she has a special attention on the socio-cultural shifttaking place in Indonesia, and secondly, on the potential threat to the western domination. Gray confirms the idea through a character's remark which confirms the inequality of western and non-western foreigners in Indonesia.

> I'll go back to Debbie's salon now, I thought. Only once did I deviate.
> 'You didn't walk down to that other place, did you?' asked Epon shrewdly. 'Look what they've done. Made you into a Japanese. They say...!
> 'What do they say?'
> 'It's just for Indians, Koreans, Japanese, and Indonesians, Some Chinese go, but *never* people like you. (Gray, 2003, hal. 57).'

Gray seems to try to regain western hegemony by repeating race and cultural classification that used to be done by Dutch colonizers in Indonesia, that is Western (white)culture is the first rank, non-western culture the second rank, and the local culture the lowest.In the quote above, through Epon's remark, Gray stresses that western white foreigners occupy a different, higher place than non shite-western ones. At least, in the eyes of the local people, the white western foreigner is still more privileged.

The classification becomes more obvious when Gray criticizes her non-west foreigners for being insensitive towards the suffering of most Indonesian people during the monetary crisis by showing off their hedonistic lifestyle, such as having a luxurious feast at an expensive hotel and restaurant and playing golf which *good westerners will never do*(Gray, 2003, p. 111).

Being against the far eastern Asian authority and cultures, Gray still shows amild contestation. To Arabic culture, however, Gray shows a strong objection. Instead of talking about their life style, Gray straightforwardly takes them as the major scapegoat of the

deterioration of Indonesia. The first accusation is due to the missing exoticism of Sundanese beautiful scenery which is replaced by Islamic (Arabic) infrastructure:

> Silver satellite dishes pick up the hot son's rays and wink at the stainless steel domes of the mosques. Together they reflect a glaring, blinding statement of modern technology mixed with religion. More and more mosques with more and more domes punctuate the *kampungs* , demanding attention – their loudspeakers booming out the call to prayer. Shops selling *kubah* (mosques domes) look almost irreverent stacked in layers like any other commodity – another industry to cope with this 'Arabisation' of the country. (Gray, 2003, hal. 24)

'Arabisation'is a terminology that means the same as westernization which bears negative connotation. Gray rationalizes her strong opposition against the Islamic (Arabic) culture by illustrating how this culture has replaced the existence of local tradition.

> As it answers the loudspeaker from the mosque nearby blares in defiance and the moment of nostalgia is gone. How is it possible that this tape of Islamic prayers has taken over the sound waves of a whole nation? How can they bear it? … (Gray, 2003, hal. 48)

In the quote, Gray shows her uneasiness when the nostalgic Sundanese traditional music disappears from her morning or evening gaze and is replaced by the Islamic call for prayers. In her feminine sentimentality of losing her precious belongings, she openly criticizes the new tradition of the Indonesian people especially those in West Java.

Through her spirit as a feminist, she keeps on reprimanding people to maintain their cultural heritage.

> I can hear your voices singing from schools around the neighborhood, in praise of this great lady. It sounds wonderful, and I would love to be there with you. April 21 must always be a time of celebration for Kartini. I named one of my daughters after her because I admired her so much, and I join with you in this celebration today. May you value and cling to your precious culture handed down to you over thousands of

 ISBN 978-602-73769-1-5

> years. You are Indonesians by birth and not Arabs. You have your own sacred places here. Guard them well. They are your heritage. (Gray, 2003, hal. 136)

The quote showsa change of tone of Gray's perception of difference. Gray's disappointment and 'anger' is contrary to her capability for anticipating difficulties a traveler should always be prepared to encounter in the journey. Gray is trapped in a moment of nostalgia which makes her expect the same serenity and beauty she has ever had before. This feeling outdoes the cosmopolitan value of tolerance to other people' necessity.

Gray also suddenly breaks her position as a western who is independent and flexible who should find it easy to make some adjustment to any surroundings. Her experience of being one of the pioneers in the establishment of Immanuel hospital with very limited facilities, in Indonesia in 1960s, who has to live and work in completely different situation than that in her hometown in New Zealand is gone.

> A whole batallion singing that song with an indonesian inflection is worth recording. But, once is funny, twice is curious and ten times is unbearable! Madenning! The house in Jalan Hegarmanah have no white foreigners now.
>
> When making the initial contract to rent this house via email, our landlord called it a 'quiet side street away from the busy main road. Would we pay in advance to his bank account, please?' We asked a friend to double-check this 'quiet house, but he visited when the mosque and the tramping soldiers were 'off duty'. When we met our landlord later he shrugged and murmured - *'Maaf.*'
>
> I am very sorry, too, Sir. Very! (53)

She feels lonely in a crowded city of Bandung, as there is no more white community she used to chat and share problems with. She misses her white, western home.

The seeing Woman as a Strategy of representation

Learning from the positions that Gray offers at the beginning -being affiliated to Indonesia,a supporter of Indonesian traditionalist, and a western cosmopolitan– one can assume that Gray is initially obsessed to be part of the global demand, positively respondstothe spirit of decolonization, and admit cosmopolitan values of recognition, equality, and tolerance (Lisle,

2006, p. 6). While she quite understands the present circumstances of Indonesia with its downside around the reform era, for instance, she still wants to do the travel and believes that it still has interests that attract its visitors (Gray, 2003, p.12). Nevertheless, her disavowing the cosmopolitan values when she encounters differences during the travelshows that the discourse of western supremacy is unavoidable.

In the tug of war of the two opposing perspectives,Grayinevitably presents herself as both a cosmopolitan woman and animperial agent, or a traveler who has imperial authority by performing some women stereotypes. Her being sentimental –easily touched by breathtaking views and memories – invokes a sense of closeness to Indonesian people and culture.This suggests a sense of cosmopolitanism in which a western traveler is so involved in the native's affairs.An illustration of her touching reunion with some local figures marked as old friends, the pensioners and staff of Immanuel hospital, for instance, creates an impression of the unification(Gray, 2003, p. 84). This way, she swifts backto her position as someone concerned about Indonesia after launching severe criticism towards what she describes as Indonesian drawbacks after the Dutch government left.She also illustrates her dismay towards some changes the nation experiences but, then, closes the narrative by reconstructing her close ties with the locals with the sentimental atmosphere at the airport when she reveals that she gets a farewell message from Abah, an old puppeteer, who is the representation of the old Sundanese community. A reciprocal relation. Again, a cosmopolitan character glows in her travel and inaugurates her as an adventurer who can be "at home away from home".

Besides sentimentality, the narrative also stresses the author's femininity. In her travelogue, Gray does not try to conceal her being a woman traveler. This is quite different from the contemporary trend of women travel and authorship in which a woman writer usually tries to prove that she is equal to male writers by adopting male authors' writing style and concealing their feminine characters. In the case of *Journeys in Java*, It is through her being a woman that Mary Gray gets the required access towards detailed informationabout the social and cultural situation of Indonesia, such as the influence of Islam (Arab) culture in the daily life of Indonesian people, including the one concerning the Indonesian husband and wife relation, the complicated lifestyle of Indonesian people related to fashion, which is the opposite of the practical one of the western, and the stereotyped slyness of the Indonesian people behind the

 ISBN 978-602-73769-1-5

simple and submissive look. In fact, Gray has more chances to pose comments on the very detailed part of the Indonesian culture just because she is a housewife, who can interact more closely to the house maidthan her husband can. The following quote describes both the Indonesian common women's skill in handling the household chores and 'cheating' for the benefit of her family.

> I am amazed at her knowledge of food storage and time planning, and how she uses the public transport (*angkot*) and motor bikes (*ojeg*) to get her heavy purchases back up the bumpy track. In between all this, the washing machine is slowly doing its job, and the ironing completed in the late afternoon. There is no hassle and she drifts about effortlessly with prayer breaks in between. Socks, bras, and underwears are also ironed and again that feeling of guilty descends on me as I compare my slapdash no-iron way of life at the other end of the world. As time goes on I can see Epon's own washing and later her family's garments drying happily next to ours, but it is not worth a "little talk" and I chose to ignore it. (Gray, 2003, hal. 35-36)

Another women's privilege Gray makes use is what Pratt calls 'feminitopias'. It is the idealized world of female autonomy, empowerment and pleasure (Pratt, 2008, p. 163). Pratt supposes that female authors tend to promote solidarities among women by developing feminitopias in their elaboration. In her visit to Indonesia, Gray shows her concern about realizing women's empowerment and freedom. Gray is finding a good argument to criticizehow western principle is more liberating to women than that of the eastern one. For example, through the life of Epon, Gray criticizes how the eastern tradition is not aware about husband's responsibility and how it puts so much emphasis on spiritual life that make it different from the western view in seeing the world.

> She waits for the times David is out sketching and we are alone, to talk about 'womanly' things. I put my pen down reluctantly, as writing time is scarce, and listen. She explains that her husband used to be a driver from a firm called Muffins.... so he has to find work digging wells or whatever and in his spare time goes to lectures to become a better Muslim. He joins the busloads going to Islamic teachers in different parts of West Java and studies the Koran. 'He likes that' she explains , but who makes the money? 'Not him!'She sniffs loudly (Gray, 2003, hal. 36).

In the global era of equality and tolerance, a form of gender-based suppression invites public denunciation. The quote above implies Gray's criticism towards Epon's family's Islamic Sundanese daily lifeas opposing the global spirit of gender equality. Here, she intensifies her proposition that western values overrides other foreign values in Indonesia. This discourse indicates that Islamic culture is against humanism as it puts so much burden to women and freed men from household responsibility. Thus, it is inferior compared to the humanistic western culture.

*Journey's in Java*is a chronicle of western and eastern cultural contestation in the contact zone. As a seeing woman, Gray is an ambivalent subject who decodes global ideas of humanity and universality but at the same time is trapped in her imperial perspective when in contact with the eastern culture.

Conclusion

In New Imperial travel literature a seeing man as illustrated by Mary Louise Prat is still visible. At least through *Journeys in Java*, the characteristic of this figure appears in the form of a subject visiting a contact zone with an anti-conquer mission. Even, it is represented as a subject who has close relationship with the object and performs cosmopolitan values. However during the narratives it turns to be unable to extent imperial hegemony by maintaining the western cultural supremacy and subordinating other (eastern) cultures.

However, different from the modern trend of abandoning women attributes, thesubject in *Journeys in Java*makes use of women stereotypes : sentimentality, femininity, and feminism, to achieve the anti-conquest goal but at the same time using her imperial eyes in perceiving the objects of observation. This makes a seeing man more gender colored and thus turn out to be a 'seeing woman' which proves to work out in the mission.

However, as Bhabha illustrates, this new imperial figure is unable to avoid ambivalences. The subject is occupied by two opposing drives in some of her determinations. The desire to be cosmopolitan by wanting all nations achieve progress and appropriate development is countered with her fear of losing her identity. The concern towards the traditional culture by over protecting it from any influence of other culture is Gray's form of anxiety.Nostalgia of

 ISBN 978-602-73769-1-5

the good old times is a desire of a moment when the local people have great dependence on the western authority. The seeing woman appears as a strategy of representation of the ambivalent imperial travel writing.

References

Bhabha, H. K. (1994). *The Location of Culture* . New York: Routledge.

Edwards, J., & Graulund, R. (2011). Introduction: Reading Postcolonial Travel Writing. In J. D. Edwards, & R. Graulund (Eds.), *Postcolonial Travel Writing* (pp. 1-16). Hampshire: Palgrave Macmillan.

Gray, M. (2003). *Journeys in Java.* Auckland, New Zealand: David Ling Publishing Limited.

Guting, G. (2005). *Foucault A very Short Introduction.* New York: Oxford University Press Inc.

Holland, P., & Huggan, G. (2000). *Tourist with Typewiters : Critical Refelctions on Contemporary Travel Writing.* Michigan: The University of Michigan Press.

Hulme, P., & Youngs, T. (2002). Introduction. In P. Hulme, & T. Youngs (Eds.), *The Cambridge Companion to Travel Writing.* Cambridge: Cambridge university Press.

Lisle, D. (2006). *The Global Politics of Contemporary Travel Writing.* Cambridge: Cambridge University Press.

Mills, S. (1991). *Discourses of Difference , An analysis of Women's Travel.* London and New York: Routledge.

Moore-Gilbert, B. (1997). *Postcolonial Theory : Contexts, Practices, Politics.* London: Verso.

Said, E. W. (2003). *Orientalism.* London: The Penguin Books.

Sharp, J. P. (1999). Writing over the Map of Provence : the Touristic Therapy of a Year in Provence. In J. Duncan, & D. Gregory (Eds.). London and New York: Routledge.

 ISBN 978-602-73769-1-5

FLOUTING MAXIMS IN *INDONESIA LAWAK KLUB* CONVERSATION

Rahmawati Sukmaningrum

Faiza Hawa

Oscar Yustino Carascalao

Universitas PGRI Semarang

raihansya@gmail.com

Abstract

This study aims to identify the types of maxims flouted in the conversation in famous comedy show, Indonesia Lawak Club. Likewise, it also tries to reveal the speakers' intention of flouting the maxim in the conversation during the show. The writers use descriptive qualitative method in conducting this research. The data is taken from the dialogue of Indonesia Lawak club and then analyzed based on Grice's cooperative principles. The researchers read the dialogue's transcripts, identify the maxims, and interpret the data to find the speakers' intention for flouting the maxims in the communication. The results show that there are four types of maxims flouted in the dialogue. Those are maxim of quality (23%), maxim of quantity (11%), maxim of manner (31%), and maxim of relevance (35). Flouting the maxims in the conversations is intended to make the speakers feel uncomfortable with the conversation, show arrogances, show disagreement or agreement, and ridicule other speakers.

Keywords: Cooperative Principles, Flouted Maxim, Indonesia Lawak club

Introduction

Communication is the most effective way to deliver information, express ideas, and interlace social relationship among people in the world. Communication can be successful if good understanding and cooperation between the speakers and the hearers do exist. Communication is easier to do now. It does not take much and long time to communicate to each other. Communication has never been this faster and easier. People can communicate each other through internet, cell phones, social media, video, mail, e-mail, and other modern communication means people can have today. By using all these sophisticated technologies, people can communicate and interact anytime and anywhere with anyone they favor. Those

kinds of indirect communication (the non-face to face or known as *wire communication*) help people much faster in building their social relationship in the society. But, are we communicating any better now? The answer is Yes if you see it from the perspective of the technology development. In the contrary, the answer can be BIG NO if you see it from the perspective of the cooperation between the speakers and hearers (context and situation are involved). As we can see around us now that people communicate each other without showing deep understanding and good response which lead the communication to failure. People speak freely without obeying the rules of Cooperative Principles. As stated by Grice (1975), people will have a successful conversation if they fulfill the Cooperative Principles which are related to four maxims: quality, quantity, manner and relevance. Sometimes, communication occurs not in the way it should be. One person sometimes disobeys one or more of the cooperative principles in their utterances. Speakers do not directly say what they really mean in their utterances. There are hidden meanings behind the words they utter, and it violates the maxims. The maxims violation is, in Pragmatics, commonly known as the *flouting maxim*. When speakers flout the maxim, they have double meanings in their utterances. The meaning hidden uttered by the speakers is called *Implicature*. *Implicature* is a conveyed additional meaning (Yule, 1996:35). In order to make the communication run smoothly and easily interpret the implicature in the utterances, Grice (1991) developed a theory called Cooperative Principles and four conversational maxims people must obey. Those four are maxim of quality (try to make contribution one that is true: do not say what you believe to be false and do not say that for which you lack adequate evidence), maxim of quantity (make your contribution as informative as is required, maxim of relevance (be relevant), and maxim of manner (avoid obscurity of expression, avoid ambiguity, be brief and be order).

The object of this study is the conversational dialogue found in one of the Indonesian's famous comedy shows, *Indonesia Lawak Klub*, performed on 16th February 2015 taking *Criminality Anticipation* as the topic of the show. The series of the show was taken as the object of the study because the series in the show showed so many satires which violate the Grice's maxims. In the chosen series, the speakers often urged the hearers harsh words to create inconvenience or just mock. The harsh words and satires uttered by both speakers and hearers flout the Grice's maxim. What they really mean in their utterances is not directly

conveyed through polite words, but mock or harsh one. The writers want to prove that the flout of Grice's maxims is not only occurred in English, but in Indonesian as well. Instead of finding out the violence of Grice's maxim, this study also investigates the real meaning behind the mocking or satires found in the dialogue uttered by the characters in *Indonesia Lawak Klub* show.

This study aimed at finding out the violence of Grice's maxims found in the conversational dialogue in *Indonesia Lawak Klub* and what the speakers is intended to convey to the hearers in their mocks. These two following questions guided the investigation.

1. What are the types of maxims flouted by the participants during the show of *Indonesia Lawak Klub* ?
2. What is the speakers' intention in flouting maxims in their utterances?

The goal of this study is to make the readers understand about Grice's maxims. By watching the show of *Indonesia Lawak Klub*, the viewers can learn about utterances. They can learn about Pragmatics, especially about Grice's maxims by observing the dialogues in every scene of the show. By obeying the four maxims in the communication, the participants can keep the communication flow smoothly.

Review of Related Literature

The writers review some theories related to this study. The writers use the theories of Cooperative Principles by Grice (1975) as the main theories of this analysis.

Cooperative Principles

Cooperative Principles is an assumption for building communication and cooperation with other people done through well-managed and meaningful conversation. People build up conversation to each other to deliver information or messages and to show purposes through their utterances. Grice (1975) explained that once speakers produce utterances, there will be implications emerged behind their utterances. The implications are then accepted by the listener and causing many perceptions in hearers' mind. This often leads to missunderstanding in the conversation. In the conversation, speakers and hearers are having a hunch that all participants in the conversation obey the cooperative principles which are related to four

 ISBN 978-602-73769-1-5

maxims: (1) be true (maxim of quality), (2) be brief (maxim of quantity), (3) be clear (maxim of manner), (4) be relevant (maxim of relevance).

a. Maxim of Quality

Maxim of quality, which says that the speakers expected to be sincerely, to be saying something that they believe to corresponds to reality (Cutting, 2008:34). While Levinson said that maxim of quality give contribution to what addressors believe to be true. Those two statements mean that maxim of quality occur when the speakers say the real information and adequate evidence to the responders. Grice formulates maxim of quality as follows:

1. Do not say what you believe to be false
2. Do not say that for which you lack adequate evidence

Below is the example:

Jimmy : Have you seen heaven?

Emily : Absolutely, no!

From the example above, Emily shows her honesty to Jimmy. She fulfills the maxim of quality. She said the words that she believes to be true.

b. Maxim of Quantity

Maxim of quality provides the suitable amount of information (Cruise, 2000:360). This statement means that the speakers should give adequate information as needed by the responders. The information given should neither too little nor too much informative to avoid misunderstanding and misinterpreting between speakers and responders. Grice developed maxim of quantity as follows:

1. Make your contribution as informative as required
2. Don't say too much or too little
3. Make the strongest statement you can

Below is the example stated by Levinson (1983: 106).

A : What is your father?

B : He is a doctor

In the conversation above, B properly applies the maxim of quantity. B answer the A's question without adding too much information. B answers A's question as informative as it is needed.

c. Maxim of Manner

Maxim of manner is about the way how something is delivered to the responders. Avoiding obscurity and unnecessary direction is the basic rule of applying this maxim in the conversation. The participants of the conversation produce the utterances as clear as possible to avoid ambiguity when they are having conversation. Grice describes the maxim of manner as follows:

1. Avoid obscurity of expression
2. Avoid ambiguity
3. Be brief
4. Be orderly

Levinson proposed an example of maxim of manner (1983: 106).

A : where was Alfred yesterday?

B : Alfred went to the store and bought some whiskey

In the conversation above, B has already fulfilled maxim of manner in giving answer to A's question. B answers the question as briefly and orderly as possible toward A's question.

d. Maxim of Relevance

Maxim of relevance requires the participants in the conversation to be relevant in giving the information to the topic being discussed. If it occurs, then the maxim of relevance can be fulfliied during the conversation.

Fara : Im so hungry!

Hara : let me take you a plate of fried rice.

The conversation above fulfills the maxim of relevance because Hara shows relevant response (matched response) toward Fara's statement.

1. Conversational Implicature

Implicature is derived from the word "to imply". It means to fold something else in order to be understood. It can be said that it is something that is implied in a conversation. As stated by Grice (1975) that conversational implicature aimed at explaining how a speaker can mean just what he says or he can mean something more or something entirely. Grice's statement about conversational implicature can be defined that to understand what people mean in their

 ISBN 978-602-73769-1-5

utterances, you have to interpret what they say. This example below is taken from Cruise (2000:350) to represent implicature.

A : Am I in time for supper?

B : I have cleared the table.

The conversation above means that A is late for dinner, but B does not give direct answer to A's question. B's answer has to be worked out by A to find the actual meaning of B's utterance.

2. Indonesia Lawak Club

Indonesia Lawak Klub (ILK) is a famous comedy show in Indonesia broadcasted live by *Trans 7*. Uniting all Indonesian famous comedians to discuss about the recent issues in the country is the main concept of the show. Those commedians are collaborated in the conversation discussing and solving the recent issue in "entertaining" way. They do not directly say what they want to say about a thing, but they tend to violate their utterances by using harsh words (being slanged) and mock delivered in funny ways. This what makes the show entertaining because there is no offense occurred in the show. This show is getting more interesting because it does not only involve the comedians in the show to give comments on the topic, but also stage audiences and home audiences through video tape as well.

Indonesia Lawak Klub lasts for two hours and is broadcasted once a week. This show has three main characters. They are Denny Chandra as host and moderator of the show, Komeng as komeng-tator (slanged=commentator), and Cak Lontong as absurd-survey data presenter.

Method of The Research

Research Design

Qualitative design is employed in this study because the writers presented the data in the form of words or sentences not in numbers. It is in line as stated by Ary, et al that a study can be classified as descriptive qualitative since the data are presented in forms of words or sentences not a number or statistics (2002: 425). The qualitative data indicated the analysis of the flouting maxims found in the utterances of the characters of Indonesia Lawak Klub and the intention of the speakers in floating the maxims in their utterances.

Source of Data

The data sources means where the data can be drawn for the study. The data of this study was taken from the script of conversation of Indonesia Lawak Klub show issued on february 16th 2015. The data were restricted to utterances floutly spoken by all characters in Indonesia Lawak Klub and then classified into Grice's maxims.

Data Analysis

The data used in this study were all utterances floutly spoken by the characters in Indonesia Lawak Klub. The data were then identified to Grice's maxims covering maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner. The data were analyzed by using interactive model of data analysis by Miles and Hubberman (1994). Those three cyclical steps are data reduction, data display and conclusion drawing/verification. The data are displayed in table and pie chart. Some procedures were taken by the writers in analyzing the data. First, the writers downloaded and watched the video of Indonesia Lawak Klub issued on February 16th 2015. Then, the writers noted the script of the dialogues spoken by all the characters in Indonesia Lawak Klub. The next step was checking the dialogues transcriptions by re-watching the video to make sure that the dialogues transcripts were correct. then, the writers translated the Indonesian dialogue into English. It was then followed by identifying the flouted utterances to maxims. The identification of the maxims was based on the criteria of four maxims: maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner. Rechecking the dialogue transcripts and identifying the maxims were done several times to provide accurate maxim analysis of the flouted utterances and find the intention of the speakers in flouting their utterances. Fourth, the writers put the results of the analysis into tables and pie chart.

Findings

Let us examine some examples of conversation by the participants of Indonesian Lawak Klub where various violations of conversational implicatures are involved.

 ISBN 978-602-73769-1-5

Text 1

(Context)

The topic of Indonesian Lawak Klub that night was "Begal". The situation of the discussion was set as a school in which there was a teacher and some students. Deni Candra, the host of the program, was as the teacher and some of the participants were as the students.

<English version>

1 Ari: "Teacher, I'm sorry I'm late because I had to do my duty."

2 Teacher: "Waoow, that's great. What duty did you do boy?"

3 Ari: "I saw an old lady on my way here. She was robbed by seventeen robbers."

4 Teacher: "Then what happened? Were all of them killed?"

5 Ari: "No, I hit them and they escaped. I hit seventeen robbers and sixteen of them escaped."

6 Teacher: "How about the one?"

7 Ari: "He also escaped."

8 Teacher: "Ouuw… it means that all of them escaped."

In that conversation we can see that there is a flouting maxim. Ari said that he was late because of his duty. The teacher asked him to clarify what duty it was. Then, Ari told the story of an old lady robbed by seventeen robber. In line 5 we can see that Ari flouted maxim of Manner ((iii) be brief (avoid unnecessary prolixity)) by giving unnecessary prolixity. He can say "All of them (seventeen robbers) escaped" to make it clear yet he flouted the maxim of manner in this conversation to make a joke.

Text 2 (Context)

In a case of robbing, Indonesian people are confused to choose two things which are important for them. They are wealth and life. That is why there is a question asked if someone is robbed, "wealth or life?" In this conversation the teacher asked to one of the students, Pak Jarwo, about what he will choose if he was robbed, wealth or life.

<English version>

1 Teacher: "If you are robbed, what will you give to the robber, your wealth or your life Pak Jarwo?"

2 Pak Jarwo: "I will choose my life."

3 Teacher: "is it okay if you lost your life?"

 ISBN 978-602-73769-1-5

4 Pak Jarwo: "Yaa.. I am as . . . Eh, I choose my wealth. I'm the richest man in Codet are."

5 Teacher: "yes, but if . . . ."

6 Fitri: "Pak Jarwo, you are wrong Pak Jarwo. You have to choose life."

7 Pak Jarwo: "What I suppose to choose?" (confused)

8 Teacher: "So, wealth or life?"

9 Pak Jarwo: "I choose my life".

10 Teacher: "It means that you will fight the robber."

11 Pak Jarwo: "No…….. (they are debating about life and wealth)

"In order to save my life, I will give my wealth to the robber. That is why I choose my life.

12 Teacher: "Your wealth will be given to the robber because you love your life. It is not long enough, isn't it?"

In this conversation we can see that there some flouting maxims. In line 3, by asking "is it okay if you lost your life?" the teacher flouted a maxim. Pak Jarwo said that he chose his life. It is clear enough to answer the teacher's previous question. However, the teacher flouted a maxim of relevance (be relevant) to make Pak Jarwo confused. It implies that the teacher tries to make Pak Jarwo confused by asking that question (line 3). In line 12, the teacher tried to clarify Pak Jarwo's answer by saying "your wealth will be given to the robber because you love your life. It is not long enough, isn't it?" It is not only a question to be answered. The implicature of the teacher's saying is he intended to mock Pak Jarwo who was old enough.

Text 3

(Context)

There is a mindset in Indonesia that a man should be strong in order to give a protection to his girlfriend. Thus, most of Indonesia girl look for a strong man to be her boyfriend. In this part of conversation, Fitri Tropika tries to make a relation between a strong man and a man who always take a pray every Friday in mosque.

<English version>

1 Fitri: "For the woman who are not skilled in a self-defense, it is better for you to look for a man who can protect you. That is why I usually wait for the man who has completed his prayer in the mosque every Friday to be my boyfriend. It is because the man who always take a pray every Friday in mosque is stronger that a man who always exercise in a gym. The fact said that the man who can lift a barbell one to two kilograms is not a guarantee that

 ISBN 978-602-73769-1-5

he can lead his step to go to mosque one to two kilometers for taking a prayer. You should defend your wealth. Should I give my wealth? If Pak Jarwo was robbed he can give his wealth from his pocket, if I was robbed, should I give my beauty? It's impossible"

2 Than he (the robber) puts a gun and wrecks my maintained skin, (Komeng move the table which is in front of Pak Jarwo), what are you doing? (kicking off the table)"

3 Komeng: "I move the table so that you hear him (the teacher)"

4 Pak Jarwo: "It doesn't need, my voice is loud enough"

5 Komeng: "not you, I mean the teacher, so that the students who sit in the back row can hear the teacher."

6 Pak Jarwo: "You don't need to do that. Don't move the table. Mr. Deny (crying) tell him he disturbs me. It's my first time in my life a school guard come in to the class."

7 The teacher: "Pak Jarwo have you ever got a crime?"

8 Pak Jarwo: "That's right Pak Deni, I've ever had."

9 The Teacher: "Hold on, keep the story, we will continue that after this."

Here, in line 1 the speaker (Fitri Tropika) flouted some maxims. First, she flouted a maxim of relevance (i.e. be relevant). Second, she flouted a maxim of quality (i.e. Make your contribution as informative as is required (for the current purposes of the exchange). She did not say something about the previous conversation. Thus, it seems that her speech is not informative related to the previous conversation. She also flouted the maxim of manner (i.e. Avoid ambiguity). It is ambiguous when she said about the man who has completed his prayer in mosque every Friday. She opened her speech by telling something about woman's preference on selecting a man to be a boyfriend then she continued her speech by saying something related to religious man. Furthermore, in line 1 we can find the speaker's intention that she wants to remind the other speaker and the audiences that taking a prayer is very important for everyone.

While in line 2 we can find that some flouting maxims. In line 2 Pak Jarwo responded the previous statement by Fitri Tropika. Yet, if we analyze his statement we can find that his statement is not relevant. It means that he flouted the maxim of relevance (i.e. be relevant). Moreover, he did not responds the previous statement by giving a contribution as informative as required (i.e. Make your contribution as informative as is required (for the current purposes of the exchange).

 ISBN 978-602-73769-1-5

Text 4

(Context)

Sometimes the character of people can be seen by his or her physical appearance. In this conversation, the teacher asks to one of the students about his experience on a crime. We can judge a person whether he or she is a criminal or not by seeing the face. It is so embarrassing if someone's physical apperance looks like a criminal.

<English version>

1 The teacher: "We are still in a self-defense class. We will continue the discussion of the modus operandi of crime. Pak Jarwo, have you ever got a modus operandi of a crime?"

2 Pak Jarwo: "I have ever, . . what we call it.."

3 The teacher: "were you a perpetrator or a victim?"

4 Pak Jarwo: "I was a victim (He said angrily)"

5 The teacher: "It doesn't matter. Don't be angry."

6 Pak Jarwo: "please look at me, do I look like a criminal or not?"

7 Kartika: "criminal"

8 Fitri Tropika: "No Pak Jarwo, maybe, Pak Deny assumes like that because. . . . what's wrong (Komeng brings a white board and passes in front of Pak Jarwo so that Pak Jarwo is hit by the whiteboard.)

9 Pak Jarwo: "Don't you see me?"

10 Komeng: "Sir, I want to fix this from the back to the outside."

11 The teacher: "yes, that's right."

12 Pak Jarwo: "There is open space over there,"

13 Komeng: "I didn't see."

14 Pak Jarwo: "What did you see? I'm big enough to be seen."

Line 1 is a prologue by the teacher (the host) to lead the audience in a discussion. That is about an experience of a crime. The teacher asks to one of the students (Pak Jarwo) about his experience. He asked Pak Jarwo about that. However, before Pak Jarwo answered the question, he interrupted by asking "were you a perpetrator or a victim?" in line 3. It indicates that the speaker (the teacher) intends to accuse Pak Jarwo. It makes Pak Jarwo uncomfortable in that conversation. Therefore, in the next conversation Pak Jarwo answered the question angrily. He caught the teacher's implicature on that conversation. The teacher intends to mock

 ISBN 978-602-73769-1-5

Pak Jarwo by accusing him through that question (line 3). Moreover, we also find a flouting maxim. The teacher flouted the maxim of manner (i.e. Be orderly). It is better if Pak Jarwo answers the question first, then he gives a response to Pak Jarwo's answer.

Text 5

(Context)

In this part the teacher (the host) asked Cak Lontong's opinion about some modus operandis of a crime. Cak Lontong is one of the favourite character in Indonesia Lawak Klub show. He always talks about something based on "research". He tries to show some evidences to strengthen his opinion.

<English version>

1 The teacher: "Cak Lontong, please? (he asked for Cak Lontong's opinion)"

2 Cak Lontong: "Thanks sir. This is for my friends. I'd like to share some informations. I read a research result from a book, the book mentioned kinds of modus operandis in crime which are applied by criminals. There are three kind of anethetics."

3 The teacher: "What are they?"

4 Cak Lontong: "From something which are inserted through the mouth, through the nose and through the eyes."

5 The teacher: "What are they? Can you mention them one by one?"

6 Cak Lontong: "Through the mouth can be drinks or food."

7 The teacher: "hmmm that usually offered."

8 Cak Lontong: "So, if you are in a bus station there is someone who offers you a drink, please refused it if you are not thirsty. (Audiences laugh)

9 The teacher: "Of course you will refuse it as you are not thirsty. anesthetic"

10 Cak Lontong: "Lho (Indonesian expression) if you are full, you will be sleepy although the food you eaten weren't mixed with anesthetic and you will fall asleep then a crime can happen. If the food or drink contain anesthetic, we can be "simpan" (He means "pingsan" (fainted)."

11 The teacher: "Fainted" (The teacher corrected Cak Lontong)

12 Cak Lontong: "Or through the mouth, eh, nose. It can be done through parfume, tissue, wet tissue. So, if you are sweated then someone offers you tissues, it is better for you to refuse it. Because if we wipe the tissue to the nose, we will hurt our eyes."

13 The Teacher: “how come?”

14 Cak Lontong: “Try this. I wipe the tissue to my nose.” (He shows the way how to wipe the nose using tissue but his thumb thouch his eye, that is way it hurts his eye).

15 The teacher: “Of course it hurts you eyes. You touch yor eyes with your thumb.”

16 Cak Lontong: “The tissue contains anesthetics. That is through the nose. Next, through the eyes. I uses a hypnotized. It can be thorugh an eye contact. So, we have to be careful of the three kinds of modus. That is about anesthetic. . . . . “

In Indonesia Lawak Klub show Cak Lontong usually acts as a researcher. He always talks about something based on his own “research”. However, there is no scientific evidences which strengthens his opinion. That is one reason that makes his speech so funny. Therefore, he always talks about his own “research” related to the topic of discussion in every episode to make jokes. His jokes by showing his reseacrh result is effective to make the audiences laughing. We also found some flouting maxims in this session. Most of his speech flouted the maxim of quantity (For example in line 8, Cak Lontong flouted a maxim of quantity (i.e. Make your contribution as informative as is required (for the current purposes of the exchange)) as he usually speaks too much and the maxim of quality (i.e. (i) Do not say what you believe to be false; (ii) Do not say that for which you lack adequate evidence) as in his speech which is based on his unscientific research. Moreover, in line 8 Cak Lontong flouted the maxim of manner (i.e. Avoid obscurity of expression) by saying “. . . please refused it if you are not thirsty.” In this utterance, Cak Lontong said something that he believed that his speech is very important. However, in fact his speech is an ordinary speech so that it was confusing. The implicature of his utterance is to make the audiences feel uncomfortable with this conversation that makes the host (the teacher) angry (The host usually be angry with Cak Lontong’s speech). Furthermore, in line 10 Cak Lontong also showed a flouting maxim. He flouted the maxim of manner (i.e. avoid ambiguity) by saying “. . . we can be ‘singpan’ (He means “pingsan” (fainted).” The word ‘simpan’ is ambiguous because the word simpan means ‘save’ in English. He said ‘simpan’ instead of ‘pingsan’ (fainted). In addition, in line 12, 14 and 16 it is indicates that Cak Lontong flouted the maxim of quantity (i.e. Do not make your contribution more informative than is required) and the maxim of manner (i.e. Be brief (avoid unnecessary prolixity)). He intends to show that he is a smart man who always give

some evidences that can strengthen his opinion. However, it makes his speech contains unnecessary prolixity).

Text 6

(Context)

A news program sometimes becomes an influence for a criminal to do a crime. It is related to the content of the news. It seems like the news gives a new information of modus operandis which can inspre the criminals to do the same things.

<English version>

1 The Teacher: "Nah, now we move to another discussion. We have done the simulation of self-defense. Now, what is the role of media, especially electronic media . . . What are you doing Meng?" (Komeng is oferring fried rice to Pak Jarwo)

2 Komeng: "Do you want fried rice sir?" (He offers Pak Jarwo)

3 The Teacher: "Do you think that you are fried rice seller? What is the role of electronic media in broadcasting a news? Sometimes they inspire the criminal, is it wrong or right? Please."

4 Ari: "I disagree sir because it can inspire people to be criminal (The teacher interrupted). It is enough to be reported without showing the picture."

5 The teacher: "So, the picture doesn't need to be shown. Whatever the way."

6 Kartika: "I disagree."

7 Pak Jarwo: "The criminals' face on televisi is censored sir. Then, how the victims recognize them when they are released from the prison, they will not recognize their face sir. People said that it is a violation of human right if their face uncensored. . . . ."

6 Ari: "It means that you agree about the news, don't you?"

In this part we found some flouting maxims. In line 2 Komeng flouted the maxim of relevance (i.e. Be relevent). He offered Pak Jarwo a fried rice while the teacher was speaking about news. It indicates that Komeng intended to make Pak Jarwo feels uncomfortable with the conversation. Then the teacher tried to stay on the track by continuing his question to Ari. However, Ari answered the question by flouting the maxim of quality (i.e. Make your contribution as informative as is required (for the current purposes of the exchange)) as his answer was not informative enough to answer the question. He also flouted the maxim of

quality (i.e. Do not say that for which you lack adequate evidence) as he answers the question as he wants without ani evidences. Therefore, it can be determined that the implicature is Ari intended to show his disagreement. Furthermore, in line 7 Pak Jarwo also did a violation. That was the violation of the maxim of manner (i.e. be perspicious and be brief). It seems like Pak Jarwo agreed with Ari's statement, however his utterance was not perspicious and there were some unnecessary prolixities. It can be concluded that the implicature of Pak Jarwo's utterance in line 7 is to show his agreement in Ari's statement.

Text 7

(Context)

CCTV plays an important role in solving a case of criminal. It helps the police to investigate some cases because they can observe the recording on the CCTV. In this part they are discussing the role of CCTV.

<English version>

They are debating about CCTV.

1 Cak Lontong: "Sir, haduuuh. It is important sir. I mean CCTV . . ."

2 Komeng: "CCTV can diplay all of the picture. Maybe it should be placed in the middle, not in 'sisi' (side)." (He thinks that it should be MiddleTV)

3 The teacher: "it doesn't mean that it is in the side not in the middle."

4 Cak Lontong: "at least . . ." (it is interrupted by Pak Jarwo)

5 Pak Jarwo: "That is a small camera which is placed in the corner."

6 Komeng: "Is it Daus Mini's camera? That is small" (Daus Mini is a name of Indonesian comedian)

7 Pak Jarwo: "No, It doesn't mean a small cameraman. That is a small camera which is placed in the corner to record all of occurence around the place."

8 Komeng: "That camera?"

9 Pak Jarwo: "yes."

10 Komeng: "How about the electricity? How can they get the power?"

11 Pak Jarwo: "They have to pay by themselves"

12 Komeng: "The cameraman . . . ." (it is interrupted by Pak Jarwo)

13 Pak Jarwo: "I don't care."

 ISBN 978-602-73769-1-5

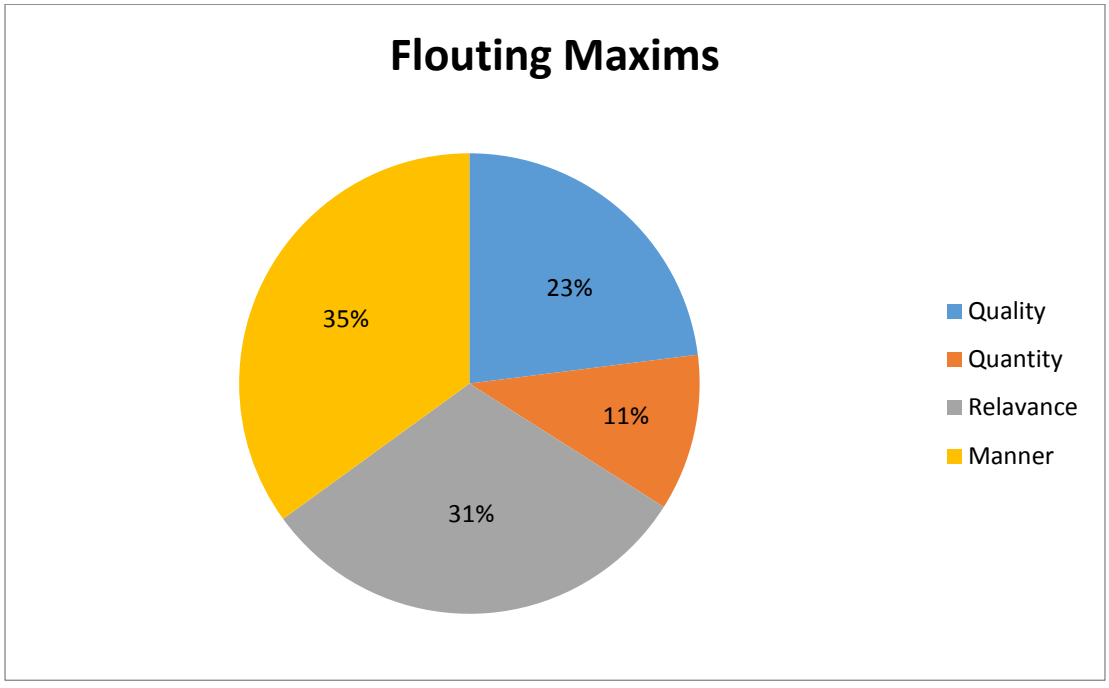
14 Fitri Tropika: “Cak Lontong, a CCTV should not be watched by a CCTV. A CCTV can be lost, but the recording will still be saved. It is the same that a soulmate can be lost, but the memories will still be saved.”

15 Cak Lontong: “What is the memory for? I mean CCTV not only can prevent a crime, it also can make a criminal rethink not to do a crime. It also can help chasing a crime. For example, a murder can be known because of the CCTV.”

16 The teacher: “It is also important for a program. That is a television program on Trans 7.”

In line 2 Komeng flouted the maxim of relevance (i.e. be relevant). He tried to relate a CCTV to the preposition (CCTV means beside the TV should be changed into MiddleTV). However, it was not relevant with the discussion. The flouting the maxim of relation also happened in line 6 by Komeng (Talking about Daus Mini is not relevant with the discussion), line 10 by Komeng (asking about the source of the electriciry is not relevant), line 14 by Fitri Tropika (talking about soulmate and the memories is not relevent to the topic). Moreover, Komeng’s intention in flouting the maxim in line 2, line 6, land line 10 is to make Pak Jarwo feels uncomfortable in the conversation, as we know in every episode of this program Komeng has a duty to make pak Jarwo angry. While, Fitry Tropika flouted the maxim of relation in line 14 is to show her arrogances that she knows more about love.

From the analysis above we can find the precentage of the flouting maxims (quality, quantity, relevance and manner) from the following pie chart:



 ISBN 978-602-73769-1-5

In the conversation of Indonesia Lawak Klub there are 23% of the flouting of maxim of quality, 11% of the flouting maxim of quantity, 31% of the flouting maxim of relevance and 35% of the flouting maxim of manner.

Conclusion and Suggestions

In conclusion, this paper amis to intoduce the most impoartant theories in a conversation named Grice's theory of *Cooperative Principle.* This research tried to test the applicability of the theory of cooperative principle to the native language of the writers, Indonesian language and know how often the flouting maxims happens in the conversation of Indonesia Lawak Klub comedy show. By knowing the theory of the conversational implicature suggested bt grice, it is important for people to obey the cooperative principle to avoid misunderstanding.

References

Ary, Donald, et. al. 2002. *Introduction to Research in Education: Sixth Edition*. United States of America: Wadsworth Group.

Cruse, Alan. 2000. *Meaning in Language: An Introduction to Semantics and Pragmatics.* New York: oxford University Press.

Grice, H Paul. 1975. *Studies in the Way of words*. New York: Academic Press.

_____. 1991. _____. Harvard: harvard Universiity Press.

Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.

Miles, Matthew, B. and A. Michael Huberman. 1994. *An Expanded Sourcebook: Qualitative Data Analysis: Second Edition*. London: Sage Publication.

Purwanto, Agus. 2008. *The Flouting of Conversational Maxims by the Main Characters in Titanic Movie.* Unpublished Thesis. UIN Ampel surabaya. Retrived 6 July 2015 in *digilib.uinsby.ac.id/.../cover,%20isi,%20daftar%2..*

Setiawan, Hasto, Sunu. *An Analysis of Flouting Maxim in the Movie The Dark Knight Rise Based on grice's Cooperative Principle.* Unpublished Thesis. Universitas Muhammadiyah Purworejo. Retrived 6 July 2015.

https://id.wikipedia.org/wiki/Indonesia_Lawak_Klub

STRUGGLING WITH THE PAST: REDEFINING AFRICAN-AMERICAN PHYSICAL APPEARANCES THROUGH ALICE RANDALL'S *THE WIND DONE GONE*

Rasiah

Faculty of Cultural Science, Halu Oleo University

Doctoral Student of American Studies, Gadjah Mada University

rasiahsitti@gmail.com

Abstract

This paperanalyzed the visual representations of African-Americans'physical appearance on Alice Randall's *The Wind Done Gone* (2001). *The Wind Done Gone* is one of the slavery novels which appeared in early 21st century in America as a respond to the most parennial and hegemonic novel *Gone with the wind*(1938) authored by Margaret Mitchell. In many proslavery discourse,African-Americans found on popular culture artifacts or documents frequently employ the visual metaphor of others-as-beast. Tomap the discursive features ofthis form of racist ideology, attention is paid to the iconographic and linguistic strategies employed to depict African-Americans as physically, intellectually, and temperamentally distinct and inferior. Slavery was initially justified on the basis of the need for cheap labor, a racist ideology developed to support the subjugation of people of African descent. Included in this process was a denigration of African physical features and attributes.To respond this fact, Alice Randall tried to redefine the African-Americans'physical appearances in her slavery novel as a resistence to colonial stereotype on African-American beauty. As the novel appeared in 21st century, Randall conviced thatAfrican-Americando no need to bleach his Negro soul in a flood of white American ideal of beauty, but the most important thing is that the change of perception on African-Americanidentity(blackness). It had to become part of an organised practice of struggles requiring the building up of black resistances as well as the development of new forms of black consciousness in new millenium.

Keywords: Struggling, Redefining, African-American, Beauty, The Wind Done Gone

Background

African-American is a group of immigrant who came involuntarily from Africa to New World (America) in the seventeenth century. Africa was considered as a black continent, black

people, surely cultivated black behavior. Black then became the inherent identity of *African-American* that early associated with bad, ugly, and savage, not only tied to their physical appearance, but also temperamental and intelletuality, constrasted to the white people, who associated with beautiful, civilized, and smart. From these distinctions, the stereotype and prejudice arised around *African-American* identities, and created color line in AS and placed them as slaves. The most prominent assumption came out at the slavery (before 1865) era was *African-American* had the basic distintions to white, especially in physical appearances. Black was associated with lower primate creature, signed as lower physical attribute. 'Black' was become a marker of identity and behavior of the African-American which is the meaning continues to be constructed. The identity of the "black " is then being debated for the existence of the African -American in America. Black wasused tobe contrasted with white and built an association which refer to racial distinctions whichwere detrimental to the African -American.

Since being forcibly brought to the New World as slaves, Africans and their descendents have struggled to define themselves in America. An integral part of this ongoing historical struggle has been a debate over the ages as importance of Africa in defining or understanding the identity of African-Americans. Throughout the course of this debate over identity, political or social factions in theUnited States have variously ignored, rejected, or embraced Africa as a central element of identity for African-Americans. Africa has always been part of the contested domain forAfrican-American identity, and the views of Europeans and Euro-Americans have influenced this process. Beginning with European contacts and tradewith African peoples, including the slave trade, the "black or dark continent" was characterized as exotic, barbaric, and pagan. The racial ideology that developed in North America during the late seventeenth and early eighteenth centuries drew upon these negative images of Africa, as it propped up institutionalized slavery in the colonies and later in United States (Fields, 1990; Smedley, 1993). Africa, according to this view, was a backward, uncivilized, barbaric place, as were its people. Through European intervention and guidance, as colonizers in Africa and as masters in the Americas, primitive Africans might be rescued from the evolutionary backwaters in which they floundered.

 ISBN 978-602-73769-1-5

Racial distinction which built up in the era of slavery (before the civil war, 1861) and segregation (before civil right movement, 1960s) were originally built on the philosophy of the environmentalist views. This view assumed that the environmentalist"differences in pigmentation were a comparatively short -range result of climate and other environmental factors" (Frederickson, 1987, p . 2) . Differences in skin color is a direct effect of the climate then directly related to the state of society, as well as the manner of living. The belief that the mental, moral, and psychological characteristics of black people as the impact on the environment was indisputable and served as ethnology doctrine which admitable up in the 1830s and 1840s. This doctrine became racial prejudice that later emerging racism that has been manifested as various basic fundamentals of slavery institution since the seventeenth century. Racism then AS definedas "unequal treatment of someone on the basis of his or her presumed racial affiliation*"* (Vaughan, 1995, p. ix) . Racism is an ideology that brings differences of skin color to determinewho was the superior and inferior human. Ideology of slaverywas then rationalizing the practice of slavery with the argument those blacks substantially different from whites, which then affectthe people's behavior in the AS. This prejudice, then,come to influence the image of African-American in American society,especially in the productionof literature and popular culture.

Throughout the set of cultural artifacts, African-Americans are portrayed as racial Others who are physically different from European Americans. Not only are African-Americans depicted as physically different, they are also represented as racial *inferiors.* Mellinger (1992)said all of the caricatures displayed have unsightly exaggerations and distortions of the human body, usually an attempt by the illustrator to depict savagery and bestiality. One important iconographic strategy used to portray African-Americansas sub-human beasts was the use of high facial angles. Mellinger studied all the postcards in the corpus depictedAfrican-Americans with prognathous features, that is, with protruding jaws and chins. Most physiognomic theories of racial differentiation and gradation at the turn of the century drew heavily upon the Dutch phys-iognomist Pieter Camper (1 722- 1 *789),*who popularized an index of human morphology based on facial angles. Human evolution from primitive to civi-lized life was thought to be accompanied by changes in the position of the lower jaw in relation to the upper portion of the face.In the literature discourse , Aronson (1998) said that:

 ISBN 978-602-73769-1-5

> "Fictional images of blacks encountered in novels, plays, poems, or short stories, include these: a kindly slave, an unhappy mulatto, a vicious brute, an exotic primitive, a comic show-off, a butt of prejudice, or a violently angry youth. Such mental pictures cause concern, since sociocultural conditioning arises from human types portrayed in literature" (p. 636)

One of the novels which appeared in the 20th century is *Gone With The Wind*(1936). With white protagonist character, Margareth Micthel, as the writer, presents black (*African-American*) in the hegemonic way; they are pictured as a very happy people living as slave in plantation. They are also pictured dependent to whites and white also became a very lovable masters for blacks.According to Aronson (1998, p.636) stated that there is a sociocultural clue which conditioning "*black images*" in representing African-American characters in literature. However, Starke (1971, p.249) said*"shifts in black portraits significantly-paralleled changes in cultural beliefs and attitudes".* It means that sociocultural clue which conditioning *African-American*characters changing over times.

Unlike the fiction or popular culture artifact which appeared before the 21st century, novels that appeared at the beginning of the twentieth first century changed in dramatizing African - American image in the institution of slavery. The identity of the "black" of the African - American is no longer considered as a lower primate trait or inferior, and no longer seen as a weakness for the African-American, but it is treated as an excess.One of the novels is Alice Randall's *The Wind Done Gone* (2001) which represents the "black" physical appearances of African-American as beauty, strong, hot, and valuable, constrasted with white as pale, fragile, and weak. Randall in her novels seems to contest the white beauty that for so long time considered as ideal beauty and superior that hegemonize the human consciousness. She deconstucted the images of white beauty through the character of Cynnara, a Mulatto, "as Sweet, hot, strong, and black—likea good cup of coffee" contrasted to Other (white character) which pictured "She wasnot pretty, but she had the capacity to distract men for noticing that". Randall seems tried to redefine the African-Americanphysical appearances that so long time defined as an inferior image. Therefore, this articles will analyze the visual representasion of African-American as pictured at the novel *The Wind Done Gone*, a slavery novel, which appeared in the year of 2001 as a couter-narrative of the previous ideas about beauty.

 ISBN 978-602-73769-1-5

The Purpose

This study examines a set of images of African-Americans found on Alice Randall's *The Wind Done Gone* (2001)**.** Specifically, this article examinesthe change perspective in representatingAfrican-Americansimages connecting to redefining African-Americanphysical appearances as the endosement to raising the self consciousness of African-American identity these days.

Theory and Method of Analysis

In the postcolonial outlook, the image associated with identity, where identity formation cannot be separated from the image circulating in the community and that is not stable and monolithic. The African-American is a post-colonial society (post-slavery) which is similar to other ex-colonial societies in this hemisphere, which resulting a complex cultural change. In the context of the colonial, the culture of colonizer and colonized interact not as as equal, but in inequality. The inequality created a model and standard (western/white) either science, education, art, or other discourse which are used as the universal standard . Even in the local tradition also cannot be freedfrom colonial influence.

Postcolonial is then not just a description of the circumstances, but a form of resistance. In the postcolonial perspective, the discourse of (neo) colonial matched and be sued, and the injustice of race relations (global power) dismantled and criticized. However, such resistance is not an attempt to destroy or "throw" everything about Western or White then returned to the local culture (the original), because the cultural hybridization had already occurred (Babha, 1995, p. 6). In conjunction with image and imagery against the African-American in America, the rasist carries the image of white ideal as a superior race, and considers blacks as inferior, low cultured, and contains the value of ugliness. These images became the human grip in identification. By throwing a discourse that carries the authenticity or idealization of the image of white, then the expected goal by the racist was achieved, because this kind of discourse is aimed at constructing the colonized as a lower population group degree racially, and for the achievement of it justified by the conquest to build the system of administration and instruction (Babha, 1994, p. 70). However, Spivak (Said, 1978,p.x) with the concept of *subaltern* empasized on the possibility of the existence of *counter-knowledge* from *subaltern* who in the past was as a colonized and voiceless people, then become speaking and voice.

 ISBN 978-602-73769-1-5

Spivak also added that colonial discourse is not something closed to resistency, even the discourse could resist itself, and could empower the colonized people or it is possible that the literary works which written by colonizer was critizing itself (Faruk, 2007, hal. 13). Therefore, the resistency is used as the concept of theory in analysing the visual representation in this novel as a couter hegemony of white ideal beauty that spread out by the western to identify superiorityrace in this world.

This writing applied qualitative method of with focus on textual analysis, which is approaching data in interpretative way. The source of data is taken from novel of *The Wind Done Gone* (2001) as the main source of data, and the secondary data is taken from al lot of supporting articles or topics related to the topic in this discussion.

Redefining African-AmericanPhysical Appearances on Alice Randall's The Wind Done Gone

1. Black is Beautiful

Thompson (2006, p 44), and Hall (1995, p 249-257) says that the discussion about body image of the African-American highlight regarding the shape and weight, skin color, hair and facial features that are different from the dominant ethnic group of whites. These aspects have been referred to the standards of ideal beauty and preferred to. Male and female African-American in western societies can find themselves being idealized to the standards of beauty or compared to those European (white) as the ideal image of beauty and more attractive (more desirable) one. And this is the inevitable fact that the concept of ideal beauty that have been colonized the people's mind around the world with the characterization of blond hair, blue eyes, and white skin.

In popular literature, media, and informal discussions especially in the United States, make the standard of beauty very clear. Fashion experts suggest how we can minimize, enhance, and draw attention to and away from particularphysical characteristics. A cursory look at print media gives specific messages as to what is beautiful and what is not. Although styles change, what is considered beautiful in this country has been fairly rigid during the lifetime. The United States has a long history of both ever-changing fashion standards and long-standing standards related to ideal physical beauty (Brand, 2000).

 ISBN 978-602-73769-1-5

However, Alice Randallrepresents black character as beautiful. Cynnara as a central African-American women character contested to the white ideal beauty in her novel byrepresenting the black character appreaciates her black identity respectfully.

> They called me Cinnamon because I was skinny as a stick and brown. But my name is Cynara. Now when I tell it, I say they called me Cinnamon because **I was sweet and spicy. Sweet, hot, strong, and black--like a good cup of coffee.** Leastways, that's how Planter liked his coffee. Planter used to say I was his cinnamon and Mammy was his coffee (p. 3)

Alice Randall an African-American writer try to redefine the concept of black beauty in the symbol of strenghtness. Black is strong means a power and benefits. It is not meant that African-American must change their physical appearance to be similar to white, but they must raise their consciousness to appreaciate themselves in a positif way. That is the African-American trying to bring a sense of confidence with black skin color as an identity as inherently tied to themselves and can not be changed, but what should be changed is mind in appreaciating their identity. The Excellence of "black" in this novel then contrasted with the "white" who depicted as fragile.

> “I was born May 25, 1845, at half-past seven in the morning into slavery on a cotton farm a day's ride from Atlanta. My father, Planter, was the master of the place; my mother was the Mammy. My half-sister, Other, was the belle of five counties. **She was not beautiful**, but men seldom recognized this, caught up in the cloud of commotion and scent in which she moved. R. certainly didn't; he married her. But then again, he just left her. Maybe that means something to me. Maybe he's just the un seldom one who do recognize” (p.1).

In this quotation Randall introduces Cynnara as hybrid blood from the white father and black mother.Reprsentation of Mulatto in literary production before the 21st era used to depict as tragic girl, sexually appealed but ignored (Bogle, 1971).As a mulatto she teried to search her true identity as a black, and build a strong self appreciation. Black identity then contrasted with the white girl named Other (S) pictured “not beautiful”. So what the writer want to show here is, white is not beautiful but they are able to present themselves in fabulous way through fashion and self consinfidence.

> Later i look at my reflexion in the glass—and I try to see what he does. I look for the colors. I see the blue veins in my breast. I see the dark honey shine in my skin, the plum color of my lips. I see the green of my eyes, and i see the full curve of my lips and the curl of my hair, and know that it's not so very bad being a nigger—but you've got to be in the skin to know. ...
>
> Am i still laughing? It is not in the pigment of my skin not my Negressness lies. It is the color of my mind, and my mind is dark, dusky, like a beautiful night. And Other, my past-sister, had the dusky blood but not the mind, not the memory. I cannot go to London and forget my color. I don't want to. Not anymore (pg. 162).

The spirit that appears in Alice Randall's *The Wind Done Gone* is the spiritto remove racism in America. This spirit which tried to build in the new millennium consciousness, 21st century. Since the 1900s, the emergence of the consciousness of the African-American to escape from persecution in the name of race had existed. African-American tried to build a life with trying to improve all aspects of lifein order to be recognized their existence as a distinct people within American society.But they are no longer trying to change the physical traits in order to be accepted in white society, but to build self-awareness to appreciate the identity of "blackness". This awareness has emerged since the beginning of the twentieth century with the emergence of the Harlem Renaissance-as a symbol of the birth of New Negro (Casement, 2008, p. 160), and reaffirmed in 1960 with effort or movement of consciousness of the identity of blacks. Mercer (1990) cites Hall'sstatement that:

> "Sometimes, the class struggle in language occurred between twodifferent terms: the struggle, for example, to replace the term'immigrant' with the term 'black'. But often, the struggle took the formof a different accenting of the same term: eg. the process by means ofwhich the derogatory colour 'black' became the enhanced value 'black'(as in 'Black is Beautiful') ... In the discourse of the Black movement, thedenigratory connotation 'black = the despised race' could be invertedinto its opposite: 'black = beautiful' ... [this was] every bit as 'real' ormaterial' as so-called non-ideological practices because it effected theiroutcome. It was 'real' because it was real in its effects. It wasdeterminate, because it depended on other conditions being fulfilled.Black' could not be converted to 'black is beautiful' simply by wishing itso. It had to become part of an organised practice of struggles requiringthe building up of

 ISBN 978-602-73769-1-5

black resistances as well as the development of newforms of black consciousness" (p. 55-56).

The meaning of beautiful in this context is a consciousness movement about black identity which primary must be built by African-Americans. Without counsciousness, it is impossible to reach the goal of the movement. In the context of class struggle for equality, changing the image of black in positive way is necesary to be put in the consciounesness of black people and growing the self worth confidences on the identity. The complex isues and problematicregardingAfrican-American representation has been a central attention for *African-American*since early period of bondageuntill today.Black is beautiful, actually, placed as a driving motivation for African-American's survival and self determination in America. As long as hundred years, they mostly lived in degraded condition, put off from human right fullfill, till the civil right movement came.

In the *The Wind Done Gone* novel that emerged in 21st century indicated that the physical appearancesof black which is different from the white, no longer mattered, but changing the view of it to be something valued and foster confidence. Black closely tiedto the African-American identity then apreaciated in the new sibboleth that black is beautiful. The confidence of the African-American is seen as a major factor and it is important to break down the barrier septum in the name of race. Randall's*The Wind Done Gone* (2001) describes the inner struggle of black women who tried to get out from the shadow of White ideal. Cinnamon-Mulato, commenced to stop reconcilingherself with white beauty standards. She began to appreciate what is herself, her skin color and body shape and all that she had. She no longer regrets her presence in the world as a Nigger. she assures that being a Nigger is not a bad thing.

Literature, of course, reflects life; the novelist suggests some of the ways the stereotypes and prejudgments of color consciousness have provoked rivalries and caused pain with in the black community, and have led to complex and ambivlent feelings about blackness in individual black (women) people. Rey, Robinson, and Ward (1986) stated that within the family, where a variety of skin colors may be represented, black children first learn the values attributed to various skin colors. In the presence of a newborn, one can still hear passed down

folklore that predicts the baby's future skin color and hair texture. When the child enters the larger social world, she carries these color-conscious attitudes with her, and they are reinforced by others. Experiences of color consciousness repeat themselves across the life span of black women. Color often enters into the choices black people make of whom to date and whom to marry. Indeed, the pathological effects of color consciousness have affected some black men so deeply that it is not outrageous to imagine a scenario in which a light-skinned black woman finds herself chosen by a man who, she later discovers, is acting out some subconscious desire to possess the unobtainable white woman.

2. Black is Valuable

Black beauty in this novel also associated with valuable natural resource. There is a list of natural resources appeared to symbolyze the African-American beauty, such as; honey, auntum leaves, blackberry, as written in the quotation.

> "Later night Lady took me to where some poor white folks lived. A baby was due at their house and they had no money for a doctor, and if they had, there werenot none about. When we alone i told her i wish i was white like her. I told her that I hated the color of my skin. She made a list of everything that was brown and beautiful in the world; walnuts shells, fall leaves, tree bark, honey, blackberry, and caramel, and also night with the sparking star. She named honey, syrup, sweet butter...and ..and.....i m tired, and we need to go back home (pg. 137)".

Redefinition of African-American in this quotation is related to valuable human resouces. It means that black is a part of nature and it is a symbol natural resources that gives all benefit to human being and natural balances. Black is absolutely isapart of nature and human life, its existence is innevitable important. This absolute existence is symbolized with —the sparking stars in the night, *auntum leaves*,—blackberry, walnut, coffee, cocholate, and other natural resources. So, black is beautifull is not lied on the surface appearances, but in the subtances that given to life; a healthty and a freshness. These symbols of beauty then compared the white beauty which is described as frail, fragile, and peculiar.

> "Wasn't it then Planter walked out on the whitewashed porch and smiled? Did he say, "My peculiar heaven, my peculiar, particular heaven" ? I believe that's what he said. That's what he says when I remember it. His frail wife near faints and is fanned by the

 ISBN 978-602-73769-1-5

> fairest of pretty pickaninnies, M.E." and he's pronouncing, "My peculiar heaven." (p. 14)

The quotation above comparing the white beauty which associated with with fragile, near faint, means that white is weak, a symbol of weakness, different from black as strengthness. Here, the writer try to contest the meaning of beautiful in Caucasian context, in which to obtain the Caucasian ideal and people (sepcially African-American) make greater sacrifices to attain the ideal, particularly when hair and skin tone issues are included. Du Bois (Kemayo, 2003) stated that:

> The history of the American Negro is the history of this strife—this longing to attain self-conscious manhood, to merge his double self into a better and truer self. In this merging he wishes neither of the older selves to be lost. He would not Africanize America, for America has too much to teach the world and Africa. He would not bleach his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both a Negro and an American….(p.3)

For long time, even in ages, African-American had been striffed to build consciousness of Africa as a physical location is not the issue that informed Du Bois'concept of dual consciousness. Acknowledging its *cultural* effects within U.S.populations, he clearly states, "He would not Africanize America, for America has toomuch to teach the world and Africa. He would not bleach his Negro soul in a flood ofwhite Americanism, for he knows that Negro blood has a message for the world." In thispassage, the term "Negro soul" is neither euphemism nor metaphor, it refers directly andonly to African-ness, to cultural rather than physical or cosmetic aspects of thepopulation. Du Bois does not suppose that the Negro wants to become culturally orphysically "White." He addresses mutual acceptance and esteem, not assimilation. Selfacceptanceand self-esteem coupled with an acceptance and recognition by Americawould yield a mutually reinforcing "better and truer self." This is the ultimate message of*Souls of Black Folk:* blacks are a people, blacks are valuable, blacks are civilized. Blacks were broughthere (AS) as civilized humans, their humanity and some of their African culture survived. All thatblacks are did not come from Europe or America, and while here in America, they developedand created along some similar, some different pathways. So, black

 ISBN 978-602-73769-1-5

identity, humanity, and African ness-must be respected by the African-American themselves and also White American.

Conclusion

This writing comes to the conlusion that Alice Randall in her contemporary slavery novel *The Wind Done Gone*(Randall, 2001) tried to redefine theAfrican-American physical appearances that was for so long time difined as the lower primate traits in human races. The hegemony of ideal white that had been spreaded out by the eropean white contested in the novel by representing "black is beautiful" as symbol of strengthnesss and valuable, contrasted to the white physical appearances as symbol of pale and weakness. This is a kind of counsciousness of black people in struggling for identity to be recognized and identified as equal in the American society.

References

Aronson, M. C. (1998). Black Portraits in African-American Literature: A Perspective from 1920-1996, Including the Midwest. *The Social Journal, 35* (4), 635-644.

Babha, H. (1994). *The Location of Culture.* London & New York: Routledge.

Bogle, D. (1973). *Toms, Coons, Mulattoes, and Buck: an Interpretative history of Black in American Films.* New York: MacMillan.

Brand, P. Z. (2000). *Beauty Matters.* Bloomington: Indiana University.

Faruk. (2007). *Belenggu Pasca Kolonial:Hegemoni dan Resistensi dalam Sastra Indonesia.* Yogyakarta: Pustaka Pelajar.

Fields, B. J. (1990). Slavery, race and ideology in the United States of America. *New Left Review, 181*, 85-118.

Frederickson, G. (1971). *The Black Image in the white Mind: the Debate on Afro-American Character & Destiny, 1817-1914.* USA: Wesleyan University Press.

Kemayo, K. (2003). *Emerging Afrikan Survivals: An Afrocentric Critical Theory.* New York & London: Routledge .

Mellinger, W. M. (1992). Postcards from the Edge of the Color Line: Images of African-Americans in Popular Culture, 1893–1917. *Symbolic Interaction, 15* (4), 413-433.

Mercer, K. (1990). Welcome to the Jungle: Identity and Diversity in Postmodern Politic. In J. Rutherford, *IDENTITY: Comunity, Cultures, and differences* (pp. 43-70). London: Lawrence & Wishart.

Randall, A. (2001). *The Wind Done Gone: A Novel* . New York : Houghton Mifflin Company.

Rey,M,O, Robinson, T, and Ward, J,V. (1986). Black Women and the Politics of Skin Color and Hair. *Women's Studies Quarterly, 12* (1/2), 13-14.

Said, E. (1978). *Orientalisme: Menggungat Hegemoni Barat dan Mendudukan Timur sebagai Subjek (Terj. Ahmad Fawaid)* . New York : Vintage Books.

Smedley, A. (1993). *Race in North America: Origin and Evolution of a Worldview.* Boulder: Westview Press,.

Thompson, V. S. (2006). African-American Body Image: identity and Physical self-Acceptance. *Humbolt Journal of Social relation, 30* (2), 44-67.

Tong, R. P. (1998). *Feminist Thought.* Yogyakarta: Jalasutra.

Vaughan, A. T. (1995). *Roots of American Racism: Essay on the Colonial experience.* New York: Oxford University press.

 ISBN 978-602-73769-1-5

BIRACIAL HELGA CRANE'S STRUGGLE FOR RACIAL IDENTIFICATION IN NELLA LARSEN'S *QUICKSAND*

Ratna Asmarani

Faculty of Humanities

Diponegoro University

ratna_asmarani@yahoo.com

Abstract

The aim of this paper is to analyze the issue of racial identification of a biracial female protagonist in Nella Larsen's novel entitled *Quicksand*. In analyzing the race issue in the life of the biracial female, a feminist literary criticism is used as a frame of analysis supported by some concepts related to biracialism such as the identification choices for biracial people, the characteristics of biracial people, and the psychological problems of biracial people. The results shows that biracial female, represented by Helga Crane, is psychologically torn between two different racial traits; the natural gaiety of the blacks and the cultural sophistication of the whites. Being in the middle, she cannot fuse these two traits into herself nor can she find a community which embraces these two characteristics without any racial prejudice. A tragic failure of racial identification is the unavoidable ending for the critical and restless biracial female.

Keywords: biracialism, biracial women, racial identification

Introduction

Nella Larsen (1891-1964) is a biracial female author of the Harlem Renaissance era. Her female character in *Quicksand* (published in 1928), Helga Crane, is a biracial female who is looking for her place in society since she is neither black nor white. In her search for her place in the world as a biracial female, she moves to several places and lives among blacks and whites for certain periods of time in and out of America. When she feels that she has found a suitable life in rural Alabama as a black preacher's wife, she faces a personal reality that she does not take into account before. Based on those details, it is interesting to analyze Helga Crane' struggles for racial identification as a young biracial female living in the early twentieth century America.

Literary Review

Considering that the focus of analysis is on the female main character, the frame of analysis used is feminist criticism which "reads writing and examines its ideology and culture with a woman-centred perspective" (Humm, 1995: 51). Since the analysis is focusing on her biracial traits and her struggle for racial identification, some related concepts are needed to support the analysis.

As summarized by Basu, Root (1996) "proposed three different types of identification choices for biracial persons, including those who choose to situate themselves with one group for an extended period of time, those who have strong bonds to two groups, and those who choose to claim a third alternative type of "biracial" identity (2007: 34). Kerwin and Ponterotto (1995: 201) state that the word "biracial" is most often used "to describe first-generation offspring of parents of different races … [and] it most appropriately signifies the presence of two racial backgrounds in a nonjudgmental manner" (in Basu, 2007: 5). However, before 1967, biracial offspring are considered as the result of miscegenation and has no legal acknowledgement as indicated by the following quotation: "On 12 June 1967, with the Loving Decision, the Supreme Court deemed anti-miscegenation laws unconstitutional" (Ifekwunigwe, 2004: 13 quoting Brown and Douglas, 2003).

In reality, biracial people, sometimes called mulattoes, tend to live with the blacks as stated by Reuter (1961: 362-63): "The mulatto feels himself in alliance with the black group … He is identified with the black group, feels the mute longing of the common folk, feels himself a part of it, is moulded by it …" (in Berzon, 1978: 193). Khanna, based on her research, supports Reuter's statement: "these biracial respondents generally describe feeling accepted and embraced by blacks, which may partly explain why more respondents internally identify as black rather than white" (Khanna, 2011: 72). Meanwhile, Brunsma and Rockquemore (2001) show that black or white society has its own criterion: "how biracial people think others view them is moderated by social context: the black community distinguished among shades of color, whereas whites see only black and white" (in Khanna, 2011: 52).

Mengel (2001: 101) calls these 'mixed race people' as "fragmented beings" (in Ifekwunigwe, 2004: 9) who have their own specific problems as detected by Stonequist (1961: 8): "poised

in psychological uncertainty between two social worlds, reflecting in his soul the discords and harmonies, repulsion and attractions of the worlds" (in Berzon, 1978: 14). The two different social worlds also offer their irresistible characteristics to these biracial people/mulattoes. Sollors (1997: 224) quotes that "… mulatto is victim of a divided inheritance and therefore miserable … perplexed by his struggle to unite a white intellect with black sensuousness …" (Ph.D diss. SUNY Buffalo, 1976: 156). Sollors (1997: 225) also quotes Waters' statement that "white blood means ascetism and Negro blood means unbridled lust" (1990: 18-19). Thus, biracial people are torn between the libidinal drive and the sublime drive all their lives.

The mixed blood people, sometimes called marginal man, according to Park, (1928: 881) has psychological problems such as "the same spiritual instability, intensified selfconsciousness, restlessness and malaise" (in Furedi, 2001: 33). Stonequist (1961: 148, 150, 151) adds that "The hypersensitiveness of the marginal man has been repeatedly noted ... The marginal situation produces excessive self-consciousness and race consciousness" (in Furedi, 2001: 34-35). The biracial people who are always hypersensitive, self-conscious, and restless, according to Dickinson (1869: 196-197) will face "the unfailingly tragic outcomes" (in Sollors, 1997: 225).

A Brief Glance of Helga Crane

Helga Crane, the biracial protagonist in *Quicksand*, is the daughter of a beautiful Scandinavian girl in an impulsive love of a black man who leaves her in poverty after the birth of their daughter (50). Her mother's remarriage to a white man followed by having white children results in Helga's experiencing painful treatment from her white stepfather and step brothers and sisters due to her apparent black characteristics (51). Sent to Negroes school by Uncle Peter, her white mother's brother, after the death of her white mother, Helga enjoys a liberating six years in which she "discovered that because one was dark, one was not necessarily loathsome, and could therefore, consider oneself without repulsion" (52). However, she feels lonely and different from other black students who have family (52) and this makes her so self-conscious and hypersensitive to her biracial traits.

At twenty two, when she works as a teacher at Naxos, she is described as an interesting young woman with apparent black physical characteristics:

 ISBN 978-602-73769-1-5

> "A slight girl of twenty-two years, with narrow, sloping shoulders and delicate, but well-turned, arms and legs, she had, none the less, an air of radiant, careless health … her sharply cut face, with skin like yellow satin … Black, very broad brows over soft, yet penetrating, dark eyes, and a pretty mouth, whose sensitive and sensuous lips had a slight questioning petulance and a tiny dissatisfied droop … her nose was good, her ears delicately chiseled, and her curly blue-back hair plentiful and always straying in a little wayward, delightful way (3).

The quotation indicates that Helga Crane is a healthy and dynamic biracial woman who is critical to her surroundings and is not afraid to express her opinion whenever she does not feel comfortable about something.

Helga Crane in Black Community

Biracial Helga Crane starts her struggles for racial identification by living in the black community where she hopes that she will mingle easily and feel at home.

Naxos

Naxos is a place in the South where there is a prestigious school for the blacks. Helga thinks that "to be a part of this monument to one man's genius and vision" (7) is the right choice to construct her racial identity. She is also engaged to a new teacher there, James Vayle, a black man from an outstanding and ancient black family in Atlanta (19). Thus, Helga is actually paving the way to an established life among the black community of Naxos.

However, after two-year teaching she is still not easily adapted to her surroundings. She is aloof with other black teachers and her fashion style is considered too flashy and stylish by the dean, a woman who insists that "Bright colors are vulgar" (38). The fact that for James Vayle "Naxos pleased him and he had become content with life as it was lived there" (17) makes her relationhip with him does not run smoothly since she herself begins to dislike Naxos. Besides, Helga realizes that his family dislikes her (19) because she is just a "pretty, solitary girl with no family connection" (12) since "Negro society, she had learned, was as complicated and as rigid in its ramification as the highest strata of white society. If you couldn't prove your ancestry and connections, you were tolerated, but you didn't "belong""

 ISBN 978-602-73769-1-5

(19). Thus, Helga's effort to channel herself to an established black root does not go according to her plan.

In Naxos, Helga's growing discomfort culminates when she listens to the racist words of the white preacher making a speech in front of black students and teachers of Naxos school: "… there would be no race problems, because Naxos Negroes knew what was expected of them … They knew enough to stay in their places … but he had urgently besought them to know when and where to stop" (5-6). In an impulsive moment full of raging anger Helga decides to quit working as a teacher at Naxos: "Heaven forbids, … that I should ever again want to work anywhere in the South! I hate it" (32). When Helga goes to see the school principal, Dr. Anderson, the next day, her anger is a little bit subsided and some persuasion will keep her at Naxos. However, the principal's words intended to praise her "'You're a lady.' You have dignity and breeding" (46) infuriated Helga because she is so sensitive about her breeding, as she pointedly said to him: "I was born in a Chicago slum … My father was a gambler who deserted my mother, a white immigrant. It is even uncertain that they were married" (46-47).

Thus, it can be said that Helga's struggle to find a place and construct her identity in Naxos is unsuccessful. Her inferior feeling due to her poor biracial background makes her hypersensitive about racial issues from whites or blacks. Breaking her engagement to James Vayle and quitting her position as Naxos teacher, Helga Crane directly goes to Chicago, leaving the "stuffy" South behind her.

Chicago

Abruptly leaving Naxos in the middle of school term without a recommendation letter or a lot of money, Helga encounters many difficulties whether directly relating to her biracial background or not. In the crowded train to Chicago, she "sat with other of her race" but this condition "seemed only to intensify her discomfort" (48) because the dirty couch is full of lower-class blacks, thus she is relieved when finally she can get a berth. This indicates that Helga cannot mingle with lower-class blacks and needs a private area to feel comfortable.

Helga decides to take a lodge at the YWCA before visiting Uncle Peter, the brother of her deceased white mother, to ask for financial help while looking for a job. Helga whose black

 ISBN 978-602-73769-1-5

traits are obvious has no close relationship with Uncle Peter though he is the one who pays for her study at the school for Negroes after the death of her mother (52). Helga realizes that his helping Helga is based on racial underestimation that blacks are always involved in trouble "her need would strengthen his oft-repeated conviction that because of her Negro blood she would never amount to anything" (15).

On her sudden visit to her uncle's house, intended to be a surprise, Helga herself gets unpleasant surprises. She does not meet her uncle, instead she meets her uncle's new wife who is not only not friendly, but also hostile and racially condescending. The uncle's new wife, a white woman, refuses Helga's introducing herself as "his niece" by saying sharply that " …*Well*, he isn't exactly your uncle, is he? Your mother wasn't married, was she? I mean, to your father?" (61) and immediately drive Helga away from her house "And you mustn't come here anymore. It—well, frankly, it isn't convenient …" (61-62). This incident indicates that the uncle's new wife is racist so that she does not want any relation to biracial Helga who has black appearance. This incident also stresses how unworthy biracialism is in the eyes of whites because they are the products of miscegenation.

The humiliating encounter with the uncle's new wife makes Helga feel devastated and worthless. However, she cannot deny that she enjoys the Chicago atmosphere where "as she stepped out into the moving multi-colored crowd, there came to her a queer feeling of enthusiasm … And oddly enough, she felt, too, that she had come home. She, Helga Crane, who had no home" (65). This indicates that Helga is looking for a multi-colored community which does not care for racial colors and roots in which she, as a biracial person, can live and mingle.

The fact that her financial condition is worrisome forces Helga to find a job immediately to support her own life. However, finding a job is not as easy as she thinks before because she has no references and her background as an ex-Naxos teacher is not suitable for the few menial jobs available at the employment office which makes Helga realizes "the smallness of her commercial value" (75). In the meantime "A few men, both white and black, offered her money, but the price of the money was too dear. Helga Crane did not feel inclined to pay it" (73) indicating that for the Chicago men Helga is just a sexual being to be accosted

commercially. Thus, in her hurried departure to Chicago with no slightest preparation Helga has to face the hard fact that she has no one, no job, no money, no future, and no pride of her racial identity.

In her desperation, she grabs a job as a "traveling-companion for a lecturing female on her way to a convention" (75-76). Her job is "correcting and condensing the speeches" of Mrs. Hayes-Rore, a campaigner for the betterment of blacks' life, who is on the way to a meeting in New York. Here, a new phase of Helga's life starts since she follows her employer to New York and then she lives there.

New York - Harlem

Mrs. Hayes-Rore has a wide connection and quickly sympathizes with Helga's jobless condition. In New York, at first she introduces Helga to Anne Grey, a rich widow who lives alone in a big house, whom she admits as "my husband's sister's son's wife" (90). However, before introducing Helga to Anne, she warned Helga "… I wouldn't mention that my people are white, if I were you. Colored people won't understand it, and after all it's your own business" (91). This warning indicates that Anne who is a prominent figure in the black community in which Helga going to mingle favors a close-knit community favoring pure black color.

Staying with Anne and living in the elite black community of Anne's circle as well as working in "a new Negro insurance company" with the help of Mrs. Hayes-Rore, Helga feels that she has found her racial identity. She feels that there is "that magic sense of having come home. Harlem, teeming black Harlem, had welcomed her and lulled her into something that was, she was certain, peace and contentment" (94). She enjoys her new life in which she works during the day and "Books, the theater, parties, used up the nights" (99). She has no interest to associate herself with the whites of NY although "she patronized its shops, its theaters, its art galleries, and its restaurant, and read its papers" (99). Thus, she identifies herself as blacks and regards whites as "Sinister folk … who had stolen her birthright" (100) because without the interference of white in the beginning of her existence, she will be pure black and she will not experience "shame and grief" (100). She hides her partially white origin and totally savors the comfortable life among the black Harlem.

 ISBN 978-602-73769-1-5

Nevertheless, with the passage of time Helga's restlessness returns. Like in Naxos, now gradually everything in Harlem becomes irksome to Helga. She loses her interest to the gaiety of the black life of Harlem. She is fed up with Anne's obsession with the race problem. Helga's fidgetiness that has irritated her for some time is precisely expressed by Dr. Anderson, the principal of Naxos school, when they meet accidentally in NY: "… You're still seeking for something, I think" (112). Again Dr. Anderson, whom Helga secretly loves and desires but deliberately repressed, sets Helga's world in turmoil because now Helga finds that "Life became for her only a hateful place where one lived in intimacy with people one would not have chosen had one been given choice" (117).

Helga feels trapped in her present life. Now she perceives that "She didn't, in spite of her racial markings, belong to these dark segregated people. She was different. She felt it. It wasn't merely a matter of color. It was something broader, deeper, that made folk kin" (122). Harlem is now suffocating for Helga. She has to move. She needs to find a new place and to live "among approving and admiring people, where she would be appreciated, and understood" (126). Her strong desire to move is greatly supported by Uncle Peter's sending her a check of $5,000 and informing her about her white relative, an aunt, in Copenhagen, Denmark (119-120). Her withering relationship with Anne due to Anne's fanaticism of not wanting any white or half white in her circle (133) encourages Helga's decision to leave America to seek her 'real' racial identity and to live in a proper place for her.

Helga Crane in White Community

Helga boards a liner to Copenhagen to visit Aunt Katrina, her white mother's older sister. Her voyage is delightful because she is "like a released bird in her returned feeling of happiness and freedom, that blessed sense of belonging to herself alone and not to a race" (140). This indicates that Helga is burdened by the racial identity that cannot be separated from her existence whenever she is in an established community.

Copenhagen

Helga is warmly welcomed by her aunt, Aunt Katrina, and her aunt's husband, Herr Dahl. At the Dahls' luxury house, again Helga feels that "This, then, was where she belonged. This was her proper setting. She felt consoled at last for the spiritual wounds of the past" (148).

The Dahls not only showers her with expensive clothes and jewellery but they also introduce her to exclusive parties. Aunt Katrina changes Helga's style in clothes saying that "… And you're a foreigner, and different. You must have bright things to set off the color of your lovely brown skin. Striking things, exotic things. You must make an impression" (149). For aunt Katrina, Helga is different; she is not one of them, white people; she is the exotic brown one.

However, Helga cannot shakes off the feeling of being "a veritable savage" (152) when people on the street stare at her while uttering the word "*sorte*" a Danish word meaning "black" (153). This latent feeling also emerges when she is in parties. She feels like "some new and strange species of pet dog being proudly exhibited" (153) and "As if I had horns, or three legs" (154). In these parties of white people, Helga is a spectacle, an exotic display but no more than that. People are nice and polite to her because she is not considered as a rival, she is just an exotic object of amusement: "True, she was attractive, unusual, in an exotic, almost savage way, but she wasn't one of them. She didn't at all count" (155). The critical Helga soon realizes "her exact status in her new environment. A decoration. A curio. A peacock" (160). As a biracial person in a rich white community, she is just an expensive and exotic ornament. Nevertheless, she decides to stay in Copenhagen: " … she turned her back on painful America, resolutely shutting out the griefs, the humiliations, the frustration, which she had endured there" (165)

Although Helga can strengthen her fragile social status by marrying a Danish man, she refuses the marriage proposal from Axel Olsen, a famous painter, because she feels that he is underestimating her racial identity. His intended compliment is racist-ridden: "… You have the warm impulsive nature of the women of Africa, but, my lovely, you have, I fear, the soul of a prostitute. You sell yourself to the highest buyer. I should of course be happy that it is I. And I am" (194). Her refusal greatly disappoints the Dahls who expect her to marry Olsen to secure their own social status in the elite Danish society (202). Helga's sole reason is that "She didn't … believe in mixed marriages, "between races …." They brought only trouble—to the children—as she herself knew but too well from bitter experience" (172).

 ISBN 978-602-73769-1-5

Helga's restlessness returns after two years staying in Copenhagen. Anne's letter informing her coming marriage with Dr. Anderson (180) disturbs her relatively happy life in Copenhagen. Helga's hypersensitivity to her race is ruffled by what she senses as racist performance in a cabaret enjoyed by the Danish (183). Her relationship with the Dahls is not too harmonious again after her refusal of Olsen's marriage proposal. In his disappointment, Herr Dahl secretively concludes that Helga is "Charming, yes. But insufficiently civilized. Impulsive. Imprudent. Selfish" (204). All these things trigger Helga's feeling of "Incompleteness" (207). Finally Helga realizes the source of her growing restlessness, that is: "I'm homesick, not for America, but for Negroes. That's the trouble" (207). Helga cannot deny her black blood craving for black life and community. Thus, Helga decides to take a short visit to America on the pretense of attending Anne's marriage.

Helga Crane in Religious Community

Back to New York and living among the black people again, Helga's awareness is tormented by: "the division of her life into two parts in two lands, into physical freedom in Europe and spiritual freedom in America" (215). Helga is free to be herself and not burdened by her racial traits in Copenhagen while she finds gaiety but restricted by her racial traits in Harlem.

From Harlem to Tiny Alabama Town

In her restlessness, Helga "felt a slightly pitying superiority over those Negroes who were apparently so satisfied" (215). Her experience of living in a country where racism is not an issue and her own biracial traits make her feels superior and more knowledgeable than those Harlem black people. Even though Helga is more popular now, she almost loses her friendship with Anne who disagrees with her living among the whites in Copenhagen (220). Helga's fidgetiness is added with an incident of bumping into Dr. Anderson, now newly married to Anne, in a party and an unexpected hot kissing occurred (233). Helga's repression of her secret love to him cracked and Helga cannot repress it back. Her hidden desire bursts out and she determines that she will give herself to Dr. Anderson because she feels sure that actually Dr. Anderson also loves her. However, Dr. Anderson's words that it is just caused by "Tavernor's rotten cocktails" (239) to protect his respectable image fully slaps her self-esteem (241).

Helga, who "felt herself so broken physically, mentally …" (243), realizes that "she had made a fool of herself" (245). Blindly, she rushes out of the hotel into the heavy rain to soothe herself, but getting drenched and chilled she goes into a store which turn out to be having a religious meeting (247-254). Having felt calmed by the religious chants, she goes back to the hotel accompanied by Reverend Mr. Pleasant Green, the black preacher. In a moment of mixed feelings of wanting to take revenge to Dr. Anderson's humiliating pretext and hides her unworthiness, Helga makes love to the Reverend (258). Still feels blessed, the next day she decides to marry the fattish yellow Reverend and moves to "the tiny Alabama town where he was pastor to a scattered and primitive flock" (263).

Living as a preacher's wife, Helga thinks that "This time I know I'm right. This time it will last" (264) and "For the preacher, her husband, she had a feeling of gratitude, amounting almost to sin" (271). Thus, the sophisticated Helga lives modestly in a poor environment and at first she has so many plans to improve the life of those poor black people. However, as time goes by she begins to realize that she cannot cope with the domestic work. She often feels exhausted and not healthy "extraordinarily and annoyingly ill … horrible nausea and hateful faintness" (274). She loses her interest in almost everything, even she gives no response to her newly born baby "the fourth dab of amber humanity which Helga had contributed to a despised race" (283) when it is dead after a very long and torturous delivery process.

Helga, frustrated with her life, chooses to escape from facing her wretched life by withdrawing herself to the false comfort: "Nothing reached her. Nothing penetrated the kind darkness into which her bruised spirit had retreated" (285). When she finally drags herself out of her dark cocoon, she comes to the conclusion that: "the luster of religion had vanished; that revulsion had come upon her; that she hated this man" (288). Helga no longer finds the excitement of being a preacher's wife and serving the poor black people. She also finally acknowledges that she is wrong in thinking that she loves her husband, Reverend Mr. Pleasant Green. Her deeply true love, from the beginning, is only for Dr. Anderson (287).

As usual, Helga's reaction whenever she critically finds something disrupting her composure is running away from it. This time she also impulsively wants to leave every painful thing behind her: her husband, her poverty and the poor surrounding, the poor black people.

 ISBN 978-602-73769-1-5

However, the situation is different, now she has children "to leave them would be a tearing agony, a rending of deepest fibers" (300). Nevertheless, the desire to leave her present degrading situation still lingers in her. She wants to come back to her previous happy, lively, sophisticated life. She persuades herself that she is just waiting for the correct moment to leave because "I'm still … too weak, too sick. By and by, when I'm really strong" (301). However, it is only an illusion. She is trapped in the tiny Alabama town, already pregnant with the fifth child (302)

Conclusion

Nella Larsen in her *Quicksand* portrays that racial identification is not an easy matter for a biracial female in the 1920s America. She has to choose to find a place within the black community or the white community. There is no middle ground. Because of the miscegenation law considering biracialism as illegal, biracial community that is proud of its existence does not yet exist. Biracial products are always torn between the natural gaiety of blacks and the cultural sophistication of the whites.

In Larsen's *Quicksand,* Helga Crane as the daughter of a white woman and a black man restlessly struggles for racial identification. At twenty two, she thinks that she is settled as a teacher in a prestigious black school in Naxos and has the prospect of joining the established black family since her engagement with a Naxos black teacher of prominent family. The issue of racism triggers her hypersensitivity as a biracial female and impulsively drives her away from Naxos to Chicago. In Chicago she is a nobody who is desperately looking for a job after humiliatingly outcast by her white uncle's new wife. After becoming a travelling companion to a black woman activist, her life is better since she had a good job and joins the elite black community in New York. She thinks that this time her life is settled, however her restlessness returns and she is fed up with the black life. With the help of the unexpected money from her white uncle, she moves to Copenhagen to live with her white aunt. Again, she feels settled with the luxury and attention she gets among the whites but her realization that she is just "a decoration, a curio, a peacock" makes her yearning for the black life. Returning to America, she felt humiliated by the man she truly loves, leading to her impulsively marries a black preacher desperately hoping that she will feel settled among the religious black community in a tiny town. Her status as a modest black preacher's wife giving birth successively and

continuously facing domestic life does not make her settled. Unable to feel settled anywhere, Helga Crane chooses to live in the illusion that someday she will escape from the wretched situation to reach again the pleasurable life she had before.

Larsen's *Quicksand* also shows that biracial female is burdened by the stereotyped promiscuity of the blacks forcing her to suppress her own sexuality. At the same time, it also indicates that marriage and domesticity are as trapping as biracialism. All these matters drive the biracial woman, who struggles for racial identification because she is critical and restless about her dual nature, to an inescapable pit in the form of a tragic life. Helga Crane is an apropos example.

References

Basu, Andra M. 2007. *Negotiating Social Contexts. Identities of Biracial College Women*. Charlotte, North Carolina: IAP–Information Age Publishing, Inc. (www.libgen.org/get.php?md5=5eefb9eda120a06971d0e7bc7ee23522 accessed May 27, 2015).

Berzon, Judith R. 1978. *Neither White Nor Black. The Mulatto Character in American Fiction.* New York: New York University.

Brown, Nancy and Douglas, Ramona (2003). "Evolution of Multiracial Organizations: Where We Have Been and Where We Are Going" in L. Winters and H. DeBose (eds.) *New Faces in a Changing America*, Thousand Oaks, CA: Sage, pp. 111-124.

Brunsma, David and Rockquemore, Kerry Ann. 20011. "The New Color Complex: Appearance and Biracial Identity." *Identity: An International Journal of Theory and Research* 1: 225-246.

Dickinson, Anna. 1868. *What Answers?*. Reprint. Field, Osgood, 1869.

Furedi, Frank. 2001. "How Sociology Imagined 'Mixed Race' in *Rethinking 'Mixed Race'*. Eds. David Parker and Miri Song. London: Pluto Press. pp. 23-41 (http://gen.lib.rus.ec/book/index.php?md5=FA15AF2DBE810B732F7D82B3BB22FE8A accessed May 27, 2015).

Humm, Maggie. 1995. *The Dictionary of Feminist Theory*. Second edition. Columbus: Ohio State University Press.

Ifekwunigwe, Jayne O. 2004. "Rethinking 'mixed race' studies" in *Mixed Race Studies: A Reader*. Ed. Jayne O. Ifekwunigwe. London: Routledge. pp. 1-29. (http://gen.lib.rus.ec/book/index.php?md5=15A7F97AC8788ADDE95A1500F507AB08 accessed 27 Mei 2015).

Kerwin, C., & Ponterotto, J. G. (1995). "Biracial identity development: Theory and research." In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 199-217). Thousand Oaks, CA:Sage.

Khanna, Nikki. 2011. *Biracial in America. Forming and Performing Racial Identity*. Lanham, Maryland: Lexington Books (http://gen.lib.rus.ec/book/index.php?md5=389B3F1D2AC48250B995D1E677665F84 accessed May 21, 2015).

Larsen, Nella. 1969. *Quicksand*. Westport, Connecticut: Greenwood Press

Mengel, Laurie (2001) 'Triples – The Social Evolution of a Multiracial Panethnicity:An Asian American Perspective' in D. Parker and M. Song (eds) *Rethinking'Mixed Race'*, London: Pluto Press, pp. 99–116.

Park, R.E. 'Human Migration and the Marginal Man', *American Journal ofSociology*, vol.33 (1928), p.881.

Reuter, Edward. 1936, rpt 1961. *The Mulatto in the United States*. New York: Negro University Press

Root, M. P. P. (1996). "The multiracial experience: Racial borders as a significantfrontier in race relations". In M. P. P. Root (Ed.), *The multiracial experience:Racial borders as the new frontier* (pp. xiii-xxviii). Thousand Oaks, CA: Sage.

Sollors, Werner. 1997. *Neither Black Nor White Yet Both. Thematic Explorations of Interracial Literature*. Oxford: OUP

Stonequist, Everett V. 1937 rpt 1961. *The Marginal Man: A Study in Personality and Culture Conflict*. New York: Russell & Russell, Inc.

Waters, Mary C. *Ethnic Options: Choosing Identities in America*. Berkeley: University of California Press, 1990).

"The Mulatto Motif in Black Fiction". Ph.D. diss., SUNY Buffalo, 1976, 156.

 ISBN 978-602-73769-1-5

DEVELOPING ONLINE READING SUPPLEMENTARYMATERIALSFOR THE TENTH GRADERS OF SMAN 3 PROBOLINGGO

Reny Windi Astuti

renywindiastuti@yahoo.com

Tety Mariana

tetymariana9@gmail.com

Abstract

Reading is very important in learning a foreign language. Reading is also the interaction between reader and text. As the hardest skill for foreign language learners, reading requires rich background and knowledge of the language. Curriculum 2013 strongly suggeststhe teachers and students use textbook which government has developed. The researchers findthat English for the tenth graders does not have adequate reading materials. Based on the need analysis done by the researcher, the teacher has to add some other materials outside of the book to accommodate students in learning reading. Therefore, there should be adequate reading materials for English language learners. The purpose of this research was to develop online reading supplementary material based on curriculum 2013 that could be useful for English teachers. This study was carried toR&D (Research and Development). This paper presented; (1) supplementary materials which could be used by the students through online based, and (2) how to develop online reading supplementary materials. By considering these theories, it is hoped that the teachers and scholars can have theoretical insight in developing online reading supplementary materials.

Keywords: online, reading, supplementary materials

Introduction

English becomes an international language use for international communication by people in the world. Since it has great important role in this global world, the Indonesian government through their Ministry of Education set up English as one of the subject of study to enhance students' literacy in the target language (Permendiknas 2006). Along with English language four skills, reading comprehension is a vital because it is able to support the process of

mastering the other skills and improving knowledge. Therefore, many foreign language learners often have reading as one of their most important goals.

To emphasize the importance of reading, reading serves as the primary source of new information about all topics.Grabe and Stoller (2002: 9) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately and the purpose of reading is how the learners can look at a written text in order to understand its content. It is an interactive cognitive process in which learners read the text by using their prior knowledge, cultural background and appropriate strategies. Learners have to able to read the text with facility and full understanding. Reading is regarded as a major source of comprehensible input (Ellis, 1994: 23) and as a skill that must be employed by learners.

The development in curriculum system is one of the major factors influence teaching English methodology. Recently the alteration of curriculum from curriculum 2004 and curriculum 2013 brings much more progress of English teaching and learning method. Curriculum 2013 challenges student and teacher to be more active and creative in learning process.In addition, EFL teachers in Indonesia often continue to use outdated memorization methodologies. The result is that the students are often less motivated. Renandya (2004:124) states that the purpose of English Language Teaching in the Indonesia education system is actually to provide learner sufficiently with the advance of reading skills that enable them to listen and comprehend science related text written in English.Reading English can empower students with extensive vocabulary and syntax that will enrich their use as foreign language. It is a general belief that teachers play an important role in providing sufficientreading materials for students. Therefore, reading materials in foreign language classroom should be really interesting and the teacher must design different types of reading activities in order to increase the students' understanding towards reading and help them become independent and self-directed readers.

According to English material on Curriculum 2013 for Senior High school level at X grade, the core material text book does not adequate in providing readingactivities. The students need more reading materials to help them understanding and mastering their reading skill. Teacher has to add some others reading material outside of the core book to accommodate the students in learning reading. Therefore, developing supplementary reading materials which

can be used independently needs to becarried out by providing online reading materials for the students.Now, the Internet is a global network to provide language teachers with network-based teaching environments in which they can create meaningful tasks and use various materials for language learners.And online through web technology is currently being used in education to assist students to learn more effectively and help teachers do administrativetasks more efficiently. Besides, it can also play variousinstructional roles such as make the learners feelmore relax to learn the various topics and task, and make the learners more active, because they learn English byapplying the technology.Graddol (1997:16)states that technology becomes the heart of the globalization process in affecting education.With the rapid development of web technology, the emerging and developing of technology itself and its application to Englishteaching become more sophisticated in the new era. It's proved that technology plays a positive role in promoting language activities andtaking students' initiative to learn English.In addition, developing online opportunities for language learning especially supplementary reading material is important and difficult challenges.

Online learning is growing significantly. At present, there are more than one million web available on the Internet.Onlinethrough web technology provides a variety of learningopportunities for students to learn language. It is able to provide language activities, which can help students withadditional practice in specific areas of languagelearning. These include reading material andcomprehension questions, grammar exercises,pronunciation exercises, and vocabulary exercises. The aim of meaningful task activities is also to promote learning and real communication for language learning (Richards and Rogers, 2001: 223). Students can search for their own learning. This can help themto enhance their English language learning.One of the goals of of using online in language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Facilitating online reading supplementary material based on the openness and accessibility as the teaching materials andinformation to the students. Then, the purpose of this research is to provide the solution to the problems mentioned above by providing online reading supplementary materials needed to improve the students' reading skill.

 ISBN 978-602-73769-1-5

Research Method

This research is aimed to produce an appropriate supplementary material to overcome the students' difficulties in English learning especially on reading text and stimulate the students' critical thinking for Senior High School in the tenth grade. Therefore, Research and Development is appropriate design to apply on this research, because it is used to develop educational products (Latief, 2013:171).Accordance to the purpose of this study, namely developing online reading English supplementary materials for the tenth grade students in Senior High School, the researcher uses the model of Borg and Gall (1983). According to Borg and Gall (1983: 771) there are ten steps to develop materials, they are: (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field test, (5) main product revision, (6) main field-testing, (7) operational product revision, (8) operational field test, (9) final product revision, (10) dissemination and implementation.Because of the limited time, the researchers recover the Borg and Gall's model in the simple steps. Then, the Research and Development (R&D) utilizes a set of the steps from the need analysis, developing materials, product validated, implementation of product, and final product.

The needs analysis was conducted focusing on three aspects such as; learners' wantreferring to what actually the learners' want to be; necessities denoting to what areactually needed to support the students' want; and lacks which refers to the gapbetween the necessities and the thestudents' present competences(Hutchinsonand Waters, 1987).

The material development process involved two main stages; drafting andorganizing. Drafting stage consisted of designing the content, which consisted ofselecting topics and identifying the subskills of the reading skills, and writing thematerials, which involved constructing the text, and writing communicative activities.

The product validation was carried out twice by an experience English lecturer. He is also K13 tutor in Indonesia. And the try-out of the product was conducted at SMAN 3 Probolinggo.

 ISBN 978-602-73769-1-5

Research Findings

Table 1 The Students' Achievement on Online Reading Supplementary Materials

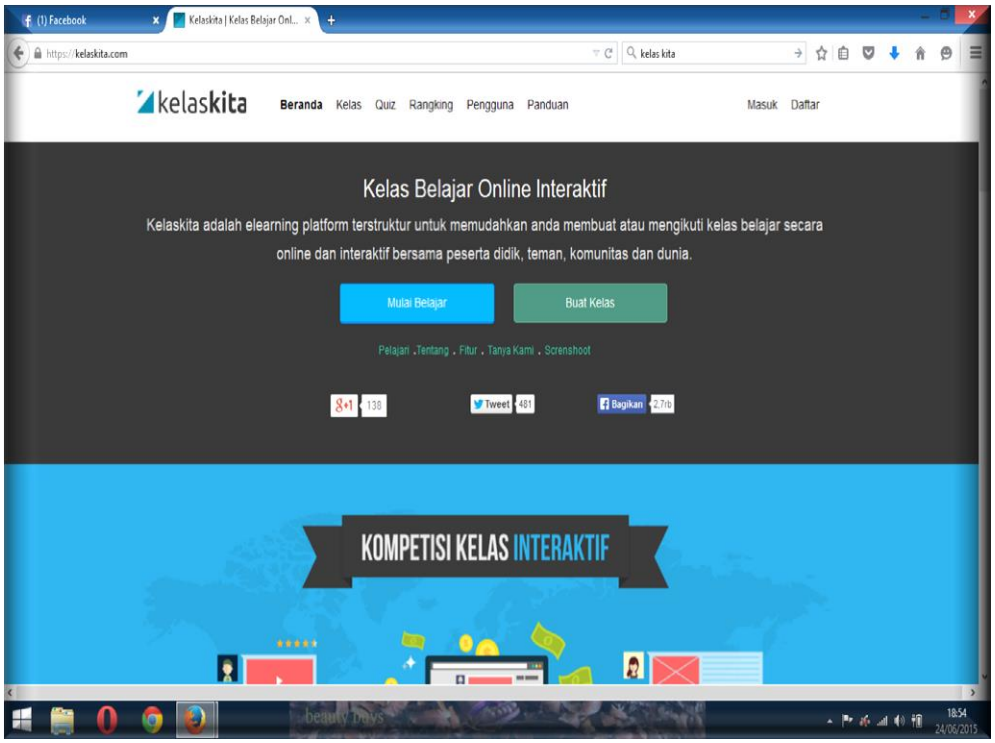
No	Items question	Reading sub Skill	
		Frequency	Percentage
1.	Understand kinds of texts/functions/general structure of the text.	29	93%
2.	Understand the main idea on the texts.	29	93%
3	Understand the topic of texts	30	96%
4	Doing skimming to find the detail information	30	96%
5	Doing scanning to find the specific information	27	97%
6	Finding the difficult word from antonym and synonym	26	83%
7	Understand how to find reference on the text	25	80%

Table 2 The Students' Motivation in Learning English

No	Items question	Motivation in Learning English	
		Frequency	Percentage
1.	Accessing online reading	31	100%
2.	Answering the questions	27	87%
3	The material have good contribution in learning English	29	93%
4	The texts which served could understand and interesting	25	80%
5	The material which learn suitable in based on integrated learning concept	30	96%

The final product of this study was a product for the reading comprehension activities through web based. Product specification for online supplementary reading materials used Moodle portal as the provider in Learning Management System. Teachers are able to manage their activities based on student competences.

 ISBN 978-602-73769-1-5



 ISBN 978-602-73769-1-5

J.Reading

Pengajar

Read the following text and then answer the comprehension questions

MEETING MY IDOL

Afgan has always been my favourite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event. On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name. Then, he started the event by singing his hit single "Dia dia dia". Afganisme went even crazier, they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mila, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. And it was the best day ever!

COMPREHENSION QUESTIONS

1. How did the writer feel when she knew that Afgan was coming to town?
2. Did the writer want to see the concert?
3. When and where was the meet-and-greet event?
4. What is Afganism?
5. How did the fans wait for Afgan?
6. What did Afgan do when he showed up in the lobby?
7. How did the fans react when Afgan sang his hit single?
8. How did the writer feel when she finally got the turn to get Afgan's signature?
9. Did she feel nervous?
10. What is the writer's opinion about the meet-and-greet event?

Komentar Dilihat oleh

 ISBN 978-602-73769-1-5

K. Vocabulary exercises.

24 Jun 2015 20:29 Kelas 8man 3 Probolinggo - Bahasa Inggris - X - Semester 2 Oleh Reny Windi Pengajar

E VOCABULARY EXERCISES

Complete the sentence using the words from the box.

hit by lightning	showed up	crowd
sing along	friendly	nervous
amazing	speechless	excited
autograph		

1. One of the reasons why I like to study in this class is because all my friends are _____ . They are always nice to me.
2. I was surprised when a big birthday cake suddenly _____ from under the table. It has been hidden there for my surprise birthday party.
3. The police formed a line in front of the stage to avoid the _____ from climbing up the stage.
4. Today, we have to present our paper in front of the class. I'm very _____.
5. On the weekends, my family and I like to spend our time doing karaoke at home. We _____ with the singer on the DVD screen. It's fun.
6. The students were very _____ when the teacher announced that they were going to have an excursion to the local public library.
7. I really want to have an _____ of my favourite football player, Lionel Messi, on my jersey.
8. When we arrived at the top of the mountain, we were _____, the scenery was magnificent.
9. I was _____ when I knew that my dad gave me a new laptop for my birthday.
10. Afgan is an _____ singer. His songs are

Komentar Dilihat oleh

Kirim 0 Jawaban

 ISBN 978-602-73769-1-5

Conclusion and Suggestion

This product and development helped teachers in providing online reading materials based on school condition with additional exercises that was not provided in the previous text book. Moreover, it aimed to help the students have more chance in online practice. Online reading supplementary material as e-learning has also been proved to meet the students' interest as it has been implemented in the reading activities. This online reading supplementary materials has still some weaknesses. First, it should need some adjustment because the program usestemplate feature so the researcher cannot fully modify the feature of the program. Since its online product hasbadly internet connection, the loading speed is very slow.

This product is considered as suitable learning resources for the students who want to increase their English acquisition. Regarding to the content and function of online reading supplementary material, the teacher is suggested to the online reading supplementary English material in order to enrich student skills and strategies.Finally, it is suggested for further researchers who are interested in this developing material to design this product with the higher technology from this product, so teachers are able to fully design the layout of the product. Thus the dissemination of this web based instruction to the other educational practitioners in other areas are strongly recommended.

Concerning the development of technology, we believe that in future, the use of technology such as online Englishteaching will be further developed. The process of English learning will be more interesting but lesstime-consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skill can be effectively cultivated, meaning that students' communicative competence will befurther developed.

References

Borg, W.R and Gall, M.D. 1983. *Educational Research*: (2nd ed). New York: Longman.

Graddol,David. 1997. *The future of English.* London: British Council.

Grabe,W.& Stoller, F. L. (2002). *Teaching and researching reading*. Harlow, UK: Pearson Education.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Latif, Mohammad Adnan. 2013. *Research Methods on language Learning (An Introduction)*. Malang: UM Press.

Permendikas.2006. *Standart Isi Untuk Satuan Pendidikan Dasar dan Menengah -Standar Kompetensidan KompetensiDasar SMA/MA*. Jakarta BNSP.

Permendikas.2011. *Kriteria Kelulusan Peserta Didik Dari Satuan Pendidikan dan Penyelenggara Ujian Sekolah/Madrasah dan Ujian Sekolah/Madrasah dan Ujian Nasional*. Jakarta: Kemendiknas.

Renandya, W.A. 2004. Indonesia. In H.W. Kam & R.Y.L. Wong (eds), *Language Policies and Language Education: The Impact in East Asian Countries in the Next Decade*. Singapore: Eastern University Press.

Richards, J., & Rogers, T. (2001). *Approaches and Methods in Language Teaching* (2 ed.). Cambridge: Cambridge University Press.

Hutchinson, Tom and Waters, Alan. 1987. English for Specific Purposes: A Learning-Centred Approach. Cambridge: Cambridge University Press.

Biodata:

Reny Windi Astuti is an English teacher of SMA Negeri 3 Probolinggo, East Java. She has taught English since 2003. She was graduated from Muhammadyah University of Malang majoring English Education in 2003. She had finished her Graduate Program majoring ELT in Islamic University of Malang. Email:renywindiastuti@yahoo.com.

Tety Mariana is an English teacher of SMK Tamansiswa 2 Probolinggo (Vocational High School "Tamansiswa 2", Probolinggo, East Java). She has taught English since 2002. She graduated from UNESA majoring English Education in 2002. She got Graduate Program Scholarship from Pemprov Jatim in 2013. Then, she joined the program of Diploma Education majoring English Language Teaching in Angeles University Foundation in Angeles, Philippine in 2014. Finally, she had finished her Graduate Program majoring ELT on January, 7th, 2015 in State University of Malang. Email: tetymariana9@gmail.com.

POLITENESS STRATEGIES USED BY COLTER STEVENS AS THE MAIN CHARACTER IN SOURCE CODE MOVIE

Retnowaty

Balikpapan University

Retnowaty1990@gmail.com

Abstract

Politeness phenomena can usually be found in language. The objectives of this study are to describe what kind of politeness strategies used by the main character, Colter Stevens in the movie entitled Source Code and to explain the factors that might influence his choice of different politeness strategies. This study was using descriptive qualitative approach. Source of data in this research were every Colter's utterance in Source Code movie which contained politeness strategies. Furthermore, the data were classified with accordance to kind of politeness strategies suggested Brown and Levinson (1987). Based on the analysis, it can be described that Colter applied all kind of politeness strategies (bald on record, positive politeness strategies, negative politeness strategies and off record). Related to the data, all factors, like social distance, power and rank of imposition influenced his choice of strategies. From all utterances by Colter Stevens from the first until the end of movie, most appeared to use positive politeness strategies. This study indicates that there is a tendency that Colter tried to minimize the threat to the hearer's face to avoid conflict. Furthermore, most utterances denoted to social distance between him and the hearers as the main factor that influence his choices of politeness strategies. Therefore, we can say that he was careful enough in selecting politeness strategies to sustain a good communication.

Introduction

In order to create a good communication, the speakers should pay attention not to hinder the face wants of their hearers. However, speakers sometimes need to do acts that threaten their hearer' face (positive or negative face) for many reasons. These acts are called as "face threatening acts" or "FTA's" (Brown and Levinson, 1987:65). FTA's threaten the negative face of a person if it is related to orders, requests, and advice or threats because they disrupt the action of the hearer. The examples of FTA's that threaten positive face are the disrespect, disapproval, feeling of dislike and hatred or mockery.

 ISBN 978-602-73769-1-5

Face Threatening Act (FTA) intensity is expressed by weight (W), which includes three social parameters – first, the degree of disturbance or rate of imposition (R), in terms of absolute weight of a particular action in a particular culture. For example, the request "May I borrow your car?" has different weights from the request "May I borrow your pen?" The second and third social parameters include the social distance (D) between the speaker and the hearer, and authority or power (P) owned by interlocutors (Renkema, 1993:14 in Senowarsito, 2013: 85). These kind of intensities are related to some factors influencing choice of politeness strategies. They are social distance, power, and rank of imposition.

There are different possible strategies for performing FTA's which Brown and Levinson stated which varying in the amount of face threat each act owns. They applied this model to explain politeness strategies in language (Majeed, 2009:514). In fact, this kind of model is developed to deal with FTA's in our communication. There are four types of strategies in the model described by Brown and Levinson that summarize human "politeness" behavior. They are bald on record, positive politeness, negative politeness, and off record - indirect strategies. It is chosen to analyze considering that when the speaker performing the FTA's, it will reflect to the speaker's feeling and influencing the speaker's responds (Putri, 2013:1-2).

Related to this study, Source Code movie shows the application of politeness strategies, especially in the main character's dialog. By analyzing the movie, the understanding of FTA's and politeness strategies can be fulfilled. Later, it might give deep awareness into conversation of human being in real context or situation because the aim of politeness is to make both the speaker and hearer feel comfortable and understand each other. It is also useful to avoid the conflict in our daily communication to keep our social life runs well.

Politeness Strategies

Brown and Levinson's politeness theory (1987) stated five strategies: (a) bald on record, (b) positive politeness, (c) negative politeness, (d) off the record), and (e) do not do the FTA.

1. **Bald on Record**

   Bald on record strategies are mostly used by the speakers who closely know their hearers, such as close friends or family). There are different kind of bald on record strategies, such as: direct imperatives for great urgency or desperation; Sympathetic advice or warnings; Welcomings, farewells, and offers. For example: "come in", "come again" and "sit down here".

2. **Positive Politeness Strategies**

These strategies try to minimize the threat to the hearer's face. They most commonly used in situations where the audience knows each other fairly well to avoid conflict. There are different kind of positive politeness strategies, such as:

(1) Notice/attend to hearer's wants (his interests, wants, needs, goods).
(2) Exaggerate (interest, approval, sympathy with the hearer).
(3) Intensify interest to hearer Use in-group identity markers.
(4) Seek agreement
(5) Avoid disagreement
(6) Presuppose/raise/assert common ground
(7) Joke
(8) Assert or presuppose people's knowledge and concern for H's wants.
(9) Offer, promise
(10) Be optimistic
(11) Include both S and H in the activity
(12) Give (or ask for) reasons
(13) Assume or assert reciprocity
(14) Give gifts to H (goods, sympathy, understanding, cooperation)

3. **Negative Politeness Strategies**

Negative Politeness strategies have greater respect to the hearer than the positive politeness strategies. We can assume that there might be some social distance or awkwardness in the situation. There are different kind of negative politeness strategies, such as:

(1) Be conventionally indirect
(2) Question, hedge
(3) Be pessimistic
(4) Minimize the imposition
(5) Give deference
(6) Apologize
(7) Impersonalize S and H
(8) State FTA as a general rule
(9) Nominalize
(10) Go on record as incurring a debt off record as indebting

 ISBN 978-602-73769-1-5

4. Off the Record

Off-record means indirect strategies to avoid direct face threatening acts by either inviting conversational implicatures or by being deliberately ambiguous or vague. There are different kinds of off record strategies such as:

(1) Give hints/clues
(2) Give association clues
(3) Presuppose
(4) Understate
(5) Overstate
(6) Use tautologies
(7) Use contradictions
(8) Be Ironic
(9) Use metaphors
(10) Use rhetorical questions
(11) Be ambiguous
(12) Be vague
(13) Over generalize
(14) Displace H
(15) Be incomplete, use ellipsis

Factors Influencing Choice of Politeness Strategies

Brown and Levinson (1987) have also explained some factors influencing people's choices of politeness strategies. They are;

1) Social Distance

It can be said that social distance is the distance between different people, like relationship, social class, and various social parameters. Referred to politeness strategies, this factor measures social distance between speaker and hearer.

2) Power

Power is related to control. For example: boss has higher power than employee as well as older people to younger people.

3) Ranking of Imposition

Rank of imposition is also necessary in helping us to choose politeness strategies used, especially performing request. We can say that the greater the request is, the more respectful one must be because it may be inconvenient for the hearer or bringing them into trouble.

Methods

This study belonged to a descriptive qualitative design. Source of data in this study were got from Source Code Movie (2011). Every utterance from Colter Stevens as the Main Character in Source Code Movie with the other characters which contained politeness strategies were analysed. The key instrument was the researcher herself since she was the one who actually gather the information. She learnt the preliminary study, obtained the data by watching the movie several times carefully and analysed them. The researcher then interpreted Politeness Strategies used by Colter Stevens as the Main Character in Source Code Movie based on theory of Politeness Strategies developed by Brown and Levinson (1978), her experiences and background knowledge. She was supported by other instruments, like laptop, pen or pencil, notebook, movie itself and its subtitle.

Politeness Strategies Used and Factors that Influence Choice of Strategies

This section presents the analysis of politeness strategies used by Colter Stevens/Sean Fentress and factors that influence choice of strategies in Source Code movie. The general profiles are presented in table 1 below.

Table 1: Politeness Strategies used and Factors that Influence Choice of Strategies

No.	Politeness Strategies	Data (Colter's Utterances from the Movie)	Kind of Strategies	Factors that Influence Choice of Strategies		
				Social Distance	Power	Imposition
1.	**Bald On Record**	1. Just get your stuff!	*Direct imperatives for great urgency or desperation*	v	-	-
		2. Wait for me, right here!		v	-	-
		3. Get back!		v	-	-
		4. Listen to me!		v	-	-
		5. Don't answer this! You deserve better than that guy		v	-	-
		6. Finish your deal.		-	-	v
		7. Stay with me! Stay with me!		v	-	-
		8. Don't sweat the small stuff! You'll drown		-	-	v
		9. Look at all this!		v	-	-
		10. Tell him everything is gonna be okay.		v	-	-

 ISBN 978-602-73769-1-5

		1. Hey, hey, come with me 2. Come here for a second. 3. Come on, come with me 4. Goodwin, come in. Do you read me? 5. Well, maybe you'll have a cup of coffee with me before you go	*Welcomings, farewells, and offers*	v v v v v	- - - - -	- - - - -
TOTAL		**15 UTTERANCES**	**2 Kind of Strategies**	**13**	**0**	**2**
2.	**Positive Politeness Strategies**	**1. I'll buy you a cup off coffee** 2. You know what? Actually I can pay you for it 3. You know what? Next time I'll send you a pizza. I'll see if that makes an impression	*Notice/attend to hearer's wants (his interests, wants, needs, goods).*	v v v	- - v	- v v
		1. You're the pretty girl 2. That was very kind of you 3. You're very decent 4. You're real **5. You're beautiful, you're kind** **6. And you're painfully honest** 7. Very patriotic	*Exaggerate (interest, approval, sympathy with the hearer).*	v v v v v v -	- - - - - - v	- - - - - - -
		1. Everything looks more beautiful in retrospect, doesn't it? 2. He's not gonna send me back in, is he, Goodwin? 3. Sometimes it just takes a while to figure out what you want to say. You know? **4. This feels exactly where we're supposed to be, doesn't it?**	*Intensify interest to hearer*	v v v v	- - - -	- - - -
		1. Hey. Buddy!	*Use in-group identity markers.*	v	-	v
		1. Speaking of which, I have no cash	*Joke*	v	-	-
		1. I'll be back 2. I'll call you back in a minute, all right? Yeah. **3. Just give me a couple of minutes, okay? And I'll be right back**	*Offer, Promise*	v v v	- - -	- - -
		1. No, come on. Let's take a walk	*Include both S and H in the*	v	-	v

ISBN 978-602-73769-1-5

		2. I know this is gonna sound weird, but I have a really bad feeling about this train, and I think that we should get off. Okay?	*activity*	v	-	v
		3. Let's do it today		v	-	-
		4. Let's just skip work. Bryan can find someone else to assist him		v	-	-
TOTAL		**23 UTTERANCES**	**7 Kind of Strategies**	**22**	**2**	**5**
3.	**Negative Politeness Strategies**	**1. Thank you very much.**	*Give deference*	v	-	v
		2. Thank you, it's just precautionary measure. Nothing to worry about		-	v	v
		3. Thank you. Can I borrow your phone?		-	v	v
		4. That was a really great idea. Thanks for that.		v	v	-
		5. All right. Thank you so much		-	v	v
		1. Shit. I'm sorry. Sorry	*Apologize*	-	-	v
		2. I'm sorry it's taken me so long to call you		-	v	-
TOTAL		**7 UTTERANCES**	**2 Kind of Strategies**	**2**	**5**	**5**
4.	**Off Record**	1. **Sort of.**	*Be ambiguous*	v	-	-
		2. It's the new me.		v	-	-
TOTAL		**2 UTTERANCES**	**1 Kind of Strategies**	**2**	**0**	**0**
TOTAL FACTORS THAT INFLUENCE CHOICE OF STRATEGIES				**39**	**7**	**12**

It can be explained that the table above consists of some information, such as kind of politeness strategies (bald on record, positive politeness strategies, negative politeness strategies and off record) and factors that influence choice of strategies (social distance, power and rank of imposition) related to the data (Colter's utterances from the movie). Politeness strategies then were analysed deeper by classifying them into more specific strategies.

From the table above, the first part discussed bald on record strategies (fifteen utterances from Colter Stevens). He employed two kind of strategies, they were direct imperatives for great urgency or desperation and welcomings, farewells, **offers**. It can be concluded that there were three factors that might cause Colter used these kind of strategies. They were 'social distance' that was denoted fifteen times as well as 'rank of imposition' factor that was denoted two times.

 ISBN 978-602-73769-1-5

The second part discussed positive politeness strategies (twenty three utterances from Colter Stevens). He employed seven kind of strategies, they were notice/attend to hearer's wants (his interests, wants, needs, goods); exaggerate (interest, approval, sympathy with the hearer); intensify interest to hearer; use in-group identity markers; joke; offer, promise; include both S and H in the activity. It can be concluded that there were three factors that might cause Colter used these kind of strategies. They were 'social distance' that referred twenty two times as well as 'power' that was denoted two times. The last factor was rank of imposition that was denoted five times.

The third part discussed negative politeness strategies (seven utterances from Colter Stevens). He employed two kind of strategies, they were give deference and apologize. It can be concluded that there were three factors that might cause Colter used these kind of strategies. They were 'social distance' that was denoted two times as well as 'power' that was denoted five times. The last factor was rank of imposition that was denoted five times.

From the table above, the last part discussed off record strategies (two utterances from Colter Stevens). He employed one kind of strategy that was be ambiguous. It can be concluded that there was only one factor that might cause Colter used these kind of strategies. It was 'social distance' that was denoted two times.

Furthermore, the calculation of total factors that influence the choice of strategies by Colter Stevens in Source code movie from the start to the end is thirty nine denoted to 'social distance' factor, seven times denoted to 'power' factor and lastly, twelve times denoted to 'rank of imposition' factor.

Colter's Politeness Strategies Realization in Source Code Movie

Colter's Politeness Strategies Realization in Source Code Movie was found in all dialogs from the start to end of the movie. Some examples below were from the conversations being transcribed**.**

 ISBN 978-602-73769-1-5

1. Realization of Bald on Record Strategies

Example 1 (Dialog between Colter/Sean and Christina; 00:27:47 - 00:27:52)

Colter/Sean fights with a man. Christina gets into a panic when she watches it.

Christina : Sean?

Colter/Sean : **Get back!**

Christina : Sean, what are you doing?

When Christina watched the fighting, she shouted Sean's name loud and approached him. But Sean told her to get back from that location. After that, she asked what Sean was doing there.

Here, the expression 'get back!' indicated that Sean wanted Christina to return to her seat where she was supposed to wait him. He did not want her to approach him. Sean cared about her safety because it was dangerous if she was in the same location where he had a fighting. She might get injured. In this case, Colter/Sean did one of politeness strategies by Brown and Levinson (1987) by doing face threatening acts (FTAs). He applied bald on record strategies because in source code world, he and Christina is close friend. He definitely cares about her safety. Kind of **bald on record strategies** that he chose was **'direct imperatives for great urgency or desperation'** because the situation was an urgency. He commanded her to get back from the fighting's location for her own safety.

2. Realization of Positive Politeness Strategies

Example 2 (Dialog between Colter/Sean and Christina; 00:37:19 – 00:37:27)

Colter/Sean praises Christina

Colter/Sean : **You're beautiful. You're kind. And you're painfully honest.**

Christina : Who are you? And what did you do with Sean Fentress?

Colter/Sean praised Christina by saying that she was beautiful, smart and painfully honest. Christina seemed not recognize him very well. He was different from usual and she asked who he was and what he did to Sean Fentress.

 ISBN 978-602-73769-1-5

The expression 'You're beautiful. You're kind. And you're painfully honest' means that Colter/Sean expressed his praise for her. In this case, Colter/Sean did one of politeness strategies by Brown and Levinson (1987) by doing face threatening acts (FTAs). He applied positive politeness strategies because he tried to minimize the threat to Christina's face. Kind of **positive politeness strategies** that he employed was **'exaggerate (interest, approval, sympathy with the hearer)'**, specifically **approval** because he had positive opinions about Christina.

3. Realization of Negative Politeness Strategies

Example 3 (Dialog between Colter/Sean and his father; 01:15:57 – 01:16:07)

Colter/Sean calls his father from Source code world

Colter/Sean **: I'm sorry it's taken me so long to call you.**

Colter's father : Don't be too hard on yourself

Colter borrowed a mobile phone from Derek and called his father from Source code world as Colter's friend named Sean Fentress who was with him in his last mission in Afghanistan. He said sorry to his father. And Colter's father comforted him by saying "Don't be too hard on yourself".

Here, the expression '**I'm sorry it's taken me so long to call you'** means that deep inside his heart, Colter apologized to his father for his mistake. He also missed him. But, as Sean Fentress, he could not show it to him. As Colter's friend, the apology means he was sorry for not calling his friend's father for a long time to deliver Colter's last message for his father. In this case, Colter as Sean did one of politeness strategies by Brown and Levinson (1987) by doing face threatening acts (FTAs). He applied negative politeness strategies because he showed his respect to his friend's father. Kind of **negative politeness strategies** that he employed was **'apologize'** because he was sorry for not calling him as soon as possible after Colter's death tragedy.

4. Realization of Off Record Strategies

Example 4 (Dialog between Colter/Sean and Christina; 01:18:26 – 01:18:42)

Colter/Sean goes back to the seat where Christina is waiting for him

Christina	: You okay?
Colter/Sean	: Yeah.
Christina	: Save the world?
Colter/Sean	: **Sort of.** So, where were we?
Christina	: Getting some coffee.

Christina worried about Colter/Sean and asked whether he was okay or not. Colter/Sean said he was okay. She then asked again about saving the world. He only said 'sort of' and changed the topic by asking where they were. Christina smiled and said they got some coffee.

Here, the expression '**Sort of.** So, where were we?' indicated that Colter/Sean did not fully give answer the way Christina wanted and he even changed the topic. He gave an ambiguous answer. We, as the reader cannot define and imagine how that answer could save the world. He did not want to explain her about the truth. He let it become a secret. In this case, Colter as Sean did one of politeness strategies by Brown and Levinson (1987) by doing face threatening acts (FTAs). He applied off record strategies because he avoided direct face threatening acts to Christina. Kind of **off record strategies** that he employed was **'be ambiguous'** because he was being deliberately **ambiguous** or vague when answering Christina's question.

Conclusion

Based on the analysis, it can be described that Colter/Sean applied all kind of politeness strategies (bald on record, positive politeness strategies, negative politeness strategies and off record). All factors, like social distance, power and rank of imposition influenced his choice of strategies related to the data (Colter's utterances from the movie).

From all utterances by Colter Stevens from the first until the end of movie, most appeared to use positive politeness strategies. This study indicates that there is a tendency that Colter tried to minimize the threat to the hearer's face to avoid conflict. Furthermore, most utterances denoted to social distance as the main factor that influence his choices of politeness strategies. This study indicates that Colter choices politeness strategies might mostly because of the social distance between him and the hearer. Most of conversations in the movie were done by Colter/Sean and Christina. Colter/Sean repeatedly came to source code world and fairly knew

 ISBN 978-602-73769-1-5

the situation and people, especially Christina. They have low social distance because they are close friend although in source code world, Colter's mind took over Sean Fentress's body. Sean is still Christina's close friend. She did not recognize the real fact. She just thought that Sean was different from usual.

References

Agustin, D.T. 2014. Politeness Strategies used by Obama in a Great Open Debate "the First Presidential Debate" on September 26th, 2008. Jakarta: Universitas Negeri Jakarta (unpublished).

Brown, P.& Levinson, S.C.1987. *Politeness: Some Universals in Language Usage*. Cambridge. Cambridge University Press.

Cohen, A.D & Ishihara, N. 2010. *Teaching and Learning Pragmatics: Where Language and Culture Meet*. London: Pearson Education Limited.

Creswell, J.W. 2007. *Qualitative Inquiry and Research Design - Second Edition: Choosing among Five Approaches*. Thousand Oaks: Sage Publications, Inc.

Cutting, J. 2002. *Pragmatics and Discourse: a Resource Book for Students*. London: Routledge.

Effendi, N.M. 2014. The Student Wheels Strategy in Teaching Speaking Skills to Cultivate Politeness at Junior High School. *American Journal of Educational Research*, Vol. 2 (12), pp. 1211-1217. Available online at: http://www.sciepub.com/portal/downloads?doi=10.12691/education-2-12-13&filename=education-2-12-13.pdf. . Downloaded on 13 February 2015.

Hong, L.T. 2012. Politeness strategies in Requests in the Movie series "Harry Potter". *Vnu Journal,* pp. 1-22. Available online at: http://dl.vnu.edu.vn/bitstream/11126/14667/1/04051000658.pdf. Downloaded on 07 February 2015.

Majeed, R.K. 2009. The Realization of Positive Politeness Strategies in Language: The Politeness Theory of Brown and Levinson. Baghdad. *Journal of College of Education for Women,* Vol. 2 (20), pp. 510-527. Available online at: http://www.iasj.net/iasj?func=fulltext&aId=1975. Downloaded on 07 February 2015.

Miles, M.B. & Huberman, A.M. 1994. *Qualitative Data Analysis: An Expanded Sourcebook Second Edition*. Beverly Hills: SAGE Publication Inc.

Moradi, M & Jabbari, M.J. 2015. Translation of Negative Politeness Strategies from English into Persian: The Case of Novel Translation. *International Journal of Applied Linguistics & English Literature*, Vol. 4 (2), pp. 143-150. Available online at: http://www.journals.aiac.org.au/index.php/IJALEL/article/view/1218. Downloaded on 07 February 2015.

Murliati, Y. 2013. Politeness Strategies used by George Milton in John Steinbeck's of *Mice and Men.* Yogyakarta: State Islamic University Sunan Kalijaga (unpublished).

Pishghadam R & Navari, S. 2012. A Study into Politeness Strategies and Politeness Markers in Advertisements as Persuasive Tools. *Mediterranean Journal of Social Sciences*, Vol. 3 (2), pp. 161-171. Available online at: http://www.mcser.org/images/stories/2_journal/mjss_may_2012/reza_pishghadam.pdf. Downloaded on 07 February 2015.

Putri, L.P.A.A, 2013. Analysis of Politeness Strategies used in Oprah Winfrey's Talk Show with Ricky Martin as Guest Star. *Humanis Journal*, Vol. 3 (1), pp. 1-10. Available online at: http://ojs.unud.ac.id/index.php/sastra/article/view/4429/3344. Downloaded on 07 February 2015.

Senowarsito. 2013. Politeness Strategies in Teacher-Student Interaction in an Efl Classroom Context. *TEFLIN Journal*, Vol. 24 (1), pp. 82-96. Available online at: http://journal.teflin.org/index.php/teflin/article/viewFile/316/255. Downloaded on 07 February 2015.

Yule, G. 1996. *Pragmatics*. Oxford: Oxford University Press.

Websites:

http://www.imdb.com/title/tt0945513/plotsummary

http://subscene.com/subtitles/source-code/english/1066988

Biodata:

Retnowaty,S.Pd.,M.Pd. is currently a lecturer in Universitas Balikpapan. She got her bachelor and master degree from Universitas Negeri Semarang (UNNES) majoring English language education. She is currently teaching English and English for Specific Purposes in the university for different majors.

A PRACTICAL APPLICATION OF CRITICAL THINKING IN TEACHING WRITING AT NON-ENGLISH DEPARTMENT STUDENTS' CLASSROOM

Rif'atun Hasanah

Oscar Yustino Carascalao

Graduate students of UNNES

rifatunhasanah22@gmail.comm

Abstract

The aim of this article is to share both theoretical and practical ideas about critical thinking development withinEnglish language teaching/learning contexts especially in teaching writing.This paper is triggered by a major problem that has been observed by teachers and academic researchers in Indonesia which is that many students coming from different majors in university have been either hesitant or disorganized in writing an English essay. It can be an issue that Raimes (1985) points out that writing in ESL/EFL context needs to be dealt with at the particular level of linguistic and discourse proficiency that the intended students have reached. Due to this fact, Teaching writing, moreover, to non-English Department students is often considered as more complicated than teaching other language skills by the teacher of English. Therefore, teaching writing requires the teacher to involve various activities. Then, a new way to teach English writing focusing on developing students' critical thinking should be proposed. Students should be trained to be critical readers first to create a good composition who can write a clear, relevant, truthful, informative, interesting, and memorable text.

Keywords: Critical Thinking, teaching Writing, Non-english Department students

Introduction

The research assumes that critical thinking in Essay writing expands the learning experience and makes the language more meaningful for the learners. Atsleiner (2002) says that it is responsibility of the teachers to develop critical thinking in the students other than pushing them from one educational level to the next.

Patry (1996) concludes in a research that critical thinking is not supported and taught in the classroom instructions. The main reasons for this shortcoming are: (a) the teachers are not educated in critical thinking (b) there are less number of standard textbooks available on critical thinking, and (c) the teachers have no time and other instructional resources to integrate critical thinking into their daily instruction (Astleitner 2002 and Petri 2002).

To my knowledge, mostly the teachers of English in Indonesia carry out their teaching activities focusing on contents or information only, because their main focus is to facilitate learners become proficient in English, rather than developing higher order of thinking in them. In other words, our teaching learning activities are confined to knowledge and comprehension level only. Consequently, we are not able to help our students develop higher order thinking skills such as of application, analysis, evaluation and creating. However, it does not mean that the adherents of critical thinking deny the importance of information; rather they maintain that learners should go beyond the information level, because in real life situations learners need to possess higher order of thinking skills in order to face their challenges.

In Indonesia generally, and UIN Walisongo especially Teaching writing, moreover, to non-English Department students is often considered as more complicated than teaching other language skills. Teachers should really have both extra energy and broad knowledge to teach their students write in English. This is due to the use of arabic, Javanese, or Indonesian is more acceptable. Moreover,UIN Walisongo has the 'English III' subject which focuses on writing skill while English 1 is on listening and speaking, and English II is on reading. This subject is the basic subject taken by all the non-English Students department (English students takes Arabic instead). This phenomena arouses from this subject allover the faculty where students only write without thinking of their composition. The cohesion and coherence they neglect those.

Theoretical Assumption

The research assumes that by incorporating critical thinking in the classroom instructions promotes reasoning skills among the students. The learners may become proficient in language usage if they are motivated how to display critical thinking. The teachers may

 ISBN 978-602-73769-1-5

facilitate the process by reflecting language learning practices through writing skill. Klein (2004) articulates that critical thinking brings into sharper focus matters that are always there in writing. It develops an attitude and a perspective that enable us to see some of the hidden components of text construction and the subtler ramification of writing. Writing has been widely used as a tool for communicating ideas, but less is known about how writing can improve the thinking process (Rivard 1994 and Klein 2004). Elder clearly stated as below:

> "Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked."(Elder, 2007)

Raymond S. Nickerson (1987) provides us with a whole list of abilities and attitudes which characterize the individual who thinks critically. This individual is someone who:

a. organizes thoughts and articulates them concisely and coherently;
b. suspends judgment in the absence of sufficient evidence to support a decision;
c. attempts to anticipate the probable consequences of alternative actions;
d. can learn independently and has an abiding interest in doing so;
e. applies problem-solving techniques in domains other than those in which learned, to name just a few.

The application of critical thinking in EFL or ESL classrooms is quite possible, because the strategies such as Think Pair Share, quick write, know- want to know- learned (KWL), pen in the middle, jigsaw, predictions by terms ,debate etc. prescribed by critical thinking are almost familiar to the teachers of English.

In the anticipation stage, teachers set contexts for carrying out the main tasks using learners' experience or previous knowledge so that learners can easily understand the main texts. Similarly, in building knowledge stage, learners receive new information, or ideas, and consolidation stage learners consolidate what they have learnt in a lesson going beyond the texts so that their learning can be permanent or automatic, because the learners are provided with the opportunities to assimilate the new knowledge with their real life experiences.

 ISBN 978-602-73769-1-5

Method of The Research

Research Design

Qualitative design is employed in this study because the writers presented the data in the form of words or sentences not in numbers. It is in line as stated by Ary.et al. that a study can be classified as descriptive qualitative since the data are presented in forms of words or sentences not a number or statistics (2002: 425). The qualitative data indicated the analysis of the teaching process in writing classroom at non-English students classroom which used critical thinking strategies.

Source of Data

The data sources means where the data can be drawn for the study. The data of this study was taken from the observation of critical thinking used in FDK-I3-28. The data were restricted to the application of the critical thinking in teaching writing.

Findings and Discussion

In four times of teaching learning process, the researcher can draw the steps the teacher usually used in applying critical thinking. Here are the order:

Prerequisites:

a. Students are familiar with the dynamics of group work and pair discussion.
b. Students have had regular practice in writing one-sentence definitions.
c. Students have been given a homework task to read certain topic, unemployment in Indonesia for example, before the lesson and to think about the main cause and effect.

Introduction to the topic

Students bring forward their ideas of the given topic based on their experience, reading and knowledge. In doing so they answer the questions:Why is the percentage of unemployment in Indonesia high? What are the the problems whichmake people have difficulty ingetting a job? Should a decision to obtain a job be based on education background or on a link in certain company/institution? Why?

 ISBN 978-602-73769-1-5

Working in small groups

a. Students discuss the cause and effect, the underlying attitudes, focusing on the concepts of fair-mindedness, prejudice, and arrogance.
b. They summarize their opinion in a paragraph.

Reading and discussing

Students are working in pair. Each student reads his/her friend's paragraph.

a. In groups, they analyze different aspect of the cause and effect of unemployement.
b. They share what they learned with the other member and usequestions (see appendix) for clarification to ensure they understand the paragraph written by his/her friend.

Follow up activity (for homework):

Students are given a home assignment to write an essay at least 1 page whichanalyzes the factors which they shared before in a group. At the next lesson the students exchange their works and evaluate the partner's variants using the assessment rubric.

The teacher also, in one time, used the claims and supports approach.The students are taught to deconstruct, reconstruct andlater construct claims and supports in spoken and written texts and are given multipleopportunities to practice their hierarchical ordering skills. While it may be argued thatevaluation of arguments is the true work of university students, we believe that developing aclaim and supports orientation to texts is an important first step for developing the 'reflectivescepticism' that is the basis of critical thinking (McPeck, 1981 p 7).

There were several problems with using available materials for teaching writing. Firstly, they tended to use examples that were too linguistically complex for themselves. Also, much of the content was either irrelevant to their interests or completely outside their conceptual understanding. They just thought how their essay had great diction and high vocavulary. Another problem we quickly identified was that most of students were unable to see how the writer built up their case because they were unable to follow the flow of logical reasoning. They did not give any classification of their theme and rheme. What came up on their mind, they just wrote it directly.

 ISBN 978-602-73769-1-5

Challenges

In course of implementation, few challenges can easily be envisioned, which need to be faced by all teachers of English collaboratively. Most of the students focus on linguistic factors; rather than higher level of thinking. To some extent, it seems to be true as well, because relatively a large number of students struggle for the improvement of linguistic abilities in English. Thus, for those students whose English proficiency is not fairly good, developing critical thinking in them seems to be a far-reaching goal. FDK-I3-28 shows that students are engaged in higher level of thinking if they are provided with opportunities to use their native language in the discussions of different kinds of texts selected for them. In other words, many students have good ideas, but due to the lack of good exposure over English, they cannot perform it well in their writing. Eventually they just write as simple as possible, as short as they can, as easy vocab as they can remember. It was shown from the hook given by the teacher. The students enthusiatically answered the questions by their native language or sometimes Indonesian, then it will be hard for them to paste those ideas into English writing.

Another challenge is that most of teaching learning activities are guided by testing. To be specific, teachers in Indonesia, UIN Walisongoin this context, tend to teach what are likely to be asked in the examinations; rather than what are important for learners to learn. The teacher sounded in a hurry. Due to the time management, she had to continue the next material although the previous one was not fully completed. She didn't apply the critical thinking strategies with certain technique sometimes she just gave some critical questions and homeworks to the students. English I, II, and III subjects are subjects proposed by The Language Development Center of UIN Walisongo. Thus, in the end of semester, the test given to the student is not from the teacher but from the test team of The languge centre. That is why the teacher cannot deny the time limitation to reach the next material.

Courses to be taught and learnt, on the other hand, are highly challenging both in terms of length and contents. Teachers hardly ever finish the courses just by doing building knowledge stage only, let alone anticipation and consolidation. Moreover, some teachers are likely to show their reluctance to change their stereotypical teaching techniques. Critical thinking emphasizes that learners should learn to analyze the same texts or situations through different perspectives. Thus, the teachers who follow critical thinking strategy are sure to go beyond

 ISBN 978-602-73769-1-5

the texts spending much time on the same lesson. So the implementation of critical thinking strategies will require comparatively more time than in the ways the teachers tend to teach. In some cases, large number of students in the classroom will also pose some challenges. The government of Indonesia has specified that in a standard classroom there should be 25 students. In colleges or universities students who study in a classroom can reach 35-40. It becomes the challenge for all teachers in Indonesia while the reality is far from the ideal idea.

All new things in Indonesia are introduced following top down modality of implementation. Teachers in the classrooms can adopt the innovative ideas and strategies in the classrooms, but they may not be supported by the personnel in high ranks or positions. The examiners are also not very much well-informed in the use of critical thinking in setting question papers that can check the different levels of critical thinking.

Possible Solutions

Both the teachers and students should be crystal clear about the fact that language is not used in vacuum; neither is it used without contents. In order to develop language proficiency, we need subject matters to be discussed or studied or taught by using a target language. So both knowledge and language get developed simultaneously. Surely, the critical thinking strategies if applied properly will stimulate learners to develop higher levels of thinking and make them feel like expressing, sharing, doubting, debating, discussing, etc. At the same time, when they feel the need of expressing their ideas, they automatically acquire their target language i.e. English in the context of Indonesia. Undoubtedly, in the initial days, learners can be confused and will even think that they are not learning, nor will they think that their teacher is teaching, but their perseverance to try a new way of learning will certainly count in the long run. It is because almost all the strategies to be used in critical thinking enhance learner-centeredness.

Syllabus designers, textbook writers, examiners certainly play significant roles in deciding what instructional techniques and evaluation schemes should be followed in a particular program. They should know the fact that critical thinking is an important way of imparting education to the students. These three key stakeholders should collaborate and take initiatives to make textbooks, exam papers and teaching learning activities critical thinking friendly.

 ISBN 978-602-73769-1-5

Conclusion

In conclusion, critical thinking is one of the most thought provoking methods of teaching, which can be implemented in any discipline. From the above discussion, it can be discerned that this methodology can be applied in teaching English as a foreign language, disregarding to whether the learners are in elementary level or advanced level. The implementation of critical thinking can help learners bring about positive changes in the ways they think and expand the horizons of their knowledge. Therefore, if it is implanted in ESL classrooms, the learners will not only build up communicative competence in English, but also intellectual traits.

References

Ary, Donald, et. al. 2002. *Introduction to Research in Education: Sixth Edition*. United States of America: Wadsworth Group.

Astleitner, H. (2002) Teaching critical thinking. *Journal of Instructional Psychology, 4,* 39-50.

Klein, P. D. (2004) Constructing scientific explanations through writing'. *Life Science Education, 32/3*, 191–231.

Patry, J. L. (1996) 'Teaching critical thinking.' *Journal of Instructional Psychology,4/ 4*, 58-94

Petri, G. (2002) Teaching critical thinking. *Journal of Instructional Psychology,16/4*, 10-12.

Rivard, L. P. (1994) A review of writing to learn in science: Implications for practice and research. *Journal of Research in Science Teaching*, *31/*9, 969–983.

Elder, L. 2007. *A brief conceptualization of critical thinking.* Retrieved March 21,2015 from http://www.criticalthinking.org/pages/defining-critical-thinking/410/.

Nickerson, R. 1987. *Critical Thinking.* Retrieved January 17, 2015 fromhttp://lclane2.net/criticalthinking.html/.

Schafersman, S. 1991. *An introduction to Critical Thinking.* Retrieved February 8,2015 from http://www.freeinquiry.com/critical-thinking.html/.

APPENDIX

No	Questions	Yes	Partially mastered	No
1.	Does the paragraph clearly and directly answer the question?			
2.	Does the main point of the paragraph demonstrate deep understanding of the factors causing unemployement?			
3.	Is the writer's opinion totally convincing?			
4.	Is the argumentation well explained and justified?			
5.	Did the writer succeed in avoiding unnecessary facts and details?			
6.	Does the paragraph have appropriate linking words ensuring cohesion?			
7.	Is the paragraph error-free (grammar, punctuation)?			

 ISBN 978-602-73769-1-5

THE SUBALTERN DECLARATION OF ITS EXISTENCE IN THE IDEAL WORLD REFLECTED IN NADINE GORDIMER'S *GREGOR*

Rini Susanti W

FBS UNNES

riniswinggris@gmail.com

Abstract

Human beings as zoon politicon with their different characteristics are created to live and interact each other. It is assumed that neglecting the differences they should live peacefully and respectfully. However, power has influenced them on treating each other that then classifies them into social classes; a. high, middle and low classes; b. a ruling class and a ruled class; b. the superior and the inferior, etc. The latest dichotomy is represented by a group of people who has power and a group of people who become the hegemonic subjects of the superior. Farmers, laborers, and other groups that have no access to the power belong to the inferior. Another term that can be used to regard to the inferior is the subaltern. According to Spivak, the subaltern, firstly introduced by Antonio Gramsci, is groups who are oppressed and cannot speak out. This articles discusses how the subaltern shows its voice, its existence to the world by analyzing a Nadine Godimer's short story entitled *Gregor* using structuralism.

Keywords: subaltern, existence, ideal world, structuralism

Background of the Study

As social creatures or zoon politicon, human beings have need of interacting with others for each individual cannot live alone without the help of others, such as fulfilling his/her daily needs. It is clear to see that human beings in their development as social creatures live interdependently and need each other in which they play different roles in the society. In such an interdependent life there are consequences they have to take, both positive and negative. The positive consequence can be in the form of a harmonious life that members of the society do hand in hand and put the collective interest in the first priority. On the other hand, the negative consequence is conflicts emerging from the interaction due to different background,

different traits or characteristics, different interests, and so on. This conflicting interaction never lasts as long as humans live on the earth.

Different interest as one of the factors creating conflicts is clearly seen through power practices of different individuals or group in the society. Power itself can be assumed as the ability to influence the behaviour of people. It is also often expressed as upward and downward. With the former, an individual or a group that is superior influences the inferior/subordinate. The latter, on the other hand, it is the inferior/subordinate that influences the decision of the superior. In other words, the superior rules or is ruled by the subordinate.

However, what usually happens in the society is that the superior rules the subordinate. It is because of the hegemony of the ruling group (the superior) to get authority and leadership towards subordinate/ruled groups by winning their consciousness (Mujianto, et al, 2010: 24). The practice consequently leads to discrimination as discrimination usually occurs when there are majority and minority groups. Majority groups are those who have the social, economic, and political power in the society whereas minority one is a subordinate group whose members have significantly less control or power over their own lives than the members of a dominant or majority group have over theirs (Schaefer, 2005: 250).

Furthermore, Schaefer (2005: 257) states that discrimination is the denial of opportunities and equal rights to individuals and groups because of prejudice or other arbitrary reasons. It is also practiced not only by individuals, but also by institutions in their daily operations. The condition can lead to class division in which members of society are divided into upper, middle or lower class and ruling or ruled group.

The class division above; nevertheless, is not in line with the nature of individual as a human being who needs to actualize himself in the world. Each individual is blessed with potentials that can be developed in his life to get others' acknowledgment of his existence. So, from the statements above it can be concluded that no matter what class he belongs to, every member of the society has rights to live and develop his potentials in his society. In other words, there is nothing can stop him showing his existence to others.

ISBN 978-602-73769-1-5

Based on the explanation above, in this article the writer wants to focus the discussion on how the subaltern declares its existence in the ideal world as depicted in one of Nadine Gordimer's works entitled *Gregor*.

Theoretical Review

Subaltern

Subaltern was firstly used by Antonio Gramsci to refer to "the inferiors", people in the society that become the subjects of ruling class' hegemony, such as farmers, laborers, and groups having no access to "hegemonic power" (Antariksa, 2009). In addition, Gramsci argued that the world history should also record the subalterns' history since it is as complex as that of the dominants. However, people only accept the latter as "the formal history" the world has. Due to this subordination, Gramsci in his notes,*Notes on Italian History*,stated the only thing that can break this subordination is class revolution (in Antariksa, 2009).

Another definition of subaltern,as cited by Antariksa, is proposed by RanajitGuha, an Indian historian of Subaltern Studies Group who stated that the subalterns in India are "those are not the elite". The Elite is the dominant groups, both native and non-native. The first is divided into two, those who operate at national level and those who operate at local and regional levels. Meanwhile, the second, the non-native, are the English elite officers and industry owners, merchants, landlords and missionaries. This analysis leads us to get a new idea of oppression and to recheck the oppression dichotomies that is no longer "colonial-anticolonial", "slave-masters", "civil-military", etc., but "elite-subaltern".

In 1985, GayatriChakravortySpivak, published her writing "Can the Subaltern Speak? Speculation on Widow-Sacrifice *(Sati* in India)*"*. She questioned the postcolonial intellectuals who are said to be able to convey the subordinated people's (the subaltern's) voice. Can the subalterns speak? (Mujianto, 2010: 135). In her writing Spivakalso stated that western speculations on the ideological reproduction of social relations belong to the tradition that Althusser writes: "The reproduction of labour power requires not only a reproduction of its skills, but also at the same time, a reproduction of its submission to the ruling ideology of the workers, and a reproduction of the ability to manipulate the ruling ideology correctly for the agents of exploitation and repression, so that they, too, will provide for the domination of the

 ISBN 978-602-73769-1-5

ruling calss "in and by words"(1985). Consequently, Spivak states the subordinate (Asian, African, etc.) exist as results ofa continuous recodification done by the superior groups to secure the identities (Mujianto, et al, 2010: 140).

As the subordinate group, the subalterns are assumed to be the ones who cannot speak or express their ideas. If they speak, what they speak cannot be recorded and analyzed due to the hegemony, that only the dominant has, ruling the production of knowledge about them. So, the dominant will not allow this to happen. Moreover, if the subalterns speak, they will not be listened to (Mujianto, 2010: 147-148). It can be inferred that the dichotomy of the elite-the subaltern is a result of codifying socially and systematically which constructs social structure that the former controls the latter with its power.

Structuralism and Semiotics

According to Michael Ryan, "a structure is something that does not vary or change. It remains through time and it is the same in the different places" (2012: 19). He further explains a structure in human culture is something that is found everywhere and at all times. For example, oral folk-tales follow the same sequence of types of events (such as "the hero leaves home") and myths from different cultures deal with the same universal issues in human life (such as how our civil or human side contends with our animal or natural side).

Another definition of structuralism is that it is an intellectual movement utilizing the methods of structural linguistics and structural anthropology. Where linguists, such as Ferdinand de Saussure, study the underlying system of language rather than concrete speech events, and where anthropologists, such as Claude Levi-Strauss, examine cultural phenomena in terms of the underlying formal systems of which they are manifestations, structuralist literary critics, such as Roland Barthes, seek not explication of unique texts but an account of the modes of literary discourse and its operation. (Holman and Harmond, 1992:458).

Semiotics is the study of the rules that enable social phenomena, considered as signs, to have meaning. In literary criticism, semiotics is the analysis of literature in terms of language, conventions, and modes of discourse (Holman and Harmon, 1992: 433).On the other hand, Roland Barthes declares that all language is its own self-encoded system based on binary opposition (Bressler, 199: 97). He adds that when applied to literature, an individual text is

 ISBN 978-602-73769-1-5

simply a message – a parole – that must be interpreted by using the appropriate codes or signs or binary opposition that form the basis of the entire system, the langue. Only through recognizing the codes or binary opposition within the text we can explain the message encoded within the text. In finding out the solution of the problem, the methodology proposed by Roland Barthes is applied, but with modification, that is (1) identifying the recurrent themes/issues running through the text (represents culture and time) and (2) identify the binary opposition (themes' relationship), and (3) interrelating the oppositions.

Findings and Discussion

In discussing the findings of the study, the writer would like to follow steps of analysis modified from Barthes' with the object of study is a short story by Nadine Gordimer entitled *Gregor*. The first finding is the recurrent issue running through the short story that is oppression conducted by the dominant to the subordinate. The oppression is proved through the plot that tells a roach "trapped under the narrow strip of the typing machine's window displaying words" (paragraph 6). Being trapped is assumed as not an unpleasant situation which someone has got into and from which it is difficult to escape. Thus, the one who is trapped becomes a powerless one. Even though he has power, he can do nothing with his power and he has to accept the condition, instead. This situation makes him desperate and also suffers, similar to oppression.

Another supporting evidence of the oppression taken from the story is that the size of the place where the roach is trapped that is said to be "the narrow strip of window". Living in a narrow place is usually regarded as living in a limited area in which we cannot do anything we want since our mobility is restricted by the size of the space we have. The use of the word "strip of" can lead us to the interpretation that the place is a very narrow one. The depiction of the oppression can also be seen through the size of the roach that is "about the size and roach-shape of the nail of my third finger—medium-sized hand" (paragraph 6).

Meanwhile, in paragraph 5, Nadine writes "Every year I re-read some of the books I don't want to die without having read again. This year one of these is Kafka's *Diaries*, and I'm about half-way through. It's night-time reading of a wonderfully harrowing sort." From the quotation it can be inferred that the narrator tells us a repeated action he does, re-reading

 ISBN 978-602-73769-1-5

books. It seems that the books impress him much, like the book that he is reading, *Diaries* by Kafka. From the expression of "a wonderfully harrowing sort", especially the word "wonderfully" we can see that he is very much concerned with the issue revealed in the book even though it is harrowing. Referring to the meaning of harrowing that it is extremely upsetting because connected with suffering, the word (harrowing) can be assumed as the word having the same meaning with oppression. In addition, the activity of re-reading the book may indicate that the narrator (I) wants to highlight the issue of oppression that is suffering by discussing it again and again.

Next is the second finding, the binary opposition found in the short story. From the discussion about oppression above, we can determine that there are two groups involved in the action, the oppressing group and the oppressed group. The oppressing group it is the group that oppresses the oppressed group with its power. We may use other terms, like powerful-powerless, dominant-subordinate or superior and inferior. In this paper, the dominant and the subordinate will be used for the following discussion in which the dominant is the typing machine and the subordinate is the roach. This conclusion is based on the idea that the typing machine represents the powerful group, as the machine is the product of human brilliant inventions. The roach, on the other hand, represents someone who is oppressed by the powerful group. The table below presents the binary oppositions that are found in the short story of *Gregor*.

Dominant(The Typing Machine)	Subordinate (The roach)
Oppressing	Being oppressed
Ruling	Ruled
Be powerful	Be powerless
Determining limits	Be limited
Having freedom to speak	Having no freedom to speak

Table 1. The binary opposition found in *Gregor*

The last is the interrelation between the binary oppositions. The binary opposition that is oppressing and oppressed can be referred to the very contradictory size between the typing machine and the roach. Compared to the machine, the roach size may around one-two hundreds of that of the machine meaning that it is much powerless than the machine. In the story, it is also told that during its trap, the roach cannot do anything, including escape from the trap. This means that the machine with its power controls and prevents the roach. With its power it also determines the limits for the roach to move freely, as seen in the quotation, "I tapped again over-head on the glass, an now it sidled-which meant, ah, that it was cramped

 ISBN 978-602-73769-1-5

under that roof—to the top limit of the space available"(paragraph 7). The expression "cramped" shows one of limited conditions the roach faces as it means that the roach has no enough space to move. When it moves, the machine is the only one controlling it. The limitation towards the roach movement or mobility can further interpreted as a limitation for it to express its ideas and thoughts. In other words, the roach as the subordinate is never given a chance by the dominant to speak their voice.

Based on the discussion aboutbinary opposition, it can be concluded that the structure of *Gregor*short storyis discrimination practice of the dominant towards the subordinate or the subaltern undergoing limitation, oppression or suffering. One of the limitations is that the subaltern (the roach) cannot convey its thoughts or voice because they do not exist in the world of ruling group.

However, in the short story, the roach as the subaltern implicitly tries to show that it really exists in the world of the dominant's group in its own way that can be assumed as a very mysterious way. The evidence from the story supports this statement is, "This also revealed bandy black legs like punctuation marks"(paragraph 7). The phrase *like punctuation marks* can be interpreted as the voice of the subaltern as in the context of the story the punctuation marks belong to a typing machine in which every button has a particular function typing or marking different symbol of writing. Thus, the roach reveals its voice through the mark of its bandy black legs.

Another quotation showing the subaltern existence is "I called a friend and she reacted simply: It's impossible, Can't be."(paragraph7). It shows that the friend representing the habitants of the ideal world (the dominant) witnesses an impossible happening of a roach entering into a typing machine that makes her disbelieve it. Even though she rejects the truth that the subaltern can enter into the world of the dominant to show its existence, the truth is undeniable. It is also supported by some information taken from the story that the narrator has tried some ways to get the roach out of the machine alive. The ways are consulting to the User's Manual, asking an architect' help and calling the firm selling the machine, but none of them helps her. From the discussion, we can find that it seems that the subaltern shows a strong effort in showing its existence.

 ISBN 978-602-73769-1-5

> The strong effort of the subaltern can also be seen from the quotation,
>
> Two more days passed and I continued not to be alone as I wrote. At first I wanted the ting in there to die; how could it exist without water, food—and air. As the glass display seemed hermetically sealed, wouldn't any oxygen trapped within be exhausted…., a miraculous survivor example of the will to live evidenced beyond its humble size and status in the chain of life. (paragraph 14)

From the quotation we can find that the roach has a strong will that keeps him alive without water, food and air to maintain his existence in the machine which is said to be a miraculous happening. This implies that the subaltern has a very strong will that it can convey its voice or speak; even though it is oppressed by the power of the dominant and lives in a very poor condition. That is the way the subaltern declares its existence.

Conclusion

The conclusion from the discussion of the findings is it is proven that the subaltern exists in the ideal world ruled and controlled by the dominant. The subaltern shows its existence in a way that in the dominant's perspective is miraculous or impossible. In short, the story of *Gregor*makes us realize that every creature has right to exist and be accepted in the world, no matter his skin, race, country or religion is. If one is oppressed, he will find a way to declare to the world that he exists.

References

Antariksa. 2009. *Intelektual, Gagasan Subaltern, danPerubahanSosial*in http://kunci.or.id/articles/intelektual_Posted_on_22/07/2009 accessed on August 2nd 2015.

Bressler, Charles E. 1999. *Literary Criticism.An Introduction to Theory and Practice.*New Jersey: Prentice-Hall, Inc.

Faruk. 2012. *MetodePenelitian Sastra: SebuahPenjelajahanAwal*. Yogyakarta :PustakaPelajar.

Gordimer, Nadine. 2007. *beethoven wasone-sixteenth blackand otherstories*. Available online in bookzz.org/dl/1063410/ef7f50 accessed on March 10th2015.

Holman, C. Hugh and William Harmon. 1992. *A Handbook to Literature. Sixth Edition.* New York : MacMillan Publishing Company.

Mujianto, Yan, ZaimElmubarok and Sunahrowi. 2010. *PengantarIlmuBudaya.* Yogyakarta: Pelangi Publishing.

Ryan, Michael. 2012. *AnIntroduction to Criticism Literature/Film/Culture*. West Sussex: Willey-Blackwell.

Schaefer, R.T. 2005.*Sociology*.New York: McGraw-Hill.

http://www.mcgill.ca/files/crclaw-discourse/Can_the_subaltern_speak.pdf accessed on December 1st 2015, 11:00

https://en.wikipedia.org/wiki/Franz_Kafka accessed on December1st 2015, 11:18

https://en.wikipedia.org/wiki/Franz_Kafka's_Diaries accessed on December 1st 2015, 12:37

THE EFFECT OF BRITISH PARLIAMENTARY DEBATE TECHNIQUE ON STUDENTS' ENGLISH SPEAKING ACHIEVEMENT

Ronauli Sihombing
ronaulisihombing@student.upi.edu
Astri Khoirun Nissa
astrisirait@student.upi.edu
Amelia Estrelita
amel.rainism@yahoo.com
Indonesia University of Education

Introduction

Language has a broad contribution in which enables people to communicate in a society. Ithas alsoan important meaning of self-identification for people to represent their ethnic society. Through language people could understand what other people meant. Language is also an identity marker of a nation. For example, if we speak in Indonesian, people will recognize us as an Indonesian, if we speak in Italian people know that we are Italian people. Therefore, we can know people previously through the language they speak.

Out of all existing languages, English is the contributed onein this worldas it has a very important role on world's economy development, politic, science, technology, education as well as on international relationship and so on. In some countries, governments construct English as a core subject in educational curriculum, like Indonesia itself. And even in non-English speaker country, people in the early age have learnt English as well. Therefore, English has been used broadly from young learners up to the adults.

There are four integrated skills in studying English. They are speaking, listening, reading and writing. But generally,speaking is considered as the most difficult one. Unlike, reading,

 ISBN 978-602-73769-1-5

writing and listening, what makes speaking ismore difficult than others skills is that speaking happens in a real time and people's understanding is based on what we say. The claim saying someone knows a language doesnot mean that he can speak on that language.According to Scott Thornburry (2000:1), no wonder speaking represents a real challenge to most language learners. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. When someone learnsgrammar, he/she will learn some vocabularies, then, makes sentences which he/she pronounces properly, and he/she can speak. It means that speaking needs people's background knowledge before they speak.

Studying English in school should have enabled students to be able to communicate in English not only in formal situation, but also in informal situation. Therefore, language users can differ when they use formal language or informal language. If the students are able to use English in their own environment, teachers need to broad their knowledge by taking them to the larger area of speaking. One of the ways is through debating. Debating is a popular way of teaching speaking in school nowadays. Debating is one way of teaching speaking where students open their hemisphere through posing different opinion in a formulated way.

It is sucha common activity for Senior High school students to perform debating as the way they study English. British Parliamentary Debate style is aone of the world debate formats used in educational debating. However, many students and even teachers do not know it. It is a very well-known debate style for senior High school students that they are going to continue their study to the university as this is used by the World University Debating Championships (WUDC). So, beside British Parliamentary Debate style is one of an effective way in teaching speaking, it also expands students' knowledge about broader area of speaking in formal situation.

British Parliamentary Debate style is unique compared with other debate styles like Oxford-style debate, mace debate, Jes debate, Australasia debate, and so on. Therefore, researcher would like to conduct a research entitled *"The Effect of British parliamentary Debate Technique on Students' Speaking Achievement"*. Based on the background and the characteristics of problem that has been mentioned above, the researcher formulates the problem of this research as the following "Does British Parliamentary Debate technique

 ISBN 978-602-73769-1-5

significantly affect students' speaking achievement?" and the objective of the study is to find out whether British Parliamentary Debate affects students' speaking achievement. The result of this study is expected to give contribution forEnglish teachers that they may choose a new alternative in teaching and learning process of speaking through debating to engage students' creativity and to improve their speaking skill. Hence, the hypothesis of the study is that British Parliamentary debate technique affects students' speaking achievement.

Literature Review

Krieger (cited in Alasmari, 2013:147a) comments that debating is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking, and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing.

Hall (2011:1) defines debate as an educational strategy that fosters critical reasoning and thinking skills as well as heightens awareness of attitudes, values, and beliefs. He also assertsdebates differ from lectures, labs, and discussion in that there are pre – arranged definite sides to the issue: "for/affirmative" or "against/negative". Thus, it is not uncommon for students to have to debate the side of a topic they feel strongly against. It is concluded that with practice, many students had obvious progress in their ability to express and defends ideas in debate and they often quickly recognized the flaws in each other's arguments. For example, a student who strongly believes that school uniform should be banned in school, others may say that school uniform is necessary. In this case, students may weigh the pros or cons to reflect their own ideas.

Parliamentary Debate (sometimes referred to as "parli" in the United States) is conducted under rules derived from British parliamentary procedure. It features the competition of individuals in a multi-person setting. It borrows terms such as "government" and "opposition" from the British parliament (although the term "proposition" is sometimes used rather than "government" when debating in the United Kingdom).

Throughout the world, parliamentary debate is what most countries know as "debating", and is the primary style practiced in the United Kingdom, Australia, India, Greece and most other

nations. The premier event in the world of parliamentary debate, the World Universities Debating Championship, is conducted in the British Parliamentary style. Even within the United Kingdom, however, 'British Parliamentary' style is not used exclusively; the English-Speaking Union runs the national championships for schools in a unique format, known as the 'Mace' format after the name of the competition, while simultaneously using British Parliamentary format for the national universities championships.

Topics in parliamentary debate can either be set by the tournament or determined by the debaters as the "Government" side begins. For example, if the topic was "This House Would End National Testing", the Government could define it in any way which it feels suitable, for example, excluding religious cultural sites. The Government must be sure the definition does not give them an unfair advantage, and the Opposition may dispute the definition if it feels it violates fair play. In many forms of the activity rhetoric and style as well as the more traditional knowledge and research, can play a significant role in determining the victor with marks shared equally between matter and manner. It has been widely labeled as the most democratic form of debate. Parliamentary debate consist of: *1) British Parliamentary debate*, the British Parliamentary debating style involves 4 teams; two "government" or "proposition" teams support the motion, and two "opposition" teams oppose it. In a competitive round, the teams are ranked first through fourth with the first place team receiving 3 points, the second receiving 2, the third receiving 1 and the fourth place receiving no points. This is the style used by the World University Debating Championships, or WUDC; *2) Canadian Parliamentary debate*, the Canadian Parliamentary debating style involves one "government" team and one "opposition" team. In competition, the motion is traditionally "squirrelable". This means that the assigned motion is not intended to be debated, and may even be a quote from a film or a song. The government team then "squirrels" the motion into something debatable by making a series of logical links between the proposed motion and the one they propose to debate. This makes the debate similar to a prepared debate for the government team and an impromptu debate for the opposition team; 3) *American Parliamentary debate*, in the United States the American Parliamentary Debate Association is the oldest national parliamentary debating organization, based on the East Coast and including all of the Ivy League. The more recently founded National Parliamentary Debate Association (NPDA) is now the largest collegiate sponsor.According to Alasmari (2013:148) practicing debate in an

 ISBN 978-602-73769-1-5

EFL classmakesthe students use language and presentation skills. The discussion as follows discusses about the utility of debating in learning the skills of English language.

This research is conducted by applying quantitative-experimental research. Creswell (2003:162) says that an experimental method discussion follows a standard form: participants, materials, procedures, and measures. These four topics generally are sufficient. According to Wallace (2011:38) quantitative is broadly use to describe what can be counted or measured and can therefore be considered 'objective'. In conducting the experimental research, the sample is divided in to two groups, namely experimental group and control group. The experimental group is the group which receives treatment by applying British Parliamentary Debate technique in teaching speaking, while the control group is the group which doesn't receive treatment (teaching speaking in conventional technique), but it is treated by using conventional method. The design can be figured out as follows:

Group	Pre - Test	Treatment	Post – Test
Experimental	√	Using British Parliamentary Debate technique	√
Control	√	Using conventional method	√

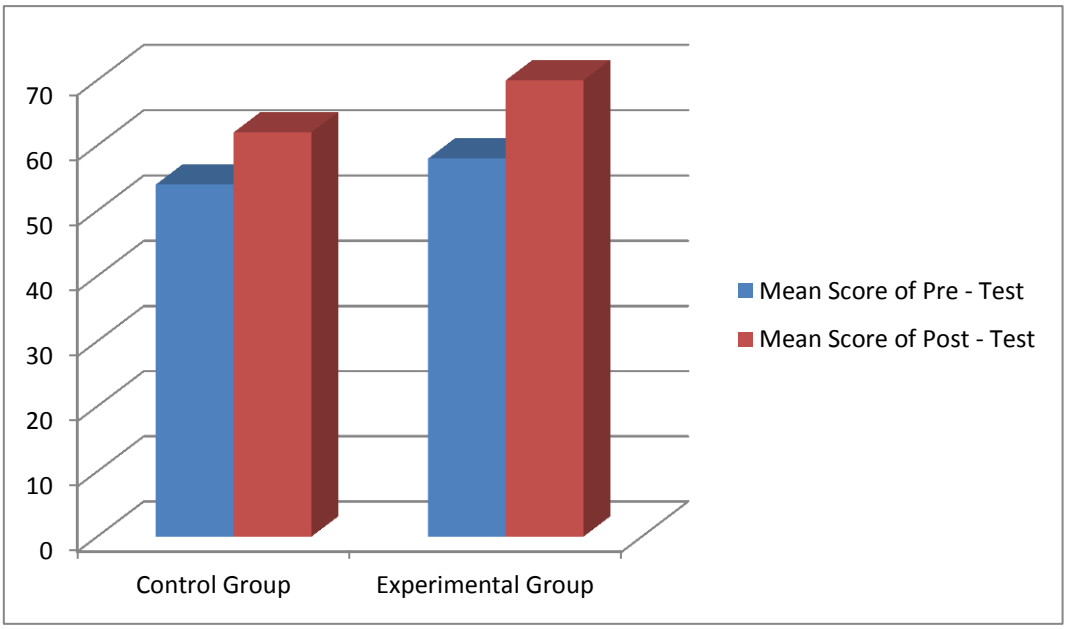
The population of this research is the second grade students of a private senior high school in Medan, with the total number of three classes are 110 students.Therefore, the average number of students in each class is 35 students. The sample of this research is XI-IA 1 and XI-IA 2 students that consist of 70 students which was selected by using cluster random sampling technique. To collect the data, the researcher will give a speaking test. Both control and experimental group are given pre – test and post – test. The treatment will be conducted after the administration of pre – test. The experimental group will be taught by using British Parliamentary Debate technique, while control group will be taught by using conventional method. The writer records the students' speaking performances in pre – test and post – test.

Findings

The comparison of the result between the mean score in control group and the mean in experimental group can be seen in the following graph showingthat the students gained higher mean score in experimental group (use BP debate as a technique to teach speaking) than control group (use conventional method to teach speaking). For more explanation, it could be seen also the comparison of the t – observed and t – table.

 ISBN 978-602-73769-1-5

Mean of Students' Score in Control and Experimental Group



The result of t-calculation showed that t-observed is bigger than t-table (3.5 > 2.6; p = 95% = 0.05), it means that applying British Parliamentary Debate technique significantly affect students' speaking achievement. The table of distribution T can be seen as follows.

In testing hypothesis, the formulas of t-test and table distribution of the critical value were applied. It is used to see whether the hypothesis is accepted or not. In this research, the calculation of the score of t-test shows that t_{obs} in degree of freedom (df) 70 at the P level 0.05 is 3.5 while the t_{table} in degree of freedom (df) 82; P level 0.05, the critical value is 2.6. The result of computing the t-test shows that the t_{obs} is bigger than t_{table}. It is formulated as follows:

$t_{obs} > t_{table}$ ((P = 0.05); (df = 70)

3.5 > 2.6 (P = 0.05); (df = 70)

After seeing the result above, the writer concludes that the alternative hypothesis (Ha) is accepted. It means that "there is a significant effect of applying British Parliamentary Debate technique on students' speaking achievement".

 ISBN 978-602-73769-1-5

Conlusion

After analyzing and interpreting the data statistically, the writer found that the British Parliamentary Debate Technique affects Students' Speaking Achievement. There is a difference of the mean score obtained from both of the control group (62.8) and experimental group (70.0). The students who are taught speaking by using British Parliamentary Debate Technique gain higher achievement than the students who are taught without British Parliamentary Debate Technique. The result of calculation of t-test that $t_{observed}$ value 3.5 is greater than t_{table} value 2.6 which means that the alternative hypothesis is accepted.

References

Alasmari, A. 2013. English Language Teaching: Using Debate in EFL Classroom. Vol. 6, p. 147-152.

Creswell, J, W. 2003. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Sage Publication.

Hall, D. 2011. Debate: Innovative Teaching to Enhance Critical Thinking and Communication Skill in Healthcare Professionals. Vol. 9, p. 1-8.

Thornburry, S. 2000. How to Teach speaking. Pearson Education: England.

Wallace, M, J. 2011. Action Research for Language Teachers. Cambridge University Press: United Kingdom.

http://www.google.com/#hl=en&psyBritish+Parliamentary+Debate+Format+Pdf&gs_retrieved on May 5, 2013 at 1:17 p.m.

 ISBN 978-602-73769-1-5

ANALYSIS OF TRANSLATION METHODS ON HARPER LEE'S NOVEL *TO KILL A MOCKINGBIRD* FROM ENGLISH INTO INDONESIAN

Rudi Hartono
thehartonos@gmail.com
Arif Suryo Priyatmojo
arifsuryo.unnes@gmail.com
State University of Semarang

Abstract

The goal of this research was to analyze the translation methods used in translating Harper Lee's Novel entitled *To Kill a Mockingbird (TKM)* from English into Indonesian. The research method used was Descriptive Qualitative Research. This study analyzed 47 idioms, 25 metaphors, and 42 personifications. The research instrument used was translation data of idioms, metaphors, and personifications taken from the novel. The data collection technique was collecting and tabulating the data from the novel. The data analysis technique used is Interactive Model (Miles and Huberman, 1984). Based on the research it is shown that the translation methods used in translating the idioms are word-for-word (21%), literal (36,2%), semantic (2,1%), free (12,8%), and 46,8%), used in translating the metaphors are literal (80%), semantic (4%), and free (16%), while used in translating the personifications are literal (88%), faithful (4,8%), semantic (4,8%), and communicative (2,4%).

Keywords: translation methods; idioms; metaphors; personifications

Introduction

Molina and Albir (2002: 507) states that translation methods are more likely in a manner used by the translator in the translation process in accordance with its objectives. Translation methods greatly affect the overall outcome text translation. This is reinforced by Newmark's opinion in Ordudary (2007: 1) states:: *"[w]hile translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language".* Newmark (1988: 45) has grouped the methods of translation into two large groups. Four first methods more emphasizing on the source language (ST) are word-for-word translation, literal translation, faithful translation, and semantic translation and four second methods more

emphasizing on the target language (TL) are adaptation, free translation, idiomatic translation, and communicative translation.

a. Word-for-word translation method

Newmark (1988: 45) states that the word-for-word translation method in the target text (Tsa) placed directly under the version of the source text (ST). This translation method is also called translation between lines or interlinear translation. Translation method is highly dependent on the level of words, so that the wording is very maintained. In performing its duties, the translator is just looking for a synonym of the source language (SL) into the target language (TL). The wording of the translation sentence is identical to the wording in the source language sentence (SL). Every word is translated one-on-one based on common sense or out of context, whereas words are associated with a culture translated literally. This method is generally used on the stage of pre-translation on which the translator is difficult to translate the text to understand the mechanism or the source language and are typically used in the analysis phase or the early stages of the transfer.

Here are a few examples of translation using the example of translation methods word-by-word:

1. ST : Look, little guy, you-all shouldn't be doing that.
   TT : *Lihat, kecil anak, kamu semua harus tidak melakukan ini.*
2. ST : I like that clever student.
   TT : *Saya menyukai itu pintar anak.*

b. Literal translation method

Literal translation or also known as a straight translation (*Linear Translation*) is among the translation of the word-by-word translation and free translation (Newmark, 1988: 46). In the process of translation, the translator seeks grammatical constructions of the source language (SL) equivalent or close to the target language (TT). The literal translation is regardless of the context. This translation originally is done as translating word-for-word, but the translator then adjusts the wording in accordance with the grammar of the target language. Examples are as follows:

1. ST : Look, little guy, you-all shouldn't be doing that.
   TT : *Lihat, anak kecil, kamu semua seharusnya tidak berbuat seperti itu.*

 ISBN 978-602-73769-1-5

2. ST : It's raining cats and dogs.
TT : *Hujan kucing dan anjing*.

c. Faithful translation method

In translation faithful, a translator seeks to produce the contextual meaning of the original text to the right within the limits of the grammatical structure of the target text (Newmark, 1988: 46). Here the words are translated based on cultural contents, but deviations of grammar and choice of words are still left. This translation is sticking to the intent and purpose of ST, so the translation sometimes still seems stiff and often foreign.

By using this method of translation, the translator retains the formal aspects (especially in the texts of the law or legal documents), aspects of form (in the poems), the form of metaphor (in the translation of literary texts), the form of the term (in the text informatics), so that the readers fully see the loyalty in terms of shape in TT, although the translation is not commonly known. This translation is often called the "translationese" (Hoed, 2006: 57). Consider the following examples of translation:

1. ST : Amir is a broker in Bursa Efek Jakarta.
TT : *Amir seorang pialang di Bursa Efek Jakarta*.
2. ST : The government opened a bonded zone.
TT : *Pemerintah sudah membuka sebuah kawasan berikat*.

d. Semantic translation method

Semantic translation is more flexible than faithful translation. Faithful translation is more rigid and does not compromise to the principle of target language (TT) or more bound by language resources, while the semantic translation is more flexible in the target language (Newmark, 1988: 46; Machali, 2000: 52). Unlike the faithful translation, semantic translation should consider aesthetics of the source text as a way of compromising meaning to reasonable limits. Consider the following example:

ST : He is a book-worm.
TT : *Dia (laki-laki) adalah seorang yang suka sekali membaca*.

 ISBN 978-602-73769-1-5

e. Adaptation method

Newmark (1988: 46) called that adaptation is the most free translation method or the freest form of translation and closest to target language (TL). The term 'adaptation' is acceptable here, as long as no sacrifice or declination of the theme, characters or plot in ST. Indeed, the adaptation method is widely used to translate poetry and drama. In this case there is a shift in the culture of the source text (ST) to target text (TT). It means that the source text (ST) is rewritten and adapted to the target text (TT). If a poet is adapting a play to play, he should retain all the characters in the original script and storyline also must be retained, but the dialogue of ST can be adapted and tailored to the culture of TT. Examples of this adaptation is the translation of a play by Shakespeare called "Machbeth" adapted by the poet W.S. Rendra. He kept all the characters in the original script and the plot of story was also well maintained, but the dialogue was adapted and tailored to the culture of Indonesia (Machali, 2000: 53).

f. Free translation method

Free translation is a translation method that is more about the content of the source text form (Newmark, 1988: 46; Machali, 2009: 53). This method is usually in the form of paraphrasing longer than its original shape, intended to fill or clearer message received by users of target language. Translation is pedantic and long-winded, even the translation looks like not a translation. Soemarno (2001: 33-37) gave the following example:

1. ST : The flowers in the garden.
   TT : *Bunga-bunga yang tumbuh di kebun.*
2. ST : How they live on what he makes?
   TT : *Bagaimana mereka dapat hidup dengan penghasilannya?*

g. Idiomatic translation method

Larson in Choliludin (2006: 23) says that the idiomatic translation uses natural forms in the target language, according to the grammatical constructions and lexical choice. A truly idiomatic translation does not seem like the translation. The translation is as if writing results directly from native speakers. Then a good translator will try to translate idiomatic text. Newmark (1988: 47) adds that idiomatic translation reproduces the text message with the phrase of target language that is more natural and familiar than the source text.

1. ST : Excuse me, Salina!

 ISBN 978-602-73769-1-5

TT : *Permisi, Salina!*

2. ST : I can relate to that.

TT : *Aku mengerti maksudnya*.

h. Communicative translation method

According to Newmark (1988: 47), communicative translation attempts to translate the contextual meaning in the source language (ST), both aspects of language and aspects of its contents, to be accepted and understood by readers of the target language (TL). Machali (2009: 55) adds that this method is observing the principles of communication, namely the pulpit readers and translation purposes. In addition Nababan (2003: 41) explains that the communicative translation basically emphasizes the transfer of messages. This method is very concerned by readers or listeners of TT but not expected to have any difficulties and ambiguities in the text of the translation. This method is also very tended to the effectiveness of language translation. The phrase *"Awas Ajing Galak!"* can be translated into **Beware of the dog!** instead **Beware of the vicious dog!** Because the translation of the that sentence has already hinted that the dog was vicious.

Research Methodology

The research method used was Descriptive Qualitative Research. This study analyzed 47 idioms, 25 metaphors, and 42 personifications. The research instrument used was translation data of idioms, metaphors, and personifications taken from the novel TKM. The data collection technique was collecting and tabulating the data from the novel TKM. The data analysis technique used is Interactive Model (Miles and Huberman, 1984).

The flow of the interactive model analysis is proposed by Miles and Huberman (1984: 23) as follows:

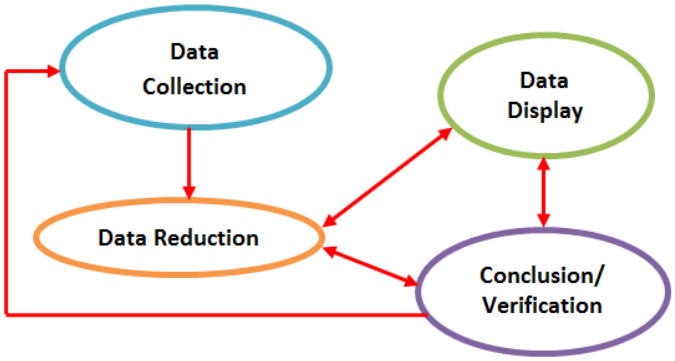


Figure 1. ***Interactive Analysis Model***

 ISBN 978-602-73769-1-5

The steps of the data analysis are as follows:

1) Data Collection

At this stage the data were collected with documentation techniques. The data were taken from the novel TKM based on the classification of idioms, metaphors, and personifications.

2) Data Reduction

At this stage the data were selected based on the type of data (words, phrases, and sentences) and aspects of the language were analyzed and evaluated based on the translation methods. When the data reduction results were appropriate, they were directly presented on the display of data and when the data were still confusing, they were carried out into the data verification in which the data were collected back again for further reduction.

3) Display of Data

At this stage the data reduction results were be presented in the form of tabulation and descriptions, then were analyzed, evaluated, and interpreted. If the results were consistent in the data presentation, they were immediately withdrawn into conclusions. If the data displayed were still doubt, there would be a re-verification.

4) Withdrawal Conclusions or Verification Data

At this stage, the data presented, analyzed, and interpreted were withdrawn into a conclusion as the research result. If the data presented were still unsatisfactory, they would be re-verificated, then were collected and reduced, displayed and finally concluded.

Findings and Discussion

Table 1. ***Translation Methods on Idioms Translation***

Translation Data	Ways of Translation		Number of Data	Percentage
Idiom Translation *(N=47)*	Methods	Word-for-word	1	2,1%
		Literal	17	36,2%
		Semantic	1	2,1%
		Free	6	12,8%
		Idiomatic	22	46,8%

The total number of utterances of data containing the idiom is 47 (N = 47). Based on the results of data analysis, it was found that the idioms in the novel TKM were translated from

 ISBN 978-602-73769-1-5

English into Indonesian by using word-for-word translation (2,1%), literal translation (36,2%), semantic translation (2,1%), free translation (12,8%), and idiomatic translation (46,8%).

The followings are examples of the idiom translation taken from the translated novel TKM:

Data 1 (Idiom Translation)

ST	True enough, she had an acid tongue in her head, and she did not go about the neighborhood doing good, as did Miss Stephanie Crawford.
TT	*Memang, lidahnya tajam, dan dia tidak berkeliling ke rumah-rumah tetangga* untuk beramal, seperti Miss Stepanie Crawford.

Data 2 (Idiom Translation)

ST	"You gonna run out on a dare?" asked Dill. "If you are, then-" "Dill, you have to think about these things," Jem said. "Lemme think a minute... it's sort of like making a turtle come out..."
TT	*"Kau mau mundur dari tantangan?" Tanya Dill. "Kalau iya, berarti—" "Dill, hal-hal seperti ini harus dipikirkan," kata Jem. "Coba kupikir sebentar ... ini seperti membuat kura-kura keluar ..."*

Data 3 (Idiom Translation)

ST	"Oh, no sir!" Jem pulled out his grandfather's watch that Atticus let him carry once a week if Jem were careful with it. On the days he carried the watch, Jem walked on eggs. "Atticus, if it's all right with you, I'd rather have this one instead. Maybe I can fix it."
TT	*"Oh, tidak, Sir!" Jem mengeluarkan jam kakeknya yang dibolehkan Atticus dibawa seminggu sekali Jika Jem berhati-hati. Pada hari-hari dia membawa jam itu, Jem seolah-seolah berjalan di atas telur. "Atticus, kalau boleh, aku mau yang ini saja. Mungkin bisa kuperbaiki."*

 ISBN 978-602-73769-1-5

Table 2. ***Translation Methods on Metaphor Translation***

Translation Data	Ways of Translation		Number of Data	Percentage
Metaphor Translation *(N=25)*	Method	Literal	20	80%
		Semantic	1	4%
		Free	4	16%

The total number of utterances of data containing the metaphor is 25 (N = 25). Based on the results of data analysis it was found that the metaphors in the novel TKM were translated from English into Indonesian by using literal translation (80%), semantic translation (4%), and free translation (16%).

The followings are examples of the metaphor translation taken from the translated novel TKM:

Data 1 (Metaphor Translation)

ST	Thing is, foot-washer thinks women are sin by definition.
TT	*Masaalahnya, kaum pembasuh kaki menganggap perempuan sama dengan dosa.*

Data 2 (Metaphor Translation)

ST	She said, "Atticus, you are a devil from the hell." I wished my father was a devil from the hell.
TT	Katanya, "Atticus, kau iblis dari neraka." Andai saja ayahku memang iblis dari neraka.

Data 3 (Metaphor Translation)

ST	Calpurnia was something again. She was all angles and bones; she was nearsighted; she squinted; her hand was wide as a bed slat and twice as hard.
TT	*Calpurnia beda lagi. Tubuhnya tinggal kulit pembalut tulang; dia menderita rabun jauh; matanya juling; tangannya selebar rangka tempat tidur dan dua kali lebih besar.*

 ISBN 978-602-73769-1-5

Table 3. ***Translation Methods on Personification Translation***

Translation Data	Ways of Translation		Number of Data	Percentage
Personification Translation *(N=42)*	Metode	Literal	37	88 %
		Faithful	2	4,8%
		Semantic	2	4,8%
		Communicative	1	2,4%

The total number of utterances of data containing the data personification is 42 (N = 42). Based on the results of data analysis it was found that the personifications in the novel TKM were translated from English into Indonesian by using literal translation (88%), faithful translation (4,8%), semantic translation (4,8%), and communicative translation (2,4%).

The followings are examples of the personification translation taken from the translated novel TKM:

Data 1 (Personification Translation)

ST	By the time Mrs. Cat called the drugstore for an order of chocolate melted mice, the class was wriggling like a bucketful of Catawba worms.
TT	*Pada saat Bu Kucing menelfon took obat untuk memesan seporsi tikus berlapis cokelat, seluruh kelas menggeliat seperti seember cacing umpan.*

Data 2 (Personification Translation)

ST	"A hot steam's somebody who can't get to heaven, just wallows around on lonesome roads an' if you walk through him, when you die you'll be one too, an' you'll go around at night suckin' people's breath—."
TT	*"Uap panas adalah orang yang tak bisa masuk surga, Cuma luntang-lantung di jalanan sepi dan kalau kau berjalan menembusnya, kau akan mati dan menjadi uap panas itu juga, dan kau gentayangan malam-malam, menghisap napas orang—"*

Data 3 (Personification Translation)

ST	The sun said twelve noon.
TT	*Posisi matahari menunjukkan pukul dua belas siang.*

 ISBN 978-602-73769-1-5

Conclusion

Based the research it can be concluded that three aspects of literary analysis on the novel *To Kill a Mockingbird* are dominantly translated from English into Indonesian as follows:

1) Idioms in the novel TKM are dominantly translated by using idiomatic translation method up to 46,8%. It means that the translator really tends to the emphasis on the target language or she has the ideology of domestication.
2) Metaphors in the novel TKM are dominantly translated by using literal translation method up to 80%. It means that the translator really tends to the emphasis on the source language or she has the ideology of foreignization.
3) Personifications in the novel TKM are dominantly translated by using literal translation method up to 88%. It means that the translator really tends to the emphasis on the source language or she has the ideology of foreignization.

References

Choliludin. 2006. *The Technique of Making Idiomatic Translation*. Bekasi: VISIPRO Divisi dari Kesaint Blanc.

Hoed, B.H.. 2006. *Penerjemahan dan Kebudayaan*. Bandung: PT Kiblat Buku Utama.

Machali, R. 2000. *Pedoman Bagi Penerjemah*. Jakarta: Penerbit PT. Grasindo.

Machali, R.2009. *Pedoman Bagi Penerjemah*. Bandung: Penerbit Kaifa.

Miles, M.B. & Huberman, A.M. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publication.

Molina, L. and Albir A.H. 2002. "Translation Technique Revisited: A Dynamic and Functional Approach". Meta, XLVII, 4. Spain, Barcelona: Universitat Autònoma de Barcelona.

Nababan, M.R. 2003. *Teori Menerjemah Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.

Newmark, P. (1988). *A Textbook of Translation*. United Kingdom: Prentice Hall International (UK) Ltd.

Ordudary, M. 2007. "Translation Procedures, Strategies and Methods". *Translation Journal*. Volume 11. No. 3. July 2007. Downloaded from http://www.accurapid.com/journal/41culture.htm. Accessed on February 7, 2007 at 03:26:45.

Biodata:

Rudi Hartono has a PhD of Translation Studies from Applied Linguistics Department of Sebelas Maret University, Indonesia. He is an English lecturer at English Department of Languages and Arts Faculty of State University of Semarang, Indonesia. His interest focuses Translation and Cultural Studies, English-Indonesian Translation, Academic Writing, and Research in Education. His articles were published in national and international journals, such as *Teaching Translation by Using Cooperative Procedures (2011), Problems of Translating Novels from English into Indonesian (2012), Models and Principles of Translating Idioms and Figurative Languages from English into Indonesian (2012), Cultural Aspects in Translation (A Multicultural Perspective Based on English, Indonesian, and Local Languages Contexts) (2013), Translation Analysis on Utterances Used in Daily Communication (2014), Teaching Translation through the Interactive Web (2015).*

Arif Suryo Priyatmojo has a Master of English Education from State University of Semarang, Indonesia. He is an English lecturer at English Department of Languages and Arts Faculty of State University of Semarang. He teaches English syntax, Grammar, Writing, and Translation. His articles were published in national and international journals, for examples, *Political Discourse: Obamas Appraisal Attitude (2011), Improving Cohesion of the Students Sentences through the Application of Cohesion Theory in the Sentence-based Writing Class (2012), and Teaching Transactional and Interpersonal Conversation: A Classroom Action Research (2014).*

 ISBN 978-602-73769-1-5

PHONOLOGICAL FOSSILIZATION OF THE JAVANESE ADULT LEARNERS OF ENGLISH: R&D OF A MODEL OF TEACHING MATERIALS OF ENGLISH PHONOLOGY FOR EFL LEARNERS

Senowarsito

Sukma Nur Ardini

seno_ikip@yahoo.com

University of Pgri Semarang

Abstract

This paper presents preliminary study of R&D on Teaching Materials Model of English Phonology for EF2L. The preliminary study aims at finding out the phonological fossilization of adult learners of English in Javanese context and figuring out the factors influencing them. 25 fourth-semester Javanese students of English Departement from 5 universities in Semarang municipality were selected as respondents. The data were collected from observation, interview and documentation. The results show that phonological fossilizations occur on vowel (/e/ instead of /i/ in 'english' /ˈɪŋ.glɪʃ/, /a/ instead of /æ/ in 'aspect' /ˈæs.pekt/, it also occurs in /ʌ,e, ə/ mostly in initial sound), consonant (/nð/ instead of /ð/ in 'the' /ðə/, /ŋ/ instead of /ʧ/ in 'change' /tʃeɪndʒ/, also in /tʃ, ɵ,ð,ʃ,v,ʒ,z,j,k,g, suffix –ed and –es, and silent letter), and diphthong (/o/ instead of /əu/ in 'over' /əuvər/ and in 'power' /paʊər /, also in/ei,au/). Factors affecting the occurrence of phonological fossilization are 1) the interference of respondents' mother tongue, such as Javanese tends to add sound /n/ in /nðəlɔk/ 'ndelok' and it interferes in pronouncing 'the' to /nðə/ instead of /ðə/; 2) the learning materials of English Phonology course does not yet accommodate the learner's errors and or learner's fossilizations. These findings can be used as recommendation to develop teaching materials of English Phonology for EF2L.

Keywords: Phonological fossilization, English phonology, teaching materials.

Introduction

The aims of teaching English for non-native English learners emphasize on communicative competence, considering the learner's proficiency in using English to participate in English speakers' society. Celce-Murcia et al. (2007) indicate that main competence in

communicative competence is discourse competence. Discourse competence will be achieved not only by the fulfillment of socio-cultural competence, strategic competence, formulaic competence, and interactional competence, but also linguistic competence.

Linguistic competence refers on understanding and mastery on using language aspects like pronunciation, spelling, arranging words into phrases, arranging phrases into clause, clauses into paragraph in target language. The linguistic competence has prominence factor for the speakers to express their ideas, thought, and feeling when they communicate in that language. Nevertheless, there are still many issues that Indonesian learners have to deal with, one of those is fluency in pronouncing words or phrases according to target language pronunciation.

In spoken interactional communication, words or phrases pronunciation is considered important, because mistaken on pronouncing words or phrases would be an obstruction on inter-speaker communication. The very basic problem that is faced by non-native English learners in pronouncing words or phrases is how to pronounce between mother tongue and English differently.

Mother tongue factor will affect learners in English language acquisition process that is being learned. Pronouncing words or phrases is much influenced by learner's cognitive and psychomotor ability in distinguishing phonemes on English and those on mother tongue. Some experiences as English lecturers for Javanese adult learners, mistaken pronunciation in English was found on such as the word 'the'. 'The' is one of the English words that often mispronounced by English learners among Javanese background. They tend to pronounce (n)ðə/ for the word 'the' with the sound /n/ that precedes /ðə/, instead of /ðə/ alone. It also happens on the word 'wear', which is pronounced /wir/, instead of /weər/. This kind of mispronunciation is affected by learner's mother tongue on pronouncing the word '*ndelok*' (see), '*ndemok'* (touch), *'ndelik*' (hide), and also the absence of vocal / eə/.

A previous research conducted by Nani and Arlene (2008) on English phonological errors produced by Indonesian university students found that the learner's phonological mistakes or difficulties are on pronouncing some consonants in English. There are thirty four kinds of mistakes made by learners, i.e. the pronunciation of [v] replaced with [f], [ð] with [d], [t], [θ]

 ISBN 978-602-73769-1-5

and [th], [θ] pronunciation replaced with [t], [d], [th], [ð] and [s], and sound [θ] that tends to be omitted, substitute [tʃ] with [c], [h], [s], [ʃ] and [kh], pronunciation of [dʒ] replaced with [g], [j], [d], [tʃ], [ʃ], [k], [s] and [f], and the replacement of [ʒ] with [d], [z], [s], [j], [t ʃ], [ʃ], [dʒ], [g] and [k] and the deletion of [ʒ]. This research also found that specific English sounds, which is affricate palatal sound, [ʒ], creates lots of difficulties for learners compared with another five English consonants that have been observed. .

The phonological mistakes need to be minimalized so that English learners could represent their skills in communication on English language correctly and effectively. This kind of mistakes are still occurred on adult learners (college students), although they are studying English but still experiencing difficulties in correcting these mistakes, although in cognitive part, they realize the mistake. This kind of mistake will later be called *Phonological Fossilization.*

There are many researches about phonological mistakes on English learners, but there are not much that reveals learner's mother tongue background factor and connecting with language learning process on in-class English teaching context. No specific teaching material discusses and gives more information about this. The scarcity of teaching material that specialized on treating *phonological fossilization* on English learners inspires the researcher on the teaching material of phonology. The fact revealed that fossilization still happens on adult learners (college students). It is obvious that teaching material is the main component in teaching and learning process. To get the expected teaching material, it needs to find out factors that affect student's fossilization.

It will be more interesting to be discussed that adult English learners (college students) in Semarang city comes from different areas with different dialect that have different accents. It needs a deep identification about the similarity and difference of their accent interference in pronouncing English words and phrases. This research focuses on English learners majoring in English in universities in Semarang city. This paper aims at finding out the phonological fossilization of adult learners of English in Javanese context and figuring out the factors influencing them.

Phonological Fossilization

An effective learning implies that the learners have to interact with every language aspects (lexicon, grammar, phonology, etc) through different teaching methods. The first who raises the fossilization idea is Selinker. He records that 95 percent of L2 learners are failed to reach the same pronunciation level as the real L1 speakers. Such phenomenon is defined as fossilization by Selinker (1972). Fossilization is a mechanism that grounds every surface of linguistic materials where speakers will tend to keep producing their L1, No matter what is the learner's age and how long does the speaker studies or speaks by using target language (L2). Selinker adds if usually, individual fossilization consists of two aspects: error appearance and language competence fossilization. Error appearance refers to interlanguage structures that considered as inappropriate that has been estimated to have fixed but still keeps appeared regularly. This often found on low-competence learners. While the second aspect, language competence fossilization, refers to learner's L2 phonology development, grammatical competence, lexical, and pragmatics. These can be found on L2 learners that has been learning target language for a long time and on a relatively high level.

It will be worse if such language mistakes keep repeatedly continually so that it forms a community and a fossilization group will be exist. The Indians community and Singaporean community that speak English is an example of existing fossilization group.

Fossilization is a linguistic phenomenon in an individual and realized as a form of deviation from target language. This happens on all levels, from phonologic level through pragmatics level.

Phonology difference is the biggest inter-language difference. Phonology fossilization refers to phonologic mistakes that come from L2 pronunciation mistakes acquisition, usually influenced by L1. Some morphological changes happened on English and thus makes English has many grammatical morpheme. The most common trouble is on two aspects, inflectional morpheme and article. Different language has different syntax rules. Syntax fossilization happens the most on Chinese college students. It happens because Chinese do not have a clear difference while English has a general *present tense* and *past tense* than can be divided into sixteen category. China tends to use instinct to make a clear difference to explain about time.

 ISBN 978-602-73769-1-5

Therefore, fossilization is often occurred. Semantic fossilization refers to the usage of language forms that exists in the target language but does not represent the meaning that interpreted by the L2 learner. For example, Dragon is a symbol of evil in western culture but it is a symbol of power in China. Since pragmatic and semantic are closely related, fossilization in these two aspects is tied and even overlaps. Thomas (1983) states that a pragmatic deviation is also called "pragmatic failure". In his vision, pragmatic failure happens on cross culture communication and refers to "inability to understand what is referred to and what is said". Result of inappropriate language usage in misunderstanding, embarrassment, and even humiliation.

English adult learners have *phonological fossilization* in pronouncing expressions (words, phrases, sentences) on the right way, where they are always pronounce anything the way their mother tongue pronounced. *Phonological fossilization* is influenced by many factors, one of which is the learner's language background. The first language's interference towards the currently learned language will be so significant, especially on adult learner. Pronunciation mistakes corrections for adult learners is more difficult than for young learners. *Fossilization* occurs on adult learners or it can be said the language brain development tends to freeze on adult learner's age. *Phonological fossilization* occurs on adult learners on specific phonemes which influenced by habit and mother tongue phoneme pattern pronunciation.

Pronunciation or articulation should be put on the same level as other aspects in English competence, such as vocabulary, grammar, reading, writing, etc., because pronunciation or articulation is an important part of communication, especially through listening and speaking. Therefore, pronunciation components should be included on teaching material, learning activities, and learning evaluation. Morley (1991) explained that pronunciation that is being studied by the learners should be in aim to make their pronunciation understandable, so pronunciation is considered as an important component of a communicative competence. In other words, English pronunciation study as a foreign language should be put as an important component of a communicative competence. And for the teaching materials should be aimed to help the learners to gain pronunciation meaningfulness.

 ISBN 978-602-73769-1-5

English Phonology course generally contains about sound structures and manners of sound articulation in English. All this time, this course discuss about how the speech sounds are represented and has the same function as a dynamic system, includes focus specifically on basic competence development that is needed to analyze phonology data. The purpose of this course should for giving an understanding for the learners about the theoretical background about the English sound systems compared to the learner's mother tongue; giving an understanding to the learners how to use contextual guides.

When listening towards native English speaker, it helps the learner to identify their own pronunciation mistakes and gives them guidance on how to improve their pronunciation or articulation competence so that their oral production perhaps would be more understandable for the native speaker and close to the native speaker's pronunciation; and also to help the learners to identify their pronunciation or articulation mistakes and deviations and how to eliminate those mistakes.

Meanwhile, the acquired preliminary data shows that the current *English Phonology* courses is still oriented on phonology concepts and fundamentals understanding, which discusses about problems like speech *organ, segmental features, consonant: voiced and voiceless, consonant: plosive and fricative, affricative, nasal, lateral, semi vowel, vowels, diphthongs, supra-segmental features, phonological process, the value of sounds, how to solve phonological problems, phonemic analysis problems, and substitution and phonotatics.* Furthermore, it also discusses about how the sound is produced, how the language sounds are realized, and everything about English sounds systems. There is no much discussion on the pronunciation systems in English correlated to the language pronunciation systems that backgrounds the English learners.

English Phonology course should be able to help students, teachers, and syllabus designer to understand how important is the pronunciation study of a word or a phrase of a language that is being studied. It is considered really necessary since the study of pronunciation or articulation is often avoided in language studies.

 ISBN 978-602-73769-1-5

Research Methodology

The preliminary study aims at finding out the phonological fossilization of adult learners of English in Javanese context and figuring out the factors influencing them. 25 fourth-semester Javanese students of English Department from 5 universities in Semarang municipality were selected as respondents. The respondents were the students who had already got phonology course for one semester. They are assumed that they have knowledge on all aspects of phonetics and phonology. The data of phonological fossilization were collected from field observation by recording their short speech on a certain topic and reading aloud on manipulated short text. The recorded data were identified in accordance with the mispronouncing words or phrases and classified into phonological mistakes or phonological fossilization. The data of the factors influencing their phonological fossilization were collected from the interview and documentation.

Results and Discussion

Based on the findings, *phonological fossilization* is still obviously occurs on English learners. It is proven by so many incorrectly pronounced sounds that are not appropriate with the target language, the English. For example there are 88% respondents that pronounced vowel /ɔ:/ on the word "Thought" becomes /ou/ appropriate to *orthographic writing.* In this example, *single vowel* pronounced as *diphthong* by the respondent. On the word "Power" the opposite thing happened, the sound /aʊ/ were pronounced /ou/ even /a:/ by 80% of the respondents. Another *vowel phonological fossilization* occurs on every beginning of a word, like "aspect" and "Additional". 88% and 72% of respondents pronounce those *vowels* with *sound* /a/ even /æ/. The most mistaken occurs on the beginning of the word "English". As an adult learner on a university with an English education major, the word "English" should not be strange with those words, however *phonological fossilization* mistakes keeps on occurring . they pronounce with /e/ according to *orthographic writing.*

Diphthong is a sound that confuses the respondents on how to use it with a single vowel. It seems not much of the respondents who realize that English does not have a complete /o/ sound like "loro" (two) in Javanese. It can be seen on the "over" pronunciation which only 2 respondents that pronounce it the correct way, that is /əuvər/. Diphthong change on the word

 ISBN 978-602-73769-1-5

"doubt" and "remain" is not recognized by the respondents, and the result, they pronounce according to *orthographic writing*

Consonant phonological fossilization is still frequently occurs, it occurs because there are many phonetic symbols that aren't exist on their mother tongue, like the sound /dʒ/ in the end of the word (change), and in the middle (technological). Those two words pronounced with /ɲ/ and /g/. The sound /tʃ/ in the middle of the word (structure, eventual, centuries) is also incorrectly pronounced with /t/, as well as the sound /ɵ/. More than 50% of the respondents ignore the word /v/ and /z/ and tends to pronounce with /s/ and /f/ like "very" /very/ becomes /feri/ and "result" /rɪˈzʌlt/ becomes /rɪˈsʌlt/. the appearance of the sound /n/ in the beginning of the word /the/ become /nðə/ is very related to the respondent's mother tongue.

Other *phonological fossilization* occurs on the silent letter /b/ on the word "doubt', always pronounced by 64% of the respondent. Suffix –ed and –es which is always ignored by the respondents. 84% or 21 respondent read suffix –ed in the word "paralelled' becomes /ed/, and again, according to the *orthographic writing.* Besides, the word "language' which is shouldn't be strange for them, *phonological fossilization* is still occurred by eliminating the sound /g/ in the middle of the word.

Pronunciation is closely related to the usage of speech organs that includes manner of articulation and point of articulation. Those differences make difficulties for adult learners to pronounce in the target language. The followings are the differences between Javanese and English influencing the *phonological fossilization*.

a. Javanese reads according to *orthographic writing*.
b. Javanese tends to add a sound in front of a word, for example "bali' become 'mbali", "delok" become "ndelok"
c. Javanese language doesn't have variation /a/ like /æ,ʌ/.
d. Javanese language doesn't have long vowel.
e. Javanese language doesn't have diphthong /eə, əu, uə, ei,iə/.
f. Javanese language doesn't have consonant /ɵ, ð, ʒ/.
g. /p,t,k/ in Javanese language is never "aspirated"

 ISBN 978-602-73769-1-5

h. /ʧ, tʃ/ in Javanese language never appears on the end of a word.
i. /r/ in Javanese language is clearly pronounced while in English isn't
j. Javanese language does not have suffix like –ed and –es that have variations /d,t,id/ and /s,z,is/.

Conclusion and Recommendation

Psychological factor is another factor to interfere the *phonological fossilization.* The age of adult learner has passed the brain maturation period where the period to develop the second language was over. Therefore, they tend to use their prior knowledge of their mother tongue. This is caused by phoneme difference factor where Javanese language tends to add sounds in front of /d,b,g,r/ phoneme. The sound /d/ has the most influence towards the respondent's pronunciation especially when pronouncing the word "the". Phonological fossilizations occur on vowel (/e/ instead of /i/ in 'english' /ˈɪŋ.glɪʃ/, /a/ instead of /æ/ in 'aspect' /ˈæs.pekt/, it also occurs in /ʌ,e, ə/ mostly in initial sound), consonant (/nð/ instead of /ð/ in 'the' /ðə/, /ŋ/ instead of /ʧ/ in 'change' /tʃeɪndʒ/, also in /tʃ, ɵ,ð,ʃ,v,ʒ,z,j,k,g, suffix –ed and –es, and silent letter), and diphthong (/o/ instead of /əu/ in 'over' /əuvər/ and in 'power' /paʊər /, also in/ei,au/).

Factors affecting the occurrence of phonological fossilization are 1) the interference of respondents' mother tongue, such as Javanese tends to add sound /n/ in /nðəlɔk/ 'ndelok' and it interferes in pronouncing 'the' to /nðə/ instead of /ðə/; 2) the learning materials of English Phonology Course does not yet accommodate the learner's errors and or learner's fossilizations.

These findings can be used as recommendation to develop teaching materials of English Phonology course for English as foreign language learner (EF2L).

 ISBN 978-602-73769-1-5

References

Borg, Walter R dan Gall, Meredith D. 1983. *Educational Research: An Introduction*. New York: Longman.

Celce-Murcia, M., 2007. *Rethinking the Role of Communicative Competence in Language Teaching.* E. Alcón Soler and M.P. Safont Jordà (eds.), Intercultural Language Use and Language Learning, 41–57. Springer.

Cunningsworth, Alan. 1995. *Choosing your Coursebook.* Oxford: Heinemann English Languange Teaching.

Dubin, Fraida and Olshtain, Elite. 1986. Course Design: *Developing program materials for language learning*. Cambridge: Cambridge University Press.

Eric H. Lenneberg. 1967. *Biological foundations of language*. New York: John Wiley and Sons.

Kasmadi, Hartono. 2013. *Peran Buku Teks dalam Pembelajaran*. Karangan Khas dimuat Suara Merdeka Perekat Komunitas Jawa Tengah. Senin, 6 Oktober.

Keputusan Menteri Pendidikan Nasional No. 232/U/2000 Pasal 1 Butir 6 tentang *Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.*

Lanteigne, B. 2006., *Factors and reasons for language choice by multilinguals from Africa, Asia, and the Middle East*. SS16 Sociolinguistics Symposium. Limerick, Ireland.

Lanteigne, B. 2006. Common, persistent errors in English by Brazilian Portugese speakers. *TEFL Web Journal, 4*(1). Retrieved August 21, 2006, from http://www.teflweb-j.org/v4n1/Brazilians.pd.

Leyli LS, Elza. 2014. *Analisis Kesalahan Berbahasa Anak Bilingual (Studi Kasus terhadap Siswa SMP METHODIST III Medan dengan B1 Bahasa Cina Hokkien*. Online at 18 April 2014.

Melda Hutabarat, Nenti. 2013. *Kesalahan Berbahasa. Dibagikan kepada publik 6 Januari 2013.* Online at 18 April 2014.

Moeliono, A. M., & Dardjowidjojo, S. (2003). *Tata bahasa baku bahasa Indonesia*(3rd ed.). [*Indonesian grammar* (3rd ed.)]. Jakarta: Balai Pustaka.

Morley, C.L. 1991. Modelling tourism demand: model specification and structure' *Journal of Travel Research,* USA, vol 30 pp 40-44.

Nani I.,Tiono, dan Arlene , Maria Y. 2008. *A Study of English Phonological Errors Produced by English Department Students.* k@ta, Volume 10, Number 1, June 2008: 79-112

Peraturan Menteri Pendidikan Nasional No. 2 Tahun 2008 tentang Buku

Selinker, L. 1972. Interlanguage. *International Review of Applied Linguistics*. 10: 209-231.

Siregar, Bahren.1998. *Pemertahanan Bahasa dan Sikap Bahasa*. Jakarta: Pusat Pengembangan dan Pembinaan Bahasa.

Tarigan,H.G.1988. *Pengajaran Kemerolehan Bahasa*. Bandung: Angkasa

----------.1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa

Vernick, J., & Nesgoda, J. (1980). *American English sounds and spellings for beginning ESL students*. Pittsburgh: University of Pittsburgh Press.

Xueping Wei. 2008. Implication of IL Fossilization in Second Language acquisition, *English Language Teaching*, Vol. 1, No. 1, on line 19 April 2014

_____. 2011. *Kerangka Kualifikasi Nasional Indonesia (KKNI)*. Ditjen Pendidikan Tinggi: Jakarta.

 ISBN 978-602-73769-1-5

STUDENT-CENTERED LEARNING AND CROSS CULTURAL UNDERSTANDING IN LEARNING INTODUCTION TO LITERATURE TO IMPROVE THE STUDENTS MORALITY AND MULTICULTURAL VALUES

Siminto

Lecturer at Faculty of Teacher Training and Islamic Education,

IAIN Palangkaraya

simintohs@yahoo.com

Retno Purnama Irawati

Lecturer at Faculty of Language and Arts

State University of Semarang

rp.irawati@gmail.com

Abstracts

Previously the paradigm change was done from the teacher centered to the student centered in teaching learning process. It was expected to be able to encourage the students to be involved in building their knowledge, attitude, and character. Besides that, English learners did not understand about the native culture and morality values to the language that they are learning. Cross cultural understanding knowledge is very useful to improve the students' ability in recognizing the dissimilarity culture and live together in the middle of the dissimilarity culture. This research was based on the qualitative research principle. The research type used was qualitative study by using action research design. Subject of this research was the fourth semester students who have programmed Introduction to Literature in English Study Program at Palangkaraya State Islamic Institute in academic year 2014/2015, consisted of two learning group. Based on the research findings, by implementing of student-centered learning and cross cultural understanding, it showed that they can increase: (1) the students' readiness, being active, seriousness in analyzing English literature text; (2) the students' performance in doing of tasks given to each students to be able to share their understanding about English literature text to the other students; (3) the students' learning quality, academic achievement, interest, response in learning of Introduction to Literature related to literature text analysis concept mastering; (4) the students' morality and multicultural values. It could be seen from the students' study result, literature text analysis result, and the students' character.

Keywords: cross cultural understanding, student-centered learning, morality and multicultural values

Preface

Learning foreign language, Arab and English for instance, principally is to master the vocabulary and language structure. Vocabulary is use as ammunition, as conversation content, while structure elaborates certain principles which distinguish from other language. Obstacles that often occur to foreign language students are in increasing the vocabulary and use accurately and correctly to the grammar of the language they studied. The longer learning a language, learners will engaged to various difference of sentences structure. This means, only mastering foreign language grammar is not enough, thus vocabulary is needed.

The real fact shows that vocabulary material and foreign language grammar has been taught verbal-written using LCD projector as medium. But the point still, teacher still holds important role in learning activity and students only receive material presented by teacher. Students only listening to the teacher presentation, take notes, then try to apply foreign language grammar using the vocabulary they mastered. After the presentation finished, question-answer is held, then drill given to all students. Drill that is mentioned is to activate their speaking skill using the correct structure. When the class dismissed, the students' memory of vocabulary and grammar is also dismissed. Then on the next meeting, the teacher will review the grammar that been given, only few of the students were able to answer it completely. The grammar concept is not satisfying for the teacher. Therefore, it is necessary to fix the learning method that has been conducted all this time.

Learning method that is mentioned on previous paragraph is felt still far from perfect. Teaching and learning process still often going on one way, so that students become inactive. Such inactivity led the understanding of grammar concepts less rapid and durable. Analysis the ability of students also become very less. Students are less able to apply and analyze foreign language grammar given to them. This condition is exacerbated by the limited number of vocabulary. When linked to the ability of students to analyze discourse in foreign languages, especially the ability to analyze the use of foreign language grammar, obviously felt very less and need to gear more intensively.

The learning of foreign language particularly grammar so far still focus on teacher (teacher centered learning). Many students that is less enthusiastic when the learning process is

ongoing. On discussion activity only few are involved. This serious matter really needs solution. Thus, this core idea that encourages the necessity of the implementation of student centered learning method for the students.

To fix the education system includes the learning method, a curriculum change is held. One of the changes of Competency Based Curriculum (CBC) according to National Education Minister Decree (Kepmendiknas) No. 232/U/2000 is learning pattern which originally Teacher Centered Learning (TCL) become Student Centered Learning (SCL). Of many changes in this curriculum, the changes in learning method are TCL approach became SCL approach. In fact, foreign language learning in formal school and lectures in university is mostly in the form of one way presentation from teacher or lecturer. This method limits the active role of students, as if the teacher becomes the only source of knowledge for the students. On TCL model, the active role of students in class becomes limited. Improvements of this method are question-answer discussion but still promoting teacher's role in learning. The knowledge is considered to be done and teacher does the transfer of knowledge. Therefore, on GPPP and SAP, the description given is activity that needs to be done by teacher as the main actor of learning, as for the students, the instruction is in the form of clue of things that has to be followed in the learning.

SCL paradigm, teacher only as facilitator and motivator which provide learning strategies that enabled students (and teacher) choose, discover and arrange knowledge and developing skills (method of inquiry and discovery). Paradigm changes in process of learning that originally centered on teacher become learning that centered on students may encourage students to participate actively in building knowledge, attitude and behavior. Through learning process with the active participation of students this means teacher do not take away students' right to learn in real way. On SCL process, students have the opportunity and facility to build knowledge by themselves so that they will gain deeper understanding, and eventually could increase students' quality.

Moreover, recent condition, foreign language students do not understand origin culture and morality values in language they studied. They do not even master their own origin culture. Knowledge regarding culture and morality values is really important when students learn

 ISBN 978-602-73769-1-5

foreign language. Cross-Cultural Understanding (CCU) use to improve skill to know difference between culture and the ability to learn to live together in the midst of the difference can be established, nurtured, and developed with a various activities, boldness, and preferences such as overseas culture, cross-cultural awareness and cross-cultural learning.

The problem of foreign language learning goes so far, focusing on learning language in context of foreign language origin culture. Students learn foreign language by pay attention to the context of foreign language culture originally. Learn a language cannot be separated from learning how language is used in daily life, especially how the language influenced and engaged to form the culture of native speaker. This thing indicates that someone who learn certain language without understanding its culture potentially become "dumb fluent" (Bennet, J. M., Bennet, M. J., & Allen, W 2003:237-270).

Cross-cultural happen when human with its culture relate with other human that come from other culture, interact and even influence each other. Cross-cultural is a term that most use to describe situation when a culture interact with other culture and influence each other whether positive or negative, as happens in tourist activity, where tourist ascertained interact and impact both positive or negative to local community. Culture difference occurs due to its dynamic and evolves so that need various approach to understand culture as to assimilate, integrate and realize cross-cultural (Aristana 2011).

Cross-Cultural Understanding creates value to determine which is right and acceptable by other culture. Cross-cultural make human able to communicate well and eventually, cross-cultural could strengthen one human being to other human being and give uniqueness on to the human being personally and society. By sharing experience and knowledge, human and other human form to understand and complete so that created peace and harmony of live through cross-cultural.

Language is one form of cultures. Culture cannot be separated from language. Fishman (quoted from Risager 2006) formulate three close relations between language and culture that is language is culture's "part", "index", and "symbolic". As "part" of culture, language plays important role as bridge in cultural understanding, especially to those who want to learn a lot

about the culture. As culture's "index", language reveals way of thinking or organize experience in particular culture. As culture's "symbolic", movement and conflict of language utilize language as symbol to mobilize population in defend (or attack) and support (or reject) cultures which relates to it.

Karmsch (quoted from Risager 2006) saw connection between language and culture, view language on its function to express, perform, and symbolize reality culture. Through language medium, human being is not only articulates experiences, facts, ideas and events to one another, but also deliver attitudes, beliefs, and perspectives. Language also performs culture reality by help human to create experience. Those experiences become meaningful when language is as the medium. Kramsch (quoted from Risager 2006) said that culture experience also symbolized by language. Language becomes culture's symbol because, as a mark system, language contains culture value. Human being is able acknowledge and differentiate one to another more less though observation process on how the usage of language.

Understanding the relation between language and culture become important in teaching second and foreign language. As stated by Liddicoat, Scarino and Kohler (2003), language is not merely structural, but also communicative and social nature. Learning new language, moreover, become more complicated regarding the complexity formed by the linkage between linguistic forms and its sociocultural aspects.

The trend of language teaching (especially foreign language) nowadays promoting the development of language skill communicatively has encouraged language teachers to build Cross-Cultural Understanding (CCU) to the students. CCU becomes important thing because basically human primarily practice through language. When it is related to cross language communication, CCU becomes bridge between cultures from language students with targeted language.

Signification to the CCU concept is diverse. Karmsch (quoted from Crozet, C., & Liddicoat, A. J. 1999:113-125) declared that each time we use language simultaneously we practice culture. Become competent in intercultural be like in "third place". This "third place" like a place (to be precise: position) where language learner can act like an "outsider" and "insider"

 ISBN 978-602-73769-1-5

simultaneously, have "etic" perspective (as outsider) and also "emic" perspective (as insider) to their culture and culture of the language they learned.

CCU appears when language learner able to bring the culture sensitivity, which marked with the changes from being "see reality only from their own culture point of view" heading to "realize that so many point of view in this world". Bennet, Bennet & Allen (2003), relate to this, stated that CCU is the ability to move from "ethnocentric" behavior toward respect other culture behavior, so that finally lead the ability to behave appropriately in a culture or any different cultures.

Developing CCU on language learners is challenging task for teachers. This requires teachers not merely to have strong understanding concept but also to creatively think effective ways on how ideal things from the concepts can be applied in class. There are several strategies proposed by expert regarding to the CCU development efforts.

Liddicoat (2004:17-23) proposed a main frame that contains four activities related with culture, namely (1) study and understand a culture practice, (2) comparing culture practice, (3) explore culture, (4) positioned themselves in "third place" between two (or more) cultures. Liddicoat (2004) also mentioned several strategies that might be able to be done, there are teaching culture explicitly, integrate culture into four language skills, teach culture from the beginning of language teaching, teaching bilingually, involving intercultural exploration, and help learners to keep learning.

Nowadays SCL and CCU method consider being more in line with the present external condition which become challenge for students to be able to take decision effectively on the problems they face. Through the implementation of SCL and CCU, thus students must participate actively, constantly challenged to have criticize ability, able to analyze and find solutions of their problems. Challenge of teachers as students' learning companion to be able to apply student centered learning to understand about concept, mindset, philosophy, commitment method, and learning strategy. To support teacher competency in student centered learning requires knowledge improvement, understanding, expertise, and skill of the teacher as facilitator in student centered learning. Teacher's role in student centered learning

shifted from teacher become facilitator. Facilitator is a person who facilitates, to facilitate learning process of the students. Teacher becomes learning partner which function as guide (guide on the side) for the students. Through this article, we will discuss on The Blend of Student Centered Learning and Cross Cultural Understanding in English Learning to Increase Students' Morality and Multicultural Values.

Learning Method

According to Pringgawidagda (2002:20), the understanding of learning process is process to achieve or gain knowledge about subject or skill that is learned, experience, or instruction. And relatively constant behavior changes and as practice result that is repeated. The notion of learning by Tho'imah (1989:45) is type of event or activity to gain several learning experience which deliver through material or specific knowledge, and some skill also direction to pupils and students.

From above understanding, it can be concluded that learning is process to deliver information or knowledge from teacher and lecturer to pupils and students about some materials, skills learned, and experience with certain method practically to acquire science and knowledge.

Referring to Indonesian general dictionary (Poerwadarminta 1989:1035), technique or method is way to make something or do something with regard to art. While learning is process in which there are interaction activity between teacher-student and reciprocal communication that takes place on educative situation to achieve learning goal (Rustaman 2003:4). In learning process teacher and student are two components that cannot be separated. Between these two components should be established mutual support interaction so that students' learning result could be achieved optimally.

Regarding to Hasibuan (1988:54), effective learning method is learning method in which occurs two-way interaction between teacher and student, teacher does not have merely become dominant part. On learning technique, teacher cannot be only act as informant but also has duty and responsible as implementer that must actively create situations of leading, stimulating, and mobilizing students. Furthermore, teacher must create students' courage to deliver ideas or ask questions. Due to learning is not merely information delivery activity to

 ISBN 978-602-73769-1-5

the students, but rather a process that requires role change of a teacher as informant and becomes learning manager which aim is to educate students to be actively participating. Thus, changes occur in the behavior of students in accordance with the objectives that have been set in general.

From the above sources it can concluded that learning technique is operationally implement of method that specifically use for teaching something to someone in the same corridor.

Learning Model Student Centered Learning (SCL)

Student-Centered Learning emphasizes to interest, need and individual's ability. SCL is a learning model that explores the intrinsic motivation to build society that likes and always learning. This learning model also able to develop human resources quality which community needs such as creativity, leadership, self-confidence, self-reliance, self-discipline, critical thinking skill, communication skill, and work in teams, technical expertise, also global insight to be able to adapt on changes and development.

These are SCL notions in several literatures. SCL, according to Rogers (1983), is result of strength movement transition in learning process, from teacher strength as expert becomes students' strength as learners. This change occurred after plenty hopes to modify the learning atmosphere that made students become passive, bored and resistant. SCL, according to Kember (1997), is a pole of learning process which emphasizes students as knowledge builder whilst the other pole is teacher as agent who gives knowledge. Meanwhile, according to Harden and Crosby (2000), SCL emphasis on students as learner and what is done by students for success compare to what is done by teacher.

Those various definitions it can be understood that Student Centered Learning (SCL) is a model of learning that placed students as center of learning process. This learning process is different from learning model Instructor Centered Learning emphasizing on knowledge transfer from teacher to students that relatively passive. In implementing Student Centered Learning concept, students are expected to be active and independent participant in their learning process, which responsible and have initiative to identify their learning needs, discover information resources to acquire answer to their needs, build and present knowledge

based on the need also sources that have been found. In certain limits students can choose for themselves what will be learned.

Assuming that every student is unique individual, process, material and learning method will flexibly adapted to the interest, talent, speed, style and learning strategy of each students. The availability of this free choice is aims to explore the intrinsic motivation inside them to learn according to their individual needs, not need to unify. Instead of the knowledge transfer, learners are more geared in learning the skills learn how to learn as problem solving, critical thinking and reflective as well as the skills to work in teams.

Psychological Principles Of Student Centered Learning (SCL)

One of the provisions for the teacher to be able to implement the role as facilitator is to understand the principles of student centered learning. There are five important factors to be considered in psychological principles of student centered learning, namely: (a) metacognitive and cognitive factor that describe on how students think and memorizing, also describing factors that involve in establishment process of information meaning and experience; (b) affective factor that draw on how belief, emotion, and motivation which influence the way of someone in receive learning situation, how many person learning, and their effort to follow the learning. Someone's emotional state, their beliefs on their personal competence, their expectation of success, personal interest, and learning objective, all of it influence students' motivation to learn; (c) developing factor that draw physical condition, intellectual, emotional, and social was influenced by unique genetically and environmental factor; (d) personal and social factor that describe on how others play role in learning process and ways of people learning in team. This principle reflects that social interaction, and people will learnt each other and able to help each other by sharing individual perspective; (e) individual difference factor that describe on how unique individual background and capacity of each has effect on learning. This principle helps explain why individual learning something different, different timing, and in different ways.

Teacher who applies SCL must have as the following characteristics (1) recognizes and respect uniqueness of every students to accommodate students' thoughts, their learning style, improvement level, ability, talent, self-perception, as well as students' academic and non-

 ISBN 978-602-73769-1-5

academic need. (2) Understand that learning is a constructive process, thus must be convinced that students are asked to learn something relevant and meaningful to them. Besides try to develop learning experience where students can actively create and build their own knowledge also relate what they already knew with the gained experience. (3) Create positive learning climate by giving chances to students to talk personally, understand students perfectly, create comfort environment and stimulate students, supportive, recognize and respect the students, and (4) start the learning with basic assumption that all students with their own conditions willing to learn and want to do best, as well as has the intrinsic interest to enrich their lives.

Teacher that uses SCL tends to create learning environment with characteristics as follow. (1) Warm class, supportive. In this nuance, teacher allows students to know them and then likes them. If teacher is liked by students, they will work hard for the person the likes. (2) Students are asked to do useful thing. Teacher need to explain the benefit they get if they did what have been asked by teacher. This information will be useful if related directly with life skill that needed by students, therefore students pushed to do it and teacher believe that the thing is really useful or needed by the students' future job. (3) Students are always asked to work on the best they can do. The quality condition of the work which include therein are students' knowledge regarding to the teacher and what their expectation also beliefs that the teacher do care to help, believe that the task given by the teacher is always useful, strong willing to try to work on the task very well, and know how the work will be evaluate and the quality is increased. (4) students are asked to evaluate their work. Self evaluation is necessary to measure the work quality that is done by students, all students must know that their work will be evaluate and based on the evaluation result students would know how their work quality can be improved also can repeat its process until the best quality is achieved. (5) good work quality is always cause happy feeling. The students would feel glad when the result of the work is good quality, and thus the parents and teachers. This happy feeling also as incentive to quality improvement, and (6) good quality work is never destructive. Good quality work is never achieved through destructive work such as drug abuse (although sometimes cosidered cause happy feeling) or hurt someone else, cause damage on environment.

 ISBN 978-602-73769-1-5

Cross Cultural Understanding (CCU)

Understanding foreign culture through cross-cultural not necessarily to get used to live with the culture, but to get to know and understand culture itself (Hexelschneider, 2002:20). In other words, Quasthoff (2003: 88) stated that with cross-cultural understanding students are able to show foreign culture and their own culture, so that they are embedded evaluative and tolerant behavior toward foreign culture.

In this cross-cultural process, culture itself function as point of view guidance (Werner in www.intercultural-network/werner). Therefore someone could have a third culture perspective, which can simultaneously act as psychological bridge between their own and foreign culture, namely (1) have the cultural sensitivity; (2) do not judge; (3) tolerant to uncertainty and anomaly; (4) understanding others perception; and (5) show empathy and respect (Gudykunst dan Kim queted from Alwasilah 2004:14). These point of views obtained the description that cross-cultural understanding is student evaluative point of view and tolerant toward foreign culture or student understanding about foreign culture that based on understanding of their own culture.

CCU appears when language learner able to bring the culture sensitivity, which marked with the changes from being "see reality only from their own culture point of view" heading to "realize that so many point of view in this world". Bennet, Bennet & Allen (2003), relate to this, stated that CCU is the ability to move from "ethnocentric" behavior toward respect other culture behavior, so that finally lead the ability to behave appropriately in a culture or any different cultures.

Cross-cultural understanding is basically like having double role. Corbett (Corbett 2003:1-30) stated that cross-cultural understanding is beyond the ability to copy native speaker. Cross-cultural understanding is the ability to position the language learners on position of a "diplomat", which able to see different cultures through someone "knowledgeable" point of view. With cross-cultural understanding, language learners may wisely explain to anyone with the same culture what is inside the targeted cultural and vice versa.

 ISBN 978-602-73769-1-5

Cultural Learning Through Language And Intercultural Competence

There is some misunderstanding that must be exposed, especially in accordance with the teaching cultural elements. Due to cultural is proceeding and developing in long period (as long as human being exists) then there is sense of apathy from many parties who think that culture cannot be taught (www.sudutsastra.com). In this case should be understood that the effort of teaching culture element in foreign language does not mean as effort to teach culture, because the real target of culture element teaching is to embed cross-cultural sensitivity or awareness aimed to learners to have competence in intercultural (Mulyadi, 2008:23).

How the linkage language and culture, at least there are two viewpoints appeared. First, viewpoint that is known as Worf hypothesis – Sapir said that language affect culture (Wardhaugh 1992). Language is seen to affect the way of thinking and language society behavior, which also known as linguistic determinism (Yule 1990:196). What is done by language society is affected by its language nature. Second, on opposite of the first hypothesis, this hypothesis holds that culture affect language. Society behavior when speaking language is influenced by society culture itself or in other words language reflects the culture.

Aside from those viewpoints, no need to find the causality relations, obviously both hypotheses agreed that language and culture are strongly connected or bond. Language and culture always have relations when society practices communication. Therefore, when speaker communicate, at the same time the person is using its cultural institution.

Seeing the relations between language and culture, Kramsch (1998, quoted from Risager 2006) view language on its function to express, perform, and symbolize reality culture. Through language medium, human being is not only articulates experiences, facts, ideas and events to one another, but also deliver attitudes, beliefs, and perspectives. Language also performs culture reality by help human to create experience. Those experiences become meaningful when language is as the medium. Kramsch (quoted from Risager 2006) said that culture experience also symbolized by language. Language becomes culture's symbol because, as a mark system, language contains culture value. Human being is able

acknowledge and differentiate one to another more less though observation process on how the usage of language.

Understanding the relation between language and culture become important in teaching second and foreign language. As stated by Liddicoat, Scarino and Kohler (2003), language is not merely structural, but also communicative and social nature. Learning new language, moreover, become more complicated regarding the complexity formed by the linkage between linguistic forms and its sociocultural aspects.

Multicultural and Morality Values

Multiculturalism comes from multi (plural) and cultural (about culture). Multiculturalism implies the recognition to the reality of culture diversity, which means includes traditional diversity such as diversity of tribe, race, or religion, as well as diversity of live forms (subcultural) that continuously appear in every phase of society lives.

The term of multiculturalism is positively accepted by Indonesian society in general. This certainly has something to do with the reality of pluralistic Indonesian society. The plurality of Indonesian can be seen from facts that spread in Indonesian archipelago that consist of 13,667 islands (although some is uninhabited), divided into 358 tribes and 200 sub tribes, embrace diverse religions and beliefs, and cultural history mixing of a wide range of cultural influences, such as the original archipelago culture, Hindu, Islam, Christian, as well as modern Western. Ordinary people recognize multiculturalism in form of descriptive, which illustrates the reality of multicultural in the society (Heywood 2007).

According to Parekh (2001), there are three components of multiculturalism; the culture, culture plurality, and particular way to response the plurality. Multiculturalism is not pragmatic politic doctrine, but the perspective of human life. Almost all nations in the world are composed from diverse cultures, which mean difference as principle, and human moves from one place to another on earth become more intensive, thus multiculturalism should be interpreted to multicultural policies as the cultural diversity politic management of citizen.

 ISBN 978-602-73769-1-5

Moral is something to be conveyed by communicator to the reader, which is the meaning that contain in a literary work and the meaning that being suggested through story (Nurgiyantoro 2005:321). This means author convey moral messages to the readers through literary work whether directly or indirectly.

Franz Magnis Suseno deciphers morality as whole norms, values and attitude of a person or a community (1993:9). Morality is a quality in human actions to the individual said that the action was right or wrong, good or bad, or in other words, morality includes a notion of good and bad human actions (Poespoprodjo 1988:102).

Morality is a heart attitude which revealed in the external work (given that the action is an expression completely from the heart), morality there when people take a good attitude because aware of the obligations and responsibilities and instead from looks for profit. Morality as attitude and good deeds are truly selfless. From the definition mentioned, can be described that morality is provisions decency that bind human social behavior for the realization of the dynamic life in the world, the rules (norms) was determined by consensus of the collective, which is basically a moral described commonsense objective.

Research Method

The design of this study is using a model developed by Kemmis & Mc Taggart which a development of the basic concept developed by Kurt Lewin. The difference lies in unification of action component (Acting) with observation (Observing). Kemmis & Mc Taggart develops from planning (Plan), actions (Acting) and observation (Observing) and reflection (Reflecting). The principles of action research are as follows: (a) real activity in routine situations; (b) The existence of self-awareness to improve performance; (c) SWOT as the rationale; (d) empirical and systemic efforts; (e) follow the SMART principle in planning (Arikunto 2010:6-9).

This study rests on the principle of self-awareness to enhance and improve performance. This research is qualitative. A qualitative approach is a process of research and understanding that based on a methodology which investigates a phenomenon of social and human problems. In this new approach, researcher created a complex picture, researching words, a detailed report

of the views of respondents, and conducted a study on the natural situation (Creswell 1998:15). Bogdan and Taylor (queted from Moleong 1995:3) argued that qualitative methodology is a research procedure that produces descriptive data in the form of written words or spoken from the people and observed behavior. Qualitative research is a study that displays data in the form of verbal and data are expressed without the use of statistical techniques (Ainin 2007:11).

This qualitative research then use the class action study design (hereinafter abbreviated as PTK). Action research is a real-world practice interventions aimed at improving the practical situation. Certainly actions research carried out by the teacher or lecturer is intended to improve the learning situation which is their responsible and the research conducted is called PTK. PTK can gain practical benefits such as improvements in students' learning problems and teacher difficulties in learning process. PTK is a scrutiny of the activities that had been raised and occurs in a classroom (Arikunto 2006:91). This research is a problem-solving activity that consists of four basic components: planning, acting, observing, reflecting. Relationship of four components showed sustained repetitive activities (cycle). In this study, researcher used a method of action research designed in two cycles.

The subjects were fifth semester English Department students who take Introduction to Literature subject consisted of two classes on Tadris English Department of IAIN Palangkaraya, in academic year 2014/2015.

Research Result and Discussion

Data obtained from this research is qualitative and quantitative data, including the application of a mix of methods SCL and CCU in Introduction to Literature class. After making observations, which lasted from May 17, 2014 and May 24, 2015 obtained differences are very different from previous meetings that have not been using a combination of methods SCL and CCU. Previous method used is the usual form of presentation. Students sit, listen, take notes, and do the exercises. Students mostly only listen, while understanding the examples given. Presentation of activities undertaken to provide understanding of concepts related to the concept English grammar studied. This activity has yet to make students enthusiastic in participating in the learning process. Learning is still going in the same direction and not dynamic. Students were not showing meaningful creativity yet. Learning process be expected is still not satisfactory.

 ISBN 978-602-73769-1-5

Therefore, before the students are invited to make simple literature analysis, especially the use of cross cultural understanding to analyze English novels ar English short stories, then first of all, students are given clear information related to the material that will be presented to the next meeting. Provision of this information is important because in the blend method of learning with SCL and CCU students are invited to try to explain and present the understanding related to the material being studied. Concept developed was students must be willing to share their understanding toward related how to use literature theories and cross cultural understanding to analyze English novels. All students are given the opportunity for a presentation related to the understanding they have done at home or in the dorm. Therefore, a lecturer in this case is no longer explaining more but more students will spoke in front of their friends. The principle of learning with a blend of SCL and CCU method is student-centered learning. Changes that occur can be seen from the results of pre-quiz and post quiz related to the implementation of the SCL and CCU blend method in learning Introduction to Literature.

Table 1 Pre-Quiz and Post-Quiz Data Result

Material: Cross Cultural Understanding

Student No.	Pre-quiz	Post Quiz
A	60 (C-)	72 (B)
B	61 (C-)	75 (B)
C	62 (C-)	76 (B+)
D	64 (C-)	76 (B+)
E	66 (C+)	76 (B+)
F	67 (C+)	76 (B+)
G	67 (C+)	77 (B+)
H	68 (C+)	77 (B+)
I	68 (C+)	77 (B+)
J	68 (C+)	77 (B+)
K	69 (C+)	78 (B+)
L	69 (C+)	79 (B+)
M	69 (C+)	80 (B+)
N	70 (B)	80 (B+)
O	70 (B)	81 (A)
P	71 (B)	81 (A)
Q	73 (B)	82 (A)
R	74 (B)	84 (A)
S	76 (B+)	85 (A)
T	76 (B+)	86 (A+)
U	76 (B+)	87 (A+)
V	77 (B+)	88 (A+)
Total	**1521**	**1750**
Mean	**69**	**80**

(Source: Quizzes Data Result)

 ISBN 978-602-73769-1-5

Based on the results obtained from pre-quiz, the tendency of pre-quiz results before applying a mix of methods SCL and CCU seen that, the result of prequiz, **25 students got C (57%)** and **19 student got B (43%)**. After implementing of SCL and CCU, previously **25 students got C increasing B** and **17 students got B increasing A (27 students got B (61%) and 17 students got A (39%)).** The average value of pre-quiz is 69 while the average value obtained on post quiz is 80. The increasing value of pretest to posttest score was **13%**. It has occurred the significance improvement in applying of SCL and CCU in learning English Literature analysis. They gave the dynamic change. The first condition of the students were silence, listening, sitting, and chatting with her/his friends, inactive only, becoming more enthusiastic students in understanding and try to applying their CCU in learning English literature analysis.

Based on the average of pre-quiz to post quiz increase significantly and application of blending methods of SCL and CCU in Introduction to Literature provides a dynamic change from previous students that only silence, listen, sit and chat with friends, inactive, become students which more enthusiastic in understanding and tried to apply their understanding toward related how to use literature theories and cross cultural understanding to analyze English novels. The change occurred could be seen based on the pre-quiz and post-quiz. They related to the implementation of SCL and CCU in learning English Literature analysis to be able to improve the students' morality and multicultural values.

Table 2 Observation Result 1

readiness	50	90
liveliness	46	82
seriousness	46	82
students' performance	41	73

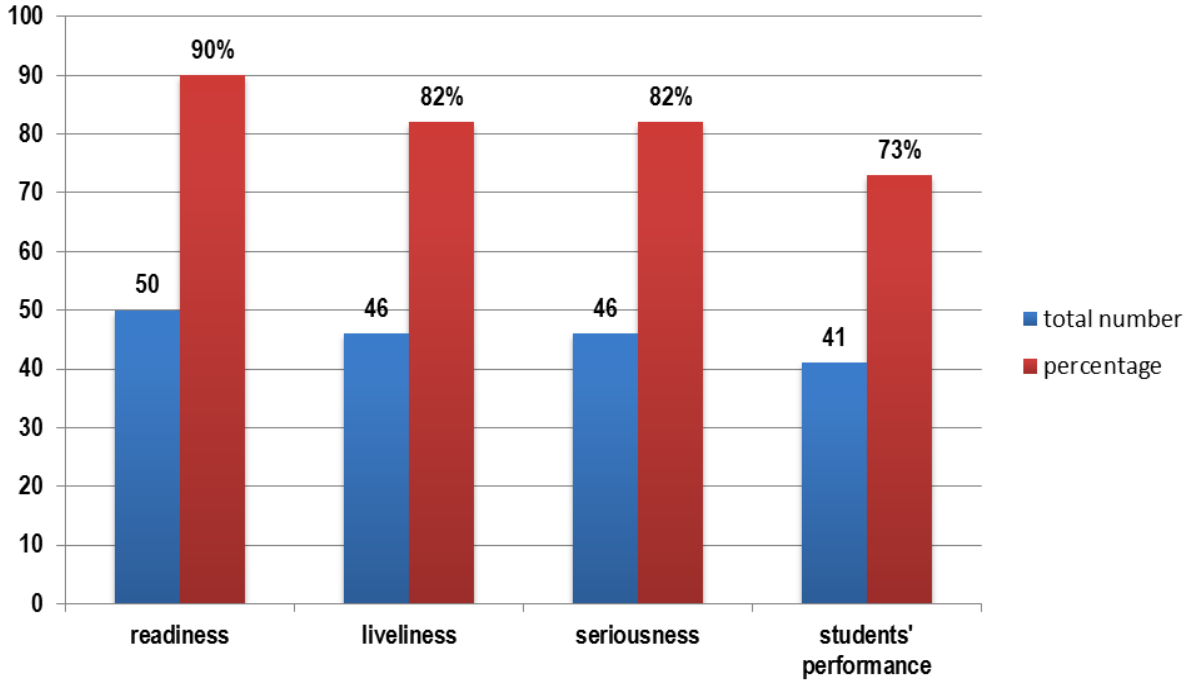
It appears that the results of the observations related to the readiness of the students is very clear that the average readiness is 90% which indicates that the students will be better prepared when the matter will be submitted to the next meeting presented and delivered to students so that they are better prepared to understand the concept and how to use them in English literature analysis. The principle of blending SCL and CCU methods are challenging students to be more active because the students will be invited to come forward to share their

 ISBN 978-602-73769-1-5

knowledge and understanding to their friends. This is the important point that the blending of SCL and CCU method in Introduction to Literature can improve the readiness of students in learning so that learning becomes meaningful.

While the observation result related to students' activeness and seriousness appears that the average reached 82%. This shows that the blend method of SCL and CCU can increase the students' seriousness and liveliness in understanding the concept of related how to use literature theories and cross cultural understanding to analyze English novels. In addition, also, the performance of students in the presentation also looks very good with average 73%. The observation result can be seen in the following diagram.

Diagram 1. Observation Result 1



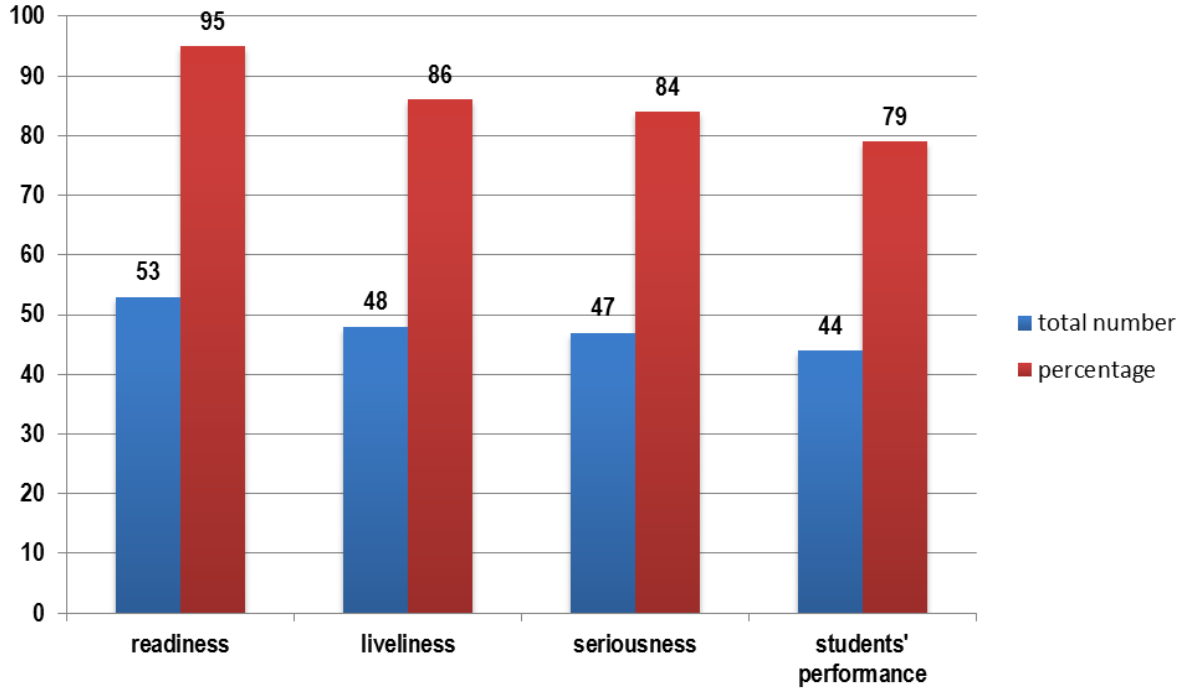
The quality of learning and academic achievement in learning Introduction to Literature improves after the application of SCL and CCU.

Tabel 3 Observation Result 2

readiness	53	95
liveliness	48	86
seriousness	47	84
students' performance	44	79

 ISBN 978-602-73769-1-5

Based on observation result can be described that from the first to the second cycle has increased significantly. In the aspect of readiness of students of the first cycle there is an increase of 90% to 95%, as well as aspects of the activity and the seriousness of the students experienced a significant rise from the first cycle of each 82% increase to 86% and 84%. From the aspect of student performance also increased from the first cycle of 73% to 79%. Improving the quality of learning is not only seen from several aspects in terms of the results of observation. In principle, blending method and CCU SCL remains emphasize the learning process should be meaningful to the learners. To support this observation results related to improving the quality of learning and the quality of students' academic achievement, it can be seen the quizzes result of the first cycle and the second cycle as follows. The observation result can be seen in the following diagram.



Based on the results of the quiz in the first cycle and the second cycle results show that the academic quality of the students in understanding how to use literature theories and cross cultural understanding to analyze English novels is increasing. It is seen from the increase of average value from the first cycle the students' average value is 77.8% has increased to 84.5%. Improving the quality of learning is the core objective of the action taken in this study. Based on the quiz results of the first and second cycle, it can be stated that the application of mix methods of SCL and CCU in learning Intorduction to Literature can improve the quality

of learning and improve the quality of students' academic related to how students understanding the concepts to use literature theories and cross cultural understanding to analyze English novels. Based on the quiz result of the first and second circle, could be stated that the implementing of SCL and CCU in learning of Introduction to Literature could increase the student academic qualities and students multicultural values in analyzing of literary text.

Students' response and interest in learning Introduction to Literature after the application of blending methods of SCL and CCU can be seen on the questionnaire given to the students. Questionnaires were given to uncover how the students' response and interest related to the implementation of the SCL and CCU blend method in Introduction to Literature teaching courses with material modals and main verbs.

No	Students Statements	1	2	3	4	5
1.	The blend method of SCL and CCU increase willingness to understand structure concepts.	11	7	-	-	-
2.	The blend method of SCL and CCU increase learning interest to learn structure concepts.	14	4	-	-	-
3.	The blend method of SCL and CCU increase the mastery of grammar concepts that being studied.	12	6	-	-	-
4.	The blend method of SCL and CCU increase the will to learn.	9	9	-	-	-
5.	The blend method of SCL and CCU inspire in learning the concepts and examples of structure.	8	10	-	-	-
6.	The blend method of SCL and CCU give good result in learning Introduction to Literature.	6	12	-	-	-
7.	The blend method of SCL and CCU is beneficial in learning Introduction to Literature.	15	3	-	-	-
8.	The blend method of SCL and CCU develop active learning.	15	1	1	1	-
9.	The blend method of SCL and CCU encourage students in improve their multicultural and morality values.	9	8	-	1	-
10.	The blend method of SCL and CCU useful in improve multicultural and morality values.	10	8	-	-	-
11.	The blend method of SCL and CCU make learning process take places naturally, real activity and experience by themselves not just from what teacher told.	5	12	1	-	-
12.	The blend method of SCL and CCU encourage the students to improve their multicultural and morality values.	8	9	1	-	-
13.	The blend method of SCL and CCU increase learning appreciation from their friends.	7	10	1		
14.	The blend method of SCL and CCU encourage you to make your own understanding related to its implementation in real life.	8	8	1	1	-

 ISBN 978-602-73769-1-5

15.	The blend method of SCL and CCU can develop their own knowledge through active participation in learning process.	16	2	-	-	-
16.	The blend method of SCL and CCU build the learning awareness; develop culture sense and knowledge, morality values, and courage.	6	12	-	-	-
17.	The blend method of SCL and CCU arise curiosity and ability in language.	7	11	-	-	-
18.	The blend method of SCL and CCU build your personal into independent learner and able to share with others.	14	4	-	-	-

Desc: 1: Strongly agree; 2: Agree; 3: Abstain; 4: Disagree;

Questionnaire data related to the students' response and interest in learning Introduction to Literature shows that the final statement of the students stated that the learning model SCL mix with CCU can build a personal become independent learner and can share with others. Of 18 students there are 14 students who stated strongly agree and 4 students agree. Meanwhile, there are 11 people who strongly agree and 7 concur associated with learning models CCU blend with SCL method can improve the willingness to understand the structure concepts.

Then, there are 14 students who strongly agree and 4 students who agree associated with blend method of SCL and CCU can improve the learning interest in studying structure concepts. This indicates that the application the method preferred by students in understanding the concept of English grammar, especially in understanding the use of modals and main verbs in English simple sentences. There are 12 students who strongly agree and 6 agreed related to the use of this learning model can improve the mastery of grammar concepts being studied. There are 16 students who strongly agree and one student agree, and one student abstain associated with learning by using SCL learning model can develop active learning method.

There are 15 students who strongly agree and 3 agree in learning by using blend learning method of SCL and CCU can provide advantages in learning Introduction to Literature. There are 16 students who strongly agree and the two people who agree associated with the method can build their own knowledge through active involvement in the learning process. This shows that the interest and response of the students related to the application of mix method of CCU and SCL is very significant because more than 85% stated strongly agree with the method.

 ISBN 978-602-73769-1-5

SCL and CCU could build the students becoming the independent learners and could share with the other students, **34 students (77%) was strong agree** and **10 students (23%) was agree**. **28 students (64%) was strong agree and 16 students (36%) was agree** with SCL and CCU could increase the students' willingness in analyzing of literary text to improve the students morality and multicultural values.

25 students (57%) was strong agree and **19 students (43%) was agree** with SCL and CCU could increase the students' interest in analyzing of literary text especially in understanding about literary terms and text to improve the students' morality and multicultural values.

20 students (45%) was strong agree and **24 students (55%) was agree** related to learning model applied that could increase the students ability and understanding of the literary concept and theory. **30 students (68%) was strong agree, 12 student (27%) was agree, 2 student (5%) was abstain** related to SCL and CCU could increase the students' way to be the active learners.

28 students (64%) was strong agree, 14 students (31%) was agree; and 2 student (5%) was disagree if SCL and CCU could motivate in improvement of the students' morality and multicultural values.

30 students (68%) was strong agree and **14 students (32%) was agree** if SCL and CCU could increase the students' morality and multicultural values. **22 students (50%) was strong agree, 20 students (45%) was agree, and 2 student (5%) had no option** in implementing of SCL and CCU could increase the students morality and multicultural values.

Conclusions and Suggestions

Based on description of the results of processing and research data discussion, can be concluded that with the implementation of blend method of SCL and CCU in learning Introduction to Literature (1) may increase the readiness, liveliness, and the seriousness of the students in understanding the concept of literary tex, especially how to use literature theories

and cross cultural understanding to analyze English novels; (2) can improve student performance related to the tasks given to each student to be able to share its understanding of the concept of literary text and theories; (3) can improve the quality of learning, academic achievement, as well as the interest and response of students in the learning Introduction to Literature, particularly related how to use literature theories and cross cultural understanding to analyze English novels; and (4) can increase cross-cultural understanding, increase in the values of students' morality and multicultural who appear in the results of learning, portfolios, and students behavior.

Thereby improving the quality of learning Introduction to Literature, with a blend of SCL and CCU method is very good because it has been able to improve cross-cultural understanding, increase in the values of students morality and multicultural.

Based on the conclusions outlined above, there are some alternative suggestions that can overcome the problems in students' lack of interest and responses related to learning Introduction to Literature, especially in understanding the concept of how to use literature theories and cross cultural understanding to analyze English novels are: (1) use a mix methods of SCL and CCU; (2) Using a wide variety of learning methods; (3) as for further study in the use blend method of SCL and CCU can be carried out more than two cycles and each cycle is more than two meetings; (4) The combination of SCL and CCU method can be applied to other subjects.

References

Ahmadi, Abu dan Soleh, Munalar. 2005. *Psikologi perkembangan (edisi revisi)*. Jakarta : Rineka Cipta.

Ainin, Moch. 2007. *Metodologi Penelitian Bahasa Arab*. Malang: Hilal.

Arikunto, Suharsimi. 2002. *Prosedur Penelitian, Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.

_____2008. *Dasar-dasar Evaluasi Pendidikan. Edisi Revisi, Cetakan ketujuh.* Jakarta : Bumi Aksara.

_____2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.

Aristana, I Nengah Pengaruh. 2011. *Pembelajaran Lintas Budaya Terhadap Kualitas Pelayanan Industri Pariwisata*. Artikel dalam Jurnal Perhotelan dan Pariwisata. 2011. Agustus No.1.

Bennet, J. M., Bennet, M. J., & Allen, W. 2003. *Developing Intercultural Competence In The Language Classroom*. In lange, D. L., & paige, M. P. (Eds.). *Culture As The Core: Perspectives On Culture In Second Language Learning* (pp. 237-270). Greenwich: Information Age Publishing

Bungin, B. 2007. *Penelitian Kualitatif: Komunikasi, Ekonomi,. Kebijakan Publik, Dan Ilmu Sosial Lainnya.* Jakarta: Kencana Prenada

Creswell, J. W. 1998. *Qualitatif Inquiry and Research Design*. California: Sage Publications, Inc.

Hasibuan, J. J., Ibrahim, dan Tolience, A. J. E. (1988). *Proses Belajar Mengajar Keterampilan Dasar Pengajaran Mikro*. Bandung: Remadja Karya.

Moleong, J. Lexy. 1995. *Metodologi Penelitian Kualitatif.* Bandung: Penerbit Remaja Rosdakarya.

Nazir. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.

Poerwadarminta. 1989. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.

Pringgawidagda, Suwarna. 2002, *Strategi Penguasaan Berbahasa*, Adi Cita. Karya Nusa, Yogyakarta: Rusyan Tabrani.

Risager, K. 2006. *Language And Culture: Global Flows And Local Complexity*. Clevedon, England: Multilingual Matters.

Rustaman. *2003*. *Media Pembelajaran*. Jakarta: Depdiknas.

Singarimbun, Masri dan Sofian Effendi. 1983. *Metodei Penelitian Survei.* Jakarta: CV. Rasma Agung.

Siregar, Sofian. 2010. *Statistik Deskriptif untuk Penelitian.* Jakarta: Rajagrafindo Persada.

Sudaryanto, *Metode dan Aneka Teknik Analisa Bahasa, Pengantar Penelitian Wahana Kebudayaan secara Linguistik.* Yogyakarta : Duta wacana University Press.

Internet resources:

http://blog.tp.ac.id

http://haydar85.wordpress.com/2008/07/07

http://retnadi-17.web.ugm.ac.id/wordpress/wp-content/pp.pdf

http://yudithea.blogspot.com/2010/04

ADDRESSING CHARACTER EDUCATION IN EFL CLASS THROUGH UNITY OF SCIENCE CONCEPT

Siti Tarwiyah

sititarwiyah98@yahoo.co.id

UIN Walisongo

Abstract

One issue dealing with science is its dichotomy or disunity. It is assumed that there is some basic opposition between science and religion, that scientific truth contradicts religion on some points, and that one must choose between being a religious person, a believer in God, or a scientist, a follower of reason. The concept of unity of sciences sees sciences as one unit. This concept confirms that all sciences are from God. As the result, there must be a kind of dialogue between sciences and religious values. Learning sciences will make the learners know more about and closer to God.

This study was aimed at identifying (1) characters addressed in EFL class, (2) the practices to address character education in EFL class through unity of science concept

It was designed qualitatively using questionnaire, Focus Group Discussion, and observation for collecting data. The data were accessed from the lecturers of EFL of UIN Walisongo in the even semester of 2014-2015.

Its conclusions are: (1) Characters addressed in EFL class were based on the topic of each meeting, i.e. *job → the importance of working/self reliance* and *dilligence, Like and Dislike → how we like and dislike someone or something/love, respect,* and *careful in making choice*, (2) The practices to implement the unity of science concept in EFL class were done through opening and closing lecture by praying, refering to Qur'anic verses and prophetic tradition, employing moderate and absolut integration.

Keywords: characters, unity of science concept, teaching practices

Introduction

The concept of unity of sciences has become a part of UIN Walisongo vision, "Leading Research University Based on Unity of Sciences for Humanity and Civilization". The concept of unity of sciences is aimed at giving spiritual touch to sciences by putting substantive Islamic values as parts of the course contents or integrating them in the teaching learning process. The dichotomy of science and moral spiritual values has provoked the idea of

uniting Islamic values and sciences. Integrating Islamic values in EFL class is a part of the implementation unity of sciences at UIN Walisongo.

This study was aimed at identifying kinds of characters addressed and the practices to addressed the characters in EFL class of UIN Walisongo through unity of sciences. Twenty five EFL lecturers of UIN Walisongo became the subjects of this study. They were observed their way of implementing unity of sciences in their EFL teaching and asked to complete an open-ended questionnaire. Seven of them were invited to join a focus group discussion to complete the data gained through observation and questionnaire.

Literature Review

Unity Of Science Concept

Unity of sciences sees sciences are sourced from God. It is assessed in different characters and brings its followers to know, to close to God, and ultimately to be good people. The implementation of unity of sciences suggests that science which students learn in their learning process, must meet 3 requirements:

1. making students know more about Allah, their God;
2. is beneficial for human survival and nature conservation;
3. developing new sciences based on local culture.

(Anwar, 2013:12-13)

Meanwhile, Plato in the *Sophist*, 257c mentions, "Knowledge also is surely one, but each part of it that commands a certain field is marked off and given a special name proper to itself. Hence language recognizes many arts and many forms of knowledge" (plato.stanford.edu, 2013). What is said by Plato is true in terms of the organization of knowledge. But his statement does not clarify the unity of sciences which is the unity of truth and religion.

Dealing with the concept of unity of sciences, in logical expressions 'Abdu'l-Baha affirmed,

> If religious beliefs and opinions are found contrary to the standards of science, they are mere superstitions and imaginations; for the antithesis of knowledge is ignorance, and the child of ignorance is superstition. Unquestionably there must be agreement

 ISBN 978-602-73769-1-5

> between true religion and science. If a question be found contrary to reason, faith and belief in it are impossible, and there is no outcome but wavering and vacillation.
>
> ... man's intelligence and reasoning powers are a gift from God: "This gift giveth man the power to discern the truth in all things, leadeth him to that which is right, and helpeth him to discover the secrets of creation." Science results from our systematic use of these God-given powers. The truths of science are thus discovered truths. The truths of prophetic religion are revealed truths, i.e., truths which God has shown to us without our having to discover them for ourselves. Bahá'ís consider that it is the same unique God who is both the Author of revelation and the Creator of the reality which science investigates, and hence there can be no contradiction between the two.

It is obvious that truth is one. As it is one, consequently it is not possible for something to be scientifically false and religiously true. What is stated to be true in religion must be true to fact or science. It is also derived from the function of religion as the arranger of the fact.

Character Education in Unity of Science Concept

Character education, a deliberate effort of a school to cultivate virtue, embraces with the concept unity of sciences. Both bring students to goodliness and professionality. The examples of character education may be implemented in higher education classes are being aware of the importance of planning in educational process and any other activities, being aware of the importance of target in any activity, being critical, being aware of the importance of assesment, being aware of the importance of truth, being able to manage students' self life and others, having problem solving ability, being optimistic in running their lives, and being aware of the importance of plan in any activity besides love, honesty, dilligence, work hard, etc.

Abidin (2012:54) provides the components of good character (taken from Lickona, 1992) as follow:

a. Moral Knowing: moral awarenes, knowing moral values, perspective taking, moral reasoning, decision making, self knowledge.
b. Moral Feeling: conscience, empathy, loving the good, self control, humility
c. Moral Action: competence, will, habit

 ISBN 978-602-73769-1-5

Global challenges have put the importance of character education to create physically and mentally qualified human being. To utter this statement is easier. To realize it is much more difficult. It involves appropriate syllabus design, which later, influences the choice of effective learning media and instruction to deliver appropriate materials. This is to say that there is a kind of additional work for teacher. S/he needs to play her/his roles well as information source, designer of learning activities, facilitator as evaluater. All her/his four competences –prefessional, pedagogical, personality, and sosial- must be reflected in her/his day to day life either at school or other community life.

Law Number 20/2003 about National Education System says that national education functions to develop the ability and the character as well as the dignified-nation civilization in the effort of smartening nation, developing students in order to be faithful to God, well behaved, healthy, knowledgable, tallented, creative, self reliant, democratic and responsible citizens.

To continue the process of character building through education, Minister of Education issued Permendikbud No 21/2015 on character building. The regulation rules the internalization of moral and spiritual values through the following processes:

- Praying before and after lesson under the teacher guide and it is led by a student of the class in turn.
- Habituating students to worship at school, in their family, and society
- Habituating stuents to celebrate religious holiday through simple activity
- Habituating students to initiate and do social charity

Meanwhile, to instill national values and diversity, every school is required to conduct flag ceremony every Monday with uniform as having been regulated by the school, to conduct flag ceremony in the opening of school orientation, to sing Indonesia Raya after praying before the lessons start, to sing traditional, national song which is composed in patriotic nuance before the lessons finish, to introduce the local uniqueness through varied media and activity, to expose students with the historical value behind the national holidays.

ISBN 978-602-73769-1-5

Nevertheless, the fact says that there is moral decadence among students of elementary grade to those of higher education. They break ethics, moral value, and law. They are accustomed to cheating in the exam. They pursue the pass by trying to get the answer key rather than studying hard to prepare the exams (Depdiknas, 2010a:2 as cited by Abidin, 2012:43).

Considering that fact, character education at school and university is mainly demanded. Through the appropriate integration, the features of human with good characters –with *sidiq/*truth, *amanah/*can be trusted, *fathonah/*smart, and *tablig/*convey the truth- (Kemendiknas, 2010a in Abidin, 2013:53)

The above final end of character education reminds us to follow our prophet's behavior. Unity of sciences embrace knowledge and its value from the religion point of view. Its implementation supports character education.

Integrating Unity of Sciences in Language Classes

Unity of sciences recommends integration of values –social and religious. Relating to the integration, Octaberlina (2014) suggests two concepts of the integration of Islam and sciences, i.e. inventing and justifying. The former represents real invention of science in any field which has relation with Qur'anic statements. Such medieval scholars in medical as Ibnu sina, Al Farobi had reflected Qur'anic verses to bear new thought in medical field. Meanwhile, the later justifies that theories or inventions done by western scholars have been mentioned in the holy Qur'an. The examples of justification deals with the invention of computer, tape worm, iron which have been mentioned in the Qur'an.

In conducting EFL teaching learning process, it is demanded to implement Islamic education. It is an education system which begins from and reflects Islamic civilization, not only refers to study on Islamic religion. Islamic civilization is exposed through its history giving information about achievement and invention of Islamic people from age to age. Studying this, may boost students' motivation of learning in order to do the same thing in science and technology as their previous predecessors. Meanwhile, Islamic education may be conducted by internalizing Islamic culture, norms, values.

 ISBN 978-602-73769-1-5

Regarding the the methods of integration of Islam and science, Octaberlina (2014) confirms that they may be integrated through two ways. They are absolute and moderate integration.

1. Absolute Integration

   All teaching materials are about Islam. Knowledge of all subjects is used to learn Islamic values and civilization. For example, in learning about telling experience, students are only allowed to tell their experiences dealing with islamic way of life, i.e. experience of going hajj/performing pilgrimage, fasting, slaughtering day, etc.

2. Moderate Integration

   There is specific material for each subject or field of study. Islamic values and civilization are only integrated and the material is also linked to the global development of science. The purpose of the integration is to make students aware of the importance of Islamic values and civilizations which later makes them knowledgable and behave based on the rules of Islam without leaving the character of field of study being the focus of attention.

Moderate Integration means that the teaching practices focuses on specific material. Islamic values and civilization, which may be put in the affective domain are only integrated. This kind of integration is relatively appropriate for EFL class. All of the practices must be planned in order to make teaching learning efficient.

The samples of Islamic values may be integrated are being aware of the importance of friendship, neighborhood, and cooperation (relates to the topic *Introduction*), being aware of the importance of self reliance, work hard, help others with our wealthy (relates to the topic *Talking about Job*, etc. All of them may be included into good characters.

Focusing on the implementation of unity of sciences at UIN Walisongo Semarang, Muhaya (2015:299-306) confirms three strategies;

1. Spiritualization of modern sciences

   What he refers to modern sciences are the sciences which are not about Islamic civilization and values. Examples of this cathegory are Mathematics, English, Physics, Biology, Economics, Chemistry, etc.

2. Humanization of islamic sciences

Examples of islamic science needs to be humanized are Fiqh, Akhlaq/Tasawuf, Qur'an-Hadits, etc.

3. Revitalization of local wisdom

   Local wisdom is the wealth of local culture with its values which have become way of life of a certain community –Javaneese or Indonesian people.

Spiritualizing modern science, according to Fanani (2015) may be done through three ways:

1. Linking the subject matters to the qur'anic verses or the prophetic tradition

   This is in fact the lowest level of implementing unity of sciences. It needs to be followed by such process as building habit, modelling, monitoring students' attitude and behavior.

2. Fusion of phylosophy

   Fusing the western and the islamic philosophy of knowledge is demanded. Westerners view that knowledge results from empirical and rasional study. Meanwhile, Islam views knowledge as the revelation of God. Both should be fused, as knowledge divined by God is subject to be rasionalized through empirical study.

3. Fusion of the world view

   In fact this fusion is the resultan of the first to ways. It is the unity of knowledge and goodliness. The implementeation of the first two ways combined with revitalization of local wisdom will create professional and civilized students and graduates (Fanani, 2015).

Humanizing islamic sciences means that islamic knowledge should be taught in accordance with the context of the users. Learning Islam not as a text which is rigid, but as a teaching which is visible to be executed in day to day life.

Revitalizing local wisdom refers to the empowerment of the wealth of local culture with the wisom of life in it. This revitalization is aimed at strengthening the wisdom in the globalization era with more pragmatic and comsumtive way of life.

 ISBN 978-602-73769-1-5

Corruption, which is mushrooming in all level of community, is one of the prooves of the negligence of local wisdom happiness comes after pain “bersakit-sakit dahulu, bersenang-senang kemudian”, “hemat pangkal kaya”.

Methods

This descriptive qualitative study was conducted at EFL classes of UIN Walisongo. The data were taken through open-ended questionnaire, observation, and Focus Group Discussion from 25 lecturers of English I, II, III who managed their classes in the even semester of 2014-2015 Academic Year.

Result and Discussion

The Characters Addressed in EFL Class through Unity of Science Concept

The term of character education had became an integrated part of Islamic teaching long time before formalized character education was introduced. No wonder if UIN Walisongo as one of Islamic state universities in Indonesia addressed it in its teaching learning process. This is also due to the process of habit formation.

The characters addressed in EFL Class were in line with the topic. Supposed that the topic was divorce, the class would have a small discussion on divorce in Islamic perspective, before or after the presentation from the teacher. Their discussion might be around the rules of divorce (Al Baqarah 227-237, 241), the ban of being dispersed (Ali Imron 103-105). The target of the discussion was to gain students’ awareness of the importance of mutual respect, which became the addressed character. As the meeting was controlled by time limit, usually the teacher used task-based learning by asking the students to search for the Islamic sources on divorce before the attend the class.

In this study, the researcher only highlighted characters addressed in English 1 classes. The data are summarized in the following table

 ISBN 978-602-73769-1-5

Table 1

List of topics of English1and the Addresed Characters

Topics	Islamic Values	Addressed Characters
Introduction	Making friends with good good people not with heathen (Al Mumtahanah 7-9) The importance of knowing each other (Al Hujurat 13)	gregarious, respect
Job	Command to work (At Taubah 105, Fushilat 5)	self reliance, dilligence, responsible
Likes and Dislikes	Those we dislike may be good for us or vise versa (Al Baqarah 216)	love, respect, careful in making choices
Physical Appearance	Allah smartens human body (Al Mukmin 64, At Taghabun 3, Al Infithar 7-8, At Tiin 4) Human body is specified since he is in the womb (Ali Imran 6)	respect, faithful
Price	Don't fall for the worldly life (Luqman 33, Faatir 5)	economical, careful in making choice
Travel and Tourism	Allah creates universe (Al An'aam 14, Yusuf 101, Ibrahim 10, Az Zumar 46, Asy Syuura 11)	faithful, environmental care
Talking about Past Events	Nous makes people learn (Hud 78)	wise, tolerant
Asking for and Giving Suggestion	The command to remind others and relatives (Al An'aam 69, Asy Syuura 214)	social care, respect
Asking for and Giving Direction	The command to remind others and relatives (Al An'aam 69, Asy Syuura 214)	social care, respect
Inviting	Gathering (Muhammad 22)	social care, respect
Complaining and Apologizing	Forgiving is better than avenging (Asy Syuura 40-43) Forgiving others (Ali Imran 134) Allah forgives our mistakes (Asy Syuura 25, 30, 34)	social care, respect, tolerant
Giving Presentation	Allah teaches human to be good at speaking (Ar Rahman 4) Disapproval to those who speak without act (Ash Shaaf 2-3) The command to speak softly (Luqman 19)	Respect, communicative, wise
Academic Listening 1	The purpose of hearing (Al Insan 2-4)	attentive, serious
Academic Listening 2	The command to listen to religious call (At Thaghabun 16)	attentive, serious, faithful

Regardles the accuracy of the linkage, all topics can be traced their links with Qur'anic verse. In this case, lectures need to have good understanding about Qur'anic interpretation, so that referring qur'anic verses as a part of learning activity will not be misleading. Enough learning preparation will help lecturers avoid that problem.

 ISBN 978-602-73769-1-5

The practices to Address Character Education in EFL Class through Unity of Science Concept

Based on the data from observation, questionnaire, and Focus Group Discussion, the implementation of the concept was done through the following activities:

a. Conditioning students to dress and to behave based on islamic rules which may be done by affirming the rules in the learning contract, opening and closing a lecture by praying, having pair or group discussion with the same sex.
b. Refering to Qur'anic verses and prophetic tradition
   - linking some topics with Qur'anic verses
   - linking some topics with such islamic messages as fiqh, akhlak, etc.
   - showing the correlation between the materials being taught with concepts in al-Qur'an and other sciences
   - linking the development of knowledge in western countries with islamic countries
   - elaborating texts on Islam
   - modelling islamic attitude and behavior
c. Employing moderate and absolut integration through cultural compare and contrast

   Six out of fourteen texts in English 2 might follow absolute integration, since the texts were about Islamic teaching and they were recommended to be delivered based on islamic norms. In addition, the knowledge of the subject may be said to be used to learn islamic values and civilization. Regarding those features, it may be concluded that those texts followed absolut integration.

Regarding types of implementation, English 1 and English 3 used moderate implementation. The material was specific on language and language use. It was delevered integratedly with Islamic values and civilization. Nevertheless the material had not be linked to the global development of science. Meanwhile, six out of fourteen texts in English 2 might follow absolute integration, since the texts were about Islamic teaching and they were recommended to be delivered based on islamic norms. In addition, the knowledge of the subject may be said to be used to learn islamic values and civilization (see Octaberlina, 2014).

 ISBN 978-602-73769-1-5

Whereas the rest of eight texts might be conveyed through moderate integration. The texts were not about islamic values and civilization, but they were subjected to be linked with the values and civilization. They also needed to be delivered based on islamic norms.

In the point of stages of learning, the implementation had met the rules of integrating cultures in EFL class which include the steps as follow:

1. Informing students about how their native language is related to basic values, beliefs, thought patterns, and social action in their own cultures (see Bennet, 1997:20). Exposure to the target language basic values, beliefs, thought patterns, and social action in their own cultures may also be done first, before going to the target language (see R. Dian D. and Muniroh Rojab 2012:3)
2. Comparing native language-culture patterns to those of the new language-culture particularly concepts and structures.

   The lecturers started by highlighlting the new language culture, then going on with discussion and informing basic values, beliefs, thought patterns, and social action in the view of Islam and local culture.

Bennet suggests that the cultural integration in EFL class also needs to be followed by appropriate assessment. As far as the researcher concerns, the assessment still focused on cognitive and psychomotoric aspects. In fact affective assessment becomes ugent in this matter. Bennet says, “Assess achievement not just in terms of grammar and vocabulary but also pragmatic dimensions.” (1997:20) Assessing pragmatic dimensions means assessing language use not only based on the target language culture but also the native culture of the learners.

Dealing with the implementation of unity of sciences concept, affective assessment is considered as important as cognitive and psychomotoric assessment since the implementation ends up with the production of graduates with good professionalism and good characters. This is in line with the components of good character from lickona (1992) in Abidin (2012:54). The components are:

a. Moral Knowing: moral awarenes, knowing moral values, perspective taking, moral reasoning, decision making, self knowledge.

 ISBN 978-602-73769-1-5

b. Moral Feeling: conscience, empathy, loving the good, self control, humility
c. Moral Action: competence, will, habit

The components above also suggests stages of character education, from moral knowing, moral feeling, and Moral action.

R. Dian D. and Muniroh Rojab (2012:3) suggest the importantce of the following activities in the cultural integration:

1. Providing more authentic materials involving target cultural and social elements
2. Giving lectures or having discussion on culturally-related linguistic aspects
3. Using pictures, maps, realia, posters, etc. to help students develop a mental image
4. Comparing and contrasting home and target cultures
5. Role plays, where students can learn the difference of attitudes/values of different characters associated with the culture
6. Design a project where students can have an exchange with people from different culture

All the six activities had been executed. The last one was implemented in the form of project-based or task-based learning by instructing students to search for the link of some issues with qur'anic verses and prophetic tradition. For example, before talking about job students were assigned to search for Qur'anic verses and prophetic tradition related to job as the focus of learning.

One point needs to be pondered in the implementation of unity of sciences in EFL class of UIN Walisongo is the absence of affective assessment in wider scope. Aspects of affective assessment used so far are attendance and activeness. Regarding this fact, further guidance of affective assessment in EFL class need to be prepared.

Conclusion

Adressing character in EFL Class through unity of science concept was done by integrating Islamic values from Al Qur'an and prophetic tradition. The integration follows moderate integration through cultural compare and contrast.

 ISBN 978-602-73769-1-5

References

Abidin, Yunus. 2012. *Pembelajaran Bahasa Berbasis Karakter*. Bandung: Refika Aditama.

Bennett, Milton J. 1997. "How Not to Be a Fluent Fool: Understanding the Cultural Dimention *Culure.* Bloomington: Pantagraph Printing.

Fanani, Muhyar. 2015. "Strategi Implementasi Konsep *Unity of Sciences* dalam Perkuliahan" interview conducted on April 22, 2015 12.00-12.30

Rojab, Siti Rodliyah and R. Dian D. Muniroh Siti "The Importantce of Incorporating the Target Culture in English Language Teaching" ROJAB_SITI_RODLIYAH/The_Importantce_of_Incorporating_the_Target_Culture_in_Englis.pdf. (accessed on October 10, 2012)

Muhaya, Abdul. 2015. "Implementasi Paradigma dalam Ilmu Keislaman, Ilmu Sosial Humaniora, dan Ilmu Kealaman" dalam *Paradigma Kesatual Ilmu Pengetahuan.* Semarang:Walisongo Press.

Muhibbin. 2014. *Integrasi Ilmu.* http://muhibbinnoor.walisongo.ac.id/?op=informasi&sub=2&mode=detail&id=1576&page=1 20/11/2014 7:36

Octaberlina, Like R. 2014. "Implementasi Konsep *Unity of Sciences* dalam Perkuliahan Bahasa", makalah *workshop* Pengembangan Kurikulum Bahasa Berbasis *Unity of Sciences*, Ungaran 15 Mei 2014.

Suyatno, S. 2016. *Revitalisasi Kearifan Lokal sebagai Upaya Penguatan Identitas Keindonesiaan.* http://badanbahasa.kemdikbud.go.id/lamanbahasa/artikel/1366 accessed on July 6, 2015

http://plato.stanford.edu/entries/scientific-unity/ /20/11/2014 16.56 *The Unity of Science*. *First published Thu Aug 9, 2007; substantive revision Thu May 16, 2013*

 ISBN 978-602-73769-1-5

USING AUTHENTIC MATERIALS TO ENGAGE LEARNERS IN *REAL LIFE, CONTEXTUALIZED* LITERACY PRACTICES

Sri Suprapti

English Department

SState University of Semarang

Abstracts

A growing body of research has indicated the importance of *real life* texts in providing learners with meaningful reading materials and activities that may equip them with skills to respond well to their personal, social and cognitive needs. This paper intends to share the practices of using such materials in my Elementary Reading Comprehension course I did last semester (March- June 2015). In selecting the materials from various sources, I used Haliday's functions of language as a reference by assessing whether a text is (1) instrumental, (2) regulatory, (3) interactional, (4) personal, (5) heurisitic, (6) imaginative, or (7) informative. The paper describes the use of internet-based authentic materials to promote ***e-learning*** and ***mobile-learning*** that enhances ubiquitous learning. This way, the students are **actively** engaged and more well prepared to **critically comprehend** the materials, present their views and interpretations, ask and answer questions as well as make connection of (1) text to *self*, (2) text to *world*, and text to other text(s), individually or collaboratively. In this way, the learning experiences embrace the four big Cs of education namely: Critical thinking, Collaboration, Communication and Creativity.

Keywords: authentic materials, contextualized literacy practices, language functions.

Introduction

Language is a tool for learning and thinking. And language education is basically literacy education (Kern, 2000:16 - 17). The United Nations Organization defines literacy as: (a) human right, (b) tool for personal empowerment, (c) a means for social and human development. Therefore it concludes that education oportunities depend on literacy. Kern suggests that language learning needs to engage learners in activities involving the following literacy principles of : *interpretation, collaboration, conventions, cutural knowledge, problem solving,reflection,* and *language use.* These seven principles share a lot in common with the principles of what is known as contextual learning that is used in science and then extended to other subjects. However, the literacy principles are the principles especially designed for language education where all efforts should end up in *language use*. These principles are the

extracts of the common literacy practices that have been going for years in countries such as Australia, North America, and Europe (The New London Group 1996, cited in Kern 2000). In order to plan activities, teachers need to check out whether or not the activities encourage the learners to do interpretation, to collaborate with friends or others, to use conventions, to indicate cultural knowledge, to solve problems, to do some reflection on language, and finally to use language. Within the context of literacy-based language education, the emphases are given on:

- Language as social phenomenon
- Process orientation
- Connected strecthes of language
- Texts realized as communicative acts (doing things with words)
- Register and style variation
- Self-expression
- Communicative value in context

With regard to the roles of teacher and students, Kern (2000: 312) presents the following:

	Structural emphasis	**Communicative emphasis**	**Literacy emphasis**
Role models for teachers and learners	'philologists' or 'linguists'	'native speakers'	'discourse analysts' and intercultural explorers'
Primary instructional role of teacher	Organizing overt instruction and transformed practice	Organizing situated practice, overt instruction, and transformed practice	Organizing critical framing as well as situated practice, overt instruction, and transformed practice
Primary mode of teacher response	Correcting (enforcing a prescriptive norm)	Responding (to communicative intent)	Responding (to language as used), focusing attention for reflection and revision
Predominant learner roles	Difference to authority: focus on absorption and analysis of material presented	Active participation (focus on using language in face-to-face interaction)	Active engagement: focus on using language, reflecting on language use, and revising

 ISBN 978-602-73769-1-5

Reading within the literacy- based approach is no longer perceived as a passive, receptive skill as it requires active engagement in which readers have the roles *text users*, *text analyzers* and *text producers*. According to ACRL Information Literacy Competence Standards Review Task Force (2012), reading courses at higher education level should aim at helping students to become more sophisticatedly literate who are able to:

- ✓ Recognize when information is needed
- ✓ Access information effectively and efficiently
- ✓ Evaluate information critically and competently
- ✓ Apply/use information accurately and creatively

National Council of Teachers of English (NCTE) defines reading as a complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of the topic of a text, and their knowledge of their culture to construct meaning. For Nuttall (1996) the central ideas behind reading are: the idea of meaning; the transfer of meaning from one mind to another; the transfer of a message from writer to reader; how we get meaning by reading; - how the reader, the writer and the text all contribute to the process. Reading involves developmental process that continues to grow through engagement with various texts and wide reading for various purposes over a lifetime. In real life, contextualized practice, **reading** fulfills the **purposes** for **survival**, **learning**, and **pleasure**; with the first two considered to be crucial, while the third considered to be optional.

Research findings by National Reading Panel (2000) have indicated that **tertiary reading instructions benefit students best** when: (1) students are engaged in authentic reading experiences; (2) the focus is on helping students to construct meaning or deeper understanding of various texts and increase their ability to generate ideas for their own uses (Newmann, King & Rigdon, 1997),(3) the instructions also equip students with reading strategies that can empower them to be effective, efficient, active skillful readers who read critically by linking the texts they read with other texts, with self, and with the world. In line with the above- mentioned findings, the paper aims to provide practical suggestions of:
(1) how to select various authentic reading materials to suit the students' reading purposes and needs,

 ISBN 978-602-73769-1-5

(2) what learning experiences are provided in classroom, face-to-face lessons aimed at helping them become effective, efficient and critical readers, and
(3) what assignments are given to them as their out of class, extended reading activities that engage them in real-life, contextualized literacy practice.

Selecting authentic materials to suit the students' reading needs and purposes

Authentic materials have been defined as "…real-life texts, not written for pedagogic purposes" (Wallace 1992:145) . They are "…materials that have been produced to fulfil some social purpose in the language community." (Peacock (1997). NCTE Reading Commission (2009) suggests that reading courses for university students should provide them with sustained experiences with diverse texts in a variety of genres and offering multiple perspectives on real life experiences. Jacobson, Degener, Purce-Gates (2003) provide reasons for using authentic materials summarized below:

- Students are exposed to real discourse that provides them with exposure to real language.
- They have a positive effect on learner motivation.
- They keep students informed about what is happening in the world.
- The same piece of material can be used under different circumstances if the task is different.
- They have a positive effect on learner motivation.
- Language change is reflected in the materials so that students and teachers can keep ahead of such changes.
- Authentic texts can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.
- Authentic materials support a more creative approach to teaching.

The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, **the Internet** is continuously updated, more visually stimulating as well as being interactive, therefore **promoting** a more **active approach** to reading rather than a passive

 ISBN 978-602-73769-1-5

one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Based on the facts, I made use od the Internet by setting up a **Facebook group** named **Elementary Reading Comprehension UNNES 2015** for the course of Elementary Reading I did last semester from the first week of March to the last week of June 2015, where I posted articles from various Web pages like *ABC News, Al Jazeera English, BLOG.REALLYENGLISH.COM, CBS News, CNN International, Dale Carnegie, Health Digest, Mother Earth News, Medical Daily, National Geography, NBC,New York Post, Psychology Today, Tempo Media, The Jakarta Post,Time*.

In line with what is suggested by the Reading Commission of NCTE (2009) I Selected articles that represent:

- authentic multicultural perspectives (text and illustrations);
- accurate, current information;
- wide range of purposes;
- high literary quality;
- range of authors;
- multiple disciplines;
- multiple genres;
- content likely to engage and interest readers;
- content that is age and developmentally appropriate;
- content that is of interest to both genders.

In addition to the above criteria as a reference of selecting the authentic materials from the Internet,in assigning students to respond to a given text they have just read or find a selection of their own choice, I also made use of Halliday's functions of language as seen in the chart below:

ISBN 978-602-73769-1-5

Functions of Language (Halliday, 1978)

Instrumental:	Language used to satisfy a material need, enabling one to obtain goods and services that one wants and needs.
Regulatory:	Language used to control behavior. This is related to the instrumental function, but is distinct. The difference is that in the instrumental the focus is on the goods or services required, whereas the regulatory function is directed towards a particular individual ans it is the bahavior of the individual that is to be influenced.
Interactional:	Language used to make or maintain interpersonal contact.
Personal:	Language used to express awareness of oneself, in contradistinction to one's environment that includes expressions of personal feelings, of participation and withdrawal, of interest, pleasure and disgust, etc.
Heuristic:	Language used to learn and explore the environment.
Imaginative:	Language used to create, including stories and make-beieve/pretend.
Informative:	Language used to communicate information to someone who does not already possess that information.

For the course I did last semester I only picked up materials which are regulatory, heuristic, imaginative and informative in nature.

As adolescents, my students taking the course were freshmen who had just experienced transitions from high-school to university life that necessitated them to adjust to a more **active**, **independent, self- directed** learning that required them to be responsible for their own learning in order to succeed academically. To possess those qualities and achieve academic success, they should have self-discipline, positive attitude towards learning, and all of this can be facilitated by exposure to appropriate reading materials. With 2 credit hours per week, it means they were expected to spend 3 hours on reading outside the classroom. And each week at least I posted three – six articles concerning various issues of health care, psychology, social life, current world affairs, as well as practical steps of how to be effective and efficient readers. Some of the articles were 'must read' to be discussed in class, while the rest are up to the students whether they would read them or not.

Here is a list of **some of the 'must read'** articles that I posted from April to mid June that covers some issues of current affairs, environmental problems, health and health care, psychology, science, soft skills, and strategies for reading. The reading was assigned as an extended reading activity done outside class.

 ISBN 978-602-73769-1-5

Title	Web
India Heat Wave Tests Water Supply as Deaths near 2,000	Al Jazeera English
15 Ways to Attack a Text	BLOG.REALLYENGLISH.COM
7 Signs of People with Integrity	Psychology Today
How to Motivate Yourself in 10 Easy Steps	Time
Learning to Love Yourself	Health Digest
Listen Like Lincoln: How to Improve Your Listening Skills	Dale Caarnegie
Australia FM Makes Last-minute Plea for Clemency for Bali Nine Duo	The Jakarta Post

The length of each article varies with around 500 – 1000 words which is considered managable for first year students majoring in ELT or English Literature. This is to disprove the claim that authentic materials are mostly very long and will be difficult to be used in teaching reading. On the other hand, students benefits a lot from the advantages of engaging with authentic materials. Nuttal (1996:172) states that "Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people." In addition, some other main advantages of using authentic materials in the classroom include:

- having a positive effect on student motivation;
- giving authentic cultural information;
- exposing students to real language;
- relating more closely to students' needs;
- supporting a more creative approach to teaching.

Furthermore, it's worth mentioning here that the use of the Facebook group to post the materials is eco friendly and in support to the university policy as a conservation university.

Learning Experiences

Reading is considered to be an ongoing *interaction*, going beyond the physical context of the text, *looking for meaning* as well as *processing information*. Goodman takes this even further claiming that reading is "…an essential interaction between language and thought…" (1988:12) where the writer encodes his thoughts and the reader decodes the meanings. The Commission on Reading of NCTE (2006) suggests that reading courses should deal with comprehension in which students are exposed to learning experiences that:

- ✓ engage them with the development of higher level thinking and critical literacy;
- ✓ put emphasis on meaning making with connected text, including focus on using fiction and non-fiction;
- ✓ encourage multiple perspectives, themes, and interpretations;

 ISBN 978-602-73769-1-5

- ✓ promote independence in learning to help students to be self-directed;
- ✓ foster the development of cognitive strategies (predicting, questioning confirming, summarizing, inferring);
- ✓ develop metacognitive strategies;
- ✓ support of risk-taking;
- ✓ enhance the development multiple cueing systems;
- ✓ provide ample opportunities for comprehension work before, during, and after reading;
- ✓ involve intertextuality;
- ✓ buid connections to current knowledge
- ✓ promote development of new knowledge.

Such learning experiences listed above require the students to be ***active, efficient*** and ***critical*** readers. For that reason, teaching reading must cater for both the declarative knowledge (the *what*= reading materials), and the procedural knowledge (the *how* = reading strategies).

Active and efficient readers exhibit the following characteristics:

1. They know exactly what information they need to look for.
2. They can select important and/or relevant information for their purpose.
3. They an pick out key words and/or information.
4. They can vary their reading style depending on the nature of the task.
5. They know what to do with the information.
6. They regularly monitor their own understanding of the texts they are reading.
7. They know how to improve their reading comprehension.
8. They can anticipate what is coming next.

In addition, efficient readers read at the speed of at least 200 words per minute. To assess their reading speed, I suggested my students to try this piece of software online that can : http://www.uvreader.com/test.php.

They also could visit some web sites to help them improve and increase their reading speed:

www.mindtools.com/pages/article/newISS_03.htm

www.rapidreading.co.uk

 ISBN 978-602-73769-1-5

Reading can be said to be a tool for learning and thinking. At tertiary level, reading courses should focus more on developing the students' high order thinking of analysis, sinthesis and evaluation. Critical readers do not only read for information, but they read for ways of thinking. While reading, they keep asking questions like:

- Can I believe everything I read?
- Are experts always right?
- What makes me take more notice of one writer and less of another?
- What makes a given argument or proposition weak or strong?

Critical readers also employ a **deep approach** to reading with the following characteristics:

- Intention to understand
- Vigorous interaction with content
- Relate new ideas to previous knowledge
- Relate concepts to everyday experience
- Relate evidence to conclusions
- Examine the logic of the argument

Reading courses at higher education should train students to be critical readers who are able to:

1. Think about what they are reading and question what the author has written
2. Try to assess the stance of the author.
3. Challenge the ideas as they are reading.
4. Distinguish different kinds of reasoning used.
5. Synthesise the key information and make connections between what one author and others are saying.
6. Make judgements about how the text is argued.
7. Evaluate how the information could be better or differently supported.
8. Spot assumptions which have not been well argued.

Assignments given for the out of class extended reading

In relation to the course, there are two kinds of articles that I posted on the Facebook group: those that the students may not read and some that belong to the *must read*. For this extended

ISBN 978-602-73769-1-5

reading the focus is on the internal elements of the texts that mostly deal with vocabulary, idiomatic expressions and collocations. I also strongly recommended them to practice reading aloud to develop their spoken fluency. The other things they were supposed to do (for both the optional and must read articles) were:

(1) Dictionary use: especially to find the synonyms and antonyms of the unfamiliar words found in the texts they read.
(2) Intelligent guessing by using contextual clues to find the connotative and contextual meanings of some words.
(3) Translation: especially for short speeches.

For the two activities above I selected words and expressions that I predicted to be unfamiliar and/or socio-cuturally difficult to grasp the meanings of. And the reason I asked them to do some translation is that it is an overt indicator of comprehension.

It's also worth mentioning here that during the first four weeks of the course we used a reading textbook and it was in April 2015 that we started using authentic articles I posted on the facebook group, and they preferred using the latter with the following reasons:

(1) The articles are more informative for them.
(2) They learned not only about the English language, but also lessons for life, especially from articles about resilience, muticultural appreciation, leadership skills, friendship, health, interpersonal skills.
(3) They give them a sense of 'keeping ahead' with the current trends and issues and feel connected with the outer, wider world.

Concluding Remarks

Despite some objections to using authentic materials due to their inherent disadvantages, the 'experiment' I did by making use of a Facebook group on which I posted articles from various web paged, and the students' responses to the use of authentic materials further confirmed previous research findings that the use of authentic reading materials DO benefits students. **Most of the articles** are several levels above what they usually read, and they had no choice but to learn to deal with lots of unknown vocabulary. This should give them the motivation to use the reading skills they had been trying learn, namely getting a general gist, skimming and sca

 ISBN 978-602-73769-1-5

nning, etc. Demanding as it really is to prepare the lesson plans and assessment, the use of authentic materials certainly enable students to embark on real literacy practices they have to cope as students in order to be academically sucessful, and later as active, well-functioning society members in their pursue for personal, social, and vocational success. Moreover the use of the Facebook group promotes ubiquitous learning when students can do the reading wherever they are and whenever they want to do the reading.

References

ACRL Information Literacy Competence Standards Review Task Force. 2012. "Task Force Recommendations." American Library Association. http:/www.ala.org/crl/sites/ala.org.acr/files/content/standards/is_reco mm.pdf

Halliday, M.A.K. 1978. *Language as Social Semiotics: the social interpretation 0f language and meaning.* London: Edward Arnold.

Harmer, Jeremy. 2002. *The Practice of English Language Teaching.* 3rd ed. Essex: Pearson Education Limited.

Jacobson,E, Degener, S, Purce-Gates, V. 2003. *Creating Authentic Materials and Activities for the Adult Literacy Classroom.* U.S.A: NCSALL

Kern, Richard. 2000. *Literacy and Language Teaching.* Oxford: O.U.P

Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

National Reading Panel. 2000. *Teaching Children to Read.* Washington D.C: National Institute of Child Heath and Human Development.

Newmann, F., King,B. & Rigdon, M. 1997. Accountability and school performance: Impication from restructuring schools. *Harvard educational Review,* 67, 41-74.

Nuttall, C. (1996) *Teaching Reading Skills in a foreign language* (New Edition) Oxford, Heinemann.

Reading Commission of NCTE . 2009. www.ncte.org

Richard, J.C. (2001) *Curriculum Development in Language Teaching*. Cambridge :C.U.P

Stein, S. 1997. *Equipped for the Future: A Reform Agenda for Adult & Lifelong Learners.* Washington D.C: National Institute for Literacy.

READING POSTCOLONIALISM ISSUE IN ORIFLAME'S BOOKLET NO 8/ 01 AGUSTUS-31 AGUSTUS 2014

Sri Utami Budi

seribubudi@gmail.com

Abstracs

The effect of colonialism is frequently noticed in some aspect in today's life although Colonial period has been ended long time ago. Superiority, inferiority, and hybridity are some of the issues comes in relation to colonialism/ postcolonialism.

This is a study which takes a leaflet published by Oriflame in order to advertise its product released in August 2014 as the object of study. *Ketika Timur Bertemu dengan Barat* was the tagline in this particular issue (no 8/ 01 Agustus-31 Agustus). As the phrase suggests, in this series Oriflame offers new products which combine the elements come from the west with the elements taken from the east. The elements of the east which famous for its uniqueness is combined with the main substances originated from the west. A hybrid product seems to be the promise of the innovation. Yet, the mixture between the elements taken from the two poles may fail its process when it inadvertently encourages superiority of one party instead of equality. Accordingly, this is the problem which is going to be discussed in this paper. The analysis will be conducted to know whether this product promoted in the leaflet is promoting the equality between the east and the west or meet its failure in the process. The data which is going to be analyzed are the qualitative data taken from the object of study. Postcolonialism is used to approach the case. The theory proposed by Edward Said in his *Orientalism* and Homi Bhaba's theory of hybridity will applied to analyze the data.

Keywords: mixture, hybrid, west, east, superiority, inferiority

Introduction

The end of Colonialism era does not mean the end of domination and superiority of one state over the other. While in the colonial time, colonized fight against the control and domination of the colonizer, in the post colonial time "All post-colonial societies are still subject in one way or another to overt or subtle forms of neo-colonial domination, and independence has not solved this problem" (Aschroft, 2000, p.2). Consequently, there is always a continuing process of resistance and reconstruction.

This study takes advertising media as an object of analysis. Advertising including electronic and print out is a medium to give information or promote event or product. It, somehow, can be more than this. Advertising are able to form certain perception. Thus, advertising can be used for not only promoting the product but also changing or even creating a new perception. When one is able to form certain perception, it may signify that one has power to dominate or control the other. Accordingly, this research studies oriflame's advertisement in its booklet no 8/1-31 August 2014 which is used to promote its innovative product created by combining element taken from East with the element from the West. The analysis will also cover how the advertising may form customer perception. Which party benefited by the industrial domination id the last issue discussed in this paper.

In conducting the research, first qualitative data in the forms of names and the information of the product, statements, and pictures are taken from the booklet. Data is, then, classified and analyzed used the theory of Hybrid and Orientalism. The last is drawing the conclusion.

Discussion

The concept of Postcolonialism deals with the effects of colonization on cultures and societies. The term postcolonialism suggest a historical period of 'after colonialism', 'after independence', or 'after imperialism'. Thus, it refers to all characteristic of a society and its culture as a result of colonialism from the time of colonization to present (Sawant, 2000).

The first, analysis in reading the booklet found the idea about hybridity. Hybridity, diaspora, ambivalence, and cross cultural exchange are some of results of colonialism. Hybrididy is a concept proposed by Homi K. Bhabha to call the characteristic of a culture or a cultural form produced by the interaction of two (or possibly more) separate 'parent' cultures or forms. *A Dictionary of Literary Terms and Literary Theory* defines hibridity as "a characteristic of culture or cultural forms produced by the interaction of two (or possibly more) separate 'parent' cultures or forms" (Cuddon, 2013, p.361). In other words, hybridity is a mixture from two different identities. Ania Loomba explains that Hybridity is also considered as a kind of political and cultural negotiation between the colonizer and the colonized or in Said's terms the West and the East (2005).

ISBN 978-602-73769-1-5

In the booklet, Oriflame's products are promoted as an innovative product as a result of a mixture between the main element which comes from the west, and the element from the east. The adding of the element from the east to the product is considered as innovation as this has never been done. Originally all elements are associated to the west. This is regardless the consumers who are Asians. By saying the meeting of the east and the west, this product seems to give promise that both poles are equal. That the amount of the ingredient originated from the east and the west are in balance position. This is then lead to a sense that the products advertised in this booklet are hybrids – a product produced by the interaction of two separate 'parent' cultures or forms. By joining the west and the east this hybrid product also means simply cross cultural "exchange".

Hybrid gives notion of balance and equality of power relation it references. To refer to Homi K. Bhabha's idea of hybridity:

> It is significant that the productive capacities of this Third Space have a colonial or postcolonial provenance. For a willingness to descend into that alien territory … may open the way to conceptualizing an *inter*national culture, based not on the exoticism of multiculturalism or the *diversity* of cultures, but on the inscription and articulation of culture's *hybridity*.(1994:38)

This is supported by Ashcroft who stated that the term hybrid implies negating and neglecting the imbalance and inequality power relation it references (2000). So, in hybridity there is equality. Yet, when we look closely we see that it is the element or ingredient from the west are the main ingredient, thus they have the biggest portion. Only small portion is allocated to the east. The component from the east is added to the product as additional ingredient. In the other words, it is a complement. In fact, this complement can be substituted by other elements, such as the element from all over the word. As long as the major portion which is the main ingredient is allocated to be contained with the element from the west, the product would still the same. Even if the element from the east is taken, the product would still exist. Thus, the element from the east is added as a compliment, as a secondary element as it less important. However, the contradictory condition would not apply. While the main ingredient can stand alone without the additional element complementing, the opposite condition would

 ISBN 978-602-73769-1-5

not work. The complementary element cannot stand alone. It will only exist or recognized in the complementary to the main element. It is recognized and accepted when there is the main component into which it is mixed. It also suggests that the east has weaker bargaining power as it should be attached to the main/ branded product to make it recognizable. The element from the east, such as cinnamon in Sun Zone Lotion Face and Body – one of the name of the product, cannot stand alone to be called as the product – face and body lotion – but cinnamon.

Accordingly the critical reading of the relationship of the east and the west seen in Oriflame's leaflet no 8/1 august – 30 August through the point of view postcolonialism shows the inequality of the two regions. The mix between the element taken from the east and the west is a hybrid. It does create new product. It is an innovation by adding a new/ different element to the product, in addition to the genuine product. Yet, it shows dominance power in one side instead of equality of the both sides. Is it a strategy?

Secondly, the analysis on the advertising finds that the notion of hybrid offered through its tagline, i.e. when the east meets the west, is a marketing strategy to persuade the customers who are Asians. To have approximately billion people living in the region, Asia is a potential target market for industry, including cosmetic industry. Thus, the producer will seek strategy to attract the customers. In order to sell the product and get a great profit they will fulfill target market's needs and desires.

It is likely that adding the elements originated from the east, such as cinnamon, rice peptide, Liquorice, peach, and organic coconut oil, are intentionally done in order to engage with the customers. Those innovative products are made to be familiar to its target market by adding the component famous in the place of target market. This way, the customers would thing the product fit them as it comes from their region, so they will be proud of using the product and thus voluntarily buy them.

Unfortunately, it is the producers whom the profit goes to. Combining the element taken from the place of the target market is the strategy to advertise their product. Once the target market are interested in and voluntarily buy the product, the producer will get the profit they actually

ISBN 978-602-73769-1-5

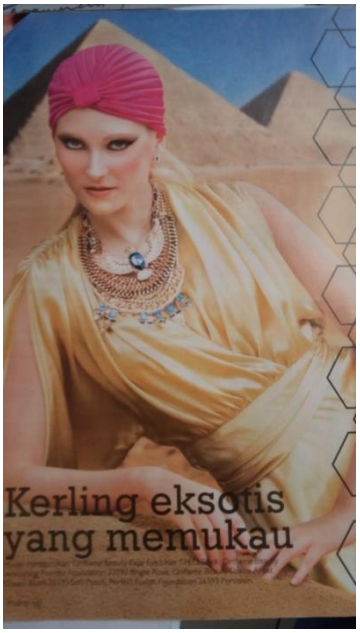
want. Thus, while the costumers who are Asian driven to do what they want – to buy the product, the greatest profit goes to its capitalists.

The third point found in the analysis shows the construction of the standard of beauty based on European standard. Thinking can be constructed. The advertisement in this leaflet is a process "by which Orient was, and continues to be, constructed in European thinking."(Ashcroft, 2000). There are ways the corporate deals with its Asian customers, through this serial of leaflet. The first is how to describe the east and the second is by making statement about it.

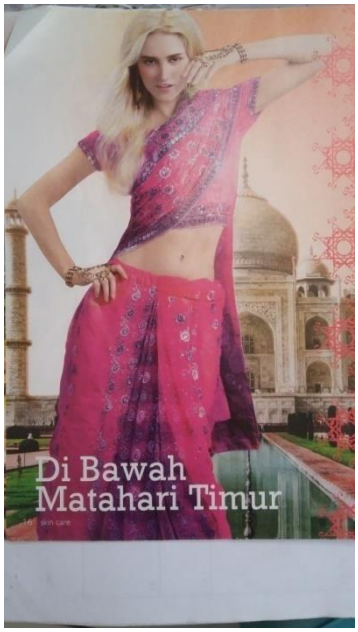
First, they describe the beauty. It is a common thing to call the standard of beautiful for the east is exotic. This term –exotic – is a term means to describe beauty for Asian/ the easter/ the third world countries. The use of exotic in this leaflet therefore suggests an idea of Orientalism. In one part of the leaflet it is written: "Ketika Timur Bertemu Barat – Rias mata tegas seperti eye liner mata kucing dan bulu mata panjang dan lentik adalah warisan Mesir kuno (ancient), … acara sosial, sihir, hingga spiritual" (2014, p.10). In this dercription, the producer, that is Oriflame Sweden, describes the shape of the eyeliner applied by the Ancient Egypt and relate it to social, witchcraft, and mysticism. All of those three words bring the association of Egypt or East generally as not scientific. This perception in fact is an orientalist' perpective.

The second is by making statement about it. Ashcroft explains that statement made towards Orient "can be used as a tool for dominating, restructuring, and having authority" (2000, p.153). Statement, in fact, can be conveyed in form of visual image. The following two pictures are taken from booklet to analyze the case.

 ISBN 978-602-73769-1-5



Picture 1. Oriflame Sweden no 8/ 01 -31 Agustus 2014, p.17.



Picture 2. Oriflame Sweden no 8/ 01 -31 Agustus 2014, p.24

Both pictures show cultural appropriation. Oriflame is made in Sweden cosmetic product. The referred booklet is an advertising medium used to promote the product to its target market in Asia. In those pictures some features belong to Egypt and India, two regions in Asia, are borrowed to make cultural appropriations. The first picture shows a model who wears hat, outfit, and accessories (necklace) from Egypt. Pyramid is taken as the background of the picture. These are done intentionally to give the sense of Asia. That picture would lead the customer to associate it with the image of beautiful Cleopatra. The same thing happens in the second picture. The model in the second picture wears ring bracelet, earring, and saree which are traditional India. This is done for cultural appropriation, to adapt to Indian Culture. It also takes Taj Mahal, a world heritage build by Mughal emperor Shah Jahan to house the tomb of his wife, Mumtaz Mahal, as the background of the picture. This building is one of the most celebrated building structures and is considered as a symbol of India's rich history. These appropriations are done to approach to Asian customers so as to be more acceptable in the society of the target market. The first picture may lead the audience to feel Asia through the image of Cleopatra, and so does the second picture which brings the image of beautiful India woman. However, there is an idea imposed through this picture, i.e the Eurocentric standard of beauty. The closer look to the pictures will find that the image is made to set the standard

ISBN 978-602-73769-1-5

of beauty based on European standard, in which beautiful is defined as to have white skin color.

Through this advertisement standard of beauty is made very clear. It gives specific message as to what is beautiful and what is not. The customers who agree with this message unconsciously accept the imposed ideals of beauty based on European standard. This finding is strengthened by the usage of the pictures to promote the whitening cream.

In one section of booklet, it is stated "walaupun tidak mudah terbakar sinar matahari, kebanyaan kulit asia tetap mengalami kerusakan akibat sinar matahari … tapi tambahkan tabir surya setelahnya yang mencerahkan kulit." This statement implies that the darker the color of the skin, the less beautiful the person is. And so, they need to use the product which contains whitening. By appreciating the good feature of Asian skin, which is uneasily damaged due to sunburn, somehow the producers encourage the customer to use their whitening product. This appeal is reinforced by putting the picture of the model who has white skin and blonde hair – very Eurocentric. Through commercial means, the costumer's perception of beauty is changed into the idea that beautiful is having white/ bright skin like the model in the picture. In this way, statement can also be delivered through picture or visualization. This marketing strategy, in fact, shows that the West has power over the East that is the power to set a standard of beauty. The finding that one has power to control the other is in accordance with Edward said idea of the relation between the west and the east.

Conclusion

Oriflame through its innovative products promoted in its leaflet no 8/ 1-30 august does not really bring the idea of hybrid as the articulation of equality between the East and the West. In fact, it shows the domination and superiority of the west. It motivates the Asian customers to involuntarily use the hybrid product, yet it is the capitalist whom the profit goes to. Thus the prosperity of the colonizer (the capital owner). The east, on the other side, would still be exploited and dependable to the western. Can we call it as new – imperialism?

 ISBN 978-602-73769-1-5

References

Aschcroft, Bill, Gareth Griffifths, and Halen Tiffin. (2009). *Post-colonial Studies: the Key Concepts*. New York: Roultledge.

A & E Television Networks, LLC. accessed on October 18th, 2015 from www.history.com

Barker, Chris.(2000). *Cultural Studies: Teori & Praktik.* Yogyakarta: Kreasi Wacana.

Bhabha, Homi K. (1994). *The Location of Culture.* London: Routledge.

Cuddon, J.A. (2013). A *Dictionary of Literary Terms and Literary Theory*, fifth edition, West Sussex: John Wiley & Sons, Ltd.

Loomba, Ania. (2005). *Colonialism/ Postcolonialism*. New York: Routledge.

Nayar, Pramod K.(2006) *Literary Theory Today.* New Delhi:Asia Book Club..

Said, Edward. (1977). *Orientalism.* London: Penguin.

Sawant, Shrikant B. (2012). *Postcolonial Theory: Meaning and Significance*. Proceedings of National Seminar on Postmodern Literary Theory and Literature, Nanded.

Sekayi, Dia. (2003). Aesthetic Resistance to commercial Influences: The Impact of the Eurocentric Beauty Standard on Black College Women. *Journal of Negro Education, 72,4,467-477.*

Ketika Timur Bertemu dengan Barat. (2014, Agustus). *Oriflame Sweden*, p. 17-32.

 ISBN 978-602-73769-1-5

STRENGHTENING TEACHING PRACTICUM IN SCHOOLS THROUGH LESSON STUDY

(A Case of Student Teachers of the English Department of Unnes)

Sri Wahyuni

State University of Semarang

sriwahyunifbsunnes@yahoo.co.id

Abstract

Teaching practicum has always been considered as the most challenging academic course for most student teachers as this is the place for them to apply knowledge and skills they gained during the lecture beforehand. Besides, they face real classroom environment and are observed and evaluated by supervising teachers and lecturers. In addition, it is another challenge for supervisors to carry out effective guidance and supervision. It is, therefore, needed a particular strategy to build such meaningful professional development in the context of students' teaching practicum. The paper is intended to describe how lesson study was applied to strenghten the teaching practice and supervision. Through lesson study, it is expected that all students can learn better and all teachers can develop their profesionalism. Four parties; students, student teachers, supervising teachers, and lecturers were involved in the study. The study employed descriptive qualitative approach in which questionnaires, observation, documents, and interview were used to gain the data. The lesson study was conducted in two cycles for each model teacher. Based on the data analysis and interpretation, it was found out that the students were more engaged in the teaching learning processes, the student teachers in this case taking part as model teachers acknowledged that they improved his confidence and professional and pedagogical competencies. The supervising teachers and lecturers as observers admitted that lesson study practice helped them provide more effective guidance and supervision. However, every effort comes with benefits and challenges.

Keywords: Lesson study, teaching practicum, better learning, effective guidance and supervision

Introduction

Students of education study program are required to attend teaching practicum at secondary schools after they gain at least 110 of the total 144 credits to obtain a bachelor degree in education. Schools become the real field for them to practice their knowledge and skills of teaching known as professional and pedagogical competencies. Besides, they are supposed to

acquire other two personal and social competencies.Even though the institution has equipped them enough knowledge and teaching skills, they encounter various challenges or problems. On the point of view of the students, the most appearing problem is related to classroom management; student teachers often get difficulties in coping with crowded, noisy classes and the opposite situation in which students are passive and silent. Next, delivering meaningful lessons by making use of minimum facilities is another challenge; most students are sometimes reluctant to move out of their comfort zone in which they are accustomed to use modern teaching media and equipment when they are in campus life. However, based on the supervising teachers' observation, there are still students who need to improve their academic/professional and pedagogical competencies. Thus, this becomes the task of the institution to better equip them with knowledge and teaching skills and to prepare stronger mentality. Besides, they have to be well-informed about the possible problems arising during their teaching practicum. One of the responsible parties in this case is the supervising lecturers who are assigned by the university to guide and supervise them in schools. To investigate real problems the student teachers encountered during their teaching practice, therefore, they were interviewed. The followings are the student teachers' voices about their experiences when doing teaching practicum.

#Student 1

"First, I have a difficulty to control the class. Sometimes the class is so crowded. I try to control this condition but there are still some students who don't pay attention to me. Second, there is a lack of school facility (no LCD), sometimes it was off in the middle of the lesson. This makes the teacher panic and requires the teacher to be prepared of the teaching process"

#Student 2

"Students tend to be talkative, so it a big challenge to control them to be quiet. Only a few students bring dictionary, they depend on the teacher to ask for every difficult word. I found it was difficult in terms of "classroom management, I tried to be friendly but when their behaviour was too noisy/out of control, I could not find myself give punishment."

#Student 3

"The problems that I faced in my school are how to manage the large class, all of them are very active and naughty. The condition is not condusive. Students' motivation is very low. They often don't do the tasks. Some classes don't have sufficient tools"

#Student 4

"The problems in the school are how to manage the students' in the class, how to make them respect to others, ad how to motivate them to study because their background are medium to low, most of them are very naughty, impolite. Their motivation to study is very low & it's very difficult for me to handle them."

#Student 5

"I taught 6 classes a week with different types of students. I had to prepare lots of things including materials, assessment, and strategies in teaching of each class. My gumong asked me to do many things, sometimes to teach other classes beyond my responsibility. Lots of assessment that I had to assess made me confused since there were some students who didn't not attend classes but I had to assess them."

Based on the students' voices above, it can be summarized that there were two major challenges that students encountered when they were doing teaching practicum; 1) classroom management and 2) pedagogical competence.Thus, looking at the phenomenon,the supervising lecturer needs to find a way to help them improve their teaching skills which finally result in better students' learning. One of the strategies as a part of supervision is that conducting lesson study involving the student teachers and the supervising teachers. The paper is, therefore, intended to **1)** describe how the practice of lesson study could improve student teachers' teaching and students' learning and 2) find what teachers can learn from the lesson study practice. It is expected that the participants (student teachers) gain understanding of the lesson study, experience lesson study practice, improve their teaching/pedagogical skills, and solve problems related to the implementation of lesson study. Besides, another group of participants (supervisors), through this lesson study practice in schools, they will gain experiences how lesson study is applied and later they will plan implementing it together with other colleagues in their classes for different subject courses.

Lesson study/jugyokenkyuu (Japanese word) is originated from Japan and later it is developed in America and other countries. What is lesson study? The followings are some definitions and explanation about lesson study. Hubbard (2007) mentions that"lesson study is a 50-year-old collaborative practice originating in Japan, which involves a group of teachers meeting within or across schools". Furthermore, Hurd & Licciardo-Musso (2005) state that

 ISBN 978-602-73769-1-5

"Lesson study is a cycle of professional development focused on teachers' planning, observing, and revising "research lesson". Similarly, it is said by Cerbin & Kopp (2006) that "in lesson study teachers work together in small teams to plan, teach, observe, analyze, and refine individual class lessons called research lessons." In addition, Perry & Lewis (2009:366) in more complete explanation "lesson study is a cycle of instruction improvement in which teachers work together to formulate goals for student learning and long-term development; collaboratively plan a "research lesson" designed to bring to life these goals, conduct the lesson in a classroom, with one team member teaching and others gathering evidence on student learning and development; reflect on and discuss the evidence gathered during the lesson, using it to improve the lesson, the unit, and instruction more generally." Easton (2009) describes "lesson study as a potent embedded peer to peer professional learning strategy. It requires teachers and other educators to work collaboratively to strengthen a given lesson until it has been refined as much as possible and then teach it to get powerful data about how well the lesson works".

Based on the explanation above, lesson study requires some components; 1) a model teacher (the teacher executing the classes), 2) research lesson (the class used for the practice of lesson study, 3) a group of teachers (collaborating teachers working together to design and revise teaching learning documents, do observation during teaching learning processes, and provide feedback after class), and 4) the stages; plan (make/design a lesson plan), do (teacher conducts a lesson and other teachers observe it), and see (teachers reflect on the lesson together).

Methodology

This is a descriptive qualitative study in which it recorded and investigated events experienced by a group of student teachers and the supervisors. Purposive sampling technique was applied in this study since it intended to investigate 4 student teachers applying lesson study while doing teaching practicum in State Junior High School 21 Semarang Central Java in the 2015-2016 academic year. Every student teacher played a model teacher executing the research lesson twice; cycle 1 and 2. In terms of data collection, the study used some instruments;interview,observation, questionnaire,and examination of records, photographs, and documents.

Lesson Study Procedure

1. Define the problems

During their first month of teaching practicum, the student teachers under the study identified major problems they encountered, there were students' less enthusiasm, students' less attention, students' ignorance, and students' noisiness.

2. Plan the lesson (PLAN)

Based on the identified problems the model teachers (the ones executing the research lesson) designed a lesson plan & presented the lesson plan in front of a group of supervising teachers (observers) and theyreceived feedback. The feedback was then used as a base to revise the lesson plan.

3. Teach and observe in the classroom (DO)

Using the revised lesson plan the model teachers taught the class and the teaching learning process was observed and video-recorded.

4. Discuss the lesson after class (SEE)

Having finished the class, the team consisting of the model teachers and observers did reflection of the teaching learning process focusing on the students' attitude and responses during the lesson. The teachers first reflected on their own teaching and the observers reported the observation result. Based on the results, the teachers designed a new lesson plan for the following classes. The procedure was repeated for other classes.

The following diagram shows lesson study stages:

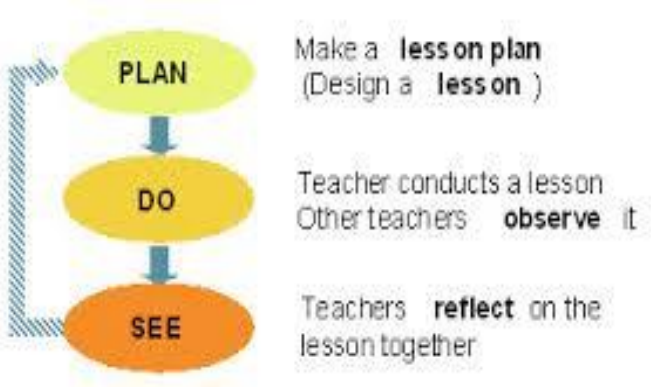


Figure 1. Tree steps in lesson study
adapted from Japan International Cooperation Agency (n/a)

 ISBN 978-602-73769-1-5

Findings and Discussion

As mentioned previously that the instruments used in this study were interview, observation, questionnaire,and examination of records, photographs, and documents.

The interview was addressed to the model teachers for their reflections and observers (supervising teachers) for their responses and feedback.It was found out that in the first cycle of their lesson study practice the model teachers felt unsecure because they were observed by their colleagues and supervising teachers. Sometimes they felt nervous which resulted in unstructured lessons. It happened that they did not follow the lesson plan, for example, in terms of teaching strategy they did not do as suggested by the supervising teachers. Having observed some classes, it can be said that different classes have different characteristics and so they need different instruction approaches. Another problem was time management; they were not able run the class as they planned so that they did not finish the lesson.Finally classroom management was always a case; they found some classes were too noisy and crowded to control, while other classes were too silent.From the point of the observers: supervising teachers, they mentioned that the model teachers need to improve their professional competence especially when they perform their spoken English. Another thing is that in relation to micro skills of teaching they need to learn and practice more skills such as explaining, basic and advance questioning, giving variation, and giving reinforcement. Besides, they need to adjust the teaching strategy used with the scientific approach as suggested in 2013 curriculum. Some of them sometimes returned to traditional way of teaching (lecturing technique) while in the lesson plan they mentioned the stages of scientific approach.

Another instrument in the form of observation was used by the observers to record the students' attitude (positive characters) and responses toward the instructions such as students' activeness, cooperation, discipline, caring, tolerance, helping each other and responsibility. Besides, it noted the students who could not study, why, and what strategies the teacher used to make them learn.In the first cycle, it was noted that some students in some classes were very active asking, answering questions and commenting on the teachers' explanation. While other classes performed very silently, no students asking questions and commenting on the teachers' explanation. However, they were active in answering questions when they were

pointed by the teachers. Some students were found out that they were ignorant; when the teachers were explaining the lesson the students laid their heads on the table, played their pens and pencils, and read comics. Positive characters such as cooperation, caring, tolerance, and helping each other could be seen when they worked in groups. A few students were noted that they tended to work alone and were reluctant to work in groups. Other values such as discipline and responsibility could be shown when they came to class; none of them was late. Besides, the students did and submitted the tasks as required.

The questionnaires were distributed to the students to gain information about the students' responses and their learning problems. Most students mentioned that they liked English class; every time there was an English class they always felt excited. They liked their kind, friendly, and patient teachers. Besides, they were happy when the teachers used teaching media and equipment like videos, songs, pictures, power point slides, laptop, and LCD. They also loved the activities; discussion, pairwork, doing role play, etc. However, some students felt bored because they found that the materials were too easy for them; they have learnt it in their English courses. Some students stated that they sometimes felt disappointed and sad because the teachers did not give them the same opportunities to take part in answering questions.

The videos, photographs, and documents in the form of lesson plans provided information about the teacher's instruction, students' engagement towards the instruction, how the teachers conducted the classes whether or not they followed the plan. From the videos and photographs, it could be noted that basically the teachers had tried to deliver teaching materials communicatively and used interactive teaching learning media. The students were found enthusiastic and cheerful even if the classes were conducted in the afternoon session. Moreover, the model teachers were able to design good and complete lesson plan incorporating the use of scientific approach.

Those were the results of the first cycle of the lesson study practice. Based on the reflection (SEE session) of the cycle 1, the model teachers revised the lesson plan and executed the class. The teaching learning processes were observed and video-recorded. The same instruments were used to gain the data. From the data analysis, it can be mentioned that the model teachers improved in class performance. They were more confident and able to follow

 ISBN 978-602-73769-1-5

the lesson plan, used the strategies they planned before and as a result the students' engagement improved. Those who were ignorant in the first cycle paid more attention due to the teacher's skill in giving variation worked. The teachers tried to give equal attention and opportunities to all students. They were much happier because their names were well-recognized and they were given the same chances to answer questions and take part in the role plays and group work. Besides, the classes were more alive because the teachers used more interactive media like videos and songs and the students were invited to sing and dance together. However, the learning was successful.

The followings are the voices of four model teachers involved in the lesson study during their teaching practicum in State Junior High School 21 Semarang.

#Model teacher 1

I'd like to send my words as a model teacher. It's a big and rare gift for me because not all of my friends attending teacher training program (PPG SM3T) had the opportunity for being a model teacher. It is not about pressure of being a model teacher but it is about the joy of teaching due to the help of other teachers (observers). My weaknesses are pointed out and it leads me to solve them, be more active and professional as a teacher. Thanks for the chance given. Hopefully, the other teachers can conduct the lesson study too because it has a lot of advantages especially for the students, the model teacher, observers, and other teachers.

#Model teacher 2

As a model teacher, I think lesson study is very helpful to improve the teaching and learning process. I can learn many things, such as how to give effective instructions, to conduct effective teaching strategies, to prepare appropriate materials and media etc. By doing lesson study, I am able to improve my teaching and learning process. Therefore, I hope that the other teachers can conduct lesson study.

#Model teacher 3

I want to say two things about lesson study: 1) experiences; I could know my positive and negative sides of my teachings, so I could reflect it for next teaching processes. Besides, I could know the students' attitudes toward my teaching activities through the observers. 2)

hope; lesson study can be applied for other teachers especially for senior teachers. And the preparation (plan), action (do), and reflection (see) should be managed well.

#Model teacher 4

After I did lesson study as model teacher, I got some advantages; I could find my shortcomings in teaching learning process, I got some good advices from observers as connections of my faults and I could find other ways to solve my problems in class. I hope other class teachers in SMPN 21 can conduct lesson study to increase their abilities in teaching learning activities in the classroom. Lesson study can be a good forum to strengthen their mastery in teaching learning process and activities in the classroom.

Listening to the model teachers' voices, it can be summarized that lesson study practice for student teachers is indeed beneficial for some points. First, they are able to recognize their own strengths and weaknesses in which it is important for their improvement being future professional teachers. Second, planning the lesson (PLAN session) together with colleagues in this case their supervising teachers help them a lot to provide appropriate materials, teaching learning strategies and media. Third, executing the class (DO session) observed by their colleagues help the student teachers recognize their students' responses and attitude toward the instruction in which it is advantageous for future betterment especially how to cope with students having different characteristics and abilities. Next, reflection (SEE session) is the time and place for the student teachers to receive feedback with collegial mood in which the colleagues are friendly and respectful in conveying the observation results and suggestions for future improvement. Finally, learning the experiences from the practice, lesson study is expected to be widely conducted by other colleagues no matter they are senior or junior teachers.

As it is mentioned before that the study involved some supervising teachers as observers. Like the model teachers, the supervising teachers said their voices about the implementation of lesson study in which this is something new for them. Thus, the practice of lesson study in State Junior High School 21 Semarang can be a form dissemination program from the university with a hope that in it can be socialized and practiced by other teachers for different subject courses. Below are the supervising teachers' voices:

 ISBN 978-602-73769-1-5

#Observer 1

Lesson study is a good program to improve the teaching and learning process. After being an observer, I have a good experience that as teachers we must know all of the students' characteristics well and make a good preparation for teaching and learning process. We must be able to create an interesting and enjoyable situation.

#Observer 2:

Lesson study is a teaching and learning activity that the teacher is supposed to do, especially when the teacher has a class which some of the students have problems in learning. After learning and joining the lesson study activity, I got some experiences. In the first meeting, there were still some students didn't pay attention to the teacher, busy with their own activity. But in the second meeting there were some improvement, the teacher managed the class well. As a teacher, we should try to improve our teaching and learning process. Lesson study can be one of the ways to achieve the improvement

#Observer 3:

After being an observer in this lesson study, I realize that when I teach my students, I don't realize my weakness. I can identify which students can't study, concentrate, &participate in our class. By participating in this lesson study, I learn that teaching and learning process can be enjoyable and useful to improve our capability to be a better teachers.

#Observer 4:

Lesson study is complicated since it needs so many preparation and process for the model teacher to do before class. Lesson study is one of the good ways for the model teacher to improve teaching & learning. By conducting lesson study, the model teacher can get feedback from the observers, and it is very important to see his shortcomings & lackness.

#Observer 5:

Lesson study is one of the effective ways to improve the teaching and learning activity. It can give benefits for both the teacher and students. As one of the observers, I found that the teacher got some students who couldn't participate well during the lesson, the various media and strategies used by the teacher was effective enough to improve students' activity in the

ISBN 978-602-73769-1-5

teaching & learning process. Almost all the students could enjoy every process done while studying. It was great and inspired me to do the strategies used by the teacher. I also realize that as a good teacher, we have to try to plan the teaching and learning activity well. We have to be able to prepare interesting media, effective strategies, challenging materials, and games that can increase the students' motivation in order to make the teaching and learning process run well. In short, I suggest to all teachers to conduct lesson study in their class so that they can improve the quality of the teaching and learning process.

Lesson study as one of the teacher professional developments encourage model teachers in this case student teachers to be more well-prepared before class, well-managed and engaged during the class, welcome to feedback after class. They can see deeply what they have done, how successful it is, and how much they need to improve. They perform more confidently which results in more lively class and cheerful students. Besides, they also learn the benefits of working collaboratively with others. The research lessons are classes that provide opportunities for them to deliver their ideas, knowledge, skills and finally make them learn about their own capacity. The supervising teachers and lecturer provide more well-managed, systematic, comprehensive supervision and guidance.

Conclusion

Lesson study is beneficial for developing teachers' professionalism and students' learning activities and engagement. Besides, it encourages supervising teachers and lecturer to provide more meaningful supervision and guidance. However, as it is mentioned previously that every effort comes with benefits and challenges. For themodel teachers, they find that they need to spend more time before and after executing the classes that is to set the classroom & equipment. Besides, the supervisors spend too much time allotment for supervision.

References

Cerbin, Wlilliam & Kopp, Bryan. 2006. Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching in *International Journal of Teaching and Learning in Higher Education*, Vol.18, Number 3, pp.250-257. Available online www.isetl.org/ijtlhe/pdf/IJTLHE110.pdf [Downloaded on September 5th, 2015]

Easton, Lois Brown. 2009. *An Introduction to Lesson Study*. Florida: Florida and the Island Regional Comprehensive Center. Available online at https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwj6wZjRjN3JAhUHj44KHfriBJgQFggfMAA&url=http%3A%2F%2Fwww.ets.org%2Fflicc%2Fpdf%2FNov4LessonStudyPacketOne.pdf&usg=AFQjCNHaihyAKqScDtaQe6Jah_Y01aHMfQ [Downloaded on September 10th, 2015]

Hubbard, Jane. 2007. Lesson Study: Teachers Collaborating in Lesson Development in *Social Studies and the Young Learner* 19 (4), pp.25-29 National Council for the Social Studies. Available online at https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjEkbutht3JAhXMjo4KHQfkB0EQFggfMAA&url=http%3A%2F%2Fwww.socialstudies.org%2Fsystem%2Ffiles%2Fpublications%2Fyl%2F1904%2F190425.pdf&usg=AFQjCNHHqJAvJ4_86-lHHM8Bbr9Qvk__aA&sig2=63O7s6Hk3fHCJZq TfNgCug [Accessed on September 1st, 2015]

Hurd, Jacqueline & Licciardo-Musso, Lori. 2005. Lesson Study: Teacher-Led Professional Development in Literacy Instruction in Language Arts Vol.82 No.5. Available at https://www.yumpu.com/en/document/view/11537481/ lesson-study-teacher-led-professional-development-in-literacy- [Downloaded on August 28th, 2015]

Lesson Study in *Japan International Cooperation Agency* (JICA). N/A. http://www.jica.go.jp/project/english/indonesia/0701858/activities/activities_2.html [Downloaded on September 1st, 2015)

Perry & Lewis. 2009. What is Successful Adaptation of Lesson Study in the US? Publishe in *International Journal for Learning and Lesson Studies* 2:3, 237-255 Available online at www.lessonresearch.net/success_adapt.pdf [Downloaded on September 15th, 2015]

 ISBN 978-602-73769-1-5

ETHNOGRAPHIC CASE STUDY IN LANGUAGE EDUCATION RESEARCH: AN EMPIRICAL STUDY

Sri Wuli Fitriati
wulifit@yahoo.co.id

Abstract

The purpose of this paper is to report the ethnographic research methods that I utilized in the study of subject teachers' English language ideologies and their classroom practices in English bilingual education of a state senior high school. The paper explains philosophical underpinnings of conducting an ethnographic case study, procedures in the process, including access to the key participants, roles of the researcher, data sources and data collection methods, and trustworthiness. The paper also discusses contributions to knowledge of the research, particularly from the methodological perspective.

Keywords: ethnography, ethnographic case study, participant observation, language ideologies, English bilingual education.

Introduction

Ethnography is a qualitative research design, both as a process and an outcome of research. The term ethnography literally means "writing about groups of people" (Creswell, 2012, p. 461). It is a way of studying shared and learned patterned of values, behaviors, beliefs, and language of a culture-sharing group, which involves extended observations of the group, most often through participant observations. This paper defines an ethnographic cases study by describing and explaining the ethnographic research methods that I used for my dissertation research. This paper provides deep understanding on key characteristics and potential issues of conducting ethnographic research.

Context of the study

My study reports on research that investigated subject teachers' language ideologies of English, conducted *during* the implementation of the government's policy on the use of English alongside Indonesian in teaching Mathematics and Science and habitual language use of English in selected government-owned schools. This study identified and examined subject teachers' language ideologies about English to gain insight into their language practices in classrooms in enacting the government's promotion of the use of English in school. My hunch was that a set of beliefs about English held by subject teachers might influence their language choice and language use.

Drawing on Kroskrity (2010), I used the concept language ideologies as the conceptual framework of this study. Language ideologies, or beliefs about language, play a powerful role in the English bilingual education practice in the school context. Given this background, through the concept of language ideologies as the approach to investigation, the current study examines what teachers thought, perceived, believed, and felt in enacting the government's promotion of using English in the school context. The context of the study is in Central Java. As I am a Javanese native speaker, graduate and teach at a state university in the region, I had experience working with teachers in Central Java and learnt about some of the challenges they faced in their attempts to use English in the classroom.

The three guiding questions for my study were: (1) What were subject teachers' language ideologies about English that informed what they said about their use of English in a state Senior High School in Central Java? (2) How were subject teachers' English language ideologies manifested in their classroom practices? and (3) What were school executives' language ideologies about English and what the impact of their language ideologies on subject teachers' classroom practices? In accord with the research questions, the purposes of the study were to identify and examine: (1) subject teachers' language ideologies about English in regard to the government's promotion of the use of English alongside Indonesian in Mathematics and Science subjects and as habitual language use of English in a state Senior High School in Central Java; (2) manifestations of subject teachers' English language ideologies in their actual classroom practices; and (3) school executives' language ideologies

ISBN 978-602-73769-1-5

about English and the impact of their language ideologies on subject teachers' classroom practices.

In other words, the research sought to identify, describe and interpret subject teachers' English language ideologies and those of a school's executives to gain insight into language practices in classrooms in enacting the government's promotion of the use of English in school. Central to the study was exploration of links between subject teachers' English language ideologies, their classroom practices, and the contexts that shape both of these.

An ethnographic case study

The research questions directed me towards the need to build close and trusting relationships with participants so that I could fully understand the realities of the participants' understandings, beliefs and feelings about the English language and their language practices at school and in classrooms. In light of this, I took a social constructivist approach in the belief that reality is socially constructed with multiple perspectives (Denzin & Lincoln, 2011) and social constructivism leads the researcher to look for complexity of views (Creswell, 2013). Social constructivism as the paradigm pointed me towards a qualitative approach to data collection (Neuman, 2011). This qualitative approach was best captured by the application of ethnographic methods. According to Creswell (2013), in ethnographic research,

> the researcher relies on the participants' views as an insider *emic* perspective and reports them in verbatim quotes, and then synthesizes the data filtering it through the researchers' *etic* scientific perspective to develop an overall *cultural interpretation*. This cultural interpretation is a description of the group and themes related to the theoretical concepts being explored in the study. (p. 92)

It was necessary for me as the researcher to establish and develop a close rapport with the participants of the study to obtain quality data. I chose to do my data collection in the form of a single case study in one school. Hammersley and Atkinson (2007) suggested that ethnographic research usually has the feature of focusing on a single setting or group of people to facilitate in-depth study. Lonsmann (2011) confirmed that "case studies have the advantage of allowing the researcher to study the language practice of the case in depth" (p. 47).

 ISBN 978-602-73769-1-5

With the purpose of prioritizing detailed insights, I included teacher participants who taught different subjects and some school executives to enhance the extent and depth of convictions about English language use. My choice of conducting this ethnographic case study led me to the technique of participant observation. I immersed myself in the research site, a state Senior High School in an urban city in Central Java in Indonesia for two months from August to October 2012. As the sole researcher, I was the primary data collector. I made regular observations of linguistic behavior of the subject teachers as the participants in my study and engaged in interpersonal relationships and conversations every day at school. The focus of my attention was the participants' language practices during normal activities in classrooms and in school. I tried to understand perceptions, views and voices of the participants of the study by employing "naturalistic methods" (Best & Kahn, 2006, p. 261) to capture rich and thick description that addressed the research questions.

Naturalistic methods influenced the whole process of data collection, which included participant observation, whole-school observations, classroom observations, interviews, observation notes, audio and video-recordings, and document reviews. The ethnographic research methods that I utilized enabled me to discover, identify, describe, and interpret language ideologies of my research participants and also enabled me to observe and to describe their practices using English language in natural settings, in classes and throughout their interactions in school. Because Rampton (2007) argued, case studies should always be positioned within some wider setting and context, I positioned my case within the social, historical, political, and cultural contexts of the school and outside the school, most importantly the status and role of English in Indonesia.

Access to the site

In this section, I will recount the procedure of gaining access to the research site. The first step in gaining access to the site was seeking the permission of gatekeepers (Hammersley & Atkinson, 2007). In most schools, the principal is the most important gatekeeper in determining admission into the school for research (Gay & Airasian, 2003). At the selected research site, however, the gatekeepers were the acting principal, the deputy principal for curriculum affairs, and the program coordinator. After obtaining the permission from the acting principal who strongly influenced the decision to allow me to conduct my study in that

school, I was required by the school to obtain formal written permission from *Dinas Pendidikan Kota*/ Department of Education of the city. This is in line with Gay and Airasian (2003) who observed that there may be a central body that decides on the acceptability of proposed research study requests, although the school principal will still likely have substantial input in the decision to permit use of his or her school. Even though the acting principal allowed me to conduct the study there, it was the procedure to have written permission from the Department of Education. Before applying for the approval from the Department of Education, I had to obtain a written recommendation from the Dean of the Faculty at the state university where I was employed as a lecturer.

In addition, research ethics approval from the university where I was doing my postgraduate study was another requirement that I had to receive before conducting the research. This process of obtaining entrance to the field site was quite lengthy. Gaining permission to the school also required negotiation between myself and the school gatekeepers (Gay & Airasian, 2003). For example, I negotiated with the deputy principal for curriculum affairs about the issue of timing, that is, the period of my field work. I was advised not to conduct my fieldwork at times when teachers would possibly concentrate on reviewing their lessons and trying out tests as part of their students' preparation for the school and national examination.

Therefore, before my fieldwork, we negotiated the appropriate months of data collection. The first face-to-face meeting with the four deputy principals and the program coordinator on the first day of my fieldwork was mainly intended to explain my research plan to complement information in the participant information sheet that I had already sent to them by emails. I found it was very important to provide them with information on my research activities in the school. My professional identity as a lecturer at a state university in the city and my identity as a doctoral student helped me to have access to the space of the school. I became aware that my identities, as a lecturer and a doctoral student, seemed to be seen by the gatekeepers as a linguistic and knowledge resource that the school could take advantage of.

Roles of the researcher

In qualitative research, it was of paramount importance to establish and develop a good rapport with participants of the study. My relationships with the research participants were

 ISBN 978-602-73769-1-5

shaped through our interpersonal dynamics which resulted from my multiple roles during my fieldwork. In the following, I described my roles in terms of reciprocity and reflexivity (Creswell, 2013) during fieldwork.

Reciprocity

Reciprocity is about benefits for me and my research participants from the study. Creswell (2013) reminds qualitative researchers that reciprocity is important, "giving back to participants for their time and efforts in our projects" (p. 55). When I designed my research project, recalling the point Gay and Airasian (2003) made that "it is not unusual for the principal or teachers to want something in return for their participation" (p. 87), I had been thinking about what my potential participants would gain from my study as to what I would give back to them and to the school. Gradually, I felt that the benefits for my participants in the research became apparent. In my research I found myself in a similar situation to Lonsmann (2011) that my role as researcher in school also entailed the roles of expert, consultant, and confidante (Lonsmann, 2011).

Reflexivity

I was aware of monitoring my own role in the gathering of data and necessarily being aware of the impact of my activities and my behavior on the research participants in particular, and on the school community in general. I entered the research site with no prior relationship with the participants, but we shared the same nationality, ethnicity, language and profession as educators. I needed to be reflexive about how my personal experiences, beliefs and values may have shaped my interpretation of the events. My self-awareness of my positioning in all phases of the research process is called reflexivity by Creswell (2013) and Townley (2008). As Creswell (2013) explained:

> Researchers "position themselves" in a qualitative research study. This means that researchers convey (i.e., in a method section, in an introduction, or in other places in a study) their background (e.g. work experiences, cultural experiences, history), how it informs their interpretation of the information in a study, and what they have to gain from the study. (p. 47)

Townley (2008) suggests that qualitative researchers "have to be reflexive and consider whether or not their own biases and expectations of the surroundings under study are

influencing their results and findings" (p. 3). Reflexivity, according to Given (2008) and Tricoglus (2001), can also mean the way in which the researcher as the observer has an impact on what is observed.

Data sources and data collection methods

This study was carried out using five methods of data collection: whole-school observations, classroom observations, observation notes, in-depth interviews, and site document reviews. In the following, I further describe the methods employed in data collection and analysis.

Whole-school observations

The purpose of whole-school observations was to observe whether there were emerging situations or events related to the use of English for every day communication, such as in the teachers' office, the administration staff room, science or interest clubs in the school. Observations were also made of whether any school announcements, posters, or mottoes were displayed in English. For two months, on weekdays (Monday to Saturday), from seven in the morning until two in the afternoon (during school hours) I went to the school and spent the days in various locations, including the teachers' office, principal's office, deputy principals' office, administration staff's office, canteen, school hall, sports yard, and parking area.

Classroom observations

The classroom observations were conducted on five occasions. For all classroom observations, all times and days of observations were proposed by the teachers themselves. Although I observed one subject teacher in one lesson, the data from the classroom observations were enriched with the data from post-lesson interviews with video-stimulated recall, classroom observation sheets, observation notes, review of the teaching documents, informal conversations, and also supported with my prolonged engagement and observations in the school.

It would have been valuable for me as a researcher if I had been able to conduct more classroom observations to further explore teachers' language practices in classrooms. This constraint was also due to the teacher participants' time availability. For example, some teachers gave me the same schedule for classroom observations. This overlapping schedule

 ISBN 978-602-73769-1-5

made me have to choose which I would first observe. This resulted in re-arranging a new schedule to observe other teachers' classrooms while I was constrained by the time frame of the fieldwork set by the school authority. The classroom observation was more than adequately complemented by informal observations in the school community of these teachers.

There might have been a certain degree of uneasiness about my presence in the classrooms and my videorecording. In the beginning of my fieldwork, the teachers understood that their teaching was not being assessed for any purpose other than the study. Besides, I conducted the classroom observations after I was engaged in interpersonal interactions with the teachers for quite some time in the school. In the post-teaching interviews, the teachers and I discussed about possible impact of my presence and the video equipment in the classes. My impact was minimal because, as they stated, they did not feel as being supervised (Post-lesson interviews, numerous occasions).

Observation notes

Observation notes were the descriptions of what I observed in relation to the use of English by teachers both in classrooms and inside the school as well as by other members of the school community. I wrote classroom observation notes during my classroom observations to complement the classroom observation sheets. During my fieldwork at the school, I also made observation notes that I wrote in in my notebook (a small writing book) which I could carry easily. Usually I took notes in the teachers' office or at my home after school. The notes contained what I saw, heard, experienced and thought about during observations (Gay & Airasian, 2003). The notes on whole-school observations included observations in the teachers‟ office, the administration staff office, the English Conversation Club meetings, the school canteen, the subject teachers' meetings, the teachers' professional development, and also when the school had English native-speaker guests from New Zealand and Australia.

In-depth interviews: Pre-teaching interviews and post-teaching interviews (video stimulated recall)

For each subject teacher in my study, I conducted interviews twice, pre-teaching interview (before classroom observation) and post-teaching interview (after classroom observation).

 ISBN 978-602-73769-1-5

The interviews were audio recorded and were conducted one-to-one in order to ensure privacy and to explore each participant's responses in depth, as Best and Kahn (2006) pointed out that the purpose of interviewing is to find out "what is in or on someone else's mind and to access the perspective of the person being interviewed" (p. 265).

The pre-teaching interviews were developed through an interview guide in order to initiate responses. Then, follow-up questions depended on individual responses to the interview questions. There were eight topics that I asked of the teachers: their experiences in teaching the subject, their learning experiences in the subject when they were students, the history of the school as Pioneer International Standard School, their perceptions on their Pioneer International Standard School, the school's general view about the use of English in the school, the teachers' perceptions of the English language, the teachers' opinions about English bilingual education, and their opinions, including their feelings on learning and using English in the school. Each of these topics was elaborated into some questions. I encouraged my participants to elaborate and move the interview in the direction of their choice. Additionally, informal interviews and conversations with the teachers in different situations gave important and useful information on their voices about learning and using English.

After classroom observations, I conducted the second interviews with the teachers (the post-lesson interviews). The post-lesson interviews were conducted one or two days after the classroom observations following the availability of the teachers and the readiness of the videorecording in the form of Digital Video Disc (DVD). The teacher and I watched the video of the lesson during the second interview (video-stimulated recall). I sought the teachers' views of their own lessons, the activities they undertook and the rationale for in-class decisions. The guiding question in this post-lesson interview was "*Could you please describe what you were doing in the classroom?"* The purpose was for the teachers to reflect on their own teaching practices and explain the rationale for their teaching behaviors, their language use, and their classroom interactions.

Furthermore, interviews were conducted with the school principal, the deputy principal for curriculum affairs, the program coordinator, an English teacher, and a government official of the Department of Education Central Java Province. The interviews focused on their views on

 ISBN 978-602-73769-1-5

the government's encouragement of the use of English in the school, whether there were communities of practice in the use of English, and their own opinions about the English language. I also took notes on conversations with other school community members such as other teachers at the school, some administration staff, some students during their break time in the school corridor and the school hall, a cleaning service worker, some sellers in the school canteen, and a security guard. The conversations gave me complementary and useful information related to the use of English at school.

Site document review

During my fieldwork, I looked at teaching tools and resources used by the teachers. The teaching tools and resources referred to lesson plans, handbooks, worksheets and teaching media used during the lessons. All teaching resources in Pioneer International Standard Schools were supposed to be written in Indonesian and English (Program coordinator interview, 29 September 2012). My examination of the documents aimed to find out to what extent the teaching resources were written in English, to what extent they were used by the teachers in the lessons, and to what extent teaching practices aligned with the lesson plans.

Trustworthiness

Trustworthiness is "validity of the data collection and analysis methods" in qualitative research (Mills, 2007, p. 308). The interpretation and analysis of the data of the current study involved triangulation of multiple sources of data and used multiple data-gathering techniques. I gathered the interrelated data from different sources: pre-teaching and post-teaching interviews, informal conversations, whole-school observations, classroom observations, observation notes, and teaching documents review. Over two months of my fieldwork I established close rapport with the participants to get rich data. I employed member checks (Creswell, 2013). I showed my participants my preliminary analyses consisting of description of themes. By this way, I tried to seek my participants' alternative interpretations to my analysis. These prolonged engagement, persistent observations, a range of data collection methods, and everyday interaction produced rich data and added to the trustworthiness of the current study.

ISBN 978-602-73769-1-5

From a methodological perspective, whilst the utilization of multiple sources of data, especially the use of video-stimulated recall is a widely used approach within educational research, my literature review on language ideologies studies in international educational contexts showed that the use of video-stimulated recall is rare. In many cases, language ideologies studies in schools and classroom contexts employ interviews and classroom observations. In the current study, the use of post-lesson interviews with video-stimulated recall can give some validity in the analysis process. Video-stimulated recall in post-lesson interviews provided a deeper contribution to investigation of the manifestations of stated language ideologies in classroom teaching. In the Indonesian context, implementation of language policy and language-in-education policy are commonly investigated through questionnaire survey. This study made a methodological contribution, particularly in Indonesia educational research context that, an ethnographic case study with the use of videostimulated recall can be employed to investigate language ideologies *in situ*.

Conclusion

In this paper I have explained the major methodological issues of an ethnographic research study by including detail in the description on access to the site, roles of the researcher, data sources, methods of collecting the data, and trustworthiness of the study. It is very important to provide context in ethnography as it is a qualitative research design for describing, analyzing, and interpreting the patterns of a culture-sharing group. Ethnographic research methods involve negotiating relationships with participants and key gatekeepers at research sites to engage in fieldwork and collecting data. Ethnography is a useful research design in education as it sheds light on the context and the issue being investigated and also provides deeper understanding on what is going on in the research site.

References

Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Boston: A & B/Pearson.

Creswell, J. W. (2012). *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: Pearson Education Inc.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research.* Thousand Oaks: Sage Publications.

Gay, L. R., & Airasian, P. (2003). *Educational research: competencies for analysis and applications* (7 ed.). Upper Saddle River, N.J.: Merrill/Prentice Hall.

Given, L. M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods. The SAGE Encyclopedia of Qualitative Research Methods.* Thousand Oaks, CA: SAGE Publications, Inc.

Hammersley, M., & Atkinson, P. (2007). *Ethnography: principles in practice* (3rd ed.). London: Routledge.

Kroskrity, P. V. (2010). Language ideologies - Evolving perspectives. In J. Jaspers, J.-O. Ostman & J. Verschueren (Eds.), *Society and Language Use* (pp. 192-211). Amsterdam, NLD: John Benjamins Publsihing Company.

Lonsmann, D. (2011). *English as a corporate language: Language choice and language ideologies in an international company in Denmark.* (PhD), Roskilde University. Retrieved from http://rudar.ruc.dk/bitstream/1800/6844/1/PhD_thesis_Dorte_L_nsmann.pdf

Mills, K. A. (2007). Access to multiliteracies: a critical ethnography. *Ethnography and Education, 2*(3), 305-325. doi: 10.1080/17457820701547310

Neuman, W. L. (2011). *Social research methods : qualitative and quantitative approaches* (7th edition. ed.). Boston Mass: Allyn and Bacon.

Rampton, B. (2007). Neo-Hymesian linguistic ethnography in the United Kingdom. *Journal of Sociolinguistics, 11*(5), 584-607. doi: 10.1111/j.1467-9841.2007.00341.x

Townley, R. (2008). *What is meant by reflexivity in the context of ethnographic research? Does reflexivity have limits?* UG Journal, 1.

Tricoglus, G. (2001). Living the theoretical principles of critical ethnography in educational research. *Educational Action Research, 9*(1), 135-148. doi: 10.1080/09650790100200146

Biodata:

Sri Wuli Fitriati is a lecturer of English language education at the Department of English Language and Literature at the Faculty of Languages and Arts, Universitas Negeri Semarang. She got her Doctorate degree from the University of Southern Queensland, Australia in 2015. Her areas of interest include second language pedagogy and qualitative approaches in language education research.

THE EFFECT OF USING COMPUTER-BASED TIMELINE MEDIA ON LEARNERS' MASTERY OF ENGLISH TENSES: A PRELIMINARY STUDY

Susana Teopilus

Hendra Tedjasuksmana

Diana Lestariningsih A

Widya Mandala Catholic University Surabaya

susanateopilus@ukwms.ac.id

Abstract

The difference between Indonesian and English in the aspect of verb forms is one of the factors causing problems to Indonesian learners in mastering English Tenses. In the previous research, Teopilus and Winarlim (2008) found that one of the problems faced is the learners' inability to understand the time concept of the English Tenses. To overcome the learners' problems in learning English Tenses, Teopilus et al. (2014), in the first year of the current research, have developed computer-based timeline media to teach the first six English Tenses and analyze their effectiveness. The findings prove that the subjects' knowledge of these six tenses improves after receiving the treatment using the computer-based timeline media.

With these findings, Teopilus et al., in the second year of the current research, continue developing the computer-based timeline media for the next six English Tenses, covering the perfect tenses. The effectiveness of these timeline media, together with the revised previous ones, are analyzed to get a more comprehensive result of using computer-based timeline media to teach English Tenses. The subjects involved in the present study do a pretest prior to receiving instruction using the developed computer-based media. After receiving the instruction, they did a posttest and completed a questionnaire. The collected pretest and posttest scores were analyzed using the paired t-test to find out the significance of the gain scores obtained. The T test calculation results show that there is a significant increase from the mean of the subject' pre test scores to their post test scores. It implies that there is a significant difference in the obtained gain scores (the difference between the pre test and the post test scores) of the subjects. The analysis of the completed questionnaires indicates that the research subjects generally give favorable responses to the timeline media developed.

The findings show that developed timeline media can simplify the abstract explanation about the past time, present time and future time; furthermore, the timeline media, along with the voice, pictures, and animation, help the subjects to clearly visualize the activities or happenings illustrated in the three time zones. Using these media, English teachers will

be facilitated in explaining the English Tenses to their students. With these media, Indonesian learners will, therefore, be helped to master the English Tenses more easily.

Keywords: *timeline media, English Tense, computer-based*

Introduction

English verbs have several forms: infinitive/base form, present participle or *ing* form, preterite or past form, and past participle. The tense and mode used to express an activity in English determine which verb form is used. Indonesian, on the other hand, does not apply changes in its verb forms. The difference between Indonesian and English in the aspect of verb forms is one of the factors causing problems to Indonesian learners in mastering English Tenses.

In one of the previous studies, Teopilus and Winarlim (2008) found out that the students of the English Education Study Program still made mistakes in using English Tenses. The findings show that one of the causes of these problems is the inability of the students to understand the time concept of the English Tenses.

To overcome Indonesian learners' problems in learning English Tenses, Teopilus et al. (2014), in the first year of the current research entitled "Developing Computer-based Timeline Media to Teach English Tenses", have developed computer-based timeline media to teach the first six English Tenses (Simple Present Tense, Present Progressive Tense, Simple Past Tense, Past Progressive Tense, Future Simple Tense, and Future Progressive Tense) and analyze their effectiveness. The findings prove that the subjects' knowledge of these six tenses improves after receiving the treatment using the computer-based timeline media. The pictures and animation in these media help visualize the actions/activities expressed in the verb forms used in the sentences, and the three parts of the time zone (Past, Present, and Future) clearly display the time location of the actions expressed. The subjects were helped to comprehend these six tenses better.

With these findings, in the second year of the current research, Teopilus et al., continue developing the computer-based timeline media for the next six English Tenses, covering the perfect tenses: Present Perfect Simple Tense, Present Perfect Progressive Tense, Past Perfect Simple Tense, Past Perfect Progressive Tense, Future Perfect Simple Tense, and Future

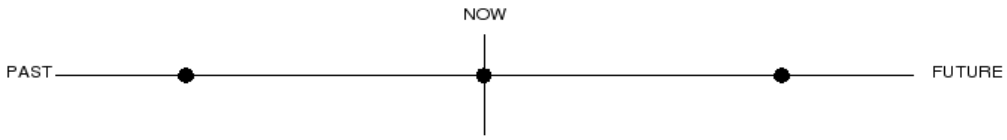
 ISBN 978-602-73769-1-5

Perfect Progressive Tense. The effectiveness of these timeline media together with the revised previous media is analyzed. This paper, entitled "The Effect of Using Computer-Based Timeline Media on Learners' Mastery of English Tenses: A Preliminary Study", is the research report conducted to find out whether the computerized timeline media developed can improve learners' mastery of English Tenses. This research analyzes and describes the effectiveness of the developed timeline media to teach the twelve English Tenses to get a more comprehensive result.

English Tenses

According to Carnie (2011) tense is described as "the time of an event relative to the time at which the sentence is either spoken or written". It indicates that there is a relationship between the time of an event and that of an utterance or writing. Since tense relates to time, it influences the change of the forms of the verbs used in order to indicate at which time the event, situation or activity occurs. Thus, time and tense are closely related in that tense deals with how and where an event, situation or activity is placed along the time line segments, either in the past, the present, or the future. Considering this, grammarians divide the tense into three: past tense, present tense and future tense as each of the tenses is in the past time line segment, the present time line segment, and the future time line segment respectively.

The past tense describes that the event, situation, or activity happened before the present time line segment, the present tense describes an event, situation or activity that happens at the same time as in the time of the present time line segment, and the future tense describes an event, situation or activity that takes place in the future time line segment as in the following figure:



PRESENT

When an event, situation or activity takes place, it may be completed or in progress (Radford et al., 2009). Thus, the duration of the event, situation or activity is concerned about whether

 ISBN 978-602-73769-1-5

the event, situation or activity is completed, in progress, or *uncompleted* (which the writers refer to the future event, situation or activity).

In the past time line, the event, situation or activity occurred in the past time, was in progress in the past time, or took place before another past time event, situation or activity, for example:

(1) James had his breakfast at 6 a.m.

(2) James was sleeping when I came.

(3) James had done his homework before he went out with his friend.

In (1) the act of eating breakfast was done and completed as it happened at 6 in the morning that day, while in (2) the act of sleeping was going on at the time of the act of visiting James. Example (3) indicates that the act of doing homework occurred first before the act of going out with a friend.

Concerning duration of time, an event, situation or activity possibly occurred in the past time and goes up to the present time as being completed with disregard of the past time or as a repeated action. Or, the event, situation or activity started in the past time and goes up to the present time and may continue in the future time, for example:

(4) James has done his homework.

(5) James has rung his friend three times.

(6) James has lived in Surabaya for 20 years.

In (4) the act of doing took place in the past time and it was completed; however, the exact time when it was completed in the past time is not known. In (5) the act of ringing seen from the perspective of the time of speech or writing at the moment has been done three times so far, and in (6) the act of living began twenty years ago, and it is still valid now, tomorrow, next week and so on.

An event, situation or activity may take place in time of speech or writing. It happened sometime in the past time but it is still in progress. It is being done now. For example,

(7) James is writing a letter to his parents now.

Unlike (4) which indicates a completed action, example (7) shows that the act of writing is still going on. It is not completed yet.

 ISBN 978-602-73769-1-5

The future time line does not only include the future tense, but also the present tense. An event, situation or activity is often described in the present tense, especially referring to immediate planned future, for example:

(8) James officially opens his new office the day after tomorrow.

Example (8) uses the simple present tense to refer to an official event which will happen in the near future. Or else, the future time line describes an event, situation or activity which will happen in the future or which describes present intentions, promise, impromptu decision, etc., for example:

(9) James will go to Bandung next week.

(10) (Hearing knocks on the door) James says to his friends: "I'll get it"

In example (9) above, it is obvious that the act of going has not taken place, but it will happen seven days from now. In (10) James makes a decision right after he heard knocks on the door.

The description above tells that time and tense have a close relationship. Nonetheless, the duration of time reflected in the event, situation or activity may reflect a combination of time that it creates a combination of such tenses as the present perfect progressive tense, the past perfect progressive tense, the simple future progressive tense, etc.

The concept of time or tense in English is used to refer to past, present, or future. In each of the tense category, there are subcategories called aspects, which refer to the duration of an event. In English, there are four aspects, namely *Simple, Progressive, Perfect,* and *Perfect Progressive.* The Simple aspect does not show the beginning or the ending of an event, but it only shows whether an event happens or not. The Perfect aspect shows that the ending of the event is known and is used to emphasize that the event is over. The *Progressive* aspect indicates that an event is in progress. The Perfect *Progressive* aspect shows that an event has/had been and is/was in progress at a certain time.

Timeline Media to Teach English Tenses

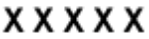
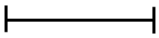
Timelines are diagrams that illustrate the reference to time made by a given piece of language. They are used to show how a particular language item (often a verb in a particular tense and aspect) places particular events or situations in time and in relation to other events (Rees). Referring to the teaching of English Tenses, a timeline is a diagram which describes the time

 ISBN 978-602-73769-1-5

reference showing how an event or happening is placed in the timeline in relation to another event or happening. Teopilus et al. (2014) state that timeline media give the following benefits in helping Indonesian learners to comprehend the English Tenses:

- Timeline media simplify the abstract explanation about the past time, present time and future tense.
- Timeline media clearly visualize the three time zones: past, present, and future; Indonesian learners will, therefore, immediately see which time zone is referred to in the action expressed in the sentence and what English Tense is correctly used to do so.

Using consistent symbols to express an event or happening in the timeline is necessary to help clarify the nature of the event. Teopilus et al. (2014), in developing the computer-based timeline media, adopts the following symbols:

A single event or action	
A repeated action or habit	
A permanent state or situation	
A period in time/duration of time	

The key to the successful teaching of English grammar, in this case English Tenses is implanting the grammar concept and providing the opportunity for the learners to frequently use it meaningfully in context so that they can use it correctly. For this purpose, a lot of exercises need to be given to them and repeated again and again. To this point, Nunan (2005) argues that research has shown that a grammatical item will be more successfully mastered by one's practicing 15 minutes over four days than by an hour's practice on a single day. This proves that repeating or revisiting a grammatical item several times will result in a better mastery.

Use of Multimodal Texts in Teaching English Tenses

People are now living in an era where multimodal texts combine words, sounds, images, and movement. This implies that nowadays learners are used to getting exposed to multimodal texts too. The digital era has brought massive changes to their life styles, and they become less interested in text-based materials having no visuals and sounds. Walker and White (2013) state that learning is multimodal, and one of the special things with computer technology is it

allows learners and teachers to combine modes such as sound, text and image in the classroom instruction.

In English language learning, learners will be more motivated and interested to learn the language when they are given explanations with multimodal texts which combine words, sounds, images, and movement. These texts can accommodate learners with different learning styles: auditory learning style, visual learning style, as well as kinesthetic learning style. Visual style is learning by seeing. Learners with this learning style benefit greatly from teaching that utilizes illustrations, charts, diagrams, videos, etc. Auditory learning style is learning by hearing. Learners with this learning style benefits the lecture or oral explanation delivered in the classroom environment, as they are able to comprehend, process and retain the information provided. Kinesthetic style is learning by doing. Learners with this style benefit from hands-on learning experience.

Conner (1997-2007) argues that Learning styles classify different ways people learn and how they approach information. Nunan (1995) states that learning style refers to any individual's preferred ways of going about learning. Learners usually use a combination of all these three learning channels to receive and process information; one or more of these three styles is, however, more dominantly preferred and used in learning a new task. This dominant learning style is the best way for the respective learners.

Learning English indirectly requires learners to learn the English grammar, one of its many aspects in it being English Tenses. With regard to English Tenses, the use of words together with visuals or images, sounds, and movements can help learners comprehend the abstract time concept of English Tenses. The computerized timeline media designed and developed in this research have the visual, auditory, and kinesthetic features. The visual feature is seen from the writing, pictures and animation used; the auditory feature is obtained from the voice and background music in the media; and the kinesthetic feature is also embedded in the movement or animation used. The computerized timeline media designed here are, therefore, expected to be able to accommodate all these different learning styles to facilitate learners with different learning styles in comprehending the English Tenses.

Research Design

The ADDIE Model of instructional development has been adopted and adapted in developing the computerized timeline media to teach the twelve English Tenses. In the first year of the research project, the computerized timeline media have been developed to teach the first six English Tenses: Simple Present Tense, Present Progressive Tense, Simple Past Tense, Past Progressive Tense, Simple Future Tense, and Future Progressive Tense. In the second year, the researchers continued developing the computerized timeline media to teach the next English Tenses covering Present Perfect Simple Tense, Present Perfect Progressive Tense, Past Perfect Simple Tense, Past Perfect Progressive Tense, Future Perfect Simple Tense, and Future Perfect Progressive Tense.

The previous research of Teopilus et al. (2014) analyzed the effectiveness of the computerized timeline media to teach the first six English Tenses, and the research findings prove that the subjects' knowledge of the six English Tenses improves after they have been taught these tenses using the developed computer-based timeline media.

The present research analyzes and describes the effectiveness of the developed timeline media to teach the twelve English Tenses to get a more comprehensive result. It is a one group pretest-posttest design, in which the research subjects do a pretest prior to the treatment, and do a posttest after the treatment.

Research Subjects

The subjects of this study are the first-semester students at the English education study program of a university. They were given 8 (eight) sessions of treatments for the research. When the treatments were given and the research data were collected, they were in their first week of their study at the university. With these characteristics, they were just similar to grade XII students of senior high school level. There were 20 students who joined all the sessions of the eight treatments for the study, and they were taken as the research subjects. Those who did not join all the eight meetings were disqualified for being the research subjects.

 ISBN 978-602-73769-1-5

Research Instruments

There are 2 instruments used in this research: a test on the twelve English Tenses (which serves as the pretest and posttest) and a Questionnaire. The pretest/posttest is used to measure the subjects' knowledge of the twelve English Tenses. There are 3 (three) parts with 30 items each: Completion (sentence level), Multiple Choice, and Completion (discourse level). The questionnaire is used to find out subjects' opinions about the computerized timeline media and to receive further feedback on the media developed.

The research instrument in the form of the test on English Tenses has been calculated for its reliability coefficient and discrimination index.

Table 1

Calculation of KR20

K	$\sum x^2$	$\sum X$	n	σ^2	$\sum pq$
90	31119	733	20	212.73	16
KR20 = 0.94					

The calculation result of KR20 indicates that the test is very reliable. The test shows a consistent result when tested again to the group.

Table 2

Frequency and Percentage of Discrimination Index Value for Each Part of the Test

No.	Value	Part I	%	Part II	%	Part III	%
1	High	4	13.3	3	10.0	0	0.0
2	Medium	14	46.7	16	53.3	17	56.7
3	Low	12	40.0	11	36.7	13	43.3
TOTAL		30	100.0	30	100.0	30	100.0

The percentage of the discrimination index values indicates that 36% up to 43% of the test problems did not differentiate the two groups of the students (low value). It did not differentiate those who were capable of using tenses and those who were not. That there is no high value shown in part 3 of the test problems indicates that the subjects still lack the understanding of how to use the tenses in a paragraph.

 ISBN 978-602-73769-1-5

Data Collection

The research subjects were given 8 (eight) sessions of treatments, and the schedule is as follows:

Table 3

Treatment Schedule

Sesssion	Day and Date	Time	Topic
1	Friday, 21 August 2015	10:40 – 12:20	Pre-test Introduction to Time Concept
2	Monday, 24 August 2015	10:40 – 12:20	Simple Present Tense Present Progressive Tense
3	Tuesday, 24 August 2015	10:40 – 12:20	Simple Past Tense Past Progressive Tense
4	Wednesday, 26 August 2015	13:00 – 14:40	Simple Future Tense Future Progressive Tense
5	Friday, 28 August 2015	10:40 – 12:20	Present Perfect Tense Pr. Perfect Progressive Tense
6	Monday, 31 August 2015	10:40 – 12:20	Past Perfect Tense Past Perfect Progressive Tense
7	Tuesday, 1 Sept 2015	10:40 – 12:20	Future Perfect Tense Future Perfect Progressive Tense
8	Wednesday, 2 Sept 2015	13:00 – 14:40	Overall Review of English Tenses Post-test and Questionnaire

The data collected are in the form of pretest and posttest scores. The pretest was given to the subjects in the first session before they were given any treatments, and the posttest was given to them after they were given all the treatments. The following table summarizes the subjects' pretest and posttest scores:

Table 4

Subjects' Pretest and Posttest Scores on the English Tenses

	PRETEST					POSTTEST				
Subject	I	II	III	Total	Score	I	II	III	Total	Score
1	7	14	12	33	36.67	10	17	15	42	46.67
2	1	11	5	17	18.89	3	11	8	22	24.44
3	5	18	8	31	34.44	5	18	10	33	36.67
4	2	12	0	14	15.56	4	15	6	25	27.78
5	8	15	6	29	32.22	11	20	9	40	44.44
6	3	15	7	25	27.78	8	15	9	32	35.56
7	1	14	6	21	23.33	6	10	7	23	25.56
8	7	10	12	29	32.22	11	17	12	40	44.44
9	5	12	3	20	22.22	7	15	11	33	36.67
10	1	7	5	13	14.44	1	8	3	12	13.33
11	1	10	1	12	13.33	2	10	4	16	17.78
12	3	9	9	21	23.33	8	17	7	32	35.56
13	3	12	8	23	25.56	3	16	5	24	26.67

ISBN 978-602-73769-1-5

14	12	17	10	39	43.33	15	23	15	53	58.89
15	6	16	9	31	34.44	13	20	9	42	46.67
16	4	21	8	33	36.67	13	25	13	51	56.67
17	18	22	16	56	62.22	24	28	21	73	81.11
18	5	16	10	31	34.44	10	18	14	42	46.67
19	9	18	11	38	42.22	18	21	15	54	60.00
20	4	22	9	35	38.89	10	25	13	48	53.33

Note:

I : refers to the first part of the test, completion at the sentence level. The numbers in this column refer to the subjects' correct answers out of the total 30 items in this part.

II : refers to the second part of the test, multiple choice items. The numbers in this column refer to the subjects' correct answers out of the total 30 items in this part.

III : refers to the third part of the test, completion at the discourse or text level. The numbers in this column refer to the subjects' correct answers out of the total 30 items in this part.

Score: refers to the subjects' total scores of the pretest or posttest, which are calculated using the 0 – 100 scale.

The other data were collected through the questionnaires which were given to the subjects after they did their posttest.

Data Analysis and Findings

The data analysis is conducted in two ways:

Analysis of the Subjects' Pretest and Posttest Scores

To evaluate the effectiveness of the computer-based timeline media developed in the present study, the paired t-test calculation of the subjects' pretest scores and post test scores is conducted.

The paired T-Test is conducted to find out whether the following Ho or Ha is accepted:

Ho: There is no difference between the pre test scores and the post test scores.

Ha: There is a difference between the pre test scores and the post test scores.

The formula of the Paired t test is as follows:

 ISBN 978-602-73769-1-5

$$t = \frac{\sum di}{\sqrt{\frac{N\sum di^2 - (\sum di)^2)}{N-1}}}$$ Level of Significance (P) = 0.05

di = difference between the pre test score and the post test score

N = number of subjects

To get a more comprehensive result, the T test is conducted for each part of the pretest and post test and the subjects' total scores of the pretest and posttest; therefore, there are 4 (four) t-test calculations. The t-test calculation is described as follows:

(1) The T-test Calculation of the Subjects' Total Pretest and Posttest Scores
(2) The T-test Calculation of the Subjects' Points on Part I of Pretest and Posttest
(3) The T-test Calculation of the Subjects' Points on Part II of Pretest and Posttest
(4) The T-test Calculation of the Subjects' Points on Part III of Pretest and Posttest

The T-test Calculation of the Subjects' Total Pretest and Posttest Scores

The mean of the subjects' pretest scores of the English Tenses is 30.61. The mean of their posttest scores is 40.94 and it shows improvement. There is an increase of 10.33 points from the pretest mean score to the posttest score mean score.

Mean of pre test scores = 30.61
Standard of deviation of pre test = 11.74493379
Mean of post test scores = 40.94
Standard of deviation of post test = 16.3866338

Calculation Result:

t calculated = 7.526375546; t table = 2.093

It can be concluded that t cal > t table; Ho is rejected, meaning that there is a difference between the pre test score and the post test score at the significance level of 0.05.

The T-test Calculation of the Subjects' Points on Part I of Pretest and Posttest

The mean of the subjects' pretest points of Part I is 5.25. The mean of their posttest points is 9.1 and it shows improvement. There is an increase of 3.85 points from the pretest points to the posttest points.

Mean of pre test points of Part I = 5.25
Standard of deviation of pre test = 4.2161968

Mean of post test points = 9.1

Standard of deviation of post test = 5.73906282

Calculation Result:

t calculated = 6.285920977; t table = 2.093

It can be concluded that t cal > t table; Ho is rejected, meaning that there is a difference between the pre test score and the post test score at the significance level of 0.05.

The T-test Calculation of the Subjects' Points on Part II of Pretest and Posttest

The mean of the subjects' pretest points of Part II is 14.55. The mean of their posttest points is 17.45 and it shows improvement. There is an increase of 2.90 points from the pretest points to the posttest points.

Mean of pre test points of Part II = 14.55

Standard of deviation of pre test = 4.285532578

Mean of post test points = 17.45

Standard of deviation of post test = 5.355518551

Calculation Result:

t calculated = 4.5290391, t table = 2.093

It can be concluded that t cal > t table; Ho is rejected, meaning that there is a difference between the pre test score and the post test score at the significance level of 0.05.

The T-test Calculation of the Subjects' Points on Part III of Pretest and Posttest

The mean of the subjects' pretest points of Part III is 7.75. The mean of their posttest points is 10.3 and it shows improvement. There is an increase of 2.55 points from the pretest points to the posttest points.

Mean of pre test points of Part III = 7.75

Standard of deviation of pre test = 3.83714532

Mean of post test points = 10.3

Standard of deviation of post test = 4.496782475

Calculation Result:

t calculated = 4.394523929; t table = 2.093

It can be concluded that t cal > t table; Ho is rejected, meaning that there is a difference between the pre test score and the post test score at the significance level of 0.05.

 ISBN 978-602-73769-1-5

The results of the four t-test calculations indicate a significant difference between the pretest sores and the posttest scores.

Questionnaire Analysis

Summary of the results of the questionnaire analysis indicate that:

- Related to the design of the software
  - Display of the modules: most subjects' responses are *very good* and *good.* Only one out of 20 subjects says *bad* for Present Perfect Simple, Present Perfect Progressive, and Past Perfect Simple.
  - Display of pictures, animation, and colors: subjects' responses are *very good* and *good.* Only one out of 20 subjects says *bad.* Only one out of 20 subjects says *bad.*
  - Voice clearness: subjects' responses are *very good* and *good*. Only one out of 20 subjects says *bad.*
  - Concept understanding given by the modules: subjects' responses are *very good* and *good*. Only one out of 20 subjects says *bad.*
  - Font size used in the modules: subjects' responses are *very good* and *good*.
- Related to the understanding of the materials
  - Series of the module materials help learners understand the English Tenses taught: subjects' responses are *very good* and *good.*
  - Pictures, animation, and voice help learners understand the time concept of the English tenses: subjects' responses are *very good* and *good.*
  - Role of the software in helping learners understand the English Tenses: subjects' responses are *very good* and *good.*

The result of data analyses yield the following findings:

a. There is a significant increase from the mean of the subject' pre test scores to their post test scores. It implies that there is a significant difference in the obtained gain scores (the difference between the pre test and the post test scores) of the subjects.
b. The research subjects generally give favorable responses to the timeline media developed.

 ISBN 978-602-73769-1-5

Discussion

The developed timeline media can simplify the abstract explanation about the past time, present time and future time; furthermore, the timeline media, along with the voice, pictures, and animation, help the subjects to clearly visualize the activities or happenings illustrated in the three time zones. They can, therefore, immediately see which time zone is referred to in the action expressed in the sentence and what English Tense is correctly used to express it.

The results of the T test calculations show there is a significant improvement in the subjects' knowledge of the twelve English Tenses after the treatment even though many of their post test scores are still considered insufficient. This happens because all the twelve tenses were given to them in eight successive meetings, leaving very little time for them to digest each of the twelve tenses through doing more exercises and applying them meaningfully in speaking or writing. Besides, they needed more time to cognitively digest the twelve tenses and to practice more mixed exercises showing a recursive enrichment of how to use these tenses. Their posttest scores would have been much higher if they had been given these opportunities. It is necessary for them to repeat or revisit each of the English Tenses several times to result in a better mastery as what Nunan (2005) argues that a grammatical item will be more successfully mastered by one's practicing 15 minutes over four days than by an hour's practice on a single day.

Conclusion

The computerized timeline media which have been developed are useful as they can enhance the subjects' achievement of the twelve tense as shown in the result of the t-test. These developed media can accommodate learners' needs, interest, and learning styles. In the digital era, the use of computer technology, such as the developed computer-based timeline media, is highly recommended as it can fulfill their needs, interest, and learning styles. The present research findings have proved that the computer-based timeline media developed in this research can help increase the subjects' understanding of the English Tenses.

To yield better results in helping learners comprehend the English Tenses using the developed timeline media, the researchers give the following suggestions:

a) English Tenses should be given or taught to learners one at a time, so that there will be enough time for them to digest it.

 ISBN 978-602-73769-1-5

b) More mixed-tense exercises have to be given to the students, and the exercises use a recursive model, meaning that previously learned tenses are mixed with the currently learned tense.

c) Students should be given opportunities to use the learned tenses in meaningful contexts, in speaking or writing.

References

Carnie, Andrew. 2011. *Modern Syntax.* Cambridge: Cambridge University Press.

Conner, M. L. n.d. "Introduction to Learning Styles." Ageless Learner, 1997-2007. http://agelesslearner.com/intros/lstyleintro.html

Ellis, Rod. 2006. Current Issues in the Teaching of Grammar : An SLA Perspective. *TESOL Quarterly. Vol. 40 No. 1.* March 2006

Learning Styles—Visual, Auditory and Kinesthetic. Available at hhtp://www.personalitymax.com/learning-styles. Retrieved 14 Nov 2014.

Molenda, Michael. 2007. *In Search of the Elusive ADDIE Model*. Available at http://www.comp.dit.ie/dgordon/courses/ilt/ILT0004/InSearchofElusiveADDIE.pdf. Retrieved 23 October 2015.

Nunan, David. 1995. *Language Teaching Methodology: A textbook for teachers*. New York: Phoenix ELT.

Nunan, David. 2005. *Practical English Language Teaching: Grammar*. Singapore: McGraw-Hill ESL/ELT, McGraw-Hill Companies, Inc.

Radford, Andrew et al. 2009. *Linguistics.* 2nd ed. Cambridge: Cambridge University Press

Rees, Gareth. n.d. *Timelines*. British Council, BBC. Available at https://www.teachingenglish.org.uk/article/timelines. Retrieved 23 October 2015.

Teopilus, Susana and Hady Sutris Winarlim. 2008. *Problems in Applying English Tenses Faced by the Students of the English Education Study Program as Shown by Their Thinking Aloud Protocols.* I-MHERE Research Grant. FKIP, Widya Mandala Catholic University Surabaya.

Teopilus, Susana, Hady Sutris Winarlim, and Diana Lestariningsih A. 2014. *Developing Computer-Based Timeline Media to Teach English Tenses*. Proceeding. The 8th International Conference of Developing Educational Professionals in South East Asia (DEPISA). 9-10 December 2014. Universitas Negeri Jakarta, Jakarta, Indonesia.

Walker, Aisha and Goodith White. 2013. *Technology Enhanced Language Learning: connecting theory and practice.* Oxford: Oxford University Press.

CONTRIBUTION OF DICTIONARY REFERENCE SKILLS TO READING COMPREHENSION ACHIEVEMENT

Tatik

Universitas Islam Darul Ulum Lamongan, East Java

Abstract

A dictionary is considered to be an important factorthat influences the success of learning language as long as the learners are skillful dictionary users. The present study attempts to investigate the contribution of dictionary reference skills to reading comprehension achievement. For this purpose, a set of dictionary reference skills test battery intended to measure the ability to get feedback from the context, the ability to find the dictionary entry, the ability to relate the meaning to the context and a reading comprehension test are developed and administered to 54 second grade students of a private junior high school in Malang. The analysis using multiple regressions shows that the dictionary reference skills contribute highly to the reading comprehension achievement independently and simultaneously.

Keywords: dictionary reference skills, reading comprehension achievement

A dictionary is considered as an important aid in the process of learning language, especially in reading comprehension. Naha (2007) states that dictionaries can be used to expand language learners' knowledge of words in order to communicate effectively in both written and spoken language. As quoted from Albuset al. (2001), although some researchers (Bensoussan, 1983; Nesi and Meara, 1991)deny that dictionaries can significantly affect reading comprehension, most of them(Goyette, 1996; Laufer and Hadar, 1997; Liu et al., 1997) agree that dictionaries canhelp students reading comprehension. Moreover, a study on the word identificationstrategies and comprehension used by a foreign language reader conducted by Walker(1983) found that dictionary strategy is in the first rank of the ten strategies used by the students.

However, current communicative practices focus on strategic reading and inferring the meaning of unknown words from context (Knight, 1994; Laufer, 1997), and discourage the use of dictionaries altogether in the reading classroom (Bensoussan, Sim, and Weiss, 1984).

A study by Bensoussan et al. (1984) and Knight (1994) indicates that extra time is needed when students look up words using a dictionary while the comprehension does not always improve. In addition, students with access to dictionaries sometimes locate the wrong dictionary entry which leads to miscomprehension (Luppescu and Day, 1993).

The argument on the use of dictionaries motivates otherresearchers to seek forthe feedback on how dictionaries can be used effectively to get the greater advantageof dictionary use. According to Soekemi (1989), one of the three goals that theforeign language learners should achieve when using dictionaries is becoming skillful dictionary users. Moreover, Naha (2007) also states that having the ability of usingdictionaries effectively makes the students more independent and more able to studyoutside the classroom.

According to Nation (2001:285), the skills of using dictionaries in reading include getting information from the context where the word occurred, finding the dictionary entry, choosing the right sub entry and relating the meaning to the context and decide if it fits. The skills needed for getting information from the context where the word occurred include the following: deciding the part of speech of the word to be looked up, deciding if the word is an inflected or derived form that can be reduced to a base form, guessing the general meaning of the word and deciding if the word is worth looking up by considering its relevance to the task and general usefulness. Further, the skills needed for finding the dictionary entry include: knowing the order of the letters of the alphabet (some dictionaries do not follow a strictly alphabet order), knowing the dictionary symbols for the different part of speech and knowing alternative places to search, such as separate entries, sub-entries, word groups, derived forms, variants spelling, and appendixes. The last step involves adapting the meaning found in the dictionary tothe context of the word in the text and evaluating the success of the search.

This present study which investigates the contribution of dictionary reference skills to reading comprehension achievement was guided by the following research questions:

1. Do the dictionary reference skills have contribution to reading comprehension achievement?
2. What dictionary reference skill has the highest contribution to reading comprehension achievement?

ISBN 978-602-73769-1-5

Method

A set of dictionary reference skills test battery and reading comprehension test were established and administered to 54second grade students of a private junior high school in Malang. The choice of the subjects is based on some considerations. First, the English teacher in this school often uses dictionary-activities in the class. Second, the students have already experienced using dictionaries extensively for a year in junior high school during the class session.Therefore, the subjects involved as the source of the study were expected to be able to provide important data needed for the present study.

The instruments used were developed by the researcher and have been tried out to ensure the clarity of the test instruction, to estimate the time allotment, and to determine the reliability, validity, and item analysis of the test as prerequisite before the instruments were used to collect the intended data. The computation using KR-20 for reading comprehension test and Alpha coefficient for dictionary reference skills subtest 1, 2, and 3 indicate that the tests have high degree of reliability with the value respectively at .701, .716, .750, .708. The results of the tryout indicate that all of the 10 items of the reading comprehension test intended to measure the subjects' ability to understand descriptive text in terms of the main ideas, the stated details, the word meanings, the references, and the implied details are valid. Three subtests of the dictionary reference skills test battery intended to measure the ability to get feedback from the context, to find the dictionary entry and to relate the meaning to the context are also proved to be valid. Experts' validation on the content and construct validity of the instruments is made and confirmed that the items were valid.

The data obtained from the data collection process were analyzed systematically and carefully because they were still in the form of raw data. There are two stages employed in the data analysis. The first is concerned with the descriptive analysis. The purpose of such an analysis is to reveal the characteristics of the data concerning the variables under investigation. The analysis includes the statistics of the data like maximum scores, minimum scores, and standard deviation of the score. The second stage deals with the main analysis intended to answer the questions raised in the current study. There are two steps performed in the second stage analysis. The first step is concerned with a test of fulfillment of assumptions required for running a multiple regression analysis, and the second step is analyzing the data using

 ISBN 978-602-73769-1-5

multiple regressions. All of the statistical evidence carried out by means of statistic application program called *SPSS 13.0 for Windows*.

Results

The results of the analysis provided the description of the data concerning the reading comprehension achievement, the ability to get feedback from the context, the ability to find the dictionary entry and the ability to relate the meaning to the context and the contribution of the dictionary reference skills to reading comprehension achievement.

Description of the Data

The data in table 1 concerning the reading comprehension achievement shows that the values for mean = 24.04, median = 25.00 and mode = 26 are closely each other but they are not the same. This implies that the reading comprehension is almost spread normally with the majority located in the mean area. Next, the value of SD (3.716) is low, indicating that the subjects' scores are quite similar, which is confirmed by the value of its score range (16) with the minimum score at 14 and the maximum score at 14.

Table 1. Descriptive Statistics of Reading Comprehension Achievement

Measures	Statistical Values
Cases (n)	53
Mean	24.04
Median	25
Mode	26
Standard Deviation	3.716
Range	16
Maximum	30
Minimum	14

ISBN 978-602-73769-1-5

Frequency of the reading comprehension achievement is shown in the Figure 1 below.

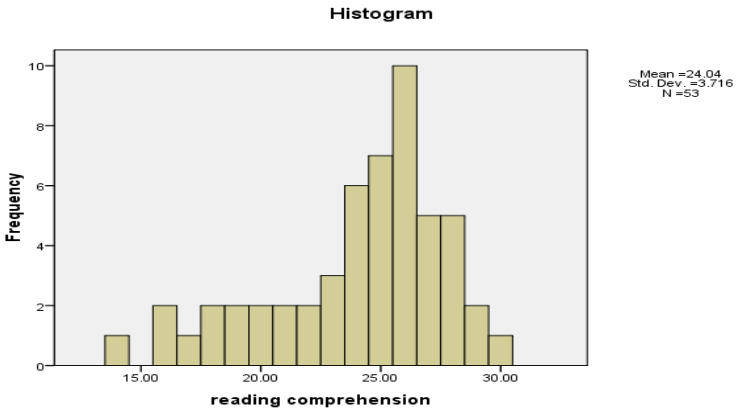


Figure 1.Frequency of the Reading Comprehension Achievement

The data on the students' ability to get feedback from the context that has been analyzed descriptively can be elaborated as shown in Table 2.

Table 2. Descriptive Statistics of the Ability to Get Feedback from the Context

Measures	Statistical Values
Cases (n)	53
Mean	15.25
Median	16
Mode	17
Standard Deviation	3.637
Range	14
Maximum	20
Minimum	6

The values for mean, median and mode are not the same but close to each other. The values for mean, median, and mode figure at 15.25, 16.00, and 17 respectively. Also, the value of SD is not high (3.637). This shows that the students' scores are not diverse in value, which is confirmed by its score range, figuring at 14.

 ISBN 978-602-73769-1-5

Frequency of the ability to get feedback from the context is also revealed in the Figure 2.

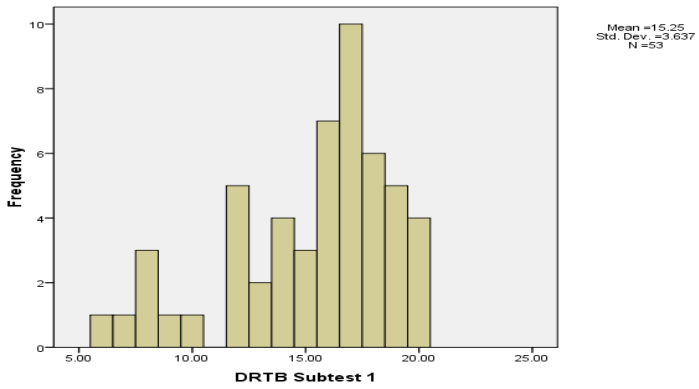


Figure 2. Frequency of the Ability to Get Feedback from the Context

The descriptive analysis of data on the ability to find the dictionary entry as used by the subjects of the current study indicates that apparently, the values of mean, median, and mode are the same figuring at 18. These figures imply that the data occupy normal distribution. However, the value of SD is low (1.359). This shows that subjects' ability to find the dictionary entry is quite similar in value, which is confirmed by its score range, figuring at 5 with the minimum score (15) and the maximum score (20). The result of the analysis is summarized in Table 3.

Table 3. Descriptive Statistics of the Ability to Find the Dictionary Entry

Measures	Statistical Values
Cases (n)	53
Mean	18
Median	18
Mode	18
Standard Deviation	1.359
Range	5
Maximum	20
Minimum	15

ISBN 978-602-73769-1-5

Frequency of the ability to find the dictionary entry is provided in the Figure 3.

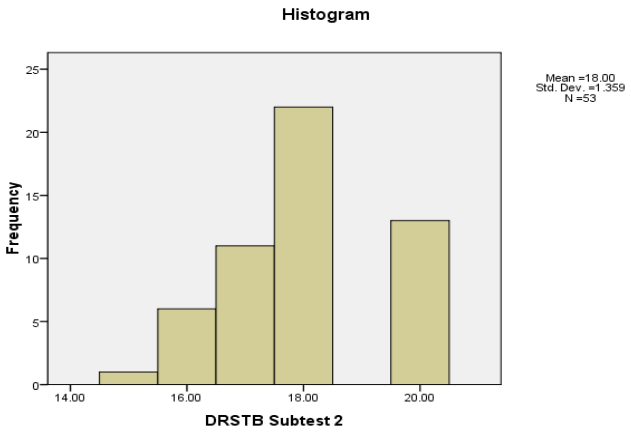


Figure 3. Frequency of the Ability to Find the Dictionary Entry

As shown in Table 4, the values for mean, median, and mode on the data of the ability to relate the meaning to the context are not apparently different. The values for mean, median, and mode figure respectively at 7.25, 8.00, and 8. This implies that the majority of the subjects' ability to relate the meaning to the context goes about the same from one individual to one another. Besides, the value of SD is low (1.675). This shows that subjects' ability to find the dictionary entry is quite similar in value, which is confirmed by its score range from 2 as the minimum score to 10 as the maximum score, figuring at 8.

Table 4. Descriptive Statistics of the Ability to Relate the Meaning to the Context

Measures	Statistical Values
Cases (n)	53
Mean	7.25
Median	8
Mode	8
Standard Deviation	1.675
Range	8
Maximum	10
Minimum	2

 ISBN 978-602-73769-1-5

Frequency of the ability to relate the meaning to the context is provided in the Figure 4 below.

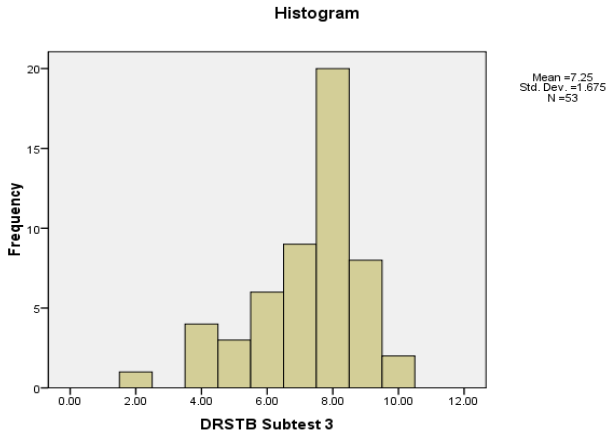


Figure 4. Frequency of the Ability to Relate the Meaning to the Context

Results of the Analysis

The analysis using multiple regressions analysis requires the fulfillment of the five kinds of statistical assumptions of the data collected. The assumptions are concerned with normality, linearity, collinearity, heteroscedascity, and autocorrelation. These requirements should be satisfactorily met in order the results of the multiple regressions can be meaningfully interpreted.

The normality of the data collected can be interpreted usingNormal P-P Plot of Regression Standardized Residual curve. The curve shows that the data concerning the ability to get feedback from the context, the ability to find the dictionary entry, the ability to relate the meaning to the context and reading comprehension are normal because the data are distributed around diagonal line and followed the diagonal line. Therefore, this test satisfies the requirement of data normality.

ISBN 978-602-73769-1-5

The Normal P-P Plot of Regression Standardized Residual curve is shown in the Figure 4.5.

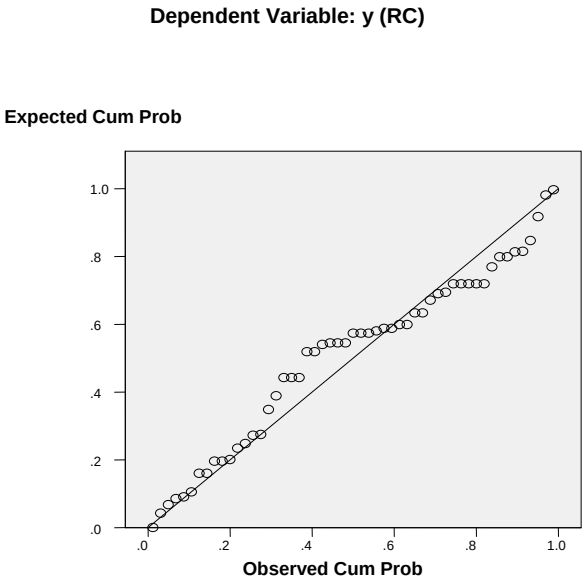


Figure 5.Normal P-P Plot of Regression Standardized Residual Curve

The test of collinearity shown by the value of tolerance coefficient and variance inflation factor (VIF) indicates that the requirement for the collinearity assumption was met. The observed coefficient of tolerance for dictionary reference skills subtest 1, subtest 2, and subtest 3 are subsequently .105, .310, and .150 which fit the criterion not smaller than .10; whereas the values of VIF for dictionary reference skills subtest 1, subtest 2, and subtest 3 are subsequently 9.541, 3.223, and 6.682, which fit with the criterion of not greater than 10 (VIF $\neq >$ 10).

To estimate the test of autocorrelation of the independent variables, a statistical analysis formula proposed by Durbin-Watson was employed. The observed value of D-W index (2.03) which ranges between d_u(1.68) and 4 - d_u(2.32) indicates that no autocorrelation is evidenced.

To examine the homocedascity, a graphic representation is employed by examining prediction plots on the dependent variables. The examination shows that the plots were scattered forming no patterns as shown in the Figure 6.This means that the variable meets the criteria of homocedascity.

 ISBN 978-602-73769-1-5

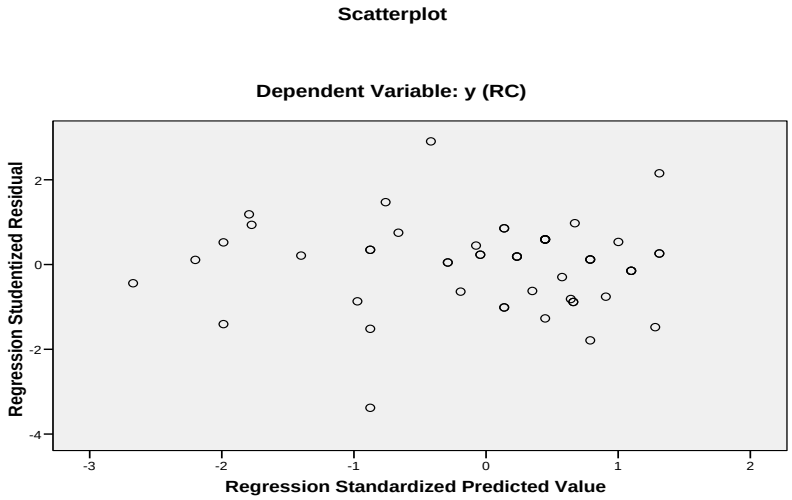


Figure 6. Scatterplot between Standardized predicted Value and Standardized Residual Value

The last test is linearity. The scatterplot between standardized predicted value and standardized residual value shows that the plots were scattered forming no patterns. Therefore, the test satisfies the requirement of data linearity.

The result of the computerized correlation analysis using multiple regressions can be seen in the Table 5 below.

Table 5. Multiple Correlation Coefficient and Determination Coefficient

Model	R	R Square	Adjusted R Square	Standard Error of Estimate
1	.990	.980	.978	.54559

From the table above, it was revealed that the value of the coefficient of determination (R^2) is .980. This means that the correlation (R) of dictionary reference skills all together –the ability to get feedback from the context, the ability to find the dictionary entry, the ability to relate the meaning to the context – and reading comprehension achievement has a value of .99. This means that the degree of correlation is very strong (Kushner and De Maio, 1980:190).

The value of the coefficient of determination (adjusted R^2) = .978 indicates that all together the ability to get feedback from the context, the ability to find the dictionary entry, and the

ISBN 978-602-73769-1-5

ability to relate the meaning to the context have the effect on reading comprehension with a value of 97.8 %. This contribution implies that the dictionary reference skills contribute to reading comprehension achievement, figuring at 97.8 %. The 2.2 % is caused by the other factors outside the dictionary reference skills.

To estimate the significance of relationship between dictionary reference skills and achievement in reading comprehension, the value of F is used. The result of analysis shows that the regression equation which is $y' = 5.260 + 0.784\ x_1 + 0.236\ x_2 + 0.356\ x_3$ with value of F at .05 level of significance is 786.430, so the value of F is greater than the value of F in the table (2.794). Therefore, it is evidenced that there is a significant correlation between the independent variables all together and the dependent variable.

To estimate the effective contribution of each independent variable, the value of each of standardized coefficient beta (β) of these independent variables is multiplied with values of their corresponding Pearson correlation coefficient (r).Table 6 presents the summary of the analysis to estimate the effective contribution of each independent variable to the dependent variable.

Table 6. Effective Contribution of the Dictionary Reference Skills to the Reading Comprehension Achievement

Variables	Standardized Coefficient beta (β)	Pearson correlation Coefficient (r)	Result	Contribution
X_1	.768	.987	.758	75.8 %
X_2	.086	.842	.072	7.2 %
X_3	.161	.893	.143	14.3 %
Total Contribution			.978	97.8 %

The total contribution of the ability to get feedback from the context, the ability to find the dictionary entry, and the ability to relate the meaning to the context to reading comprehension achievement is 97.8 %. The ability to get feedback from the context (X_1) contributes a value of 75.8 % to reading strategies (Y); the ability to find the dictionary entry (X_2) contributes a value of 7.2 % to reading strategies (Y); and the ability to relate the meaning to the context (X_3) contributes a value of 14.3 % to reading strategies (Y).

 ISBN 978-602-73769-1-5

Discussion

It could be hypothesized that the dictionary reference skills as the combination of the ability to get feedback from the context, the ability to find the dictionary entry, and the ability to relate the meaning to the context correlate strongly with reading comprehension.

The case supports the claim by Bejoint et al. (1987) that frequent and careful consultation of the dictionary can lead to a better command of the language. It canbe claimed that using dictionaries skillfully in the early ages can work as an effective way to learn the language especially in reading comprehension. Moreover, Beech (2004) states that skilled dictionary users mean easier and faster dictionary access and onthe other hand, reading would be more accomplished if there are potential skills available of being able to search for a difficult word in adictionary. Thus, the use of a dictionary could be a useful resourceto help sustain exposure to print and in turn develop reading skills. However, this result seems contradictory to the results of the study by Bensoussan et al. (1984) who set out a startling conclusion that the use of monolingual or bilingual dictionaries does not affect performance in reading comprehension tasks. The differences in research designs and data analysis are noted as the cause of the difference.

It could be interpreted from the finding that there is a high contribution of dictionary reference skills to reading comprehension achievement. That is, with good instruction and enough practice, the use of dictionaries could make a significant difference in the performance of reading comprehension tasks.

From the results of the analysis, it can be noted that among the selected dictionary reference skills, The ability to get feedback from the context has the highest contribution to reading comprehension achievement.

The result of the analysis using the multiple regressions revealed that among the selected dictionary reference skills, the ability to get feedback from the context has the highest contribution (75.8 %) to reading comprehension achievement. The results support the idea that a significant relationship exists between reading comprehension and the ability to get feedback from the context. If this is the case, the results of this research could support the

ISBN 978-602-73769-1-5

claim by Nation (2001) that one of the dictionary reference skills needed for reading comprehension as part of decoding activities is getting feedback from the context where the word occurred.

The students need to have skills on how to break the unknown words into parts because dictionaries usually give definition of the word base form. This step requires learners to be able to recognize prefixes and affixes when they occur in the words and the meaning of the word parts. The step also requires learners to be able to re-express the dictionary definition of a word including the meaning of its prefixes and, if possible, its stems and suffixes.

The results suggest that teachers need to improve the ability to get feedback from the context by giving the knowledge of word parts and using the word part strategy as a strategy to break down words into parts as one of etymological information to support dictionary use strategies. It is also necessary to give the students' knowledge on part of speech. Nation (2001) suggests that training in finding the part of speech can be done by intuitively classifying words in context into part of speech, or by following some rules that guide the classification.

Conclusion

As demonstrated in the study, dictionary reference skills constitute to be an important factor with a high contribution value to the reading comprehension with the use of dictionaries. Among the chosen skills, the ability to get feedback from the context has the highest contribution to reading strategies, followed by the ability to find the dictionary entry and the ability to relate the meaning to the context. This value is considered substantial for the purpose of promoting the students' reading comprehension. For classroom context, in order to ensure the effective use of dictionaries while reading, the teacher should make attempts to improve the students' dictionary reference skills by giving certain training on the dictionary use.It is also suggested to the school principal to provide the school with good quality of dictionaries in order to help the students to learning English by utilizing dictionaries as an aid. However, the kinds of dictionaries should be provided still needs further identification.

Further research could be conducted on a large scale with a large number of subjects covering different attributes. Future studies are also expected to set up more optimal combination of

 ISBN 978-602-73769-1-5

subtests for the prediction of dictionary reference skills, which is beyond the scope of the present study. In other words, the test battery must be reexamined for validity and reliability, and subscales must be identified and weighed properly. Second, the reading comprehension test must be refined so that the difficulty level may be controlled and the questions made more reliable. Research with different research methodology and survey technique is also suggested to be conducted to support the finding of this study.

References

Albus, D., Bielinski, J., Thurlow, M., & Liu, K. 2001. The Effect of a Simplified English Language Dictionary on a Reading Test, (Online), (http: //education.umn.edu/NCEO/OnlinePubs/LEP1.html, retrieved on December 13th 2008).

Bensoussan, M., Sim, D., & Weiss, R. 1984. The Effect of Dictionary Usage on EFL Test Performance Compared with Student and Teacher Attitudes and Expectations. Reading in a Foreign Language, 2(2): 262-276.

Luppescu, S. & Day, R. R. 1993. Reading, Dictionaries, and Vocabulary Learning. Language Learning, 43(1): 263-287.

Knight, S. 1994. Dictionary Use While Reading: The Effects on Comprehension and Vocabulary Acquisition for Students of Different Verbal Abilities. The Modern Language Journal. 78(1): 285-299.

Laufer, B. 1997. The Lexical Plight in Second Language Reading: Words You don't Know, Words You Think You Know, and Words You Can't Guess. In J. Coady & T. Huckin (Eds.), Second Language Vocabulary Acquisition (pp. 20–34). New York: Cambridge University Press.

Laufer, B. & Hadar, L. 1997. Assessing the Effectiveness of Monolingual, Bilingual, and "Bilingualized" Dictionaries in the Comprehension and Production of New Words. The Modern Language Journal, 81(1):189-196.

Naha, A. L. June 27th , 2007. Learn to Love the Dictionary. Education Plus Karnakata, (Online), (http://www.thehindu.com/edu/2007/06/25/2007062550170500. html, retrieved on January 12th 2009)

Nation, I. S. P. 2001. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

Soekemi. 1989. How to Use a Dictionary. In Tickoo (Ed.), M.L. Learner's Dictionaries: State of Arts. Singapore: SEAMO Regional Language Centre.

Walker, L. J. 1983. Word Identification Strategies in Reading a Foreign Language. Foreign Language Analysis, 16(4): 293-299.

 ISBN 978-602-73769-1-5

Appendix 1 Reading Comprehension Test Blue Print

Variables	Sub-variables	Indicators	Number of items	Question Number
Reading	Literal Comprehension	Identifying the stated details	4	2 – 5 Comprehension
	Understanding the word meaning	2	6 – 7	
		Understanding the reference	2	8 – 9
	Inferential Comprehension	Finding the main ideas	1	1
		Understanding the implied details	1	10

ISBN 978-602-73769-1-5

Appendix 2 Reading Comprehension Test

Name : _____

A. Read the Text Carefully.

Young Giraffes

You and I learnt to walk when we were a few months old, but baby giraffes can walk after only twenty minutes. Baby giraffes live in a dangerous world. Lions and other animals like to eat them, so the babies must learn quickly. They learn to run fast and to stay on their feet almost all of the time. Even at night, giraffes do not lie down. They stand by a tree and sleep. Big giraffes have long legs and they can run at fifty kilometers per hour. The English word *giraffe* comes from the Arabic word *xirapha*. The word means 'runs fast'. Giraffes also have very long tongues. A giraffes tongue can be fifty centimeters long. Giraffes use their tongues for cleaning themselves. Their tongues are important for other things too. Giraffes' favorite food is green leaves from Acacia trees. These trees have sharp thorns, but the giraffe's tongue can go between the thorns. The giraffe's long neck is important because the best leaves are at the tops of the trees. Giraffes love these leaves, and they eat for about eighteen hours every day.

Taken from *English in Focus Grade VII*, 2008

B. Answers the following questions based on the text above.

1. What does the text above tell about?
2. What make baby giraffes must learn quickly?
3. What is giraffe's favorite food?
4. Mention the two uses of giraffe's long neck!
5. How long does a giraffe eat a day?
6. Find the antonym of the word " safe" in the paragraph!
7. Which word in the paragraph has the similar meaning with the word "quick"?
8. What does the word "you", in line 1, refer to?
9. What does the word "we", in line 1, refer to?
10. What makes a giraffe can survive in a dangerous world?

 ISBN 978-602-73769-1-5

Appendix 3. Dictionary Reference Skills Test Blueprint

Variables	Subtest	Sub-variables	Indicators	Number of Items
Dictionary Reference Skills	1	Ability to get feedback from the context	Deciding part of speech of the word to be looked up	10
			Reducing words into a base form	10
	2	Ability to find the dictionary entry	Placing words into alphabetical order	20
	3	Ability to relate the meaning to the context	Identify the most appropriate meaning	10

ISBN 978-602-73769-1-5

Appendix 4Dictionary Reference Skills Test Battery (DRSTB)

Name :_____

Student Number :_____

Subtest 1

1. Tentukan apakah kata yang dicetak miring pada kalimat dibawah ini apakah termasuk kata benda, kata sifat, kata keterangan, kata penghubung, kata seru, kata kerja, kata ganti, atau kata depan.

   E.g.Kata ganti*He* is in the swimming pool.

   a. _____ *Uugh* ! I am hungry.
   b. _____ He works *carefully*.
   c. _____ I like meatballs, *but* he doesn't.
   d. _____ I saw a dog *near* the tree.
   e. _____ It was raining very *hard*.
   f. _____ I put my books *on* the table.
   g. _____ My daughter *saw* a cat in the garden.
   h. _____ I bought a *bag* yesterday.
   i. _____ She is *angry*.
   j. _____ I don't like *him*.

2. Tentukan kata dasar dari kata –kata dibawah ini!

   E.g. Swimmers : __*Swimmer*_____

   a. Oxen : _____
   b. Comfortable: _____
   c. Lodging : _____
   d. Shallower : _____
   e. Bellboy : _____
   f. Stayed : _____
   g. Exciting : _____
   h. Darken : _____
   i. Heaviest : _____
   j. Dishes : _____

 ISBN 978-602-73769-1-5

Subtest 2

1. Urutkan kata-kata dibawah ini sesuai dengan urutan alphabet!

   Alphabet Dictionary

   _____ Alphabet
   _____ Entry
   _____ Free
   _____ Store
   _____ Alley
   _____ Meat
   _____ Order
   _____ Lunch
   _____ Hair
   _____ Key
   _____ Anticipate
   _____ Anticlimax
   _____ Antihero
   _____ Antinuclear
   _____ Antipathetic
   _____ Antipathy
   _____ Antiquary
   _____ Antiquated
   _____ Antiquity
   _____ Antiquarian

Subtest 3

1. Temukan arti kata yang dicetak miring sebagaimana yang digunakan pada kalimat di bawah ini!
   a. The children like to *play* in the afternoon.
   b. It was a clever *play* that won the football game
   c. "Laila Majnun" is a funny *play*.
   d. We should *play* Ahmad in the next volleyball competition
   e. Can you *play* me the new cassettes of Ridho Rhoma.

ISBN 978-602-73769-1-5

f. We need more *play* on the rope.

g. A smile *played* on her lips.

h. He *plays* the torch light onto the walls.

i. Stop *playing* the fool!

j. The sunlight *plays* on the surface of the water.

 ISBN 978-602-73769-1-5

DIRECT CORRECTIVE FEEDBACK ON STUDENTS'WRITING PERFORMANCE

Testiana Deni Wijayatiningsih

Muhammadiyah Semarang University, Indonesia

testiana@unimus.ac.id

Abstract

Teaching writing genre especially recount, narrative, and descriptive need brief and detail correction. Moreover, students aware about their mistakes in writing genre clearly. So, they can revise themselves. Based on the background above, this research aimed to know students'achievement differences between using direct corrective feedback and indirect corrective feedback. The subject of this research was the fourth semester of English Department of Universitas Muhammadiyah Semarang. It employed quasi experiment and one group pre test post test design to analyze the students' writing achievement. The result showed that there is a significant differences between direct corrective feedback and indirect corrective feedback. Hopefully this research gives benefit for lecturers to use direct corrective feedback in their teaching writing process .

Keywords: direct corrective feedback , students'writing performance

Introduction

Background

Writing is one of skill which is complicated and has been mastered by students of English Department of Muhammadiyah University of Semarang especially in genre based-writing. It needs some components that have been mastered by them. As stated by Richard and Renandya (2002:303), there are some component of writing; diction, spelling, punctuation, and organizing. Meanwhile, the students do not aware how to write well using well components and coherence. They only write based on the steps of writing genre using social function, language features, and generic structures. In fact, lecturer often finds some students who were not able to aware with their writing. They forget to use well mechanism. To solve the problem, the reseacher tries to apply direct corrective feedback on students'writing performance. It is applied to make the students are able to revise their own writing and to assist them to acquire correct English.

Statement of The Problem

"Is there any significance differences between direct corrective feedback and indirect corrective feedback ?"

Literature Review

Writing

Writing genre is one of competencies which must be mastered by English Education students at Muhammamadiyah university of Semarang. It uses detail techniques to achieve coherence level. As stated by Harmer (2004:5) the process of organizing idea, writing the idea, and revising it are called writing. It means that writing needs some stages consists of planning, drafting, editing, and final drafting. Moreover, lecturers or teachers should understand the principles of teaching writing. Based on Nunan (2003:9) cited in Spelkova and Hurst (2013:10), there are four principles of teaching writing, such as; understand the students' reason for writing, provide many opportunities for students to write, make feedback helpful and meaningful, and clarify to yourself and your students how their writing will be evaluated. The statement above means that the principles of teaching writing ask the teacher or lecturer must understand students' reason for writing, because it mproves students' quality in writing. When the teacher or lecturer teaches writing, he/ she must give the opportunities to the students to explore their skill in writing. If the students always practice writing, it makes the students more creative. Moreover, students need feedback in their writing. Feedback doesn't need always written in margins. The teacher can make experiments with different form; individual conferences, taped responses, type summaries responses, etc. Finally, feedback should not entail "correcting" a students' writing, in order to foster independents writers, the teacher or lecturer can provide summary comments that instruct the students to look for the problem and correct them on their own.

Based on the explanation above, the researcher assumes that feedback is very important to students' improvement in writing. Students'writing is not always true and perfect. So, the students need the teacher or lecturer to give feedback about what they have written. When giving feedback, the teacher must give the explanation clearly and easy to understand. He/ she also uses nice sentences, so the students more motivated to improve their ability in

 ISBN 978-602-73769-1-5

writing. After the students get feedback from him/ her, they can understand their writing and write better than before.

Direct Corrective Feedback

Giving feedback for students' writing is very useful for achieving students'competency and mastery in writing especially genre or text. It is a central aspect of second language program. In a study of the improvement of learning outcomes that carried John Hattie (2009) concluded that the feedback can improve student achievement by giving effect size of 1.13 is higher than the learning method and self-correction. Types effective corrective feedback is direct corrective feedback. This is consistent with research John Bitchener, Stuart Young and Denise Cameron (2006) which concluded that the direct corrective feedback can improve student learning outcomes by 8%. Direct corrective feedback informs learners fault location on the sheet at the same test fix these errors to obtain the correct answer (John Bitchener, Stuart Young & Denise Cameron, 2009).

Based on Ellis (2009) stated that teacher or lecturer gave his/her students with correct form called direct corrective feedback. It was beneficial in providing students with explicit guidance about how to correct their error. In this feedback, he provided the students with correct form. This took a number of different forms like crossing out unnecessary word, phrase, or clause, and writing the correct form near the error form. The example of direct corrective feedback, Ellis (2009:99) can be seen from this figure below;

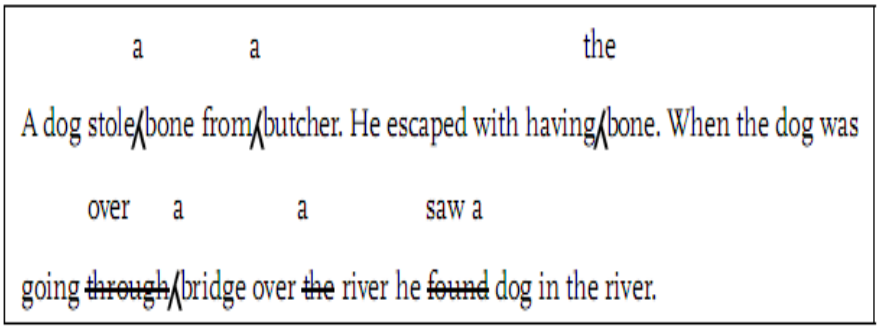


Figure 1. Direct Corrective Feedback

Direct corrective feedback has the advantage that it provides students with explicit guidance about how to correct their errors by crossing out an unnecessary word, phrase, or morpheme,

inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form.

Indirect Corrective Feedback

The lecturer or teacher indicated that an error existed but did not provide correction called indirect corrective feedback. As stated by Ellis (2009) stated that indirect corrective feedback providing student's error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the students'text or by placing a cross in the margin next to the line containing the error. In effect, this involves deciding whether or not to show the precise location of the error. The example of indirect corrective feedback, Ellis (2009:100) can be seen from the figure below;

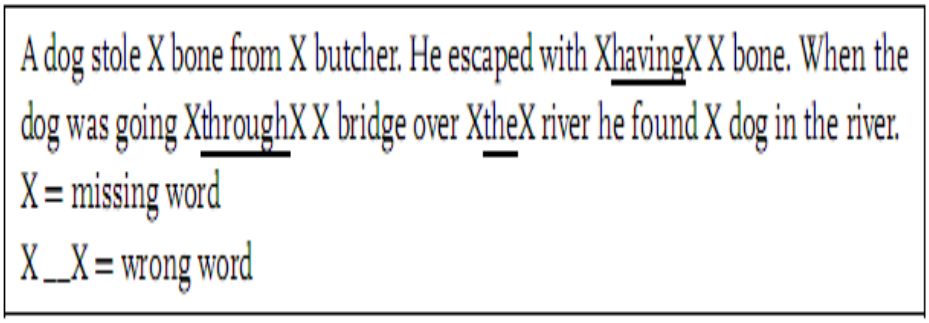


Figure 2. Indirect Correctie Feedback

Based on the explanation above, it can be concluded that indirect corrective feedback is a correction which uses symbols, lines, or cross to give the students' understanding about their errors.

Method

Subject

This research was done at the fourth grade students of English Department of Muhammadiyah University of Semarang from April to Juli 2015. It was done because they did not aware their errors in writing briefly.

Design

It employed quasi experiment and one group pre test post test design to analyze the students' writing performance.

 ISBN 978-602-73769-1-5

Data Souces

The data sources of this research is students'writing score and lecturer's notes.

Data Analysis

The data analysis used t-test and mean score by comparing the mean score between direct corrective feedback and indirect corrective feedback on students'writing narrative, descriptive, and recount performance.

Scoring Rubrics

The researcher used the scoring guidance taken from Heaton (1975:109-111) cited in Kukuh (2013: 4) in five areas. They are fluency, grammar, diction, content and spelling. The scoring is rated 1 until 5 described into the table as following:

The scoring rubrics used Heaton Grid categories

Criteria	Score	Description
Fluency	**5**	**Excellent: flow style, very easy to understand, both complex and simple sentences.**
	4	**Good: quite flowing style, mostly easy to understand, and few complex sentences.**
	3	**Fair: reasonable style, easy to understand (but not all), simple sentences.**
	2	**Inadequate: bad style, hard to understand, mostly simples sentence or compound sentences (confusing).**
	1	**Unacceptable: very bad style, too hard to understand, all most all simple sentences confusing.**
Grammar	**5**	**Excellent: only 15% mistakes, mastery of grammar**
	4	**Good: 25% mistake only (prepositions)**
	3	**Fair: only 30% mistake, but there are 3-4 minor**
	2	**Inadequate:50% mistake in grammar**
	1	**Unacceptable: more 50% mistake in grammar**
Diction	**5**	**Excellent: only one mistake word, the use of extensive range of word.**
	4	**Good: there are 2-3 mistakes words, the use of new word that have gotten (appropriate synonyms and circumlocutions).**
	3	**Fair: the use of word acquired appropriate word on whole but there are 4 mistakes words.**
	2	**Inadequate: the use limited word, the use of synonyms (but inappropriate). 5 mistakes words.**
	1	**Unacceptable: the use very limited word, use inappropriate synonyms and confusing word, more 5 mistakes words.**
Content	**5**	**Excellent: clear progression of ideas, all sentences support the topic, highly organized, and well linked.**
	4	**Good: ideas well organized, communication of the sentences is not impaired.**
	3	**Fair: there are deficiency organization, reading required for classification of ideas.**
	2	**Inadequate: the ideas difficult to deduce connection with the**

 ISBN 978-602-73769-1-5

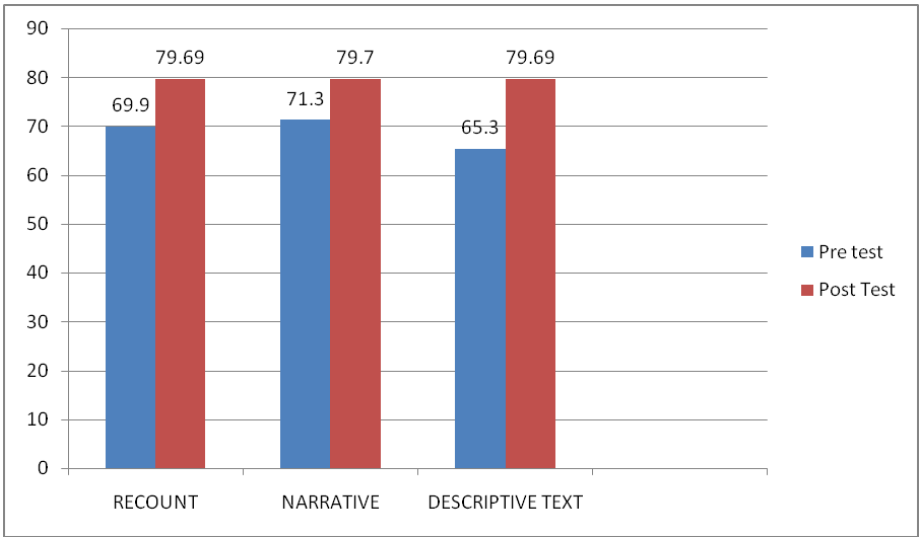
		sentences, little connectivity.
	1	**Unacceptable: deficiency of organization to serve that communication is seriously impaired.**
Spelling	**5**	**Excellent:15% errors spelling**
	4	**Good:25% errors in spelling**
	3	**Fair:40% errors spelling**
	2	**Inadequate:60% errors spelling**
	1	**Unacceptable:80% errors spelling**

Result and Discussion

Based on the analysis of students'score for writing performance on narrative, recount, and descriptive text using t-test formula, it can be concluded that there is significant differences between direct corrective feedback and indirect corrective feedback if the criteria t-value > t-table (1.67). (Sugiyono, 2010: 138)

It meant that direct corrective feedback is effective for teaching writing recount, narrative, and descriptive text. They can be seen clearly in following figure;

Figure 3. The Students' Writing Mean Score

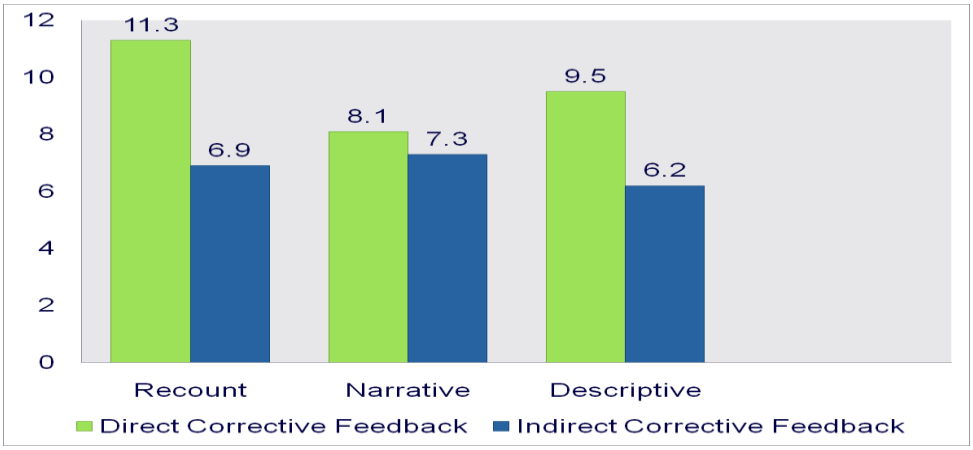


Based on the figure above, the result of students' post test score of recount text is 79.69. It is higher than the pre test result score of recount text 69.9. Next, the students' post test result of narrative text 79.7 is higher than the pre test 71.3. Then, The students; post test result of descriptive text 79.69 is higher than pre test score 65.3. Finally, it can be concluded that the post test mean score is higher than the pre test mean score.

 ISBN 978-602-73769-1-5

The t-test result shown that direct corrective feedback is higher than indirect corrective feedback. It can be seen from the figure below;

Figure 4. T-test Result



Conclusion

Based on the research result, direct corrective feedback is beneficial for improving students' writing performance. Finally, the researcher hopes that direct corrective feedback can be used by teachers in teaching writing.

References

Beunigen, C.G., De Jong, N.H. & Kuiken, F. 2008. The effect of direct and indirect corrective feedback on L2 leraners" written accuracy. *International Journal of Applied Linguistics.156: 279-296.*

Bitchener, *J., Young, S. & Cameron, D. 2005.* The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing. 9: 227-258.*

Chandler, J. 2003. The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*. 12: 267–296.

Ellis, R. 1997. *Second Language Acquisition*. Oxford: Oxford University Press.

_____. 2008. A *Typology* of Written Corrective Feedback Types. *ELT Journal Vol.63/2*. Oxford: Oxford University Press.

Harmer, J. 2004. *How to Teach Writing*. Malaysia: Pearson Education.

Richards J.C and Renandya W.L. 2002. *Methodology in language Teaching.* Boston: Cambridge University.

 ISBN 978-602-73769-1-5

Spelkova, Inessa & Hurst, Nicholas. 2013. *Teachers' Attitudes to Skills and the Writing Process*. E-Journal of Rezekne State Gymnasium Latvia 2013.

Sugiyono.2010. Bandung. CV Alfabeta. *Metode Penelitian Pendidikan*.

Wibowo, Kukuh. 2013. *Improving students' writing ability In narrative text by using chronological 3D as media*. Journal UNNES 2013.

Biodata:

Testiana Deni Wijayatiningsih, S.Pd, M.Pd was born in Purworejo in 1984. She lived in Jl.Rorojonggrang timur X RT 3 RW 10 Manyaran Semarang, Central Java. She graduated from State University of Semarang in 2002 and completed her master degree at the same university in 2009. She then took up a position at Muhammadiyah University of Semarang, where she taught at English Department of UNIMUS. Her research interests is English Education especially writing, reading, and teaching English. Her email address is testiana@unimus.ac.id.

IMPLEMENTING PROJECT ASSESSMENT TO EVALUATE STUDENTS' TEACHING PERFORMANCE IN TEFL CLASS

Vega Hesmatantya

Muhammadiyah University of Surabaya

vega.hesmatantya@gmail.com

Abstract

The authentic assessment is now widely applied in todays' education. It is more effective to evaluate the students' performances which are relevant to the learning activities. Project assessment is one of the authentic assessments that are able to give a freedom to students in exploring their ability through accomplishing the project assigned by the lecturer. In this article, I attempt to reveal the benefits of applying project assessment in evaluating the students' understanding of theories and strategies in TEFL (Teaching English as a Foreign Language). This research was done to fourth semester students of English Department, Muhammadiyah University of Surabaya who took TEFL class. The data collections were obtained from open ended questionnaire and students' videos which they demonstrated their knowledge on how to teach English. Through this implementation, I found the benefits of project assessment in evaluating students' teaching performance. First, students were more exposing their understanding about teaching skill that could not be revealed much through the application of traditional assessment. Second, demonstrating and performing what they have learned about teaching technics were much more meaningful rather than finishing a set of questions on pieces of paper. Third, doing a project was able to strengthen a good relationship among students. Last but not least, this project was also useful for self-assessment. The students were able to do self-evaluation on their own performances by watching back at their videos.

Keywords: Implementing, Project Assessment, Students' Teaching Performance, TEFL

Introduction

Along with the rapid progress in the world of education, the assessment system also changes. Long time ago when teacher –centered approach is fully applied, traditional assessment is considered to be effective way in evaluating the cognitive aspect. It is applied in the end of process of teaching and learning. Preparing set questions to be solved by students become the best way to justify the students' comprehension on certain unit of instructions. Traditional assessment seems easy to be applied since the test administrators only prepare set questions

and let students finish those. The lecturers or teachers are able to determine how many students pass the test and comprehend the materials. However, traditional assessment meets several weaknesses. Traditional assessment is indirect and inauthentic. This single occasion test only measure what students know at certain time (Bailey in Dikli, 2003:15). Therefore, how students can obtain the benefit of learning experiences. Moreover, in traditional assessment, lecturers or teachers do not provide any feedback meanwhile the score obtained can not tell the progress of learning (Bailey in Dikli, 2003:15). Franklin (2002) adds that in the implementation of traditional assessment, students do not participate in discussion, do the project and teachers are not able to observe and monitor the students in acquiring the knowledge. Smaldino et all in Dikli (2003:15) asserts that the focus of traditional assessment is on students' ability in memorizing and recalling which both are lower level in cognitive skill. The authentic assessment exists to cover the weaknesses of traditional assessment. Authentic assessment is defined as the multiple forms of assessment that are relevant to the classroom activities (O'Malley and Pierce, 1996:2). Newman, Brandt & Wiggins in Frey (2012:2) assert that when assessment measures products or performances that own valuable meaning and accommodate the capability that students need to have, thus the assessment is authentic.

There are a number types of authentic assessment applied in classroom and project assessment is one of them. In this assessment, the students are required to complete the tasks step by step, begin from planning, organizing and data presenting. Through this form of assessment, the students are obliged to accomplish the project procedurally.

Teacher and lecturers in different education institutions have various points of interest in the implementation of authentic assessment in teaching and learning. Determining the appropriate types is important to create proper evaluation which relevant to the courses and beneficial for both teachers and students. Teaching English as a Foreign Language (TEFL) is a compulsory course in English Department, Muhammadiyah University of Surabaya, this course is taken by fourth semester students. The aim of this course is preparing students of English department the basic theories on how to teach English. TEFL is taught once in a week with 3 credits.

 ISBN 978-602-73769-1-5

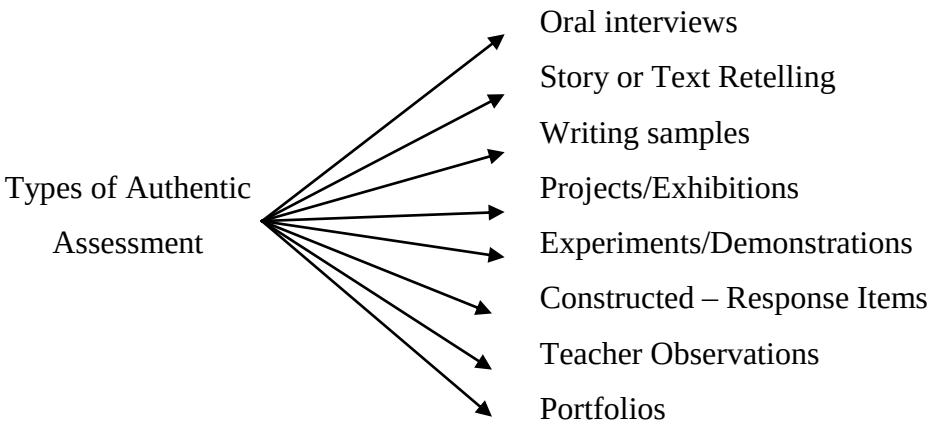
This article attempts to reveal the benefits of project assessment in TEFL. In this project, students were assigned to prepare lesson plan, demonstrate their lesson plan into teaching performance and make the video. This assessment was applied to evaluate the students' teaching performance in TEFL.

Literature Review

Authentic Assessment

Authentic assessment started being applied since not all subjects can be evaluated by using traditional assessment. The authentic assessment deals with the multiple forms of assessment which are relevant to the activities in classroom (O'Malley and Pierce, 1996:2). There are some types of authentic assessment. They are oral interviews, story or text retelling, writing samples, project and exhibitions, experiments or demonstrations, constructed – response items, teacher observations and portfolio.

Figure 1 Types of authentic assessment



The numerous types of authentic assessments above have different features which their implementation is adjusted according to the characteristics of particular subjects taught in Education Institutions. O'Malley and Pierce (1996:12) explain the descriptions of each type. Oral interviews deals with the conversation activity which teachers ask students several questions related to personal background, daily activities and etc. Story or Text Retelling relates the students' activity in retelling the main idea or details of text practiced through reading or listening. Writing sample encompasses the activity of producing written documents such as writing narrative, expositions and etc. Project or Exhibitions focus on the activity which students complete project in particular area and can be done both individually and

groups. Experiments or demonstrations concentrate on how students can complete the experiment, observe oral and written products and explore their thinking skills. Constructed-Response items challenge students to produce written report and give response in writing to open – ended questions. Teacher Observations relate to the activity which teacher monitor students learning progress by observing their attention, response to instructional materials and how they interact with other students. Last is Portfolio which defines as a cumulative or collection of student work to show the progress of learning.

Project assessment

Project assessment is one of authentic assessment which students are assigned to accomplish a project on certain topic and display their work. O'Malley and Pierce (1996:13) assert that In this assessment, the students are allowed to conduct their project both individually and in small group. Through completing this project, the students are taught to communicate step by step procedures or project description. The role of teacher or lecturer in this assessment is evaluating and assessing the students' performance by providing assessment rubrics which address compulsory aspects that needs to be assessed.

Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign Language is a compulsory subject for English Department's students which its purpose is to prepare them to recognize, comprehend and apply the theories, strategies and techniques in English teaching. According to the aim of the course, it is crystal clear that the candidates of English teachers are required to determine how the theories, strategies and techniques are implemented in the teaching and learning activity. Harmer (2007:23) states that Teaching is not an easy job but it should be appreciated when the learners show a good progress in the learning activity. In order to pursue a successful teaching, the candidates have to pay attention on the level of the learners and their needs. Therefore, teaching style can be adjusted based on what the learners have to study.

Research Questions

In this study, I attempt to find the answers on the following reseach questions

1. How is the implementation of project assessment in evaluating students' teaching performance?
2. What are the benefits of implementing project assessment for lecturers and students?

 ISBN 978-602-73769-1-5

Research Method

Research Design

This case study presented a closer look at how project assessment was applied to assess students' performance in TEFL Class. In this assessment the students completed a step by step procedure in accomplishing the project. It began from preparing the lesson plan, executing the plan into real teaching activity and recording the teaching performance. Interview of 40 college students who took TEFL class was also conducted to find out their feeling and the benefits after they experienced the accomplishment of the project.

Research Procedure

For final test of TEFL, Students were assigned to make project which the steps were as follows:

1. The 40 Students were assigned to prepare the lesson plan individually which contain of compulsory elements.
2. Students were obliged to consult their lesson plan twice, to get advices and suggestions from the lecturer.
3. Sooner the lecturer approved their plans, students began to demonstrate their lesson plan, perform as if real teachers in classroom setting and they had to record their performances.
4. For recording the performances, students were divided in to group of four, where each member helped each other in the process of video making.
5. Students submitted their videos on the day of final test and filled the questionnaires.
6. Lecturer evaluated their video based on the assessment rubric which has been prepared.

Table 1 Assessment rubric for evaluating students' performances.

Name	Lesson Plan		The appropriateness between Lesson plan and performance (20)	The clarity of Teaching Performance			The ability of using English in teaching (15)	Total Score (100)
	Format (10)	Clarity (15)		Opening (10)	Main (20)	Closing (10)		

*) The assessment rubric is modified based on assessment criteria for assessing teaching simulation which is taken from *Pedoman Simulasi PPL Universitas Muhammadiyah Surabaya.*

ISBN 978-602-73769-1-5

Result and Discussion

Teaching English as a Foreign Language (TEFL) is a compulsory subject which contains of 3 credits. This subject requires students to comprehend the theories, methods and strategies used in teaching English. It took sixteen meetings for students to get involved in this class.

Table 3 Lesson Plan of TEFL

BASIC COMPETENCE	MEETING	UNIT	MATERIAL	ACTIVITIES	REFERENCES	TIME ALLOCATION (MINUTES)
	1.	INTRODUCTION The Basic of Teaching				2x'50
Recognizing the basic concept of language teaching.	2.	1	Approaches to the teaching of English.	Presenting and Explaining		
Recognizing, Discriminate and Explaining the approaches of language teaching.	3.	2	Students Centered Classroom			
	4.	3	Communicative Language Teaching Today	Presenting and Sharing		
	5.	4	Teaching Methods/techniques	Presenting and Sharing		
Recognizing and Explaining the teaching methods and how to prepare a lesson plan.	6.	5	Planning a lesson	Presenting and Sharing		
	7.	6	How to teach listening			
	8	MID TERM TEST				
Explaining and identifying the concept of teaching language skills.	9.	7	How to teach speaking	Presenting and Sharing		
	10.	8	How to teach reading	Presenting and Sharing		
	11.	9	How to teach writing	Presenting and Sharing		
Explaining and identifying the concept of teaching language areas.	12.	10	How to teach grammar and error correction	Presenting and Sharing		
	13.	11	How to teach vocabulary and pronunciation	Presenting and Sharing		
Constructing lesson plan	14.	12	Creating Lesson Plan	Presenting and Sharing		
	15.	13	Creating Lesson Plan	Presenting and Sharing		
	16.	FINAL TEST				

The mid-term and the final test were held on eighth and sixteenth meeting. In mid-term test, the lecturer prepared the test which students were assigned to finish a set of questions on piece of papers. Meanwhile for final test, they were required to accomplish a project. In this project, students prepared the lesson plan, demonstrated the plan into performance where they act as if real teachers recorded their performances and made into video. There were some reasons why the lecturer set different form of assessment. First, The lecturer needed to

 ISBN 978-602-73769-1-5

determine the right form of assessment that was suitable for evaluating students' comprehension in TEFL class. Second, the lecturer wanted to prove that implementation of project assessment were able to encourage students to explore their ability and discover valuable meaning of what they have studied in classroom activities.

Regarding to the nature of authentic assessments which do not judge the students' right or wrong answers, this form of assessment gave autonomy to the lecturers in evaluating how far the students were able to demonstrate their understanding on certain subject. For the evaluation, the assessment rubric has been set. The rubric includes the aspects which needed to be considered in the process of evaluation.

Observation and Assessment Process

In this activity, the lecturer assessed the students' project by observing the compulsory components which have been set already in assessment rubric. The following are the components: First is the ability in preparing the lesson plan which covers format and clarity. Second is the appropriateness between the lesson plan and the teaching performance. Third is the clarity of Teaching Performance from opening, main and closing. And fourth is the ability of using English in teaching.

The result of evaluation based on the rubric showed the strengths and weaknesses of the students based on their performance, such as the students were still confused in determining the indicators, some learning steps in lesson plan didn't match with the real teaching. Meanwhile the strengths are as follow: some students felt free in exploring their creativity such as the use of fun teaching method and attractive teaching media. The other finding showed that this project could strengthen the relationship among friends. They were allowed to cooperate with their friends particularly in preparing the video recording. They helped each other to make the video.

Questionnaire

In obtaining students' opinion related to the project they have accomplished, five open ended questions were prepared. The answers were varied and the following are the sample of the answers done by the students:

1. **Before you took TEFL class, how far do you understand about the procedures of English teaching?**

 ISBN 978-602-73769-1-5

Various answers were collected from this question such as the students initially thought that teaching English was difficult. They claimed that they did not get idea how to teach. Some said that the teacher just explained the material, gave examples and assigned students to do the exercises. Other answers showed that in the procedure of English teaching, the teacher was just coming to the class and delivering the material. Some students didn't realize how important the role of lesson plan to maintain the flow of teaching activities.

2. **After you have accomplished this subject and passed a series of assessment, which one is the most appropriate form?**
   (Traditional: finishing a set of questions on pieces of papers or Authentic: demonstrating the understanding through performing)
   The students were assigned to finish 5 questions in the midterm test and they felt that the project they have finished in final test was much more meaningful. Most students said that through this project, the applied what they've learnt into teaching practice.

3. **How far do you understand the procedures of English Teaching after preparing the lesson plan and performing as if a teacher in classroom setting?**
   The students said that lesson plan was very important and useful to help them in conducting the teaching activities. Many of them add that being a teacher was not easy but by preparing the lesson plan in advance, the process of teaching could be less difficult. The other students said that lesson plan would help teachers a lot in delivering materials in the class.

4. **Give your opinion about working in group in the process of video making!**
   The students answered that by working in group, they could finish the assignment easier. They took turn to help one another in preparing the video. Some students felt that this activity could strengthen the relationship among friends.

5. **Are there any benefits that you obtain after completing this project?**
   The answers were various; some students said that after finishing the project, they realized that completing step by step procedures in the process of teaching helped them a lot in

 ISBN 978-602-73769-1-5

understanding the concept of teaching. The other students conveyed that this kind of assessment was so meaningful.

Conclusion and Suggestion

According to the result of discussion, it can be concluded that the implementation of project assessment which is a part of the authentic assessment gave positive benefits to both students and lecturer. In this assessment, the students obtained more opportunity to explore their creativity in applying the knowledge which has been learnt through performance activity. It drove them to realize how important planning a lesson before teaching activity began. This project also could strengthen the relationship among friends; they helped each other to make the video. For the lecturer, this assessment was able to identify the strengths and the weaknesses of students. The result of evaluation showed that the students felt free in exploring their creativity such as the use of fun teaching method and attractive teaching media. The other finding showed that in planning the lesson some students were still confused in determining the learning indicators. Some learning steps that they have written in Lesson Plan did not match Apart from the strengths and the weaknesses found, this project was so much useful for introducing the role of planning a lesson. It gave them prior knowledge for taking the upcoming courses in the next semester. Instructional Design deals with how to prepare the syllabus and lesson plan, Curriculum Material and Development relates with how to develop teaching material and Language Testing relates with how to prepare learning evaluation and assessment.

According to the result of discussion it is suggested to apply the types of authentic assessment which are appropriate with the characteristics of the subject. It is important to let students obtain useful learning experiences.

References

Dikli, S. 2003. Assessment at a distance: Traditional vs. Alternative Assessments. *The Turkish Online Journal of Educational Technology*. 2(3), 13-19

Franklin, J. (2002). Assessing assessment: Are alternative methods making the grade? *ASCD Curriculum Update, spring, 1-8.*

 ISBN 978-602-73769-1-5

Frey, B.B, Schmitt,V.L, Allen, J.P. Defining Authentic Classroom Assessment. *Practical Assessment Research and Assessment Research and Evaluation.* 17(2), 1-18

Harmer, J. 2007.*How to Teach English*. Edinburgh : Longman.

O'Malley,J.M and Pierce, L.V. 1996. *Authentic Assessment for English Language Learners:Practical Approaches for Teachers*. New York: Addison-Wesley Publishing

S, Peni et all. 2013. *Pedoman Program Pengalaman Lapangan (PPL): FKIP Universitas Muhammadiyah Surabaya*. Surabaya: UMSby Press.

 ISBN 978-602-73769-1-5

SFL PERSPECTIVE AND EQUIVALENCE IN TRANSLATION OF BOTANICAL TERMS

Vianinda Pratama Sari

English language instructor of *UPT. Bahasa*/ Language Center

Universitas Sebelas Maret Surakarta

Abstract

This paper aims to present the significance of SFL perspective in the practice of translating botanical terms. The terms were selected since translators often succeed in transferring textual, logical and interpersonal meanings, but fail to bring ideational, particularly experiential meaning, in the Target Text because the terms present different cultural contexts. After a theoretical framework, where the relevance of SFL to translation is outlined and problems of equivalence in SFL perspective are discussed, the paper moves on to present several examples of applying SFL to determine equivalence of botanical terms. It is argued that SFL can be useful approach for translators of botanical text to transfer meanings (consisting of ideational, interpersonal and textual meanings) of the terms to the Target Text.

Keywords: SFL, translation, equivalence, botanical terms

Introduction

Translation is defined as finding the closest natural equivalent message of source language and reproducing it to the target language, in terms of meaning (mainly) and style (Nida and Taber, 1974: 12). It is surely not an easy task. Green (2007) states that there is a plethora of problems and difficulties which needs to be tackled in the process of translating a text from one language to another. One of the problems a translator should encounter is when it comes

to translating scientific terms, specifically botanical terms. They are terms related to botany (science of plants). As translators translate the terms, they often fail to render their meanings.When translating the botanical term such as "veins" in "The tubes that carry water and food through a leaf are called **veins**, because they are similar to the veins that carry blood through an animal's body." in Bahasa Indonesia, for example, a translator will find difficulty in finding the equivalence of the term in Bahasa Indonesia. He/ she will then look up scientific glossary and find the nominal group "*urat daun*" as its equivalence in Bahasa Indonesia. He soon puts the term in the context and reproduces the clause in Bahasa Indonesia "***Urat daun*** *merupakan tabung yang membawa air dan makanan melalui daun. Disebut demikian karena mirip dengan vena pembuluh balik yang membawa darah ke seluruh tubuh hewan.*" A question coming up in my mind is that whether the term is really equivalent in the Target Text. In order to find the equivalence of the term in the target language, Systemic Language Linguistics (SFL) is suggested to be used by translators. This paper will present the extent of SFL's significance in the practice of translating in such a way that it will be helpful for the translators to find the appropriate equivalence in translation of botanical terms in Bahasa Indonesia.

What is Translation?

In translation, equivalence is the key point. Catford (1974: 20) defines translation as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). More specific definition is explained by Nida and Taber (1974: 12). According to them, translation means the reproducing in the receptor language closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Thus it can be said that, translation refers to transferring the message of the Source Text into the Target Text and reproducing it in the Target Text in such a way that the equivalence of the message is maintained.

What is SFL?

Systemic means a set of options for making meaning in context, while functional is defined as a description of language functions.SFL interprets language as interrelated sets of options for making meaning and seeks to provide a clear relationship between functions and grammatical systems (Halliday, 1994).

 ISBN 978-602-73769-1-5

In SFL perspective, a language is considered as 'system of meanings'. This implies that when using language, people construct meaning through grammar. SFL hence recognizes meaning and use as central features of language. According to Eggins (2004: 3), the interest in how people use language with each other in accomplishing everyday social life leads systemic linguists to advance four main theoretical claims about language: 1) that language use is functional, 2) that its function is to make meanings, 3) that these meanings are influenced by the social and cultural context in which they are exchanged, 4) that the process of using language is a semiotic process, a process of making meanings by choosing.

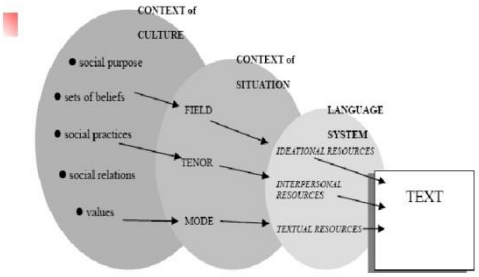
Why is SFL significant?

SFL concerns with how language works, how it is organized and what social function it serves. This implies that language is embedded in culture and meanings can be understood based on the cultural context in which they realize. Language, therefore, is not a matter of grammar and vocabulary, but it can not be separated from its culture.

A translator, hence, must deal with two different cultures, namely the source and the target cultures. A Bottom-up approach may be required to solve the problem in translating text. The approach include analyzing lexico-grammar of the Source Text, three strands of meanings realized by the lexico-grammar, context of situation and of culture. Finally, the translator can find possible translation strategies to produce an equivalent text.In order to use the approach, knowledge of SFL is needed.

In SFL, a text always occurs in two contexts, namely context of culture and context of situation. The former refers to the broad sociocultural environment, which includes ideology, social conventions and institutions; the latter relates to the specificsituations within the sociocultural environment (Droga & Humphrey, 2002). The context of situation can be explained by three aspects of the context, namely, field, tenor, and mode. Field refers to what is to be talked or written about; tenor is the relationship between the speaker and listener or the writer and reader; mode refers to the channel of communication (Butt, et al., 2000).

 ISBN 978-602-73769-1-5



(developed by Derewianka, 2001)

Figure 1. Context of Culture and Context of Situation

These three aspects reflect the three main functions, or metafunctions, of language. Halliday (1994) describes the three metafunctions as follows:

(1) The ideational/experiential metafunction, which enables people to use language to represent experience, and is influenced by field.

(2) The interpersonal metafunction, which enables people to use language to enact social relationships, and isinfluenced by tenor.

(3) The textual metafunction: It enables people to use language to construct logical and coherent texts, and isinfluenced by mode.

Material and Methods of Investigation

The material used for this study consists of a small selection of examples taken from an English version book entitled 'Book of Life (Plant series)' and its translation in Bahasa Indonesia.Formed in simple sentences, the book is readable for children between below 15 years old. Considering that the book contains a lot of botanical terms, I selected the book and its translation. This way, whether the translator of the book translated the botanical terms equivalently or not will be investigated thoroughly.The terms were randomly chosen with purposive sampling and analyzed.

Analysis

Below are samples of analysis on determining whether or not a botanical translation is considered equivalent with its source language.

- Equivalently-translated Terms

 ISBN 978-602-73769-1-5

A translation is equivalently-translated in the case that both Source and Target Texts share the same three strands of meaning, including ideational, interpersonal and textual meanings.

Table 1. Example 1

Source Text	Target Text
Palms, such as this **coconut palm** are not true trees, even though they have woody trunks.	*Palem, seperti **kelapa** ini bukan pohon sejati, meskipun memiliki batang berkayu.*

Table 2. Example 2

Source Text	Target Text
They use the Sun's energy for converting carbon dioxide and water into the **sugar glucose** which the plant needs to grow.	*Daun menggunakan energi matahari untuk mengubah karbon dioksida dan air menjadi **glukosa** yang diperlukan tumbuhan untuk tumbuh.*

The two examples of the translation presented above are considered equivalently-translated.In translating both terms, their strands of meaning are firstly considered. This way, a translator may refer to certain strategy, but the most important thing is that the ideational, interpersonal, and textual meanings of Source and Target Texts should be the same. In example 1, for instance, the botanical term "coconut palm" is equivalently-translated into "*kelapa*". This equivalence is seen from the similarity of the ideational meaning which the terms share although the term is translated into one of parts of the palm into Bahasa Indonesia that is "*kelapa"* (coconut). However, the term "coconut" in this sentence context refers to the whole body of the palm. Similarly, the botanical term 'sugar glucose' is equivalently-translated into one kind of sugar called "*glukosa*" (glucose) in reference to the similarity of the ideational meaning which the author intends to deliver.

- Nonequivalently-translated Term

A nonequivalently-translated term exists when a translator fails to transfer one of three strands of meanings the author intends to convey.

Table 3. Example 1

Source Text	Target Text
The cuckoo pint, or lords and ladies, smells like cow-dung to attract the flies that carry its pollen.	***Bunga gladiol** berbau seperti kotoran sapi untuk menarik lalat yang membawa serbuk sarinya.*

 ISBN 978-602-73769-1-5

Translating 'The cuckoo pint, or lords and ladies' into "*Bunga gladiol"* is not a good idea since "*Bunga gladiol"*(Gladiolus) does not have the same characteristic as the cuckoo pint: it does not smell like cow-dung. Unlike the cuckoo pint which is included as poisonous plant, Gladiolus is a perennial favored for its beautiful, showy flowers. The example above indicates that the translator is able to transfer both interpersonal and textual meanings well, but fails to transfer the ideational meaning in the translated text. This, hence, leads to the nonequivalence of the terms.

Table 4. Example 2

Source Text	Target Text
The tubes that carry water and food through a leaf are called **veins**, because they are similar to the veins that carry blood through an animal's blood.	***Urat daun*** *merupakan tabung yang membawa air dan makanan melalui daun. Disebut demikian karena mirip dengan vena pembuluh balik yang membawa darah ke seluruh tubuh hewan.*

Meanwhile, in Example2, the translator succeeds to transfer ideational meaning of botanical term "veins" into "*urat daun*" in Bahasa Indonesia, but fails to transfer its textual meaning. In the Source Text, the term is included as rheme, which is less-important to talk about, while in the translated text, the translator puts the term into the theme of the clause. Therefore, it can be said that the botanical term is nonequivalently- translated.

Conclusion

To conclude, SFL can be an effective tool for a translator to find the equivalent translation of botanical terms in the Target Text no matter what strategies he/she uses.In doing so, a translator is suggested to use Bottom-Up approach by recognizing the terms, three analyzing their strands of meanings including ideational, interpersonal and textual metafunctions as well as their contexts.Therefore, understanding the theory of SFL and applying it when translating terms related to botany are highly recommended.

References

Butt, D, et al. (2000). *Using Functional Grammar: An Explorer's Guide, 2nd Edition*. Sydney: Macquarie.

Catford, John C. (1974). *A Linguistic Theory of Translation*. Oxford: Oxford University Press.

Derewianka, B. (2001). Pedagogical Grammars: Their Role in English Language Teaching. In A. Burns and C. Coffin, Analysing English in A Global Context: A Reader. London, Routledge.

Droga, Louise & Humphrey, Sally. (2002). *Getting Started with Functional Grammar*. Berry, NSW: Target Texts.

Eggins, Suzanne. (2004). *An Introduction to Systemic Functional Linguistics, 2nd Edition*. London: Continuum.

Green, Frida. (2007). *Health by Chocolate: "Food of the Gods: Cure for Humanity? A Cultural History of The Medicinal and Ritual Use of Chocolate*. Vaxjo Universitet.

Halliday, M.A.K. (1994). *An Introduction to Functional Grammar, 2nd Edition*. London: Arnold.

Nida, E &Taber, C. (1974). *The Theory and Practice of Translation*. Leiden: E.J Brill.

 ISBN 978-602-73769-1-5

ASSESSING LEARNERS' POTENTIAL LITERARY COMPREHENSIVE LEVEL ON POPULAR MOVIES BY USING DYNAMIC ASSESSMENT PRINCIPLES

Widya Ratna Kusumaningrum

Atsani Wulansari

Tidar University

Abstract

Assessing learners' literary comprehensive level is hard nut to crack.One of the major problems is that there is no such a correct and wrong answer when it comes down to interpret literature.This study focuses on investigating learners' potential literary comprehensive level on popular movies by using Dynamic Assessment (DA) principles. The objective of the study is to give a clear description how dynamic assessment able to elicit students' actual level and their potential differences. This study deployed an experimental study by comparing two groups of 5 including an experimental (DA) groupand a control (Non-DA) group. Primarily, the two groups were asked to write a response paper about their interpretation towards a popular movie, and they were interviewed one-by-one. In this interview section, these two groups then were treated differently. The DA group was assisted by DA principles while the NDA group was interviewed without the DA principles. The result showed that the interview section without DA principles given to NDA group could not illustrate in-depth depiction of the learners' potential literary comprehensive level in contrast to DA group.From the assisted interview section, it was of note that the DA principles were able to document the students' potential level. At first,it was seen that learners made the same errors, but by using DA principles it was known that they performed different potential literary comprehensive level. Thus, it is surmised that by applyingDA principles, it will be easier to assess their potential level in interpreting literature.

Keywords: Dynamic Assessment principles, Literary Comprehensive Level, Movie interpretation

Introduction

Studying literature gives many advantages for the learners. Rees (1973) says that by studying literature, the learner will get a lot of knowledges. In addition, studying literature will give the learners a knowledge about foreign's culture and foreign's literary work. Among some of that advantages, the most important things to study literature is that the learners will gain a moral education. Because of that reason, it is important to the language students especially

education major learners to study literature intensively. The learners can find the knowledge by analyzing the literary work. Movie is one of the literary works. The students are able to know how the story in the movie, what are the settings, and learn the moral education from the movie. The learners' understanding and opinion are very important things in literature class. However, knowing their understanding level is rather difficult.

Assessing learner's literary comprehension is hard to do, since sometimes there is no right and wrong absolutely when it comes down to interpert literature. Literary appreciation is personal and individual (Hidayat in Stanton, 2007).The appreciation from one student is not equal with another and there is no appreciation that regarded as the best interpretation. The critical opinion, the deep comprehension, and the complete appreciation are the way to assess the learner's literary comprehensive level. The students will get a high score when they appreciate literary work deeply. The students who understand well will appreciate literary works completely based on their opinion and thought. Unfortunately, there are a lot of students still make mistakes when they aprreciate literary work. Hence, it is the problem for the instructor to know whether the students understand the material well or not.

One of the prominent ideas is that by diagnosing the students' understanding by using Dynamic Assessment (DA) principles. Developed from Vygotsky's Zone of Proximal Development (ZPD) (Vygotsky, 1978:84), Luria, one of his colleagues, develops the notion of ZPD into new approach to assessment, Dynamic Assessment. Later, the concept is popularized by an Israeli researcher namely Feuerstein (Poehner, 2008:52). Here, DA focuses on uncovering the students' potential development level by assessing actual performance. Thus,we propose a research question "how effective is Dynamic Assessment in diagnosing and documenting students' potential development level on literary appreciation?"

Review of Related Literature

Dynamic Assessment

Dynamic Assessment has been interpreted and defined by some educational practitioners (Lidz & Elliott, 2000; Elliott, 2003; Murphy, 2011; Campione & Brown, 1985; Lantolf & Poehner, 2004). Lidz & Elliott (2000:6) define Dynamic Assessment as "an umbrella used to describe a heterogeneous range of approaches". Otherwise, Elliot (2003:51) elaborate the term

specifically as "an approach that seek to overcome many educational difficulties" in which it is seen as a more sensitive measurement to the minority by investigating their cognitive processes and potencies on the basis of offering guidance for the practitioners. Dynamic Assessment can be referred as "a procedure for simultaneously assessing and promoting development". Whereas Murphy (2011:2) illustrates DA as an "fluid, process-oriented, and flexible" individual assessment measuring their intellectual stances. This interpretation is in line with the definition proposed by Campione & Brown (1985:48) where they claim it as two distinct sets of activities emphasizing on (i) the aim of assessment as academic tasks to uncovering successful performance and (ii) the continuity and updated assessment.

Distinguishing dynamic assessment from non-dynamic assessment can be easily done if we know the DA principles such as: *major questions, goal of testing, outcome, orientation, context of testing, examining process, interpretation of results, nature of tasks, and the role of examiner* Smit (2010:47). Firstly, major questions characterizing DA are "How does this person learn new situation? How and how much, can learning and performance be improved? And what are the primary obstacles to a more optimal level of competence?". While, the NDA concerns with the individual achievement such as "How much has this person already learned? What can he/she do or not do? How does this person's current level of performance compare with the others of similar demographics?". Secondly, The goal of conducting DA is to "assess individual changes, mediation, cognitive functions, and non-intellective factors" while the NDA goal is to "give priority to evaluation of static or standardized performance and comparison with peers". Thirdly, since the goal of testing is different, the outcome will not be the same. In DA, the expected outcome is to "know learning potential and understand the potential development level through the given intervention", while, in NDA, it is hoped that we see the "intellectual ability that is reflected from IQ score and actual level of individual functioning"(Smit, 2010:47). Fourthly, it is clear that DA has different orientation with NDA. Unlike NDA, which focuses on "the end products and scores", DA orientation is on the "process of learning and understanding of mistakes". Fifthly, the context of texting in DA is different with NDA, in which DA is characterized with "dynamic, open, and interactive activities, it functions to give guidance, help and feedback, the accomplishment of a task is when the mediator feels that learners already possess competence, and it allows parents and teachers collaborate to observe the progress. Whereas, NDA entails standardized, structure

 ISBN 978-602-73769-1-5

tests in which they are conducted in formal situations where parents are not able to see the progress. Sixthly, the process of examination in DA tends to be "individualized in which it needs to be responsive to the learning obstacles and focuses on the process" while NDA is seen as the standardized tests which focuses on the product of past experience. Seventh, the interpretation of the test results between DA and NDA are different, in which, DA identifies the obstacles to learning and performance in order to overcome them while in NDA interprets the results by "identifying limits on learning and performance and differences across domain of ability, and documenting the performances and needs for further assessment". Eighthly, the nature of the task in DA is that it is constructed for learning and graduated for teaching while NDA is based on "psychometric tradition and discontinuity after wrong responses". Lastly, it deals with the role of examiners. In NDA, examiners are functioned to "record the responses", while in DA, interviewers are demanded to "identify obstacles, teach metacognitive strategies, promote change, and actively involved" in the mediation process.

Film and Literature

Film is one of literary genre. Film is predetermined by literary techniques; conversely, literary practice developed particular features under the impact of film (Klarer, 1999: 54). Film has its own specific characteristics. However, it is possible to analyze film by drawing on literary criticism methods. Film analysis is closely related to traditional approaches of textual studies. There are, for instance, criticise the literary aspects of the film (Klarer, 1999:54-55). Film has the the elements of literature which can be analyzed by literary students. Those elements are plot, character, characterization, setting, moral value, cultural value, atmosphere, tone, and many more. In this paper, the researchs are only focus on learners' understanding on plot, character, characterization, setting and moral value.

Intrinsic Element of Literature

Plot

Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative (Klarer: 1999:14). Meanwhile, Dube, Franson, Parins, and Murphy (1983) in Koesnosobroto's (1988:36) stated that plot is the story line of a story; it is what happens in fiction, the arrangement of interrelated acts or incidents that force characters to reveal their traits. They also state that the

conventional plot structure starts with the introduction which sets the stage for action that will follow; the point of attack initiates the action, showing the main character in conflict with self, others, nature's forces, or social forces; the complication make the problem more difficult to solve; the climax presents the opposing forces at the apex of their struggle; the resolution settles the outcome of the conflict; and the conclusion terminates the action (Koesnosoebroto, 1988:36).

Setting

The term setting denotes the location, historical period, and social surroundings in which the action of a text develops (Klarer, 1999:24). While, Connolly in Koesnosoebroto (1988:79) conveys that setting is in a sense of the time, place, and concrete situation of the narrative, the web of environment in which characters spin out their destinies. Sometimes, setting has integrated to the plot, the story credibility, the character, and also the mood of the story.

Character and characterization

Character is imagined person who involved in a story. Character in the story can be divided into two types: major character and minor character. The major character is play on important role in a story because they take a part in most of the story. The minor character supports and complete the existence of the major character. (Kennedy, 1983:45). Klarer (1999:17) devided the character into flat character and round character. Flat character is dominated by one specific trait whereas round character denotes a persona with more complex and differentiated features.

Characterization is a literary device that is used step by step in literature to highlight and explain the details about a character in a story. There are two types of characterization: direct characterization and indirect characterization. Direct characterization takes a direct approach towards building the character. It uses another character, narrator or the protagonist himself to tell the readers or audience about the subject. In Indirect characterization, the audience has to deduce for themselves the characteristics of the character by observing his/her thought process, behavior, speech, way of talking, appearance, and way of communication with other characters and also by discerning the response of other characters (http://literarydevices.net/characterization/).

 ISBN 978-602-73769-1-5

Moral value

One quality of good literature based on R.J.Rees is the conciousness of Moral Value. It means that s good literature should contain a moral value. A moral value is something that the reader or audiences learn in the literary work. The leraners may have different answer in analyzing the moral education.

Research Method

This research aimed to examine the effectiveness of Dynamic Assessment and how Dynamic Assessment elicited students' actual and potential literary comprehensive level on popular movies. In this study, we used experimental study by comparing two groups of five including an experimental (DA) group and a control (Non-DA) group with posttest design only. Both experimental and control groups were asked to analyse the intrinsic elements of the popular movies including plot, character and characterization, setting, and moral value. As the experimental group, the DA group was treated by the Feurstein's regulatory scales (cited in Peohner, 2008:58) that we had modified into five main steps (a) teacher implies that something is wrong in a segment by repeating on the error with high intonation, (b) teacher questions to particular segment contain error, (c) teacher tells that the particular segment contains error but she does not identify the errors explicitly, (d) teacher identifies the error, and (e) teacher provides the correct form. While NDA group as the control group was treated by traditionally without any interventions. The participants involved were ten third-semester students taking an introduction to literature at Tidar University. In collecting the data, I recorded the student's analysis of the intrinsic elements of some popular movies. In analysing the data, I used descriptive approach.

Findings And Discussion

The preliminary activity before the study conducted is that the students both in Dynamic Assessment (DA) and Non-Dynamic Assessment (NDA) groups had to write the movie reviews. After finishing contructing the paper, we asked them to tell the movie. In non-dynamic assessment (NDA) group, the teacher only listened to the answer and took a note. The five students showed the different result. The student 1 focused on plot of the story. The Student 2 highlighted on setting, plot, and characters. The student 3 stressed on main

characters and his opinion. The student 4 emphasized on character and setting and the student 5 underlined about plot of the story.

Meanwhile, in DA group, the teacher interfered students with questions and assisted them to understand more about the movie. The result of DA group showed that in the end, the five students were able to mention all the elements in the movie such as plot, character and characterization, setting, and the moral value.

1. Learner's comprehensive level on character and characterization

NDA Group	DA Group
Student 1 : X	Student 6 : V
Student 2 : X	Student 7 : V
Student 3 : V	Student 8 : V
Student 4 : V	Student 9 : V
Student 5 : X	Student 10: V

From the table above, it showed that there were different result on the comprehensive level between non-dynamic and dynamic assessment. All the students in dynamic assessment were able to mention the character and characterization after the teacher assisted them. In the other hand, only two students in non-dynamic assessment were able to mentione about the character and characterization in the movie.

The following are the example of the students who mentioned character and characterization well.

Student 1

 ISBN 978-602-73769-1-5

Teacher: Tell me about the movie!

Student 1:

When Alif is graduate from Junior High School, his mother wanted him to go to Pondok Madani a pesantren in Ponorogo East Java. At first, Alif totally against the idea until he finaly realizes that his parents just wishes the best for him. When Alif arrived at Pondok Madani, his heart sank ever further. He feels like in a prison. It was worsened by many strict rules and fact that he had to step grade down to adapt the new system . Along his way, **alif grows closer with his roommate, Baso from Gowa, Atang from Bandung, Raja from Medan, Said from Surabaya, and Dulmajid from Madura.** He six of them are hang out near mosque tower and eventually knows as Sohibul Menara or the tower owners. Things are not like Alif expects. He starts to see how school introduced him with new modern idea. Alif was inspired by the words of Ustadz "Man Jadda Wa Jadda" means he who gives his all will surely succeed. The mantar motivated the six students to have big visions on their life. All of them made promise that one day they will to places they have been dreaming. Alif wish to go to America, Atang wish to go to Egypt, Baso wish to go to Mecca, Raja wish to go to England, and Said and Dulmajid wish to go to travel around Indonesia.

From the data above, the student retold the movie by her own language. The student told the character in the story, however, she did not tell the characterization.

Student 3

Teacher: Tell me about the movie!

Student 3:

I want to review about The Apple of My Eye. This Movie..... e.... this movie produced by Angie Chai and Adam TSuei. And that movie from the Taiwan. I like this movie because this film is very Romantic. I like all the scene in that movie. E.... e.... This movie..... e... I think this film is a good love story film because this film is different with the other love story film. **The main characters of this film are Ko Ching-teng and Chia-yi. Ko Ching-teng have the character like to disturb his friend but he likes with someone named is Chia-yi.**

In this data, the student mentioned the main character and the characterization of the main character.

Student 6

Teacher: Tell me about the movie
Student 6:
Yes, I want to tell about the movie. The title of the movie is 5 CM. And the movie.. i know, i think that the movie is one of the familiar movie in Indonesia. And then, the director is Rizal Mantovani. The Genre of the movie is fiction in 2012. And the duration of the movie is .... was two hours. And then the story tells about the friendship which has **the different character and ... such as... Saykoji as Ian. He was too fat and he likes to eat chicken noodle soup and then Raline Shah as Riani. I think that he is most beautiful girl between them and she was pretty girl. She likes to drink the chicken noodle soup that he ask to Ian. Then Arial... Denny Sumargo as Arial. He likes sport but if he knew about the beautiful girl he fell down and then Herjunot Ali as a Zafran. He was gentlemen, kindly, he likes to write the poem and then Genta.... Genta.... Fedi Nuril as Genta.. he have a good work and good job. He was a strong man and actually he was a wise man.**

The student in dynamic assessment is able to tell completely about the character and characterization in the beginning of interview.

2. Learner's comprehensive level on setting

NDA Group	DA Group
Student 1 : X	Student 6 : V
Student 2 : V	Student 7 : V
Student 3 : X	Student 8 : V
Student 4 : V	Student 9 : V
Student 5 : X	Student 10: V

There were the distinctive results between non-dynamic and dynamic assessment. In non-dynamic assessment, there are two students who mention the setting.

Student 2

Teacher: Tell me about the movie
Student 2:
I want to tell you about my movie review Doraemon – Stand by Me. This movie is.... ee.... **the setting of this movie is in Japan** and the main character of the movie is Doraemon, Nobita, Shizuka, Giant, Suneo. This movie is about friendship between the boy named Nobita and a cute cat Robot named Doraemon from the future.

 ISBN 978-602-73769-1-5

Student 4

Teacher: Tell me about the movie

Student 4:

I review the movie of Hotel Transylvania. The character of this movie is a count dracula the owner of Hotel. Then his daughter .... e.... named Mavis then Jonathan than friends of count dracula. **The setting of this movie is in e...e... in a hotel that ... in hotel which is for the monster to take a rest from human civilization.**

The student 2 and 4 above told about the setting of the movie. However, the teacher assumed that they only know the place for the setting.

Student 6:

Teacher: Tell Me about the setting

Student: Setting in this film is in Mahameru Mountain then in the Arial House and then in the ...many of the place such as they meet in the cafe or the garden or so on.

Teacher : Do you think that the setting is only that?

Student : I know. Just I know mam...

Teacher: Actually the setting is not only the places, it can be the day or the time?

Student : O...the day..... may be in afternoon, in the night. They always meet in Arial

The student 6 here was the DA students. In the beginning, she only mentioned the place for the setting. Then, the teacher interfered her by asking the question and also give the example of other settings. In the end, the student was able to mention the setting completely.

3. Learner's comprehensive level on Plot

NDA Group	DA Group
Student 1 : V	Student 6 : V
Student 2 : V	Student 7 : V
Student 3 : X	Student 8 : V
Student 4 : X	Student 9 : V
Student 5 : V	Student 10: V

 ISBN 978-602-73769-1-5

The table showed that there were different comprehensive level between Non-Dynamic and Dynamic Assesment on plot. In DA group, all the students were able to tell how the plot of the story flow. In NDA group, there are only three students who are able to mention the plot of the story.

Student 1

Teacher: Tell me about the movie!
Student 1:
When Alif is graduate from Junior High School, his mother wanted him to go to Pondok Madani a pesantren in Ponorogo East Java. At first, Alif totally against the idea until he finaly realizes that his parents just wishes the best for him. When Alif arrived at Pondok Madani, his heart sank ever further. He feels like in a prison. It was worsened by many strict rules and fact that he had to step grade down to adapt the new system . Along his way, alif grows closer with his roommate, Baso from Gowa, Atang from Bandung, Raja from Medan, Said from Surabaya, and Dulmajid from Madura. He six of them are hang out near mosque tower and eventually knows as Sohibul Menara or the tower owners. Things are not like Alif expects. He starts to see how school introduced him with new modern idea. Alif was inspired by the words of Ustadz "Man Jadda Wa Jadda" means he who gives his all will surely succeed. The mantra motivated the six students to have big visions on their life. All of them made promise that one day they will to places they have been dreaming. Alif wish to go to America, Atang wish to go to Egypt, Baso wish to go to Mecca, Raja wish to go to England, and Said and Dulmajid wish to go to travel around Indonesia.

Student 5

Teacher: Tell me about the movie!
Student 5:
The title is In Time. The movie story about man and woman. One day the mother ..... his mother died because her time is off. And so Will Salas angry about why the other or any one can live with time so Will search and redeem about it. And someday Will meet with someone and someone have a many time to .. to the someone can live forever and the someone cannot died. So the someone give the he new time in her hand. And so Will ... Will spend his time to around ..around world. And someday he invite visit to a nightclub and play with card and the prize.....and suddenly Silvia is the daughter of ... Sylvia is the daughter of richest. The man is very rich in the world and the man is control the time. Will falling in love with Sylvia and Will is in danger because he have many long time. So Will kidnapped Sylvia to ..... (pokoknya menculik lah dan itu dua-duanya dikejar). Will and Sylvia cannot live because in anytime they search them. Someday Will influence to Sylvia to steal her time in dad.

 ISBN 978-602-73769-1-5

The students 1 on the data above was able to mention the plot completely from the beginning until the end of the story. The student 5 was able to tell the plot, however, it is incomplete because she did not tell the end of the story.

Student 6

Teacher: What is the plot of the story?

Student : the movie starting by Introduce the place actually around the Cikini and in this place the story tells about the friendship which has grown for ten years. And until one day he meet another friend like usual but Genta is so bored because if they meet they only talk about ... they only share about their feeling, their opinion. So he decided to have the plan and the plan is to climb the mahameru mountain and then before he went there he had the rule .. the rule is he must not have the communication one by one or with the another friend, so we only do... we only did with our .... just like theirself. Yeah i think this is so bored but this is a restriction. And then .... e.. okay.... the ... the rule have a.... have .....

Teacher: Is it the complication?

Student: Complication..... no.... e ... about .. the plan is during three month they mustn't have communication about three months then after three months they met again and Genta never forget what he said after three month. He would to invite all his friend to climb the mahameru mountain. He and Zafran went to Mahameru Mountain. Ya.. i think it is very dangerous place because Mahameru is one of the active mountain in Indonesia actually. With their condition ..... so it could make our body ... physics actually and then at night actually e... at nine pm, he decided to take a rest. He built the tent to take a rest and then he woke up again at 2amto continue the way. And then at ... may be.., at 10 pm, they arrived at Mahameru mountain with many of restrictions. And then he said ee... they said that they are proud of theirselves because they could see the beautiful scenery the beautiful view above Mahameru mountain so i think that it is the best moment and they never forget their life.

Teacher: And then what is the resolution?

Student : The resolution in this film is after he arrived the Mahameru Mountain then go down and then they meet again in Arial house with their family, with their children with their wife and so on. But it is very funny e.... e... while they meet with their family only Genta that has not have a family.

The student 6 was treated by using dynamic assessment. The teacher interferedthe students by asking the complication of the story and the resolution of the story. By this way, the students was able to mention plot completely.

4. Learner's comprehensive level on Moral Value

NDA Group	DA Group
Student 1 : X	Student 6 : V
Student 2 : X	Student 7 : V
Student 3 : X	Student 8 : V
Student 4 : X	Student 9 : V
Student 5 : X	Student 10 : V

The table showed that there were no students in NDA group tell about moral value in the movie. Meanwhile in DA, all the studens were able to mention the moral value.

Student 6

Teacher: Tell me about the Moral Value?

Student : Okay.. i think that the film has many of Moral value such as we don't give up to do something. Reach our dream.... we don't give up to reach our dream and then about the nature i think that God created many unique ... mnay of beautiful scenery so we have to keep the beautiful scenery and don't destroy about the scenery ... the environment. So we have to keep our earth just we keep ourself.

Teacher: you say about the dream?

Student: dream?

Teacher: We have to reach the dream?

Student: in this film tell about we have to hold the dream in front of the five centimeters. So don't give up to reach it.

Student 7

Teacher: The last one, tell me about the moral value

Student : the moral value? I think this movie has moral value such as don't be a spoiled girl, be kindnest person to everyone, and don't under estimate someone because everyone has a weakness and don't show our wealthy.

From the finding, it means that the students in NDA group did not appreciate movies deeply. They only focused on certain elements. It was rather unclear to us whether they really understood the concept of movie appreciation. While the DA group was able to appreciate movie well after the teacher knowed their potential level and helps them by asking the question.

 ISBN 978-602-73769-1-5

In comparison to the traditional method, the application of DA in the experimental group was also able to elicit each student potential literaty comprehensive level and document it. The following table compared thefive students'in-depth potential developmenttreated using DA principles

Scale	Elements	Students				
		6	7	8	9	10
5	Characters and Characterization	V	V			
	Setting					
	Plot					
	Moral Values	V		V		V
4	Characters and Characterization			V		V
	Setting					
	Plot	V	V			
	Moral Values		V			
3	Characters and Characterization					
	Setting					
	Plot					
	Moral Values					
2	Characters and Characterization					
	Setting					
	Plot			V		
	Moral Values				V	
1	Characters and Characterization				V	
	Setting	V	V	V	V	V
	Plot				V	V
	Moral Values					

In general,it could be concluded that the student 6 and 7 were able to appreciate movie deeply than student 8, 9, 10. The conclusion is seen in which both student 6 and 7 were able to elaborate the answer with implicit interference. It means that the students 6 and 7 will be able to appreciate movie well in the future without making mistakes. Unlike the student 6 and 7, student 8 and 10 need more explicit interference. It is clear that both student 8 and 10need some treatment before being able to appreciate the movie deeply. While the table showed that student 9 did not understand how to give review on popular movies. The student 9 needed special treatment from teacher to comprehend the materials in appreciating movies.

Conclusion

Based on the findings and discussion, there are some conclusions that can be drawn. Firstly, it is related to the effectiveness of Dynamic Assessment Principles. The model is efective enough to diagnose students' potential literary comprehensive level on movies in comparison to the NDA (traditional method).Secondly, DA is able to differentiate their understanding on

popular movies inwhich the teacher gives a direct intervention to the students.Thirdly, DA enables the teacher to define the best solution and treatment based on their comprehensive level.

References

Campione, J.C., A.L. Brown. (1985). *Dynamic Assessment: One Approach and Some Initial Data* (Technical Report No.361). Cambridge, MA: Bolt Beranek and Newman Inc.

Elliot, J.G. (2003). Dynamic Assessment in Educational Settings: Realizing Potential. *Educational Review, 55,*15-32.

Kennedy, X.J. & D. Giana. (1983). *Literature, An Introduction to Fiction, Poetry, and Drama.* New York: RR Donnelley Sons.

Klarer, M. (1999). *An Introduction to Literary Studies.* New York: Routledge.

Koesnosobroto, S.B. (1988). *The Anatomy of Prose Fiction.* Jakarta: Departemen Pendidikan dan Kebudayaan.

Lantolf, J.P. & M.E. Poehner. (2004). Dynamic Assessment: Bringing the Past into the Future. *Journal of Applied Linguistic,* 1, 49-74.

Lidz, C.S. and J.G. Elliott. (2000). *Dynamic Assessment: Prevailing Models and Applications.* Amsterdam: Elsevier.

Murphy, R. (2011). *Dynamic Assessment, Intelligence and Measurement.* Sussex: Wiley-Blackwell.

Poehner, M.E. (2008). *Dynamic Assessment: A Vygotskian Approach to Understanding and Promoting L2 Development.*University Park, PA: Springer.

Rees, R.J. (1973). *English Literature: An Introduction for Foreign Readers.* London: Macmillan, Education Limited.

Smit, M. (2010). *Educational Psychologists' Views on the Relevance of Dynamic Assessment for their Practice* (Master's Thesis). Retrieved from: http://scholar.sun.ac.za/bitstream/handle/10019.1/5299/smit_educational_2010.pdf?sequence=2.

Stanton, R. (2012).*Teori Fiksi* (edisi terjemahan oleh Sugihastuti and Rossi Abi Al Irsyad). Yogya: Pustaka Pelajar.

Vygotsky. L.S. (1978). *Mind in Society: The Development of Higher Pscyhological Processes.* Cambridge, MA: Harvard University Press.

APPENDICES

Script of DA and NDA Groups

NDA group

Teacher: Tell me about the movie

Student 1

When Alif is graduate from Junior High School, his mother wanted him to go to Pondok Madani a pesantren in Ponorogo East Java. At first, Alif totally against the idea until he finaly realizes that his parents just wishes the best for him. When Alif arrived at Pondok Madani, his heart sank ever further. He feels like in a prison. It was worsened by many strict rules and fact that he had to step grade down to adapt the new system . Along his way, alif grows closer with his roommate, Baso from Gowa, Atang from Bandung, Raja from Medan, Said from Surabaya, and Dulmajid from Madura. He six of them are hang out near mosque tower and eventually knows as Sohibul Menara or the tower owners. Things are not like Alif expects. He starts to see how school introduced him with new modern idea. Alif was inspired by the words of Ustadz "Man Jadda Wa Jadda" means he who gives his all will surely succeed. The mantar motivated the six students to have big visions on their life. All of them made promise that one day they will to places they have been dreaming. Alif wish to go to America, Atang wish to go to Egypt, Baso wish to go to Mecca, Raja wish to go to England, and Said and Dulmajid wish to go to travel around Indonesia.

Student 2

I want to tell you about my movie review Doraemon – Stand by Me. This movie is.... ee.... the setting of this movie is in Japan and the main character of the movie is Doraemon, Nobita, Shizuka, Giant, Suneo. This movie is about friendship between the boy named Nobita and a cute cat Robot named Doraemon from the future.

Student 3

I want to review about The Apple of My Eye. This Movie..... e.... this movie produced by Angie Chai and Adam TSuei. And that movie from the Taiwan. I like this movie because this film is very Romantic. I like all the scene in that movie. E.... e.... This movie..... e... I think this film is a good love story film because this film is different with the other love story film.

The main characters of this film are Ko Ching-teng and Chia-yi. Ko Ching-teng have the character like to disturb his friend but he likes with someone named is Chia-yi.

Student 4

I review of movie of Hotel Transylvania. The character of this movie is a count dracula the owner of Hotel. Then his daughter .... e.... named Mavis then Jonathan than friends of count dracula. The setting of this movie is in e...e... in a hotel that ... in hotel which is for the monster to take a rest from human civilization.

Student 5

The title is In Time. The movie story about man and woman. One day the mother ..... his mother died because her time is off. And so Will Salas angry about why the other or any one can live with time so Will search and redeem about it. And someday Will meet with someone and someone have a many time to .. to the someone can live forever and the someone cannot died. So the someone give the he new time in her hand. And so Will ... Will spend his time to around ..around world. And someday he invite visit to a nightclub and play with card and the prize.....and suddenly Silvia is the daughter of ... Sylvia is the daughter of richest. The man is very Rich in the world and the man is control the time. Will falling in love with Sylvia and Will is in danger because he have many long time. So Will kidnapped Sylvia to ..... (pokoknya menculik lah dan itu dua-duanya dikejar). Will and Sylvia cannot live because in anytime they search them. Someday Will influence to Sylvia to steal her time in dad.

DA Group

Student 6

Teacher: Tell me about the movie

Student :

Yes, I want to tell about the movie. The title of the movie is 5 CM. And the movie.. i know, i think that the movie is one of the familiar movie in Indonesia. And then, the director is Rizal Mantovani. The Genre of the movie is fiction in 2012. And the duration of the movie is .... was two hours. And then the story tells about the friendship which has the different character and ... such as... Saykoji as Ian. He was too fat and he likes to eat chicken noodle soup and then Raline Shah as Riani. I think that he is most beautiful girl between them and she was

 ISBN 978-602-73769-1-5

pretty girl. She likes to drink the chicken noodle soup that he ask to Ian. Then Arial... Denny Sumargo as Arial. He likes sport but if he knew about the beautiful girl he fell down and then Herjunot Ali as a Zafran. He was gentlemen, kindly, he likes to write the poem and then Genta.... Genta.... Fedi Nuril as Genta.. he have a good work and good job. He was a strong man and actually he was a wise man.

Teacher: What is the plot of the story?

Student :

the movie starting by Introduce the place actually around the Cikini and in this place the story tells about the friendship which has grown for ten years. And until one day he meet another friend like usual but Genta is so bored because if they meet they only talk about ... they only share about their feeling, their opinion. So he decided to have the plan and the plan is to climb the mahameru mountain and then before he went there he had the rule .. the rule is he must not have the communication one by one or with the another friend, so we only do... we only did with our .... just like theirself. Yeah i think this is so bored but this is a restriction. And then .... e.. okay.... the ... the rule have a.... have .....

Teacher: Is it the complication?

Student:

Complication..... no.... e ... about .. the plan is during three month they mustn't have communication about three months then after three months they met again and Genta never forget what he said after three month. He would to invite all his friend to climb the mahameru mountain. He and Zafran went to Mahameru Mountain. Ya.. i think it is very dangerous place because Mahameru is one of the active mountain in Indonesia actually. With their condition ..... so it could make our body ... physics actually and then at night actually e... at nine pm, he decided to take a rest. He built the tent to take a rest and then he woke up again at 2amto continue the way. And then at ... may be.., at 10 pm, they arrived at Mahameru mountain with many of restrictions. And then he said ee... they said that they are proud of theirselves because they could see the beautiful scenery the beautiful view above Mahameru mountain so i think that it is the best moment and they never forget their life.

Teacher: And then what is the resolution?

Student:

The resolution in this film is after he arrived the Mahameru Mountain then go down and then they meet again in Arial house with their family, with their children with their wife and so on.

But it is very funny e.... e... while they meet with their family only Genta that has not have a family.

Teacher: Tell Me about the setting

Student:

Setting in this film is in Mahameru Mountain then in the Arial House and then in the ...many of the place such as they meet in the cafe or the garden or so on.

Teacher : Do you think that the setting is only that?

Student :

i know. Just i know mam...

Teacher: Actually the setting is not only the places, it can be the day or the time?

Student :

O...the day..... may be in afternoon, in the night. They always meet in Arial home actually in the night because Zafran always sing a song to exprees his feeling to the Arial's Sister. Because Genta fall in love with Arial's sister.

Teacher: Tell me about the Moral Value?

Student:

Okay.. i think that the film has many of Moral value such as we don't give up to do something. Reach our dream.... we don't give up to reach our dream and then about the nature i think that God created many unique ... mnay of beautiful scenery so we have to keep the beautiful scenery and don't destroy about the scebery ... the environment. So we have to keep our earth just we keep ourself.

Teacher: you say about the dream?

Student: dream?

Teacher: We have to reach the dream?

Student: in this film tell about we have to hold the dream in front of the five centimeneters. So dont give up to reach it.

Student 7

Teacher: Tell me about the movie that you watch

Student:

this movie is tell abouta girl named is cinderella. When she was child, she lived happily with her parents in the kingdom. But when her mother illand then died, her mother asked her to be

 ISBN 978-602-73769-1-5

a kindness girl. But one day her father decide to mary again with The Lady Tremaine and she lived with her step mother and her two step sisters. When her father decided to go aborad, her father was ill in the journey to some business and then he was died. Then Cinderella lived with her two step sisters and step mother and she had the unpleasent attitude from them, such as they asked her to did all the works. One day Cinderella was very sad and decided to go to the forest and meet a prince and they introduce one another. The prince was very kind and then when Cinderella went to the market, the kingdom of prince will held a party and then they asked all of the girl in their village to come to the party and then Cinderella was very happy to hear that. She asked ..... she gave its news to step mother and step sister. They all were very happy. Cinderella decided to go there but her mother .... her step mother ask Cinderella to didn't come just her two step sisters. And then her mother bought her daughter a new beautiful dress but Cinderella didn't. Cinderella was very sad but when the big ball was started Cinderella want there use beautiful dress and then she went to the ball. Suddenly there was a fairy mother who help her. She changed Cinderella dress into beautiful dress then took pumpkin to be train. So she look to be beautiful girl then she went to the ball. After arrived to the ball, she meet prince and then she decided to dance together. When the time show at 12 o' clock, she must go. If she didn't go she will returen to be a bad performance girl. And then she ..... as soon as possible, she went before the time show 12 o'clock. But her shoes left in the ball then her prince .....

Teacher: match?

Student :

her prince match her shoes with her size. Then one day ..... finally he know that the shoe is Cinderella's. Then they decided to get married and to live happily. Her step mother and step sister ask to .....

Teacher: Sorry?

Student : sorry.

Teacher : Tell me about character and characterization on that movie.

Student :

two step sisters of Cinderella were cruel and then spoiled girl. They like to do unpleasent attittude. And then her mother, cruel and ...

Teacher : Cruel and Sadist... .

Student : Yes, Cruel and Sadist. . Then Cinderella was kind, helpfull and....

Teacher : What? Helpfull and.....?

Student : Helpful and Chatfull

Teacher : Chatfull?

Student : Chatful.... yes Chattifull.

Teacher: Tell me about the plot

Student : Plot

Teacher: Yes .. Plot

Student : the setting of...

Teacher : Not setting.. plot

Student: Jalan Cerita ?

Teacher : Yes..... what is the introduction, what is the complication, what is the resolution.....

Student:

There was a good girl her parents were died and then she has step mother and two step sisters. She lived with them. One day she decided to go to the forest then she came to the prince party and they fall in love one another. They decided to marry and live happily and her step mother and two step sisters ask sorry for her attittude... her bad attittude to Cinderella.

Teacher : And ... tell me about the setting

Student : The Setting is... are in the forest, in the Cinderella's Kingdom and in the market

Teacher : In the forest, in the Cinderella's Kingdom, and in the market?

Student : In the prince's kingdom.

Teacher : Only that?

Student: yes

Teacher: Another place? Not only the place. The time, the day?

Student :

In the night, in the garden of Cinderella's kingdom when she will come to the Prince's Kingdom and to the big ball.

Teacher: The last one, tell me about the moral value

Student :

the moral value? I think this movie has moral value such as don't be a spoiled girl, be kindnest person to everyone, and don't under estimate someone because everyone has a weakness and don't show our wealthy.

Teacher: don't show our wealthy?

 ISBN 978-602-73769-1-5

Student: ya .. wealthy – kekayaan

Teacher: so what you can learn from this movie?

Student: it has many moral lesson of life... such as..... what i said before.

Student 8

Teacher: Tell me about the movie

Student:

yes ... I watch a Gulliver Traveller movie and I think this movie is the fantastic movie because the genre of this movie is fantasy movie. This movie is talk about the Gulliver and this is the teeneger movie.

Teacher: Tell me about the plot

Students: Plot?

Teacher: yes...

Students: (Silent and thinking)

Teacher : Plot is about the introduction, the complication, and the resolution of the story.

Students:

the film started from Jack Black as Gulliver that felt tired with his work in letter company. He decided to go vacation in small village. One day he missed the way and arrived in Liliput's island. Gulliver felt confused and afraid. The liliput call him as beast because Gulliver looked big and stronger than them. Gulliver made his reputation from his efoort to safe the liliput's king from the fire acccident and he safe the liliput's princess. Gulliver always help Horatio. Horatio is his friend and he loved liliput's princess. Finally Gulliver become a real giant in other world and it is very different with his world which only worked as a letter worker.

Teacher: oke then... tell me about the character and characterization

Student: the most important character in this movie is gulliver. He is a hardworker and like to help each other.

Teacher: What are the other character?

Student: the character are ... Liliput's king, liliput princess, and Horatio.

Teacher: Tell me about the setting

Student: The setting in this movie are Liliput's island, sea, and the company of letter.

Teacher: the setting is only that?

Student : yes... i think

Teacher:

is there a time, a day, a night, or the condition for the setting? Setting is not only the place but the day, the date, historical period...

Student: o.. yes... at night, in the day.

Teacher: Tell me about the moral value

Student : we should respect to others people in our life.

Student 9

Teacher: tell me about the movie

Student:

this is Korean Movie. The genre is drama. The title is Miracle in Cell 7. It is about the father named Lee Yong Go who mentally illness. He has a daughter Ye sung and he so loved with her. I think this movie is interesting and has many lesson. This movie also tells us about true love between a father and his daughter.

Teacher: can you tell me the plot of the story?

Student: Plot? (silent for a moment)

Teacher: Plot is the story line... what happen in the story?

Student: (silent for a moment)

Teacher:

What is the introduction of the movie? What is the complication? And what is the resolution?

Student:

the story started with her daughter who wants to buy the bag.... one day, her father came back to the shop ..... that sold the sailormoon bagpack. But it is already sold. One day, the father saw the girl who bought the sailor Moon backpack. The father asked the girl who wears the backpack and she told him that she know the store that sold the Sailormoon backpack. Then another day, the father follow the girl to a store ..... to a store that sells the same backpack. However, suddenly, the girl is lying on the ground unconciously. Then someone call the police and the father .... the father accused to kidnapped her. Then.... the father of the girl is the police captain eh... is the chief of the national police then tha father punished to death.

Teacher: and the ending of the movie?

Student:

one day , the friend of the father help him to run from the prison. The father asked his friend that he want to meet her daughter. And finally the father can be saved.

Teacher: tell me about the character and characterization

Student: the character in the movie is lee yong go is a father and yee song the daughter. (then the student keep silent)

Teacher: and what kind of person are they?

Student: mmm.... they .....mmm.... (then student keep silent)

Teacher: the characteristics of them... for example the father is very kind...

Student:

the father is loving person and he has mentally ilness. Then the daughter is loving person too.

Teacher: tell me the setting of the movie

Student: setting?

Teacher: yes... the setting

Student: the setting is in prison, in the shop, in the highway.

Teacher: only that?

Student: yes

Teacher:

setting is not only the place, you can say the time, the day, the condition, the weather...

Student: in the morning, in the whole day.

Teacher: .. okay..the last, what is the moral value of the story?

Student: mmmm..... (silent and thinking)

Teacher: what can you learn from the movie?

Student: friendship is one of the important thing in our life...

Teacher: are you sure?

Student : mm... (thinking) no... always love your father whatever his condition.

Student 10

Teacher: hi... please tell me about the movie

Student:

I watch inside out movie. It is produced by pixar animation studio. This movie is tell about Riley the 11 years old girl and the five sense in her mind. They are joy, sadness, fear, anger, and disgust.

Teacher: tell me about the character and characterization

Student:

the character is Riley, father, mother, and the five sense in riley's mind. (anger, fear, sadness, disgust, and joy).

Teacher: And the characterization?

Student: (thinking) ..... Riley is 11 years old girl. She is tomboyish.

Teacher: then..... the other character?

Student: Anger- fera- sad-disgust –joy....

Teacher: okay.... then... tell me about the plot

Student: plot....? what is it mam?

Teacher: plot... is what is the introduction, the complication, and the resolution

Student:

a girl named riley was born in minnesota with her five sense : joy, anger, sadness, fear, and disgust. The sense in her mind controled her emotion. When Riley was 11 years old, she move to San Fransisco. She needs her sense to guide her to her life in new school, new life, and new people. At the first day of school, suddenly sadness make Riley cy in front of the class. Then Joy try to change it but she knocks another core and she gone away. Then ... Anger, Disgust, and Fear try to maintain Riley's emotional after Joy is absence. Then because of this.... Riley can not control her emotion in front of her family and her friends. Joy still try to come back and fixed the Riley's emotions. Eee... then... after one year, Riley has adpated her new home and all her emotions now work together to help her lead the emotions.

Teacher: tell me the setting of the movie.

Student: the setting is in Minessota, San Fransisco, school, and home.

Teacher: the setting is only that?

Student: Yes.. mam..

Teacher: actually, the setting is not only the place. It can be day, time, date.....

Student : I see mam. The story happened in the whole day..

Teacher: okay... then.. can you tell me the moral value here?

Student: we have to understand our emotion.

Teacher: Thank you

 ISBN 978-602-73769-1-5

THE ANALYSIS OF GRICE'S COOPERATIVE MAXIMS AND FLOATING MAXIMS IN THE CONVERSATION OF SIMPSON SEASON 26 EPISODE 15

Yan Hardiansyah

English Department Education

State University of Semarang

Yanhardiansyah040191@gmail.com

Abstract

In this pragmatics study, the case deals with Grice's Cooperative Principle and the maxims coined by him which occur in the conversation for each participants invove in. There are both Cooperative Principle and floating of maxims that participants do in the conversation of Simpson Season 26 Episode 5. The research questions in the study to find out whether there are Cooperative Principle and floating maxims happen along the conversation. The method used in the pragmatics study is quantitative method where the data analysis of conversation gained based on investigating the maxims and those data have been transcribed. Beside that, the method employs discriptive analysis to descirbe the reasons for each Cooperative Principle and floating the maxims in the conversation as well. For Grice's Cooperative Principle, the result shows maxim of quantity was found as the most maxim occured in the conversation (65%), the other maxims were also found are maxim of quality (20%), maxim of relation (10%), and maxim of manner (5%). Meanwhile, for floating maxims, the result shows maxim of quantity was discovered mostly (64%), the other floating maxims were maxim of quality (14%), maxim of relation (4%) amd maxim of manner (18). Finally, both of Cooperative Principle and floating maxims are mosly discovered in the convestaion of Simpson season 26 episode 5 are maxim of quantity which means there are two conclusions: 1) the participants of Simpson involve make their contribution as informative as is required and do not make their contribution more informative than is required; 2) the participants of Simpson involve do not make their contribution as informative as is required and make their contribution more informative than is required.

.

Keywords: Grice's Cooperative Principle, Conversational Maxims, Floating Maxims, The Simpson Season 26 episode 15.

Introduction

Conversation is one of social human ways to interact with people and involve in where they live for communication such as formal and casual conversation. It commonly requires at least

two persons in which they not only exchange informations but also demand and give service in other to there are responses both form the speaker and his/her interlocutors. Conversation is not simply the exchange of information, but has a strong interpersonal function (Thornbury, 2005, p.66). Pragmatically, in the conversation, when the speakers intend to utter what they desire or answer questions needed, they need to say the truthin the sense of meaningful, appropriateness, and cooperativeness. Conversation are cooperative ventures (Hatch & Long, 1980, p.4). The participants should be co-operative, and then their utterances can be relevant to each other (Wang 2011, p.1163). The strategy is employed to avoid misinterpretations in the converstation. Indeed, if the speakers fail to interprate the meaning beyond the utterances or interlocutors' notion and the context that they talk about, they will get misunderstanding because of lack of informations or appropriateness given by the speakers.Murray (2010, p.293) ellaborates that the consequences of misinterpretation or the inappropriate use of langauge can range from unfortunate to catastrophic. If that is so, it means the speakers violate maxim, make the conversation cooperatively, by which Grice introduced. For the reason, the term of cooperative principle coined by Grice (1975) states make your contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (p.166). Grice's four maxims in converstation as the backbone of pragmatic theory are a) maxims of quantity, b) maxim of quality, c) maxim of relevance, and d) maxim of manner.

The Simpson is a cartoon which is well-known in United State as an American animated television series, called Simpson family, created by Matt Groening. Most of all film, especially the Simpson has fully conversation or dialogues which used along the story goes. It gives numerous attractive words between the characters utter in the conversationthey engaged in because the purpose of film is to entertain the audiences. As Austin (1962) put it, how we *do* things with *words*. Therefore, those dialogues shown in the Simpson enable to be analyzed regardingthe analysis of Grice's cooperative princple and floating of maxims.

Theoritical Orientation

The cooperative principle (CP)

The cooperative principle (CP) has been created by Grice in term of how to cooperate well in the formal and casual conversation. As being told previously Grice (1975, p.173) states that

 ISBN 978-602-73769-1-5

make your contribution such as is required, when it is required, by the conversation in which you are engaged.The framework of Grice's cooperative maxims includes four maxims of quality, quantity, relevance, and manner (Levinson, 1983, p.101-102). Here are the following Grice's Cooperative Principle:

QUANTITY: Give the right amount of information: ie

1. Make your contribtion as informative as is required.
2. Do not make your contribution more informative than is required.

QUALITY: Try to make your contribution one that is true. Ie

1. Dont say what you belive to be false,
2. Do not say that for which you lack adequate evidence.

RELATION: Be relevant

MANNER: Be perspicuous; ie

1. Avoid obscurity of expression
2. Avoid ambiguity
3. Be brief (avoid unnecessary prolixity)
4. Be orderly

Taken from Leech (1983, p.8) that adapted from Grice (1975).

The terms tend to be regarded as a regulation of being cooperative in conversation in which the participants have to maintain them along the conversation. However, violations occur in the conversation is not an indicator of a breakdown of interaction (Levinson, 1983: 109).

At least interesting case is when a speaker observes all the maxims as in the following example:

Husband : Where are the car keys?

Wife : They're on the table in the hall.

The wife has answer clearly (Manner) truthfully (Quality), has given just the right amount of information (Quantity) and has directly addressed her husband's goal in asking the question (Relation) Thomas (2013, p.63).

According to Grice, there is a general agreement of cooperation between participants in exchanging the information need in a conversation. Its aim is not to r misunderstanding while

the dialogue or to make giving and response in such a way. As Grice well knew, the maxims are frequently floated; yet because we know that fundamentally speakers are cooperative, we are able to work out what is meant by what is said when a maxim is floated (Murray, 2010, p.296). Grice's maxims have considerable explanatory power regarding the choices we make about what we say and how we say it (p.297).

Infringing Maxims

In the coneversation enables to fail the cooperativeness in which the participants deleberately convey untruth meanings of their notion that are caused by some factors. Grice suggests that there are many occasions when people fail to observe the maxims. They also fail the cooperative maxims because they intend someting implicitely, which is called *implicature*.the term of implicature refers to 'implicate' that infers implicitely what the participants say. In pragmatic study, implicature comprises into two types: conventional implicature and conversational implicature. According to Andresen (2013, p.3) states conventional implicatures are words that can carry an implicature within a sentence and conversational implicature has more meaning than the words uttered.The conversational implicature that is added when floating is not intended to decieve the recipient of the conversation, but the purpose is to make recipient look for other meaning (Thomas, 1995, P.65). There are types of conversational implicature: a) conventional implicature, which conveyed by the conventional meaning of words ('but', 'so', etc) and used as expression in Semantic. Otherwise, conversational implicature depends on feature of the conversational circumstances in the conversation and it is a pragmatic notion (Cohen, 2008, p.2-3). Cooperative principle deals with the maxims introduced by Grice in which they can be infringed by the speakers. The following infringing maxims can be described:

a. Violate a maxim (i.e., "quietly and unostentatiously" fail to fullfill it).
b. Opt out of the maxim or the entire CP.
c. Clash of maxims.
d. Flout a maxim (i.e., "*blatantly* fail to fulfill it"). When one flouts a maxim in order to convey (implicate) something one has not said, one is said to **exploit** the maxim. It is typical or characterisitc for the flouting of a maxim to set up a conversational implicature.

 ISBN 978-602-73769-1-5

Those infringing maxims include non-observance maxims which tends to study how the participants' notion is not conveyed directly. First,*floating a maxim*, a participant blatantly chooses an implicature to ignore one or more the maxims. Second, *violating a maxim* is a participant fails to observe one or more maxims in a convesation then the participant uses an implicature has an intension to mislead. Third,*opting outof a maxim* occurs when someone is indicating that they are unwilling to cooperate and it often showstheir desire towithold the truth for reasons that are ethical or private. And *clash of a maxim* happens to avoid violating the maxim of quality – provding untrue information – you violate the maxim of quantity – providing less infomation that was asked for.

Research Question

Considering the Grice's cooperative principles which refer to the conversation in Simpson film enables to be investigated the following research questions:

1. What are Grice's cooperative maxims discovered in the Simpson Season 26 episode 15?
2. How often do float maxims occur in the conversation of Simpson Season 26 episode 15?

Research Method

The writer employs qualitativemethod on his research to analyze Grice's maxims in the conversation of Simpson Season 26 episode 15 in which the data gained have transcribed then segmented types of maxims for each. The writer uses qualitative in which the analysis and findings of the maxims are ellaborated. Indeed, it needs descriptive analysis where the researcher describes the samples provided. In the data collection, the researcher intends to observe the floating of the maxims occurs in the conversation of Simpson Season 25 which entitles 'sky-police'. The total lenght of this film is 21 minutes and 29 seconds that invovle several names of Simpson character/participants; Holmer Simpson, Marge Simpson, Bart, Lisa, Edna Krabappel, Apu Nashasapeemapetilon, Ned Flanders, Principal Skinner, Seymour Skinner, Chief Wiggum, Reverend Lovejoy, Agnes Skinner, Sidesho Mel, and some additional characters; two police officers, two bodyguards, Heleena, and a vice of Casino. Those names are encoded to make the analysis simply. In addition, the researcher trancribed all dialogues in the film to be analyzed based on Grice's cooperative principle then put them into couple of tables have been divided and analyzed each maxims in such a way (see

 ISBN 978-602-73769-1-5

appendices I&II). The resarcher also calculates the floating of maxims occured in the conversation of Simpson Season 5 by using table and description in the discussion section.

Result and discussion

In this section of this study, there are several analysis which ellaborated by two tables shows the number of maxims occur in the conversation, examples that need to be interpretated based on the data have been acquired in which it represents the quantitative part of the study. There is also the full dialogue has been trancribed and attached in the appendix.

Identification of Maxims

Table 1 Maxims of Cooperative Principle

Maxim of Quantity	Maxim of Quality	Maxim of Relevance	Maxim of Manner
13	**4**	**2**	**1**

In the table above we can see the amount each maxims which were analyzed based on the Grice's theory of maxims explained previously. Here I will describe why the participants did not fail each conversational maxims in the coversation of Simspon Season 25.

The first example is about maxim of quantity. In this example the study tells Homer, Marge's husband was at home with his son and daughter were watching the TV then Marge was going out with her Church community [2].

[2] Homer : Oh, I got so many questions. What are the sits about?
Marge : Uh, pop culture and current events.

In this example Homer was wondering the activities which Marge had been doing out side of home by asking her a question. Then Marge answered what Homer's required. Thus, Marge's notion is not less informative nor more informative.

There is also an example deals with maxim of quantity. Homer was being intrograted by two of bodyguard in a certain room of the Casino. He argued that what his wife and her community did was allowed or did not against the rule [3].

[3] Homer : Is it even it's cheating
Bodyguard : No, but it's just not allowed.

 ISBN 978-602-73769-1-5

In the sample above, the bodyguard answered Homer's question informatively that cheating is not allowed to play gambling in the Casino. Therefore, the answer is appropriate with maxim of quantity.

The second example is about maxim of quality. In this example the study tells Homer was arrested by two of body guards work in the Casino which Marge and her community were gambling several hours ago before when he knew it from his children that they were worried about her in the Casino [4].

[4] Homer : Uh, Marge? Some casino guys have me, and they want the money you took form them or else.

Marge : [gasps] this is all my fault.

In this example Marge admited that what she did [lie] is something she did not need to do. In this case she told him the truth and was repentant. She contributes maxim of quality in which she does not say false things.

Another example relates with maxim of quality described about true things which uttered by Marge in term of God. In this situation, Reverend shows his sadness about what Marge's husband felt [arresting] then thought her husband was suffering in the Casino because of God's plan. But Marge disagreed that the cause of her husband was arrested because of God's plan because she realized that what she and her community did was the cause of it [5].

[5] Reverend : I'm sorry, Marge. Maybe your husband's suffering was all part of God's plan.

Wiggum : God's plan? [angry] God isn't some video gamer up there controlling us like we were Pac-Men and Dig Dugs. God isn't Sky Police. God didn't do this. I lied to my husband and made my kids lie, too. We did this.

Reverend's notion is actually to calm her but Marge thought that what he states is not acceptable or lack of evidence on matter of fact. So, she briefly says the true things, she and her community including him cause her husband was arrested. She intends to them to be responsibe of wha they did. It is clear that her utterence is identified as maxim of quality.

The third example is about maxim of relation. In this example the study tells about 'disguises'. Marge was worried about it for the first time but Reverend tried to calm her with his own approach that disguising is allowed by God. Then Ned responsed what Reverend uttered to her in which he agreed with his statement [6].

[6] Reverend : Relax, Marge. If God lets the Jews have Sunday on a Saturday, he'll be cool with this.

Ned : Why, I bet the Lord is pleased as punch that we're using that dirty casino money to rebuild his temple. Our mission is 100% pure.

In this example Ned makes his contribution relevant with what Reverend was talking about. He relates the term of Lord which indicates he will be glad and allow their mission, rebuil his tample [refers to the Church].

The third example is about maxim of manner. In this example the study tells a clarity of Doug's statement to Marge and Homer in which he had a deal should be agreed that he let him go if Marge and her community would not be return in the Casino anymore [7].

[7] Doug : You are free to leave. As long as your faith-based card-counting group never return to this or any other river or maritime casino.

In this example Doug states a clarity in other to they undersand with his statement. His statement avoids obscurity and ambiguity which enable to fail maxim of manner.

Table 2 Identification of Flout a Maxim

Maxim of Quantity	Maxim of Quality	Maxim of Relevance	Maxim of Manner
14	**3**	**1**	**4**

First, this example [8] can be seen as a case of flouting of the maxim of quantity. Apu is an indian but Marge is Christian. Apu has his own shop and allow her putting a can of donation for the Church wehere she prays. Aferthe Church catched on fire, Marge tried to get the money from the donation can which she put on it. At the time, Apu knew that she needed the Money and offered her a solution to get it faster. But Marge get shoked while he offered it due to she recognizes him as an Indian who does not pray in the Church [8].

 ISBN 978-602-73769-1-5

[8] Apu : I think I can help you get the money that you need.
Marge : but you don't go to our church.
Apu : granted, I do not share your faith, but the yahoos in this town need a church to deliver weekly reminders not to steal—from me. And not to take a life—my life.

In the example [8] Apu floats the maxim of quntity. Offering a solution for the Church is not the only one he desires but he intends that the yahoos who weekly steal and threat his life can be remindered through the Church in other to they stop stealing in his shop. So, the assertion '*granted, I do not share your faith, but the yahoos in this town need a church to deliver weekly reminders not to steal—from me. And not to take a life—my life'*is not informatively required. Apu's statement failed what Marge thought about(he is purely to help the Church) and it can be implied that he will help her for a purpose.

The further example of floating maxim of quantity can bee seen [9]. Bart was surprised his mother was going to gamble in the casino. He was curious to ask why she did so. He fistly thought that his mother was a hostess in the Casino but she did not give any responses about it but then he was wondering whether his Dad on that takedown [9].

[9] Bart : Is Dad in on this takedown?
Marge : It's not a takedown. And I haven't told him about it yet. But it's okay for you guys to know because you're finally grown-up enough to be trusted with adult information.

In this case [9] *'It's not a takedown. And I haven't told him about it yet. But it's okay for you guys to know because you're finally grown-up enough to be trusted with adult information'*. Marge embodies more infromation than what Bart want to know about his Dad. First, she denies what he thinks of. Second, shetells him that she hides the activity of gambling from his father. Third, both Bart and Lisa are getting grown-up. Last, she asks them to keep the information secretly even their father. Thus, she floats the maxim of quantity.

Second, this example [10] belongs to a case of flouting of the maxim of quality. While Lisa and her family was in the car, they talked about praying in the Church. And Marge, her mother stated *'Guys, church is good for your soul. And remember, God is listening to your*

prayer'. The statement was responsed by Lisa. As a kid, she might wonder how many wishes prayed will come true [10].

[10] Lisa : what percentage of prayers really come true?
Marge : well, not all of them. Like, um, 90%?

In such example Marge floated the maxim of quality because the words *'well, not all of them. Like, um, 90%'* refers to her doubtfulness in which she gives lack of evidence by saying 'not all of them'. The statement can be implied that she does not a clear answer in term of percentge of prayers.

Here is another example of floating maxim of quality [11]. In this case, the one of police members reminded his Chief, Wiggum about the procedure or regulation of how to use the Jetpack by reading it next to him but unfortunately Chief Wiggum did not response what he explained [11].

[11] Police member : Uh, Chief, it says here (holding the procedure book) you need to take a 40 hour training course. And get certified before you can legally…
Wiggum (Chief) : I'm not the police anymore. I'm the Sky Police.

In example [11] can be seen that Wiggum did not pay attention about the procedure which the police member read, morever he state *'I'm not the police anymore. I'm the Sky Police.'* which contains a false information. The police member know that Wiggum is a policemanas his chief police who works in the city but he deliberately thinks as if he were the sky-police who understands how to operate it well and does not need to read the regulation. It is clear that Wiggum float the maxim of quality in which his statement can be implied that he does not have to listen to what his police member reads because he is the Sky-Police.

Third, we deals with floating the maxim of relation such as the example [12]. Bart and Lisa could not bear to keep the secret (tell that their mother was gambling in the casino) to his Father, Homer because they were worried of her. She had not been at home until they got a sleep. They told it when he was sleeping on the sofa then they asked him to pick her up in the casino soon [12].

[12] Bart&Lisa : Mom's counting cards at the casino!
Homer : Oh, if anything happens to Marge, we'll all be orphans!

 ISBN 978-602-73769-1-5

In example [12] we can see the Homer's statement *'Oh, if anything happens to Marge, we'll all be orphans'*that counting cards at the casino does not have any relation with being orphans. Of course, he floats the maxim of relation that expect the contribution of participant is relevance. His statement can be implied that he was shocked with the information and worried of her as well.

Fourth, regarding with one of characteristic maxim of relation is 'be orderly'. In example [13] *'And the Tater Tots and there were many Tots, Too many Tots. And here were maanila envelopes, Manila envelope. And the teachers took them home. I hate you!*' the speakers flout maxim ofmanner. Bart was going to tell something had happened in his school and so was Lisa. They did overlapping to inform that to their mother. So, their utterences were not orderly then made their mother confused.

[13] Bart : Mom, the freezer broke.
Bart and Lisa : And the Tater Tots and there were many Tots, Too many Tots. And here were maanila envelopes, Manila envelope. And the teachers took them home. I hate you! [they argued each other]

[14] Marge : Why are you still dressed like that?
Reverend : Um, well... [chuckles nervously]

Beside that, floating maxim of manner can be indentified through its clarity or ambiguity. For instance [14] *'Um, well... [chuckles nervously]'* Marge was wondering why Reverend still dressed the cloth he wore last night. And his response shows an ambiguity for Marge which means wheter he likes the cloth that he did not use to before or there is something else. In fact, he was making love with a woman who dressed as same as his. Therefore, his utterance and act defenitely float the maxim of manner. It can be implied that he can not tell Marge it because it is his own privacy.

Conclusion

The first research question is to discover Grive's cooperative maxims which do not fail the maxims. Based on the data was collected in term of cooperative maxims showed all maxims discovered in the conversation. One of the most maxims founded is the maxim of quantity (65%) in which all sentences are as informative as required. The other maxims are the maxim of quality (20%), the maxim of relation (10%), and the maxim of manner (5%).

ISBN 978-602-73769-1-5

The second research question is to discover how often the maxims were floated in the conversation of Simpson Season 26 episode 15. After analyzing the data which had been segmented each maxims, it shows that the maxim of quantity was floated the most (64%). Other maxims are the maxim of manner (18%), the maxim of quality (14%), and the maxim of relation (4%).

Regarding both Grice's cooperative maxims and floating maxims enable for the further research that is interested in it too, there are many other Simpson seasons or conversations in a series of film which are absolutely interesting to be investigated relating the maxims, floating maxims and what reasons the participants float the maxims.

References

Austin, J.,L. 1962. *HOW TO DO THINGS WITH WORDS*. London: Oxford University Press

Andresen, N. 2013. *Floating the maxims in comedy: An analysis of flouting in the comedy series Community*. Degree project in linguistics. Karlstads University.

Grice, H., P. 1975. *Logic and Conversation*. In Martinich, A.P. (ed). *Philosopy of* Language. 165-175. New York: Oxford University Press.

Leech, G., M. 1983. *Principles of Pragmatics*. United States of America: LONGMAN Inc.

Levinson, S., C. 1983. *PRAGMATICS*. United States of America: Cambridge University Press.

Mao, H &Luo, R. 2012. *The Complexity Stuctures of Conversational Interaction among Participants*.Journal of Language Teaching and Research Vol.3 No.5. Finland: ACADEMY PUBLISHER.

Murray, N. 2010. *Pragmatics, awareness raising, and the Cooperative Principle*.ELT Journal Vol.65. Oxford University Press.

Thomas, J. 1995. *Meaning in interaction:An introduction to pragmatics*. London: Longman.

Thomas, J. 2013. *Meaning in interaction:An introduction to pragmatics*. London: Longman.

Thornbury, S. 2005. *Beyond the Sentence: Introducing discourse analysis*.Oxford: Nacnukkab Education.

Wang, H. 2011. *Conversational Implicature in English Listening Comprehension*. Journal Language Teaching and Research Vo.2 No.5. Finland. ACADEMY PUBLISHER.

 ISBN 978-602-73769-1-5

APPENDIX

TRANSCIPTION

The Simpson Season 26 eps 15 sky-police

Police O: Chief, there's a sniper down in the warehouse district! Let's roll!

Wiggum : Sniper? Ah, um, well, you know how I love to roll, but, uh, my wife ordered a new dust ruffle for our bedroom, and uh, she had it shipped to the station. If I'm not here to sign for it, they'll take it back to package place and that is a whole nightmare.

[Leaves the room]

Wiggum: Love you guys.

Postman: uh, yeah, I got a delivery here for, uh, Clancy Wiggins.

Wiggum: Wiggins? N-N-No, it'sWiggum. Wiggins? That's not even a real name. what's a Wiggins? No, really, tell me. Wh-What is that?

Postman: okay, so you're not Clancy Wiggins who ordered this, uh, Skymaster X5000 Jet Pack.

Wiggum: Jet Pack? Of course I'm Clancy Wiggins, you idiot!."Chief Clancy.. Jetpack.

Open the box

Wiggum: Wow. Well, boys, justice has a new name..up.

Police O : Uh, Chief, it says here (holding the procedure book) you need to take a 40 hour training course. And get certified before you can legally…

Wiggum: I'm not the police anymore. I'm the Sky Police. Okay okay, I think I got it. No, I got it, I got it.

[Police Office]

Police O : Ugh, why don't you take that thing off, Chief? It's starting to smell.

Wiggum: what, so you can steal it and be Sky Police? Oh, no. No way.

[The door opened]

Sgt. Sey : I'm Brigadier General Clancy Wiggins.

Wiggum: Oh (surprised)

Sgt. Sey : apparently a military-issue jet pack was mistakenly delivered here while I received this off-brand dust ruffle.

Wiggum: Um ,oh. Well, there's only one floating future cop who can find that missing jet pack- the Sky Police.

[Chief dropped from the jet pack]

ISBN 978-602-73769-1-5

Wiggum: you were the wind beneath my ass.

[The jet pack burned a church].

Bart : Stupid church. Why would Jesus want us to waste our weekend on extra boring, no-recess, dress-up school?

Homer : exactly. The dude was a carpenter. And those guys like to kick back on Sunday [chuckles]. And I mean kick back.

Marge : Guys, church is good for your souls. And remember, God is listening to your prayers.

Lisa : what percentage of prayers really come true?

Marge : well, not all of them. Like, um, 90%?

Bart : God doesn't hear my prayers. If he did, I'd be at home on the couch playing video games in a diaper.

Homer : oh, God gets your prayers. But he just clicks delete without reading them. Like e-mail updates from LinkedIn.

Marge : I hope no one was hurt.

Homer : so no church?

Bart : (gasps) my prayers were answered.

Homer : Boom

Marge : hmm

Old M : don't worry, Reverend, according to your policy, your church is covered for everything but acts of God.

Reverend : but we believe everything that happens everywhere is an act of God.

Old : My jiminy, you're right! We're off the hook! Hey! Those Cornell men at the head office are gonna be doing the Saluki Strut tonight! Go Southern Illinois!

[Old, Homer, Boy: Saluki Strut [dance]

[In the church]

Reverend : so we have no money to repair the church. And developers are itching to build on our land. Fast-casual dining downstairs, live-work lofts upstairs, and as an anchor store—a chain pharmacy.

All : [gasping]

Apu : why, it's a mixed-use nightmare!

 ISBN 978-602-73769-1-5

Marge : this building is the heart of our community. We have our weddings here, our funerals. Our fun runs begin and end here. I will not rest until it is rebuild. I can't believe it. But the church is going to have to ask people for money.

[Mini market]

[she opens a can for donating]

Marge : who keeps putting pickle slices in here?

Apu : I think I can help you get the money that you need.

Marge : but you don't go to our church.

Apu : granted, I do not share your faith, but the yahoos in this town need a church to deliver weekly reminders not to steal—from me. And not to take a life—my life.

Thief : [suddently a thief comes and threat Apu to give him his money] yar, without organized religion, I've lost me moral compass (show the gun) also I've, uh, I've been addicted to Oxy for a while now… yar.

Apu : [gives some money to him.]

Apu : now, this is what I have got in mind. I will whisper even though we are alone.

A home (gathering)

Reverend : all right, people, Marge has brought this heathen to aid us in our time of need.

Apu : Please do not call me a heathen. It offends Hanuman, the monkey-headed lord of winds, who believed the sun to be a ripe mango..okay, I get it, I get why you say it.

Marge : Apu thinks we can get the money at the casion playing blackjack.

[All Gasping]

Lady : Casino?!

Agnes : Blackjack's for suckers. My brother? He used to own three Arby's franchises. Lost 'em all at the tables and gave himself a shotgun tonsillectomy.

Ned : But you told me Uncle Steve moved to Okinawa.

Agnes : what I told you was to wait in the car.

Apu : No, no, you can beat the house. By counting cards. I myself have done it—when I was a student at MIT. The Mumbai Institute of Trantic Sex, where I was recruited by a card-counting ring. I won enough money to buy fake SAT scores I used to get into the

 ISBN 978-602-73769-1-5

real MIT, where I failed every class and was kicked out and had to move to Springfield.

Ned :Hmm. Am I hearing this right? Is the church council truly considering gambling?

Reverend : you know, Ned. The Bible never explicitly condemns gambling. Biblical folks were always playing games of chance, like, uh, drawing lots,

Ned : (open the holy bible) Leviticus drew lots. Joshua drew lots, Nehemiah. Even the apostles were lot-drawers. (gasps) if gambling's okay, then I'm getting health insurance for the kids.

Apu : card counting is not gambling. It's math.

Marge : And it's not even against the rules.

Apu : exactly. If you are caught, you cannot be charged with any crime. The worst they will do is beat you with a phone book or break some fingers. But what is a little pain if your church is to be saved? It is all good.

[Shop]

Apu : counting cards requires absolute focus. You must ignore casino distractions. And beware of cocktail waitresses with free drinks and eyeball-height cleavage. They're not attractive but you cannot look away.

[doing Simulation how gambling looks like]

Apu : you, what is the count?!

Mel : [stammers]

Apu : get your head in the game, Mel! Now remember, for this legal but frowned-upon scheme to work, we must have complete secrecy. Do not tell anyone what you are doing.

Marge : not even Homer?

Reverend : [sights] Homer is may things but not a good accomplice. If he gets involved and this scheme fails, what happens to our church?

Marge : Oh, even I saw that. I guess I can't tell Homer.

[Home]

Family : [watching tv]

Marge : I'm leaving for my fund-raising meeting. Don't wait up.

 ISBN 978-602-73769-1-5

Homer : Why are you Church-Os getting together so late? I am asking because I'm supposed to care about thngs.

Marge : well, to raise money, we're..putting on a revue.

Homer : well, you can't go wrong with a revue. Skits and songs? [chuckles] I'm entertained already.

Marge : yeah, so, uh.. I'm going out to rehearse… to revue.

Homer : Go. Go make magic. You just go. [chuckles]. Revue.

[in the Casiono, Marge and her community did gambling]

[Skobo's restaurant]

Reverend: What a haul.

Marge : Ooh,

Agnes : One more night like this, and we'll be able to fix the church in style.

Ned : what a rush—it got my blood pumping in a way I thought only quite reflection could. Fizzy water for everyone.

Agnes : I think we can do something a little harder that (show menu)

Mel : Mmm! Now, that's a marshmallow-y s'more-garita.

[Home[

Marge : Homer, Homer, we did it.

Homer : (sleeping) [numbling] wh-What'd you do?

Marge : we're going to save the church. I feel like celebrating. [kissing]

Homer : B-But..but it's not on the calendar. Okay, but if I'm sleepy at work tomorrow, I get to tell everyone why. oh, boy, oh, boy. 1:00 a.m. loving and 2:00 a.m. steak? Night-marriage rules! I guess nothing gets the heath pumping like a church revue.

Marge : huh? Oh, yeah. Yeah, yeah, the revue.

Homer : Oh, I got so many questions. What are the sits about?

Marge : Uh, pop culture and current events.

Homer : how do you transition between scenes? Hard blackouts or spotlight fades?

Marge : Uh, both.

Homer : Nice. You know, it wouldn't be a revue without songs. Tell me about one.

ISBN 978-602-73769-1-5

Marge : okay, uh, there's a song about, um… how Democrats and Republicans can't get along. It's called, "Cats and Dogs."

Homer : [looking at her curiously] … [laughing] oh. You got yourself one hell of a show, Marge. One hell of show.

[Kwik-E-Mart]

Apu : Okay, okay, don't get cocky, you rapture-waiting baby-baptizers. You had one good night, but now the casino is on to you [all]. They're not going to let you anywhere near those blackjack tables, unless you wear these [show dressess].

Marge : Disguises? I'm worried our scam is becoming dishonest.

Reverend : relax, Marge. If God lets the Jews have Sunday on a Saturday, he'll be cool with this.

Ned : Why, I bet the Lord is pleased as punch that we're using that dirty casino money to rebuild his temple. Our mission is 100% pure.

Reverend : where has this been all my life? [wearing the dress]

[they come to get the dress]

Mel : I could be Sideshow… anyone.

Lisa : I'm telling Mom about how the school freezer broke, and they had to cook all the Tater Tots, and the teachers took the extra Tots home in manila envelopes.

Bart : I'm telling her.

Lisa : You never let me tell.

Bart : Mom, the freezer broke and …

Both : cooked all the Tater Tots. [arguing] and there were many Tots, Too many Tots. And here were manila envelopes, Manila envelopes. And the teachers took them home..

Both : I hate you!

Marge : okay, Mel. I'll be at the casino by 10:00. Meet me at the lounge by the J. Geils cover band. (calling Mel)

Lisa : Mom, why are you going to a casino?

Bart : Are you… a hostess?

Marge : Actually, my friends and I are using a system to win to save the church.

Lisa : I can't believe you're gambling.

Marge : it's not gambling. It's math.

 ISBN 978-602-73769-1-5

Bart : is Dad in on this takedown?

Marge : it's not a takedown. And I haven't told him about it yet. But it's okay for you guys to know because you're finally grown-up enough to be trusted with adult information.

Bart : yeah, we are grown-up.

Lisa : I know how much to tip a waiter.

Bart : I go on hikes with my friends where we talk about our problems.

Marge : I'll tell your dad everything in the morning when we have the money. But until then, I appreciate you keeping this very grown-up secret.

Bart and Lisa : (going away and no say anything)

Marge : (gasps)

[Casino, they did Gambling again]

[Quanty Inn]

Agnes : Dump that money on the bed. I'm taking a Franklin bath.

Glass : [holding others hands] Dear Lord, thank you for granting us the gift of relationalization to allow us to scheme and swindle. So that we might honor you. Amen.

[Home]

Marge : homie, I can finally tell you. How we really got the money [chuckles]. Homie? [looking for him] then [phone rings]

Homer : Uh, Marge? Some casino guys have me, and they want the money you took form them or else.

Marge : [gasps] this is all my fault.

Homer : Just tell me one thing, Marge. Why di you lose faith in the revue? I mean, "Cats and Dogs" writes itself? [sing]

Marge : Homie, how di you end up at casino?

Homer : well, I was taking a moment to enjoy my after-dinner night cap..

[flash back when he was at home with kids]

Bart : Dad, Mom trusted us with a secret.

ISBN 978-602-73769-1-5

Lisa : but she hasn't come home yet, and we're worried she's in trouble.

Homer : [burping] what?!

Bart&Lisa : Mom's counting cards at the casino!

Homer : Oh, if anything happens to Marge, we'll all be orphans!

[He drove to the casino]

Homer : I'm coming for you, baby.

Homer : have you seen this woman? Have you? Have you seen my wife? [showing the picture to everyone passing by]

Bodyguard: this is your wife?

Homer : do you know where she is?

Bodyguard: Uh, we'd like to ask you some questions in our "beating room."

Homer : All right, as long as it's just questions.

[Reverend's house]

Marge : Reverend! Reverend! [knock the door] they took Homer!

He opens the door

Marge : why are you still dressed like that?

Reverend: Um, well… [chuckles nervously]

Heelen : oh, Asphodel…your corpse bride is getting cold.

Reverend: Uh, one second, Belladonna.

Helen and I have found that, uh, these new personas have been quite liberating.

Helen : was that a woman's voice? Send her in.

Marge : if we don't give back the money we won counting cards, the casino people are going to hurt Homer.

Reverend: Okay, uh..tiny snafu. I've already given the money to the contractor.

Marge : then we'll just have to ask that contractor to give the money back.

Contractor: [laugh] give the money back? [laugh] Hey, Jerry, the-they want the money back.

All the workers: [laugh]

[Casino]

Homer : Are you gonna put my head in a vice?

BodyG1 : We don't do that—we don't even have a vice.

 ISBN 978-602-73769-1-5

BodyG2 : We just want the money your wife stole from us.

Homer : Stole? How is counting cards stealing?

Bodyguard: Well, it's not really stealing

Homer : is it even it's cheating?

Bodyguard: No, but it's just not allowed.

Homer : I don't get it. Football players can do the quarterback sneak and baseball players can steal bases. Why can't I just remember which card have been played?

Bodyguard: I can't take any more of this guy. Get the vice.

Homer : I knew you had a vice. I knew it.

[In front of the church]

Reverend: I'm sorry, Marge. Maybe your husband's suffering was all part of God's plan.

Marge : God's plan? [angry] God isn't some video gamer up there controlling us like we were Pac-Men and Dig Dugs. God isn't Sky Police. God didn't do this. I lied to my husband and made my kids lie, too. We did this.

Ned : She's right. We thought we could enter the den of sin and emerge unscathed, but we were scathed. Those free ginger ales at the casino I-I didn't declare them on my taxes.

Marge : I am going to do what I should have done in the first place.

Mel : Put on a revue?

Marge : [groans] and [angry]

[Casino]

Marge : Dear Lord, I don't have anywhere to pray anymore, so I've come to your new temple—here [casino] Um, I don't know if you watch us all the time, or if we're just like an ant farm you got for your birthday and left on the shelf, and every once in a while you check out what kind of crazy tunnels we've build. Maybe we got it all wrong. Praying for you to give us things we selfishly want. Maybe prayer is just taking a moment to tell yourself that there is good in the universe and I'm going to sit here and focus on that good. And maybe, just maybe, I'll get my husband back.[praying]

Doug : I'm Doug Blattner, COO of the gaming and resorts division of Stuffers Italian Foods.

ISBN 978-602-73769-1-5

Marge : My family loves your microwave lasagnas.

Doug : It's not my division, but I'll tell Bill Kelley you said so. Your unsanctioned religious gathering has caused a marked decrease in gambling activities. HPMs are down..that's hands per minute. IAMs, GDCs—they're all down.

Marge : I want my husband back.

Doug : Hmm, let me rut it by Jennifer Yang. Oh, wait, she's on maternity leave. Don't worry—I'm sure Chuck Bennett will sign off on it. We are going to release your husband.

Ned : See, Marge, someone up in the sky di hear your prayers.

Marge : they sure di casino management.

Doug : You are free to leave. As long as your faith-based card-counting group never return to this or any other river or maritime casino.

Homer : No deal!

Marge : But we don't need to come back. We saved the church.

Homer : No! an injustice has gone on here for too long! I'm not leaving this casino until you stop punishing people for counting cards. They're just playing the game by the rules.

[People cheer then he suddenly kicked out of the Casino by the bodyguard]

[they are seating In front of the church]

Marge : Homie, after all this, do you still believe in God?

Homer : On a beautiful night like tonight, how could I not?

END

 ISBN 978-602-73769-1-5

APPENDICES II

FLOATING MAXIMS

NO	MAXIMS	FLOATING
1	MAXIM OF QUANTITY	Police O: Chief, there's a sniper down in the warehouse district! Let's roll! Wiggum : Sniper? Ah, um, well, you know how I love to roll, but, uh, my wife ordered a new dust ruffle for our bedroom, and uh, she had it shipped to the station. If I'm not here to sign for it, they'll take it back to package place and that is a whole nightmare.
2		Postman: okay, so you're not Clancy Wiggins who ordered this, uh, Skymaster X5000 Jet Pack. Wiggum : Jet Pack? Of course I'm Clancy Wiggins, you idiot!."Chief Clancy.. Jetpack.
3		Police O : Ugh, why don't you take that thing off, Chief? It's starting to smell. Wiggum : what, so you can steal it and be Sky Police? Oh, no. No way.
4		Sgt. Sey : apparently a military-issue jet pack was mistakenly delivered here while I received this off-brand dust ruffle. Wiggum : Um ,oh. Well, there's only one floating future cop who can find that missing jet pack- the Sky Police.
5		Bart : Stupid church. Why would Jesus want us to waste our weekend on extra boring, no-recess, dress-up school? Homer : exactly. The dude was a carpenter. And those guys like to kick back on Sunday [chuckles]. And I mean kick back.
6		Homer : do you know where she is? Bodyguard: Uh, we'd like to ask you some questions in our "beating room."
7		Marge : if we don't give back the money we won counting cards, the casino people are going to hurt Homer. Reverend: Okay, uh..tiny snafu. I've already given the money to the contractor.
8		Marge : I want my husband back. Doug : Hmm, let me rut it by Jennifer Yang. Oh, wait, she's on maternity leave. Don't worry—I'm sure Chuck Bennett will sign off on it. We are going to release your husband.
9		Marge : Homie, after all this, do you still believe in God? Homer : On a beautiful night like tonight, how could I not?
10		Marge : who keeps putting pickle slices in here? Apu : I think I can help you get the money that you need.
11		Marge : but you don't go to our church. Apu : granted, I do not share your faith, but the yahoos in this town need a church to deliver weekly reminders not to steal—from me. And not to take a life—my life.
12		Ned :Hmm. Am I hearing this right? Is the church council truly considering gambling? Reverend : you know, Ned. The Bible never explicitly condemns gambling. Biblical folks were always playing games of chance, like, uh, drawing lots,
13		Marge : not even Homer? Reverend : [sights] Homer is may things but not a good accomplice. If he gets involved and this scheme fails, what happens to our church?
14		Marge : Disguises? I'm worried our scam is becoming dishonest. Reverend : relax, Marge. If God lets the Jews have Sunday on a Saturday, he'll be cool with this.

ISBN 978-602-73769-1-5

1	**MAXIM OF QUALITY**	Police O	: Uh, Chief, it says here (holding the procedure book) you need to take a 40 hour training course. And get certified before you can legally…
		Wiggum	: I'm not the police anymore. I'm the Sky Police.
2		Lisa	: what percentage of prayers really come true?
		Marge	: well, not all of them. Like, um, 90%?
3		Bart	: God doesn't hear my prayers. If he did, I'd be at home on the couch playing video games in a diaper.
		Homer	: oh, God gets your prayers. But he just clicks delete without reading them. Like e-mail updates from LinkedIn.
1	**MAXIM OF RELATION**	Bart&Lisa	: Mom's counting cards at the casino!
		Homer	: Oh, if anything happens to Marge, we'll all be orphans!
1	**MAXIM OF MANNER**	Reverend	: so we have no money to repair the church. And developers are itching to build on our land. Fast-casual dining downstairs, live-work lofts upstairs, and as an anchor store—a chain pharmacy.
2		Bart&Lisa	: cooked all the Tater Tots. [arguing] and there were many Tots, Too many Tots. And here were manila envelopes, Manila envelopes. And the teachers took them home..
		Both	: I hate you
3		Marge	: why are you still dressed like that?
		Reverend	: Um, well… [chuckles nervously]
4		Heelen	: oh, Asphodel…your corpse bride is getting cold.

 ISBN 978-602-73769-1-5

COMPARING THE READABILITY LEVELS OF A SOURCE TEXT AND ITS BACK-TRANSLATIONS

Yan Mujiyanto

State University of Semarang

yanmujiyanto@gmail.com

Abstract

Back-translation has long been utilized as a means of assessing translation quality. Comparing a source text and its back-rendering, it is possible to assess whether or not translation undertaking achieves certain levels of equivalence. This study intends to compare English texts and their two versions of back-translation from Bahasa in order (1) to show their similarities as well as differences in readability levels, (2) to point out the reasons for such existence, and (3) to assess the equivalence in readability between the source texts and their translation in Bahasa by utilizing the results of rendering the translation in Bahasa back to English employing *Google Translate*. A chunks of text in a novel entitled *The Wuthering Heights* were compared with the back-rendering of two translations. Readability measures available in https://readability-score.com were employed to compare the readability levels of the texts. Then, reasons for such existence as well as their levels of equivalence in readability are presented.

Keywords: back-translation, equivalence, readability.

Introduction

A text is considered to be readable if it can be read without significant difficulties by the readers to whom the text is directed. This formally oriented definition implies that in order to produce a text, it is necessary to consider the readers' level of literacy. Because university graduates' literacy level is logically higher than that of elementary or secondary school graduates, their need for texts needs to be graded.

In the field of (back-)translation, it is questionable whether an Original Text (OT) is similar in readability ease as well as grade level when compared to its Target Text (TT). The problem intended to be solved through this study is whether the reading ease and grade level of OT are similar to those of the back-translation (BT). This study intends to compare English texts and their two versions of back-translation from Bahasa in order to show their similarities as well

as differences in reading ease and grade level between the original texts and ant their back translation, to point out the reasons for such existence, and to assess the linguistic elements causing the difference in the readability levels between the source text and its translation in Bahasa.

Relating the reading ease level, average grade level index, and the word – sentence counts, this study aims to compare (1) the reading ease levels between the OT and their respective BT and (2) the average grade levels between the two sets of texts, the character, word, sentence, and word-per-sentence counts of the text pairs. The instruments employed for these purposes are (1) the Flesch/Flesch–Kincaid readability tests. These tests are designed to indicate comprehension difficulty when reading a passage of contemporary academic English. There are two kinds of tests, i.e. the Flesch Reading Ease, and the Flesch–Kincaid Grade Level. Implementing the same core measures (word length and sentence length), the tests, that are extensively used in the filed of education, have different weighting factors. The results of the two tests correlate approximately inversely: a text with a comparatively high score on the Reading Ease test should have a lower score on the Grade Level test (Wikipedia).

There are four other instruments which go hand in hand with such test, the first of which is the Gunning fog index. The test, which was developed by Robert Gunning in 1952, is used for measuring the readability of English writing. The index estimates the years of formal education needed to understand the text on a first reading. A fog index of 12, for instance, requires the reading level of a U.S. high school senior. The second instrument is The Coleman–Liau index. It is a readability test which was designed by Meri Coleman and T. L. Liau to gauge the understandability of a text. Like the Flesch–Kincaid Grade Level, Gunning fog index, SMOG index, and Automated Readability Index, its output approximates the U.S. grade level thought necessary to comprehend the text. The Simple Measure of Gobbledygook (SMOG) grade is a measure of readability that estimates the years of education needed to understand a piece of writing. It is widely used, particularly for checking health messages. The fourth instrument is called the Automated Readability Index (ARI). It is a readability test designed to gauge the understandability of a text. Like the other indexes, it produces an approximate representation of the US grade level needed to comprehend the text.

 ISBN 978-602-73769-1-5

Methodology

In order to answer the questions presented in the introduction, extracts were drawn from an original English texts (Bronte's *Wuthering Height*) and its two counterparts in Bahasa (Lulu Wijaya's and Rahartati Bambang Haryo's).

The texts in Bahasa were then translated back to English implementing *Google Translate* (https://translate.google.com>translate) resulting in two sets of back-translation texts. The results were then edited for punctuation, spelling, grammar, and untranslatable expressions before being put side by side with their original text respectively.

As stated also in the introduction, the readability levels of the texts were measured by employing **Flesch Reading Ease test**. Table 1 was used to determine the text's level of difficulty. A text scoring 0 to 30, for instance, was considered to be very difficult to read and was supposed to be read particularly by collage graduates. On the other hand, a text scoring 900 to 100 was considered to be very easy for fifth graders to read.

Table 1. Flesch's Reading Ease Scores

Reading Ease Score	Style Description	Estimated Reading Grade	Estimated Percent of U.S. Adults (1949)
0 to 30:	Very Difficult	College graduate	4.5
30 to 40:	Difficult	13th to 16th grade	33
50 to 60:	Fairly Difficult	10th to 12th grade	54
60 to 70:	Standard	8th and 9th grade	83
70 to 80:	Fairly Easy	7th grade	88
80 to 90:	Easy	6th grade	91
90 to 100:	Very Easy	5th grade	93

(DuBay. 2004: 22.)

In order to measure to which graders a text was considered to be most appropriate, the five indexes, i.e. Flesch–Kincaid Grade Level, Gunning-Fog Score, Coleman-Liau Index, SMOG Index, and Automated Readability Index – were implemented. Table 2 shows the relation between formula scores and corrected grade levels (DuBay, 2004:24). As an example, a score of 4.9 and below indicated that the text was most appropriate for fourth graders and below, while a score of 10 and above indicated that the text was suggestible to college graduates.

ISBN 978-602-73769-1-5

Table 2. Dale-Call Grade-Level –Correction Chart

Formula Score	Corrected Grade Levels
4.9 and below	Grade 4 and below
5.0 to 5.9	Grades 5-6
6.0 to 6.9	Grades 7-8
7.0 to 7.9	Grades 9-10
8.0 to 8.9	Grades 11-12
9.0 to 9.9	Grades 13-15 (college)
10 and above	Grades 16 and above (college graduate)

(DuBay. 2004: 24)

In order to consider the possible reasons for the nonequivalence of readable ease as well as grade levels, a test on the number of character count, syllable count, word count, sentence count, characters per word, syllables per word, and words per sentence was administered.

Results and Discussion

In terms of reading ease, there was a tendency that back translation's reading ease was significantly higher than that of original text's. Different translators result in translation texts with different reading ease levels. In terms of grade level measures, the grade level of the original texts was significantly higher than that of the back translation.

Different translators also result in translation texts with different grade levels. In terms of character, syllable, word, and sentence counts, there was a tendency that those in translation texts were longer than in the original texts, except characters and syllables per word counts. Table 3 shows that the scores of 66.3 and 74.2 for BT1 and BT2 respectively are significantly higher than the score of the source text.

Table 3. The Flesch-Kincaid Reading Ease Scores of ST, BT1, and BT2.

Readability Formula	***Score***		
	ST	***BT1***	***BT2***
Flesch-Kincaid Reading Ease	59.8	66.3	74.2

 ISBN 978-602-73769-1-5

In other words, the ST readability level is a bit lower than that of BT1 as well as BT2. The difference in readability level between BT1 and BT2 text implied that choice of words and grammar by different translators result in different ease or difficulty of the text. As a result, the differences in readability level influences the figures on the Grade levels of the texts.

Table 4. The Grade Levels of ST, BT1, and BT2

Readability Formula	***Grade***		
	ST	***BT1***	***BT2***
Flesch-Kincaid Grade Level	10.2	9.6	6.7
Gunning-Fog Score	13	12.3	9.5
Coleman-Liau Index	10.9	9.5	9.6
SMOG Index	9.1	8.1	6.8
Automated Readability Index	10.6	10	6.5
Average Grade Level	**10.8**	**9.9**	**7.8**

Averagely, BT's grade levels were significantly lower than that of OT's implying that BTs were much easier to read than their OT counterparts. There is also a significant difference in the BT's grade levels meaning that the translation of the same OT may result in TT of different readership level.

Figure 1 shows that averagely the grade levels of the back translation text 1 (BT1) and back translation 2 (BT2) are significantly lower than that of the source text implying that the back translation texts are much easier to understand than their counterpart in the source text.

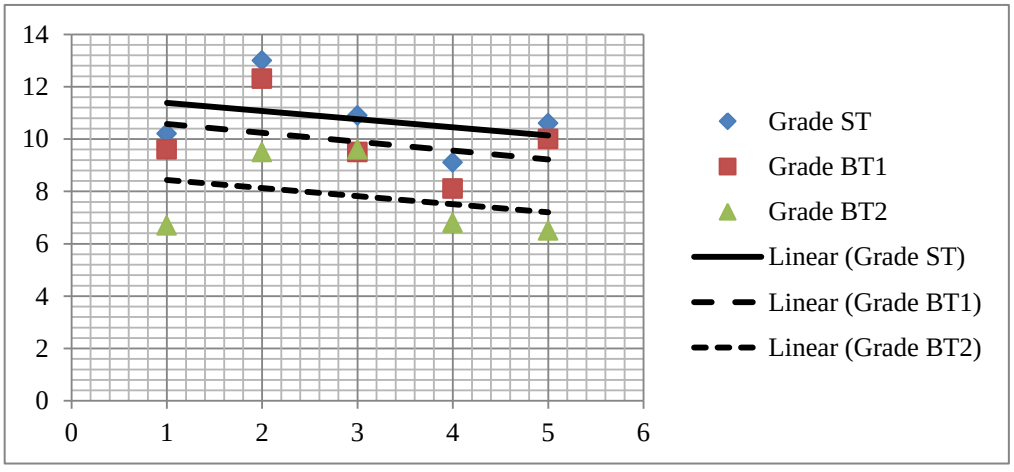


Figure 1. Comparison among the ST, BT1 and BT2 Grade Levels

The question that may appear is what makes the differences in readability level. These differences may be caused by differences in number of characters syllable, word, and sentence counts.

ISBN 978-602-73769-1-5

Table 5 shows that In general, back-translation texts were longer than the original text. This is particularly caused by the increasing number of character, syllable, word, and sentence counts. This implies that translation texts tend to be longer than original texts.

Table 5. Character, Syllable, Words, Sentence Counts

Readability Formula	***Score***		
	ST	***BT1***	***BT2***
Character Count	8,890	9,373	9,152
Syllable Count	2,909	3,038	2,936
Word Count	1,962	2,185	2,121
Sentence Count	92	97	139
Characters per Word	4.5	4.3	4.3
Syllables per Word	1.5	1.4	1.4
Words per Sentence	21.3	22.5	15.3

The difference in length may be determined by the translator's word and sentence choice. The fact that the number of characters and syllables per words in the BT is lower than that in the original texts implies that the translators tend to use simpler and shorter words as counterparts of words in the original texts.

Conclusions

Translation texts tend to be generally longer than original texts. The difference in length is caused by different use of different style in equalizing words and sentences in original texts with their translations. These have resulted in different reading ease and grade level measures; translation texts tend to be easier to read and thus more accessible to target readers with lower grade levels. Since readability measures merely take linguistic elements into account, it is necessary to consider readers' levels of comprehensibility through further study.

References

Bronte, Emily. 1858. *Wuthering Heights* and its two translations by Lulu Wijaya and Rahartati Bambang Haryo. Book digitized by Google from the library of Harvard University and uploaded to the Internet Archive by user tpb.

Coleman, M. and Liau, T. L. (1975). A computer readability formula designed for machine scoring, *Journal of Applied Psychology*, Vol. 60, pp. 283–284

Contreras, A., Garcia-Alonso, R., Echenique, M., Daye-Contreras, F. (1999). The SOL Formulas for Converting SMOG Readability Scores Between Health Education Materials Written in Spanish, English, and French. *Journal of Health Communication* **4** (1): 21–29. doi:10.1080/108107399127066. PMID 10977275. Retrieved 2008-09-20.

DuBay, William H. 2004. *The Principles of Readability*. Costa Mesa, California: Impact Information, p. 22.

Google Translate (https://translate.google.com>translate)

Fitzsimmons, P., Michael, B., Hulley, J., Scott, G. (2010). A readability assessment of online Parkinson's disease information. *J R Coll Physicians Edinb* **40** (4): 292–6. doi:10.4997/JRCPE.2010.401. PMID 21132132.

Hedman, Amy S. (2008). Using the SMOG formula to revise a health-related document. *American Journal of Health Education* **39** (1): 61–64. doi:10.1080/19325037.2008.10599016. Retrieved 2009-01-19.

Ley, P. & T. Florio (1996). The use of readability formulas in health care. *Psychology, Health & Medicine* **1** (1): 7–28. doi:10.1080/13548509608400003. Retrieved 2010-12-14.

McLaughlin, G. Harry (1969). SMOG Grading — a New Readability Formula. *Journal of Reading* **12** (8): 639–646. Retrieved 2008-09-20.

Maksymski, K., Gutermuth, S., Hansen-Schirra, S. (eds.). 2015. *Translation and Comprehensibility*. Berlin: Herstellung durch Frank & Timme GmbH,

Wolfer, S. 2015. Comprehension and comprehensibility. in Maksymski, Karin, Silke Gutermuth, Silvia Hansen-Schirra (eds.). pp. **33-52.**

Senter, R.J., Smith, E.A. (1967). *Automated Readability Index*. Wright-Patterson Air Force Base. p. iii. AMRL-TR-6620. Retrieved 2012-03-18.

 ISBN 978-602-73769-1-5

THE EFFECT OF SMALL TALK ON UNDERGRADUATE STUDENTS' SPEAKING ABILITY

Yansyah

yansyah.albalangi@yahoo.co.id

Hidayah Nor

annisasalsabila34@yahoo.co.id

Abstracs

Encouraging students to speak English regularly is always a challenging task for English teachers, especially in EFL Context. Implementing a routine conversation can be an alternative for eradicating such problem. This article reports our quasi-experimentalstudy on the effect of small talk on undergraduate students' speaking skill. There were 42 students, studied English at Language Service Center at IAIN Antasari Banjarmasin, participated in this study. The data collected by conducting a spoken test, in form of interview, in the end of semester. In addition, the students' responses toward the technique used were also recorded by giving questionnaire. Findingsrevealed that the students who used to expose themselves in a routine activity, namely small talk, achieved better score in their speaking test than those who did not. Their responses toward this activity were also positive. This article is expected to be beneficial for teachers who are interested in applying small talk activity in English classroom.

Keywords: Small Talk, Undergraduate Students, Speaking Ability

Introduction

Good communication skills are needed in everyday life, in study at college or university, and in any career based on such studies. Yet, after more than twelve years at school, many students entering higher education are unable to express their thoughts clearly and effectively in foreign language. They need to improve their speaking and to develop their ability to converse, to discuss, to argue persuasively, and to speak in public. Indeed, employers complain that after a further three years in college or university, many students applying for employment still have poor communication skills. Recognizing that many school leavers need to improve their communication skills (and to develop other interpersonal skills needed for success in study and in any profession), all courses in further and higher education are intended to facilitate both learning and personal development. As a student, therefore, you

will have opportunities to discuss your work and to give short talks or presentations. That is to say, you will be encouraged to develop your ability to express your thoughts effectively. Most people probably take for granted their ability to speak, not thinking much about it until they have to address an audience or attend an important interview. But just as your first impressions of other people are based on how they look and how they speak – so are their impressions of you. Every time you speak, not just when giving a talk or being interviewed, you are both conveying information relevant to the subject being discussed and presenting yourself. When you meet people for the first time their immediate feelings about you, based on your appearance and behavior, are important both at the time and later – because they are not easily forgotten or revised. You never have a second opportunity to make a good first impression; and those people whom you meet only once may never have further evidence of your character and ability.

However, encouraging students to speak English regularly is always a challenging task for English teachers, especially in EFL Context. It is because we have limited access to use our English in non native English environment. The only one common environment for students to converse in English is in the classroom. Thus, implementing a routine conversation can be an alternative for eradicating such problem. Small talk as one of routine activities can be used as strategy to make students more active and provide a more non-threatening environment for them to speak since the students practice their speaking with their friends using common topics for them.

Small talk is an aspect of conversation that one might be encountered with nearly in every culture. In the greatest part of the English-speaking world, it is normal and even necessary to make small talk in various situations, especially when people meet for the first time and barely know each other. Oxford Advanced Learner's Dictionary of Current English (2000) and Longman Dictionary of English Language and Culture (2002) define small talk as light and polite conversation on ordinary, unimportant or non-serious subject that occurs at a social occasion. Another definition of small talk describes this idiomatic expression as an "informal discourse not covering any functional topics of conversation or any transactions that need to be addressed". Although it might seem that small talk is something not very important and superficial, it serves two primary functions: it helps to avoid awkward pauses during the

 ISBN 978-602-73769-1-5

conversation and helps engage the other party in a deeper level of conversation as in many cultures silent moments between two people.

Small talk can be used as a technique for teaching speaking. Previous research showed that it contributed significant effect on learners' speaking ability. Luk (2003) investigated the use of small talk between teacher and students. She found that this technique worked and were able to develop students interactional competence. She noticed that participants in small talkare free to show their individuality and creativity within a loose kind of frame, orsets of rules for talk. Then, Anbiaie () observed the effect of small talk on developing students fluency, accuracy, and complexity in pre intermediate learners in Iran. He did a quasi experimental research using three group: adult learners and young learners groups as experimental group and another adult learners group as control group. The result of his research yielded that the best effect showed in adult learners group. Their fluency, accuracy, and complexity significantly increase meanwhile the young learners group got benefit most in fluency and little in accuracy. Although these two research showed positive effect, however it is not easy to find another research discuss further about the use or the effect of this technique on other contexts of teaching and learning.

Based on the above consideration, the present study tried to investigate the effect of Small Talk on Undergraduate Students' Speaking ability. It is different with the previous study on speaking in terms of the method used and the level of the learners and the context of the study. It uses Small Talk to develop Undergraduate Students' Speaking ability. The subjects of the study were Students of Language Development Center of IAIN Antasari Banjarmasin. They were chosen based on their ability in Speaking because they are in Acceleration Class and the researchers want to develop their ability in spekaing. The small talk, then, was compared to conventional teaching of speaking to see whether or not the small talk significantly helps learners to improve their speaking ability. If the data gathered show that small talk can increase students' speaking ability, it will provide statistical evidence that this approach positively affects students' speaking ability. In contrast, if the data shows that this approach does not significantly help students to be more fluent speakers, it strengthens that conventional teaching of speaking issufficient to train students' speaking skill. Therefore, the

research problem in this research is: "Do students who practice their speaking through small talk activity have better speaking ability than those who do not?"

Method

Research Design

The present research attempts to find the effect of small talk activity on undergraduate students speaking ability. A quasi-experimental design is employed. It is due to the researchers do not have authority to select the sample randomly. Cohen, Manion, and Morrison (2007:282), state that quasi-experimental design is used since it is frequently not possible for researcher to make random selection or random assignment of schools and classrooms in educational research. Therefore, researcher here could only assign different treatments to two different classes (Latief, 2012:95).

The research design in this study used the one mentioned by Creswell (2012:307) that is quasi experimental posttest-only design. The use of posttest is to assess the differences between the two groups (Creswell, 2012:310). The variable measured in the posttest was speaking ability. The result of the posttest, then, was computed to see the difference between the mean scores of the experimental and the control groups.

The process of experimentation could simply be seen in the following table.

Table 1 Quasi-Experimental Posttest-Only Design

Group	Independent Variable	Post test
E	X	Y_2
C	-	Y_2

Adapted from Creswell (2012: 310).

Terms and symbols:

E : refers to Experimental group which practices speaking using small talk.

C : refers to Control group which practices speaking using conventional method.

X : refers to the treatment given in the Experimental group that is the implementation of small talk activity.

Y2 : refers to posttest in the form of interview.

 ISBN 978-602-73769-1-5

The subjects of the study are the two groups of students at Language Center IAIN Antasari Banjarmasin. It is located at Jl. A. Yani, KM. 4.5, Banjarmasin. The Language Center has responsibility to develop students' language ability both English and Arabic. Every freshman needs to take two semesters English and Arabic course at that institution. Students take English course for three days in the morning for an hour and a half. There are sixty classes nowadays and it is ranked based on the result of placement test.

The first and the second groups consist of forty-four students, which come from various faculties and departments. In detail, the first and the second groups have the same amount of students, i.e. twenty-two for each class. Both are mixed classes since some students comes from English department and some are not. However, it is ensured that they have homogenous ability in English based on the result of placement test done by the Language Center.

In term of data collection, the primary data is collected by spoken test, and the secondary data is from questionnaire. The test is administered to both the experimental and the control group. Meanwhile, the questionnaireis utilized in experimental group alone.

Dealing with the data analysis, there were two different kinds of primary and secondary data that are analyzed. Therefore, they are treated and analyzed in different ways.

The primary data are gained from the result of the posttest. It is analyzed quantitatively to see the effect of treatment. The scores of the students in the experimental group and the control group are recorded and tabulated separately.

To answer the research questions whether the students who are taught using Small Talk activities have better speaking ability than those are taught without using Small Talk, the researcher analyzed the data as called descriptive statistics first. In this study, it is conducted to see minimum score, maximum score, mean, and standard deviation. After doing data analysis, the result is presented in graphic forms. The scores are statistically analyzed by using SPSS program 20.0.

 ISBN 978-602-73769-1-5

For the purpose of hypothesis testing, the researchers need to fulfill the statistical assumptions to determine what types of test will be employed. Homogeneity, normality and linearity testing should be conducted first. The criteria of acceptance or rejection of the assumptions in the present study was level of significance .05 (95% percent confidence).

When all of the assumptions are met, the researcher will use parametric statistical analysis to analyze the data. Parametric testing used in this study is independent-samples t-test, which is a data analysis system used to test the difference between two groups' means (Lodico, Spaulding, &Voegtle, 2010:258). If it is not fulfilled, the researcher will use non-parametric statistical analysis to analyze the data. For the non-parametric analysis, the researcher will apply Mann-Whitney test, which is an analogue non-parametric procedure to independent sample t-test (McMillan, 1992: 204).

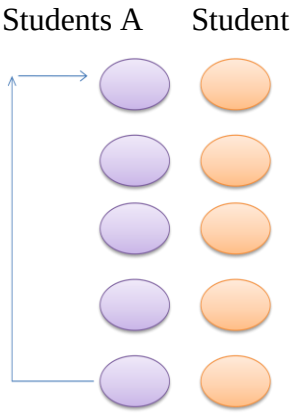
After that the hypothesis in this research will be tested by formulating the null hypothesis. The null hypothesis (H_0) is the students who practice their speaking through small talk activities have better speaking ability than those who do not. The post test scores are used to reject or not to reject H_0. The criterion of rejection or acceptance is a level of significance .05 which is considered acceptable in field of education.

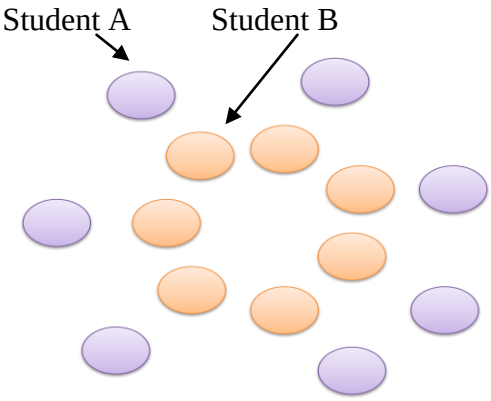
Treatment

Treatment for the Experimental group was Small Talk as a routine. This group got a chance to practice their speaking in every first fifteen minutes of meetings. The topic for small talk determine by teacher. The topic could be about previous lesson or what they were going to learn.

The small talk implemented by using line up or onion ring technique. See Picture 2 and 3 to get a clear picture about these technique. By using them, every student got a peer to talk. Every 3 minutes, the teacher would say change and the students needed to move and looked for another partner to talk about the same topic. During nine minutes, students talked to 3 partners. After that the teacher would stop the small talk and the chose in random four to five students to present in front of the class the result of their conversation.

 ISBN 978-602-73769-1-5





Picture 1: Line Up technique Picture 2: Onion Ring technique

Meanwhile, in the control group, the students learned speaking by using conventional way. They learned by practicing dialogues provided by teachers or made by themselves. Both group got these treatment during a semester (42 meetings).

The Result of Posttest of the Experimental and Control Groups

The main data in this study was the students' speaking test scores of Experimental and Control Group which were obtained from the posttest. After giving a different treatment to both groups for forty-two meetings, posttest was administered in the forty-second meeting. The treatment given to the Experimental group was small talk activity, while to the Control group was conventional teaching method.

The posttest of the Experimental group was conducted on the same day and date. It was conducted on Tuesday, May 13, 2014. To be more specific, the test was given at 07.45-08.15 a.m. for the Experimental group and 11.45-13.15 p.m. for the Control Group. All students in both classes joined the test. The result of posttest of both groups can be seen in Table 2.

Table 2 Descriptive Statistics for the Result of Posttest

No.		Mean	SD	Min. Score	Max. Score
1.	Experimental Group	90.68	1.701	87	93
2.	Control Group	88.23	3.176	80	95

The result of posttest showed that the mean scores for the speaking test for the Experimental group was higher than that of the mean scores obtained by the Control group. The mean score

 ISBN 978-602-73769-1-5

of Experimental group inthe speaking test was 90.68 and the average score of the Control Group was 88.23. See Figure 1 to better understand the difference between the results of posttest from each group.

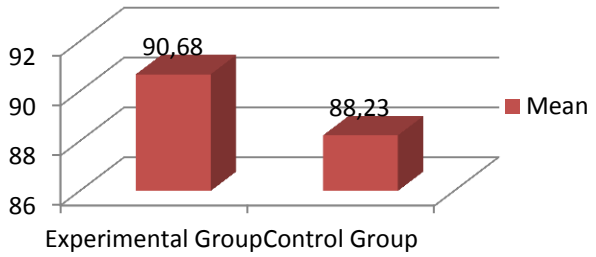


Figure1 The Mean Difference Between Experimental and Control Group in the Posttest

Looking at a glance, training students' speaking ability using small talk activity as routine gave a better effect on their speaking ability. However, this could not be claimed before the statistical hypothesis was done. For further analysis to answer the research problem, a statistical analysis was conducted.

The first step needs to complete in the process of analyzing data for hypothesis testing is to carry out homogeneity, normality, and linearity testing as the fulfillment of the statistical assumptions. The data utilized for the fulfillment of statistical assumption were the primary data obtained from the result of the speaking posttest. The analysis was conducted using SPSS 20.0.

The result of analysis showed that the observed significance level or the *p-value* for homogeneity test was .032 for the students' speaking test score. It meant that they were not homogenous. Then, the result of normality testing on both Kolmogorov-Smirnov and Shapiro-Wilk tests showed that the calculated significance value (z-value) of the data obtained from the Experimental group speaking test scores were not greater than .05 but the Control group's scores were. The z-value for speaking test scores of Experimental group was .001 and the z-value of the Control Group was 1.09. It meant that one of the obtained data did not follow normal dispersion. Next, The result of linearity testing for the reading rate score of the Experimental and Control groups was .754. It meant that the observed significance level was greater than the significance level that the researcher used in this study, which is .05.

Thus, it indicated that there was a linear relationship among the reading rate scores of the groups.

Since the result showed that some of the data in homogeneity and normality testing were not fulfilled so that the researcher is better to use non-parametric tests. The analysis used was Mann-Whitney. It is a data analysis system to test mean difference of two groups if the statistical assumption (homogeneity or normality) was not fulfilled (McMillan, 1992: 204).
Before doing the hypothesis testing, the researcher set the null as well as the alternative hypotheses. Here are the statements of both hypotheses:

H_0: The students who practice their speaking through small talk activity have better speaking ability than those who do not.
H_1: The students who practice their speaking through small talk activity do not have better speaking ability than those who do not.

As mentioned earlier, Mann-Whitney was used to test the hypothesis. The significance level used was 5%. The result was presented in Table 3.

Table 3The Result of Mann-Whitney Test for the Speaking Test Scores

Ranks

	Group	N	Mean Rank	Sum of Ranks
Score	Experiment	22	28.45	626.00
	Control	22	16.55	364.00
	Total	44		

Test Statistics[a]

	Score
Mann-Whitney U	111.000
Wilcoxon W	364.000
Z	-3.114
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Group

Based on the result of the test, the output rank showed that the mean for Experimental group was higher than the Control group (28.45 > 16.55). The Mann Whitney U test value (Sig. 2-tailed) was .002 < .05. Because the result of the statistics was significant, it meant that we could not accept the null hypothesis that there is no significant different between students who

 ISBN 978-602-73769-1-5

practice their speaking through small talk than those do not. Further analyzing, the descriptive statistic showed that the mean scores of the Experimental group was higher than the Control group's scores (90.68 > 88.23), it supported the conclusion that they had better speaking ability. In term of minimum and maximum scores for the speaking scores, the Experimental group's minimum score was 87 and maximum score was 93. Meanwhile, in the Control group, the minimum score was 80 and the maximum score was 95. Therefore, based on the statistical computation, those points were quite significant to justify that the Experimental group speaking ability was better than the Control group speaking ability.

The Result Questionnaire of Students' Attitude toward the Small Talk

The students' opinions were used to check the students' attitude toward the small talk implemented in this study. Six questions were delivered to the students experiencing the activity. The summary of the students' answers were presented in Table 4.

Table 4 The Summary of Students' Answers and Its Interpretation

Variable	Students' Response			
	Positive	**Not Clear**	**Negative**	**Total**
1. General Impression towards Small Talk	100 %	0 %	0 %	100%
2. Good things of Small Talk	100 %	0 %	0 %	100%
3. Benefits of the Small Talk	100 %	0 %	0 %	100%
4. The Weaknesses of Small Talk	45. 45 %	9.09 %	45.45 %	100%
5. The students' recommendation for using Small Talk	100 %	0 %	0 %	100%
Total	440.9 88.18 %	13.64 2.73%	45.45 9.09 %	

In brief, the result of questionnaire showed most of the students had positive attitude towards this technique and they also gained some benefits on improving their speaking skill.

Discussion

The result of final data analysis showed that the implementation of small talk promoted students to become more fluent in speaking. It showed by their speaking scores which was higher than those who were taught without using that strategy.

 ISBN 978-602-73769-1-5

According to the theory,small talk refers to communication that primarily serves the purpose of social interaction. Small talk consists of short exchanges that usually begin with a greeting, move to back and forth exchange on non-controversial topics such as the weekend, the weather, work, school, etc., and then often conclude with a fixed expression such as *See you later*. Such interactions are at times almost formulaic and often do not result in a real conversation. They serve to create a positive atmosphere and to create a comfort zone between people who might be total strangers. While seemingly a trivial aspect of speaking, small talk plays a very important role in social interaction. Thus, by asking students to do this activity in every meeting, they become familiar with speaking. They also built such as good social relationship with their friends. This condition then make them feel confidence to speak and to express their opinion while talking.

Small Talk began as an experiment in learner-centered, reflective teaching of oral communication over 20 years ago and has developed into a comprehensive approach to developing accuracy, fluency, and complexity in oral production. In a 'Small Talk' session, students use their communicative ability in conversation without intervention by the teacher, and then receive feedback. Therefore, most students feel more comfortable to speak. Small talk create a non threatening environment for them to express their thoughts.

Small Talk is effective in increasing the students' pragmatic competence since it gives them an opportunity to practice,in a relatively low-stress environment, the kinds of speech acts they would need in higher stress interactions outside the classroom. It also puts students in the position, as leaders, to practice a variety of speech acts and discourse management strategies that are usually restricted to the teacher. Small Talk is very popular with students, In addition, at least from teachers' untested observations, it is very effective in raising the level of fluency of lower-intermediate to advanced students ingeneral and particularly of students from cultural backgrounds in which verbal participation is not encouraged.

However, from the minor findings, it also noted that teachers need to gave space among students while they are talking. In the present research, because the space among pairs were to close, some students criticized that it was so noisy so they could not hear what his/ her partners talk. They also recommended that it is better to talk about topic they have learnt in

 ISBN 978-602-73769-1-5

the previous meeting rather than talking about the present topic for that day meeting since they had limited vocabulary.

Conclusion and Suggestions

Based on the result of statistical computation, it was found that there was significant difference between the speaking ability of the students' who were taught using small talk with those who were taught without using small talk. Thus, based on this result, it could be concluded that the implementation of small talk is recommended to facilitate students to become more fluent in speaking.

Regarding the results of this research, some suggestions are proposed. First, the suggestion goes to a comprehensive program in small talk instruction, the researcher recommends using a variety of methods in teaching speaking by using small talk.

Second, the suggestion goes to the teachers/lecturers who want to use Small Talk in the teaching and learning process of speaking class. Teachers may need to introduce the concept of small talk to students and make students familiar with the small talk.

Last, the suggestion goes to the future researchers who can also explore the techniques of teaching speaking beside small talk and its effect on students' test performance. It will be also interesting to examine the relationship between students' proficiency in English and their level of education in speaking because it might be the case that learners with various proficiency levels may have different preferences for teachers' technique in teaching sepaking. They can also use this research as a starting point.

References

Anbiae, Reza. 2011.*The Effect of Small Talk on DevelopingFluency, Accuracyand Complexity in Speaking of EFL Pre Intermediate IranianLearners*. Accessed from https://www.academia.edu/ on March 26, 2014.

Cohen, L., Manion, L., & Morrison, K. *2007. Research Methods in Education.* New York: Routledge.

Craswell, J.W. 2012. *Education Research: Palnning, Conducting, Evaluating Quantitative and Qualitative Research 4th Edn.* White Plains: Longman.

Latief, M.A. 2012. *Research Methods on Language Learning An Introduction*. Malang: UM Press.

Luk, Jasmine. 2003. The Dynamic of Classroom Small Talk. *Issues in Applied Linguistics,* Vol. 14 (2), (Pp. 115-132).

Biodata:

Yansyah is a lecturer at ASMI CitraNusantaraBanjarmasin and IAIN Antasari Banjarmasin. He earned his master degreefrom graduate program in English Language Teaching, State University of Malang. He received his undergraduate degree in the same major at IAIN Antasari, Banjarmasin. He has presented some papers at national and international conferences on ELT. His main areas of interest include English for Young Learners (EYL), Sociolinguistics, and TEFL. Email: yansyah.albalangi@yahoo.co.id

Hidayah Nor is a lecturer at the English Department of IAIN Antasari, Banjarmasin. She gained her Undergraduate Degree (S1) from English Department of Islamic Education Faculty Antasari State Institute for Islamic Studies Banjarmasin in 2010. Her first experience in teaching English started in 2010 as a non-permanent English teacher at Islamic Junior High School "Nurul Islam" in Banjarmasin from January-August 2010, and then she became Administration Staff in English Department besides lecturer of English A and English B at Language Service Center of Antasari State Institute for Islamic Studies Banjarmasin from August 2010-August 2011. She studied in State University of Malang majoring in English Language Teaching and she was graduated in June 2013. Her Email: annisasalsabila34@yahoo.com.

LANGUAGE FOR LANGUAGE, OR LANGUAGE FOR SOCIAL ISSUES?

Zulfa Sakhiyya

PhD student, the University of Auckland

zulfasakhiyya@gmail.com; z.sakhiyya@auckland.ac.nz

Abstract

My paper proposes a conceptual framework that integrates Critical Discourse Analysis or CDA (Fairclough, 1989, 1995) with Policy Anthropology (Shore *et al*, 1997, 2011) in analysing policies. It is not sufficient to analyse policies with all of its social, political and cultural complexities by merely seeing it as a linguistic phenomenon (such as TODA – textually oriented discourse analysis). Rather, this paper believes that language has the greatest meaning potential for understanding social processes, and to excavate those meanings, there is a need to employ social theories along with linguistics. CDA is useful in relating the text with its wider context; whereas Policy Anthropology is helpful in tracing back and forth the origin and development of policy keywords from local to national sites, and how the meanings of these keywords are contested and changed. As an empirical example, my preliminary findings reveal that there is a change on the use of keywords in the policy texts. The word 'internationalization' starts to be used in 2015 documents, while before it was 'competitiveness'. Such linguistics findings will then be analysed by placing them in the broader discourse of internationalization and higher education policies.

Keywords: policy analysis, CDA, policy anthropology, internationalization

Introduction

My paper proposes an alternative perspective in studying language. If the majority of the papers of this proceedings would be around language studies for language development or learning, my paper would take an anti-mainstream stance by arguing that language studies should contribute to solve social problems, or at least discussing social issues. This is done by mobilizing postmodern philosophical position that seeks to interrogate and problematize the dominant perspective in language studies (Fairclough, 1995). To be precise, *firstly*, I will analyze the blind spots of studying language for the sake of language. *Secondly*,I examine what Critical Discourse Analysis could offer, and compare it with Textually Oriented Discourse Analysis. *Thirdly*,I will re-conceptualize a postmodernist approach in analyzing policies by integrating Critical Discourse Analysis and Policy Anthropology. CDA is useful in relating the text with its wider context (Fairclough, 1995); whereas Policy Anthropology is helpful in tracing back and forth the origin and development of policy keywords from local to national sites, and how the meanings of these keywords are contested and changed (Shore and Wright, 1997; Shore *et al*, 2011). As an empirical example, my preliminary findings reveal that there is a change on the use of keywords in the policy texts.

Language for Language?

Language for language means that language studies are meant to exclusively contribute to the development of linguistics and language learning. While this is good in the sense that it is wholly contributive to the respective discipline, it tends to exclude the opportunity to include other disciplines and therefore might inhibits its further development. More worryingly, as Pierre Bourdieu, a French Sociologist, has warned us through his prophetic phrase *'docta ignorantia'*(1990). Thismeans that it is a*'learned ignorance'*to neglect the wider aspects of language studies after realizing its blind spots as if it is neutral and natural.

For example, linguistics in general is about the formal aspects of language, such as grammar and sound system. While it is good that it is able to describe the idealized view of language, it isolates itself from the social and historical matrix outside of which it cannot actually exist. Sociolinguistics, as another example, treats 'social class' as simply 'social grouping'. It takes the social grouping for granted without even questioning why and how such social groupings exist which are then sustained and maintained through language use by each social class. Pragmatics is insightful in the sense that it could reveal how someone could exercise his or

 ISBN 978-602-73769-1-5

her power through the use of language. But again, it assumes that the power or action is emanated from the individual, and neglect the 'origin' or the social construction of that power.

If we pay attention too much in this kind of issue, then, we are made to ignore the relation between language and its social context that enables the production of particular language features, in this case power and power relations (Bourdieu, 1990). Therefore, there is a need to employ a linguistic theory but flexible enough to be integrated with social theories. This refers to critical discourse analysis.

Discourse Analysis vs. Critical Discourse Analysis

The difference between Discourse Analysis (DA) and Critical Discourse Analysis (CDA) is on the word C, which means Critical. The word 'critical' means that it aims to examine power relations and social justice issues produced by the power relations. Discourse analysis, although it analyzes language beyond the sentence, it remains descriptive by focusing on what the speakers do in conversation. It neglects the wider context of why the speakers do or produce particular statements in conversation.

Critical Discourse Analysis (CDA) emerged as a major research methodology in Discourse Analysis in the late 1970s. This paper is strongly informed by Norman Fairclough's work, and of particular interest is his work on Critical Discourse Analysis (CDA). According to Fairclough (1995), CDA has three basic properties: relational, dialectical, and transdisciplinary. It is relational because it does not focus on the individual and speech act only, but it relates individual with social circumstances. It is dialectical because there is always a dialogue between power and discourse, that those wielding power will control the discourse, and the discourse will influence the way power is maintained and sustained. It is transdisciplinary because it should have transdisciplinary methodology that includes, for example, relevant social theories.

One of the problems with CDA is the absence of a methodological link between what is written in the micro level (text) and what is happening in the macro level (social processes).

 ISBN 978-602-73769-1-5

To that end, I am going to demonstrate the feasibility of integrating CDA with policy anthropology as the following sub chapter.

Analyzing Policies: Critical Discourse Analysis and Policy Anthropology

Since my study focuses on policies (written documents), relevant theories are mobilised to examine the embedded ideologies and power relations involved in the discursive practices of internationalization policy. Social theories such as those of Antonio Gramsci, Michel Foucault, and Karl Marx are thus employed as the conceptual tools assisting the linguistic theory, in this case CDA.

Policy Anthropology would serve as a methodology that complements CDA to do the following task:

> A discussion or a conflict as it ranges back and forth and back again between protagonists, and up and down and up again between a range of local and national sites… to follow a flow of events and their contingent effects, and especially to notice struggles over language, in order to analyse how the meaning of keywords are contested and change, how new semantic clusters form and how a governing discourse emerges, is made authoritative and becomes institutionalised (Wright & Reinhold, 2011, p. 101)

With this idea in mind, my research's methodology would be neither top-down nor bottom-up, rather *studying through* political and cultural processes across space and time, policy and practice, ideology and discourse.

As an empirical example, my preliminary findings reveal that there is a change on the use of keywords in the policy texts. The word 'internationalization' starts to be used in 2015 documents, while before it was 'competitiveness'. This means that internationalization of higher education is a form of discursive practices that has shaped and directed the movement of Indonesian universities.

 ISBN 978-602-73769-1-5

References

Bourdieu, P. (1990). *The Logic of Practice* (p. 333). USA: Stanford University Press.

Fairclough, N. (1995). *Critical Discourse Analysis: The critical study of language*. London: SAGE Publications.

Shore, C., & Wright, S. (1997). *Anthropology of Policy: Critical perspectives on governance and power*. London: Routledge.

Shore, C., Wright, S., & Però, D. (2011). *Policy Worlds : Anthropology and Analysis of Contemporary Power*. New York: Berghahn Books.

Wright, S., & Reinhold, S. (2011). "Studying Through": A strategy for studying political transformation. Or sex, lies and British policies. In *Policy Worlds : Anthropology and Analysis of Contemporary Power* (pp. 86 – 104). New York: Berghahn Books.

Biodata:

Zulfa Sakhiyya is a lecturer at the English Department of State University of Semarang. But currently she is a PhD candidate at the Critical Studies of Education, Faculty of Education, the University of Auckland. With her thesis focusing on the internationalization of higher education in Indonesia, she becomes a Doctoral affiliate at Universities in the Knowledge Economy (UNIKE), a research network based in Europe.

ISBN 978-602-73769-1-5

ISBN 978-602-73769-1-5