

© PROCEEDINGS

Teflin 2019



66th TEFLIN International Conference
and English Language Education Expo, 2019
Universitas Negeri Medan

8-10 August, 2019

+ Editors

Winda Setiasari, M.Hum., Ph.D.
Dr. Widya Andayani, M.Hum.
Dr. Anna R. Tambunan, M.Hum.
Indra Hartoyo, S.Pd., M.Hum.

+ Reviewers

Prof. Amrin Saragih, M.A., Ph.D.
Prof. Dr. Sumarsih, M.Pd.
Dr. Meisuri, M.A.
Dr. Anni Holila Pulungan, M.Hum.

PROCEEDINGS

66th TEFLIN International Conference and English Language Education Expo, 2019

THEME:

Learning English as a Global Lingua Franca and Intercultural Communication to Embrace Industrial Revolution 4.0: Policy, Pedagogy, and Assessment

Auditorium, Digital Library, Post-Graduate School Building, and Archives Building, Unimed - Medan
8-10 August, 2019

SPEAKERS:

Keynote Speaker:

Prof. Dr. Syawal Gultom, M.Pd.(Universitas Negeri Medan)

Invited Speakers:

Prof. Fuad Abdul Hamid, Ph.D (President of Asia TEFL)

Prof. Amrin Saragih, M.A, Ph.D (Universitas Negeri Medan)

Assoc. Prof. Pauline Jones, Ph.D (Wollongong University)

Willy Renandya, Ph.D (NIE, Singapore)

Sara Davila (Pedagogy & Improvement, GSE, Pearson)

Dr. Richmond Stroupe (Soka University, Japan)

Dr. Jamie Dunlea (British Council, U.K)

Prof. Jayakaran Mukundan, Ph.D (Universiti Putra Malaysia)

Prof. Dr. Claudia Harsch (University of Bremen, Germany)

PROCEEDINGS

66th TEFLIN International Conference and English Language Education Expo, 2019

THEME:

Learning English as a Global Lingua Franca and Intercultural Communication to Embrace Industrial Revolution 4.0: Policy, Pedagogy, and Assessment

Chief Editor:

Dr. Masitowarni Siregar, M.Ed

Editors:

Winda Setiasari, M.Hum., Ph.D.

Dr. Widya Andayani, M.Hum.

Dr. Anna R. Tambunan, M.Hum.

Indra Hartoyo, S.Pd., M.Hum.

Reviewer:

Prof. Amrin Saragih, M.A., Ph.D

Prof. Dr. Sumarsih, M.Pd.

Dr. Meisuri, M.A.

Dr. Anni Holila Pulungan, M.Hum.

Steering Committee:

Dr. Isda Pramuniati, M.Hum

Dr. Wahyu Tri Atmojo, M.Hum

Drs. Basyaruddin, M.Pd

Dr. Marice, M.Hum

Prof. Dr. Sumarsih, M.Hum

Anggraini Thesissia, S.Pd., M.Hum

Nora Norita Dewi, S.Pd., S.S., M.Hum

Juli Rachmadani, S.S., M.Hum

Farida Hanim Saragih, S.Pd., M.Hum

Organizing Committee::

Dr. Rahmad Husein, M.Ed

Maya Octora, S.Pd., M.Hum

Dr. Anna R. Tambunan, M.Hum

Rafika Dewi Nasution, S.Pd., M.Hum

Prof Amrin Saragih, Ph.D

Adina Sastra Sembiring, S.Pd., M.Pd

Dra. Siti Khadijah Keliat

M. Surip, S.Pd., M.Si

Fahri Haswani, S.Pd., M.Hum

Cover Design:

@rezhaban

Published by:

FBS Unimed Press

FBS Unimed Jl. Willem Iskandar Psr. V Medan 20221

Telp. (061) 6623942 Faks. (061) 6613319

E-mail : fbsunimedpress@gmail.com

ISBN: 978-623-92504-1-6

All Right Reserved

No Part of This Publication May Be Reproduce Without Written Permission of The Published

Preface

Teaching English as Foreign Language in Indonesia (TEFILIN) annually carry out international conference and English Language Education Expo. This year, which is the 66th event, the conference was hosted by Universitas Negeri Medan. To cope with today's world challenges in English language teaching, the conference presents a theme Learning English as a Global Lingua Franca and Intercultural Communication to Embrace Industrial Revolution 4.0: Policy, Pedagogy, and Assessment. The event was held from Thursday, 8 to Saturday, 10, 2019, which was attended by participants from both Indonesia and some foreign countries.

The keynote speaker was Prof. Dr. Syawal Gultom, M.Pd., with nine other invited speakers for the plenary sessions. The nine invited speakers are Prof. Fuad Abdul Hamid, Ph.D (President of Asia TEFL), Prof. Amrin Saragih, M.A., Ph.D. (Universitas Negeri Medan), Assoc. Prof. Pauline Jones, Ph.D (Wollongong University), Willy Rinandya, Ph.D (NIE, Singapore), Sara Davila (GSE, Pearson), Dr. Richmond Stroupe (Soka University), Dr. Jamie Dunlea (British Council), Prof. Jayakaran Mukundan, Ph.D (Universiti Putra Malaysia), and Prof. Claudia Harsch (University of Bremen).

As many as 206 abstracts were submitted for presentations during the conference, which cater different interests as the theme and sub-themes imply. However, any presenter is free to choose journal or publisher of their preference. Therefore, in this book of proceedings only 23 full papers are published, the topics of which are quite various.

Lastly, I would like to thank many people who have contributed to the success of the event and the publishing of this book.

Dr. Rahmad Husein, M.Ed.

Table of Contents

Table of Contents	i
The Effect of English Audio Media and Motivation on the Student's Listening Achievement in SMK Dwiwarna Medan <i>Wiwien Pratiwi Harsa</i>	1
Students' Motivation in Learning English Using Hello English Application: A Case Study of Management Study Program Students <i>Haya Haratikka</i>	13
Problems with the English Noun Phrases Encountered by Indonesian Learners <i>Susana Teopilus, Hendra Tedjasuksmana, Priska Pramastiwi</i>	16
ICT in the Teaching of Grammar to Embrace IR4.0 in Higher Education: A Case Study at Grammar Foundation Class <i>Veni Roza</i>	23
Is local language allowed in EFL classroom? <i>Amanaturrohmah</i>	28
The Appropriateness of Items Tests of Ulangan Umum Bersama and Ulangan Tengah Semester Tests of the First Grader of Vocational School with The Basic Competences and Achievement Indicators <i>R M Rizky Wirabrata</i>	33
A Phonological Investigation of How Indonesian Students Mispronounce English Words <i>Supeno</i>	38
Developing Local Content-Based Teaching Material for Freshmen of UPW Department Merdeka University Malang <i>Dian Novita Sari</i>	47
Learning English through Traditional Minang Food in Ecolinguistics <i>Yenita Uswar, Dina Irmayanti Harahap, Firdayanti Firdaus</i>	56
Coining New Words in Ecolinguistics <i>Maria Olivia Christina Sianipar</i>	67
The Use of Mobile Texting in Everyday Communication: An Implication for New Language and Culture <i>Herlinawati, Kurniawan</i>	75
Using Content Based Intensive Reading and Online Extensive Reading to Improve Reading Achievements of Students in English Language Education	

Department <i>Winda Syafitri, Dian Heriani</i>	79
Teaching Writing Recount Text through Quick on the Draw Strategy <i>Sholihatul Hamidah Daulay</i>	86
The Using of Local Wisdom Based Learning Model on Students' Writing Narrative Text in IPTS <i>Gabby Maureen Pricilia</i>	92
The Teaching of English for Specific Purposes (ESP) at the University of Palangka Raya <i>Wahyuningsih Usadiati, Maida Norahmi</i>	97
Mantaining Javanese Addressing Terms Categories <i>Sudarti Rahayu Ningsih, Siti Aisyah Ginting</i>	106
The Effectiveness of Edmodo Usage in English Learning for English Literature students <i>Herland Franley Manalu, Diana Anggraeni, Asrul Munazar</i>	112
A Semantic Analysis on the Students' Ability to Identify the Icons and Symbols in the Second Year at Mts Al-Ulum Medan 2019/20 <i>Nurhalimah</i>	119
Interactional Strategies Employed by In-Service EFL Teachers <i>Iva Rofiatun, Diah Kristina</i>	129
The Role of a Teacher as a Facilitator Improves Students' Oral Communication Skill <i>Lia Agustina M.Pd</i>	142
Contrastive Investigation of Indonesian and English Phonemesfor Designing Materials of Pronunciation Practice <i>Ahmad Idris Asmaradhani</i>	146
Active Learning Paradigm on Teachers' – Students' Understanding <i>Fadlia</i>	155
Communicative Language Teaching (CLT) in Indonesian Teaching Context: the Implementation and the Obstacles <i>Afnesha Noveriana Chang, Suparmi</i>	162

The Effect of English Audio Media and Motivation on the Student's Listening Achievement in SMK Dwiwarna Medan

Wiwien Pratiwi Harsa

Universitas Negeri Medan

Abstract: Listening is the most important aspect in English language acquisition. Teaching listening has its own challenge since some steps and requirements that teacher should prepare to undertake in the classroom. This article aims to discuss teaching and learning listening in the classroom based on theoretical conceptualization. In addition, curriculum of teaching listening will be another important factor to consider as well as research and practice in teaching listening. Based on comparison to many theoretical concepts from various researchers, it shows that most of Indonesian students still struggle to figure out their problems of grammatical area. The biggest challenge is derived from the difference in cultural backgrounds between the students' mother tongue and English, so it is possible to know the production of their listening does not 'sound' well in appropriate culture of English. Several problems also occur when the teachers have big classes to teach and the result of teaching listening to the students may be defeated. In this case, time also being a big challenge for the teachers to have the students' listening improve because to accomplish a good composition in English, it needs complex steps such as brainstorming, relistening, and practice. However, new techniques in teaching listening are needed to develop the students' listening outcomes.

Keywords: teaching, EFL listening, Indonesian context, facts and challenge.

Introduction

Teachers are the builders of society; they build people, build and develop future generations (Geher, 2015). Stars in any field; music, athletics, engineering, medicine, politics, etc. Thanks to the teachers for teaching those skills and values that currently allow them to be successful. There is no more important profession than teacher. Of course, teachers need to master the content, and get students to do the same, but getting students feel excited about the content they learned and about their own abilities, that is a step above. Teaching takes a lot of time and effort to make sure the students master what they learned and to find any problem that causes their lack motivation in studying. It needs lot of patience, hard work, and guidance. Each individual student is an individual human being; it must always be kept in mind. Some student may have difficulties doing some kind of tasks or may have a hard time handing work in on time, for some teachers this is can be annoying. But nobody perfect, as a teacher to show compassion for all the students as individuals and do their best to a higher level is part of responsibility.

This research focuses about student's motivation and their listening skills ability in learning English. The objective of this research is to find out the students' listening achievement who taught by audio-visual media is better than the students' listening achievement who taught by audio media or not, to investigate the students' achievement in listening skill with high motivation better than students' listening achievement with low motivation or not, to find out the interaction between teaching media and motivation towards the students' listening achievement.

Researcher act as role teacher who taught twenty-five grade-10 students of computer and network engineering class in SMK Dwiwarna about descriptive texts in first semester based on K-13 curriculum. In the first meeting, the students filled the questionnaire to know their motivation in learning English. The pretest and posttest were given to the student as a measurement in achieving the expectation of improving their ability in English listening achievement. The result found that the students' achievement in listening taught by audio-visual media better than the students' achievement in listening taught by audio media. The students' achievement in listening with high motivation is better than students' achievement in listening with low motivation.

Most of the students have a negative attitude toward English language and since they do not have motivation in learning English because they think they do not need English in their daily life, they do not speak or hear English outside the classroom. That is why most of the students cannot understand the topic they are talking about while they learning English especially in listening comprehension, even there are some students that finish their degree without getting a good mark in English but are not able to maintain a basic conversation. This fact proves that Indonesian's education might have a problem.

The scope of the study is Teaching English as Foreign Language (TEFL) for the students in Grade X of SMK Dwiwarna in Medan. This study focused on the effect of teaching media (audio-visual and audio learning media) and student's motivation in listening skills achievement. This research observed students' motivation in learning English and how to test their listening skills by using teaching media. The researcher expected to achieve some significance for the development of the theory and practice. It is expected to enrich knowledge and comprehensive about teaching English as the foreign language study, especially about the student's motivation on listening achievement who taught by audio and audio-visual media to the reader. The writer hopes this research is beneficial for educational purpose in order to make the teacher mastery his/her teaching ability to improve student's achievement in learning English as foreign language in Indonesia, especially in listening achievement.

Theoretical Framework and Literature

According to Geher in *The Single Most Important Profession* (2015), "Teachers are the builders of society; they build people, build and develop future generations". Stars in any field; music, athletics, engineering, medicine, politics, etc. Thanks to the teachers for teaching those skills and values that currently allow them to be successful. There is no more important profession than teacher. Of course, teachers need to master the content, and get students to do the same, but getting students feel excited about the content they learned and about their own abilities, that is a step above. Teaching takes a lot of time and effort to make sure the students master what they learned and to find any problem that causes their lack motivation in studying. It needs lot of patience, hard work, and guidance. Each individual student is an individual human being (it must always be kept in mind). Some student may have difficulties doing some kind of tasks or may have a hard time handing work in on time, for some teachers this is can be annoying. But nobody perfect, as a teacher to show compassion for all the students as individuals and do their best to a higher level is part of responsibility.

Teaching looks easy from the outside. Actually, being a teacher is not easy and it is not smooth task. It takes years of personal and professional struggle to decide on it as a job. Teacher has the capacity to shape the minds and futures of many people and they do so at all kinds of life stages. Kindergarten teachers introduce young minds to the wonder of learning and to the basic of learning that students will use their entire lives. Middle school teachers have big challenge of making a passion for academic in large groups of children and teenagers whose minds are so deeply focused on developmental issues and their individual social worlds. High school teachers are responsible with teaching detailed intellectual content to large groups of "near adults" whose worlds are often having lot of problems on the inside and on the outside. College teachers are charged with inspiring young adults by teaching them the nuts-and-bolts of highly technical contents area while showing them how limitless their life possibilities are. In combination, across an individual lifespan, it is an army of teachers who have ultimately shaped how that individual understands the world and his or her place in it (Geher: 2015).

In this era modern technology and globalization, there is always urgent need to get in touch with people around the world. English is the international languages for communication. It has been used as a means of communication around the globe. In non-English Speaking countries, teaching in English has also became a trend to keep up with international development of education. Teachers, instructors, and students are able to gain international sources of information either directly from the source persons or media of communication and have more opportunities to follow the development of current information. It means they have better chances to develop themselves or to go deep into their interests and potentialities. Their minds are open to the world.

In K-13 curriculum, the curriculum objectives include four competencies, they are (1) spiritual attitudes competence, (2) social attitudes, (3) knowledge, and (4) skills. All those competencies can be achieved through learning process of intracurricular, cocurricular, and / or extracurricular. The formulation of Spiritual Attitude Competence is "Living and practicing the teachings of his religion". Knowledge

Competency and Skills Competency are formulated as the formulation of Social Attitude Competence that is –Showing honest behavior, discipline, responsibility, caring (mutual cooperation) cooperation, cooperation, tolerance, peace, polite, responsive, and pro-active and show attitude” as part of the solution to various problems in interacting effectively with the social and natural environment and positioning itself as a reflection of the nation in world association. Second competence is achieved through indirect learning, indirect teaching, namely exemplary, habituation, and school culture, with pay attention to the characteristics of subjects and their needs and conditions students. Growth and development of attitude competencies are carried out throughout the learning process takes place, and can be used as a consideration teacher for further developing students’ characteristics.

Listening Skill

Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills are these in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech (Harmer, 2007: 246). Listening is the process of thinking or changing the meaning to what one hears (Tompkins and Hoskisson, 2001: 234). Furthermore, listening is integrated with the other three basic skills: speaking, reading, and writing. In aural communication there are two skills involved, they are listening and speaking and also in language learning. According to Brown (2001) language learners learn to what to speak from what they listen.

A student who learns how to pronounce a certain word is surely given example by the teacher in order to pronounce correctly. Student often regard listening as the most difficult language skill to learn (Hasan, 2000; Graham, 2003). As Vandergrift (2007) points out, one of the reasons might be that learners are not taught how to learn listening effectively. A narrow focus on the correct answer comprehension questions that are often given in a lesson does little to help students understand. When student listen to spoken English, they need to perceive and segment the incoming stream of speech in order to make sense of it. The listeners cannot refer back to the text in contrast to a reader who usually has the opportunity to refer back to clarify understanding. The problems dealing with listening also arise in the term of testing process. Listening has traditionally been the forgotten skill in the term testing (Douglas, 1998).

The aim of teaching listening comprehension is to help students with listening in their real lives, but there is a large variety of different types of listening in real life:

- Listening to announcements in stations, airports, etc.
- Listening to the radio.
- Participating in a conversation face-to-face.
- Watching television.
- Participating in a meeting, seminar or discussion.
- Taking part in a lesson.
- Participating in a telephone conversation, among others.

It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession. Rivers (1996: 196) claimed, –Speaking does not itself constitute communication unless what it said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached”. However, Morley (1972: 7) notes, –perhaps an assumption that listening is a reflex, a little like breathing – listening seldom receives overt teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a non-native language”.

Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is a reason why; recently, the language teaching profession has brought into focus on listening comprehension. According to Nunan (2001: 23), listening is a six-staged process, consisting of **Hearing, Attending, Understanding, Remembering, Evaluating** and **Responding**. These stages occur in sequence and rapid succession.

- The first one is **Hearing** and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

- For this, we have **Attention** as the second stage. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.
- The third stage is **Understanding**, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.
- The next step, **Remembering**, is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen.
- In the stage of **Evaluating**, the listener evaluates the message that has been received. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases.
- The last stage there is **Responding**, a stage in which according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non-verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan: 2001, 23).

Definitions of Motivation

There are many different definitions of motivation, especially in language learning. Harmer (1991) explains the meaning of motivation as the "internal drive" that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called "the action driven by motivation".

Motivation is defined as "the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it," Gardner (1985). Motivation is considered significant in its role in language learning success. Along this line of thoughts, student's motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how student become successful or failed in learning English because it might affect their motivation and the way they learn the language. Dornyei (2002) stated that the learner's enthusiasm, commitment and persistence are the key determinant of success or failure.

Lightbown and Spada (1999) note that motivation in second language learning is quite complicated to study which can be explained in terms of two factors: learner's communicative needs and their attitudes towards the second language community. In addition, Parsons (2001) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process.

Harmer (1991) classified motivation into two main categories as the following:

1. **Extrinsic motivation**, refers to desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000), such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 1991).

Extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students because with extrinsic motivation, student do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When student is learning because he is promised rewards or because he wants rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

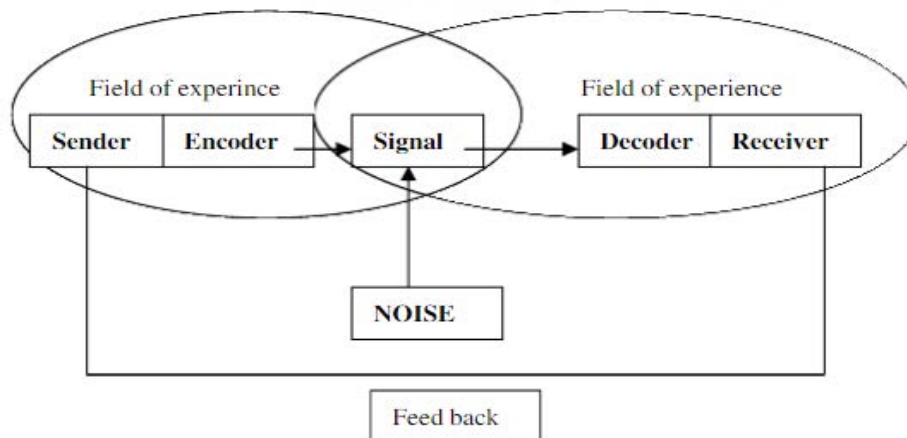
2. **Intrinsic motivation** refers to learning itself having its own reward (Arnold, 2000). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes.

There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards because the need is innate or come from inside or depends on their own will. Lightbown and Spada (1999) mentioned that teachers do not have many effects on student's intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

Audio and Audio-visual Learning Media

The purpose of learning media is to facilitate communication and learning. Sadiman (1996: 6) defines learning media as something that can be used to channel messages from senders to recipients so that they can stimulate students' thoughts, feelings, attention and motivation and attention so that the learning process takes place. Rohani (1997: 4) provides a limitation of learning media as a means of communication in the teaching and learning process in the form of hardware and software to achieve learning processes and outcomes effectively and efficiently, and learning objectives can be easily achieved.

The communication process is described by Schramm (in Heinich, Molenda, Russell, Smaldino, 1996: 13). From this multimedia computer it is described that the signal or message sent by the sender (sender of the message) to the recipient of the message. Messages in the form of knowledge, expertise, skills, ideas or experiences are poured out by the sender (source of messages) into symbols of communication, both verbal symbols (oral and written words) and non-verbal or visual symbols. The process of pouring messages into communication is called encoding. Then the recipient of the message interprets the communication symbols so that the message is obtained. The process of interpreting communication symbols containing messages is called decoding.



Schramm communication mode.

Source: Heinich, Molenda, Russell, and Smaldino, 1996:13

The process of interpreting messages can sometimes work well and sometimes it doesn't work or fails. This failure is caused by the inhibiting factors called noise. These inhibiting or noise factors can be; psychological, physical, cultural, and environmental factors (Sadiman, 1996: 13).

Sounds, such as the noise of certain machinery, or the background hum of daily life, have an associative as well as pure meaning, which can be used to evoke images or ideas relevant to the main substance of what is being taught. There are, in other words, instances where audio is essential for efficiently mediating certain kinds of information (Durbridge, 1984).

The role of learning media in learning English is very apparent especially those that are closely related to problems of self-confidence and motivation. The use of cassette media and video player media/audio visual media can replace the teacher's speech when speaking English because teachers who are not native speakers often feel insecure about what they say when teaching in class. With tapes and video, students can listen to different accent variations of more than one speaker. Other experts such as Dale, Finn, Hoban (Rohani, 1997: 6) also suggest that audio or audio-visual education media if used properly can contribute to education as follows:

- 1) Provide a basis for concrete experience for abstract thinking and understanding.
- 2) Enhancing student's attention.
- 3) Give reality so that it encourages self-activity.
- 4) Providing permanent learning outcomes.
- 5) Add to the vocabulary of children's languages that are truly understood.
- 6) Providing experience that is difficult to obtain in other ways.

There are many uses for audio in Learning, Teaching, and Assessment, both by students and teachers (Brunken, 2010). These include:

- Assignment feedback – general or individual
- Teaching material, such as performances, case study materials, etc.
- Lecture recordings
- Recording (telephone or in-person) interviews with experts
- Student reflection (‘audio/audio visual diaries’)
- Producing a record of meetings, tutorials, and discussions

The procedures of using audio learning media are:

- Planning by the teacher.
- Preparing the equipment of audio leaning media such as cables, laptop, and three small sound systems.
- Checking the sounds work in order getting good audio.
- Minimize noise by vary the loudness audio volume.
- Preparing the student in order to focus listening the audio learning material.
- Selecting the learning material.
- Audio/audio visual learning material presented by native speaker’s voices.
- Always monitor sounds.

There are many advantages that the use of audio or audio visual can bring, such as:

- Get attention of the students.
- Easy to follow.
- Students feel more engaged.
- Easier to explain or put things in perspective.
- Easier to remember.
- Help keep mistakes at a minimum.
- Help international students develop their spoken English skills by repeated listens.
- Allows performances and interviews to be shared with students more effectively.
- Students can listen to recordings while commuting or doing other tasks.
- Builds rapport between the listener and the speaker, especially in distance learning.

There are some disadvantages the use of audio learning media:

- It is easier to lose focus.
- It is difficult for people with a hearing disability.
- It requires a well-designed presentation or material.
- The students might pay more attention to the graphics than the audio.

Relevant Studies

Teaching English as a foreign language means helping the learners develop their language skills. As each of the four skills is important in communication, each must get sufficient emphasis for

development. But in reality, as stated by Brown (2001) listening comprehension has not always drawn the attention of educators. Perhaps human beings have a natural tendency to look at speaking as the major index of language proficiency. However, speaking by itself does not form a communication unless what is said is understood by the listener.

Nunan (1999) points out that listening are vital in the language classroom because it provides input for the learner. Without understanding input at the right level, learning cannot begin. He provides three other important reasons for emphasizing listening, and these demonstrate the importance of listening to the development of spoken language proficiency. First, spoken language provides a means of interaction for the student. Because students must interact to achieve understanding so that access to speaker of the language is essential. Moreover, students' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning. Second, authentic spoken language presents a challenge for the student to attempt to understand language as native speakers actually use it. Third, listening exercises provide teachers with the means for drawing students' attention to a new form (vocabulary, grammar, new interaction patterns) in the language.

The success of learning media in listening skills is evident from the research conducted by Arono (2014) entitled Improving Students Listening Skill through Interactive Multimedia in Indonesia. The results revealed that interactive multimedia is an effective learning medium for improving critical listening skills for students. Learning media as one component in learning plays an important role for learning and can take place in accordance with the purpose of learning. Based on description, then this study discusses about the use of media in learning teaching Indonesian to speakers of other language at Integrated Language Service Unit Universitas Sebelas Maret Surakarta, especially on learning listening skills.

Based on the theories above, researcher made some hypotheses as follow:

- Students' listening achievement who taught by audio visual media better than students' listening achievement who taught by audio media in learning English.
- Students' listening achievement with high motivation better than the students' listening achievement with low motivation.

Conceptual Framework

This research is aimed at developing English teaching ability for listening skills for the grade – 10 students in computer and network engineering class of SMK Dwiwarna in Medan. Based on the K-13 Curriculum, the communicative competence is to be the main aspect in the English teaching and learning processes. It is stated that one of the aims is to make the students develop communicative competence in both speaking and listening to accompany classroom actions within the school context. Since the teacher rarely uses instructional media, the teacher uses an English handbook and a students' worksheet (LKS) that do not make the students want to communicate each other. Here, the teacher should provide some kinds of variations of instructional media that support communication in the English teaching.

Nowadays, the students have a strong sense of fun, delight in talking, listening popular song, watching movies, fantasy, imagination, and movement. Related to these points, the activity in the develop media should provide them with playing, moving, talking, singing, and listening. The reason why the media needs to be developed is that there were lacks of instructional media such as audio learning media that provide enough opportunities for the students to improve their listening abilities, and to use the objective of English language in their daily life in order to communicate with other people. If there were no media that provide students' activities, the objective of the English learning process will not be successfully achieved. One of the solutions to handle this problem is to develop instructional media such as audio leaning media in the form of English teaching way for listening skill. If the problems are handled, the students will be able to use the language communicatively. The conceptual framework of the study is summarized in an illustration chart below:

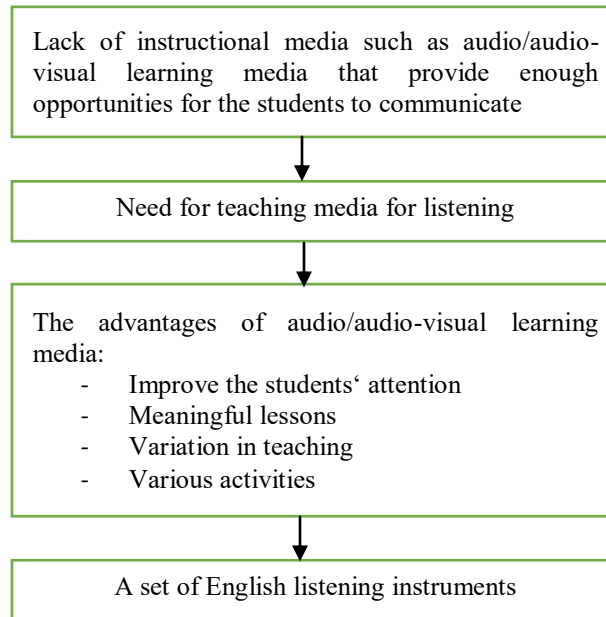


Figure 1. The Conceptual Framework of the Study

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass and Hopkins, 1984). This research is experimental research, employed descriptive quantitative methods, since the questionnaire was given to the students as participants to observe their learning motivations, also the pretest and posttest were given to see the effect of media learning in student's listening achievements. The subject of the study was twenty-five grade – 10 students of computer and network engineering class in SMK Dwiwarna Medan. The reason why these students was chosen as the subject of this research because as a vocational high school, SMK Dwiwarna sets the English curriculum are the most subject that was taught especially in computer and network engineering class. The motivation's questionnaires in learning English which were given to be answered by the students and their listening tests results were conducted and analyzed. As the instrument of collecting data are twenty-five pieces of questionnaire papers were distributed which were contains of thirty questions to classify the student's high and low motivation in learning English; twenty-five pieces of answering sheets for pretest, also fifty pieces of answering sheets for posttests (after treatments by audio and audio-visual media) to see the students' listening achievement in learning English; one blue marker for listening achievement in teaching English for manual treatment; a laptop and a projector as audio and audio-visual learning media for presenting learning material from the native speakers; three pieces of sound systems audio which was paired with the laptop for presenting learning material from the native speakers. As the technique of collecting data, questionnaires were given to the twenty-five grade - 10 students of computer and network engineering class in SMK Dwiwarna Medan to be answered by them then gave it back to the researcher by collecting it, then the researcher gave treatment by speaking in front of the class about K-13 curriculum which were they studied before; pretest were given to the students by the researcher by reading the questions and gave answer sheets to the students to answer the questions by writing it, then the researcher collected the answer sheets to mark it; the treatment was given by the researcher with audio media about English subject to make the students familiar in learning English by listening; the posttest was given to the students by the researcher with audio and audio-visual media for the same questions as before in the pretest then gave them answer sheets to write down the answer by listening the questions; the researcher collected the answer sheets to mark it; the researcher observed how many students got good mark in the pretest and the posttests.

Analysis and Discussion

The data was analyzed using Calc™ (spread sheet LibreOffice) with the following formula:

$$\text{Average} = \frac{1}{n} \sum_{i=1}^n ai = \frac{1}{n} (a1 + a2 + \dots + an)$$

Note: n = total number of students

From the formula above, we need to find the average score of each classification. For high and low students' motivation, the researcher separated it into two tables of students' motivation in listening test achievement results. We can find the average score by adding the score of all the students who took the questionnaire, then divide the total by the number of students.

Table 1. Student with High Motivation in Listening Achievement

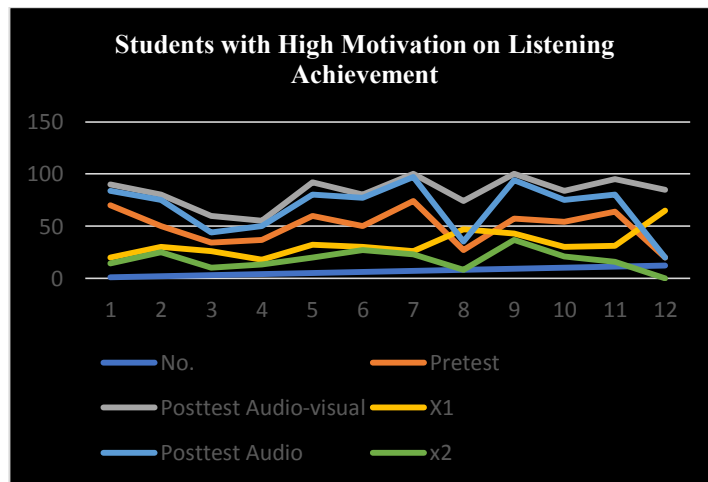
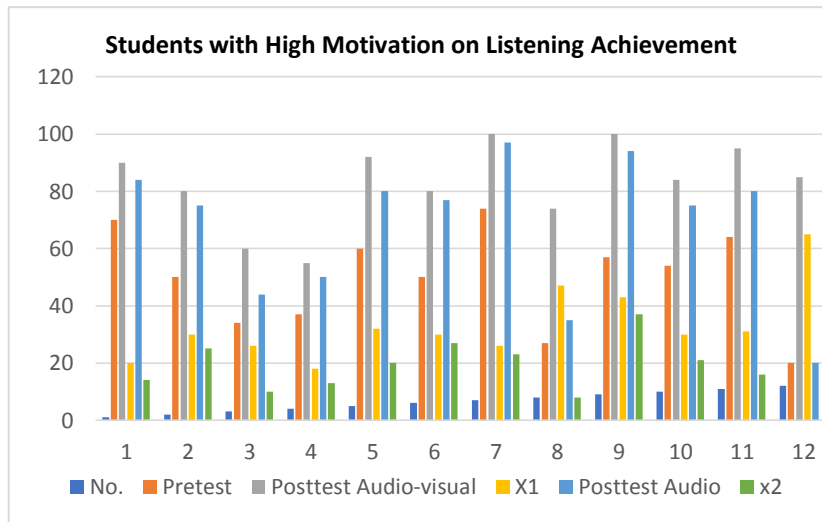
No.	Name	Motivation	Pretest	Posttest (Audio-visual)	X1 (Post-Pre)	Posttest (Audio)	X2 (Post-Pre)
1	Rz	98	70	90	20	84	14
2	Yn	94	50	80	30	75	25
3	Dn	87	34	60	26	44	10
4	Rn	87	37	55	18	50	13
5	Rs	85	60	92	32	80	20
6	Im	83	50	80	30	77	27
7	Nj	83	74	100	26	97	23
8	Pm	83	27	74	47	35	8
9	Dm	83	57	100	43	94	37
10	Zf	82	54	84	30	75	21
11	Dm	81	64	95	31	80	16
12	Si	81	20	85	65	20	0
Average=($\sum ai$)/n		85.58	49.75	82.91	33.16	67.58	17.83

Table 2. Student with Low Motivation in Listening Achievement

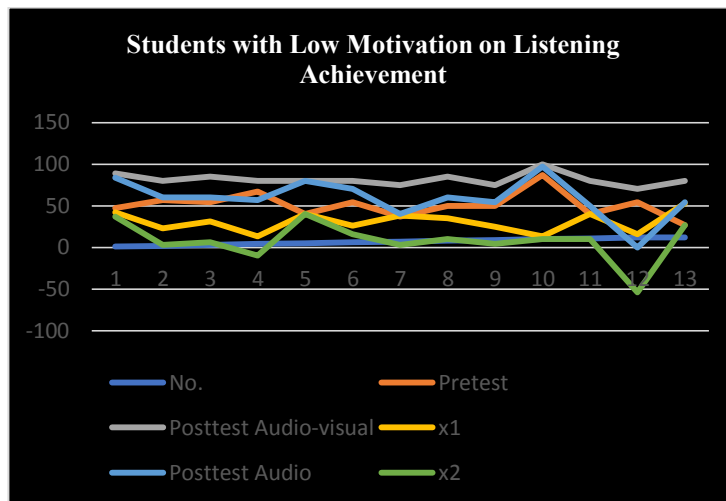
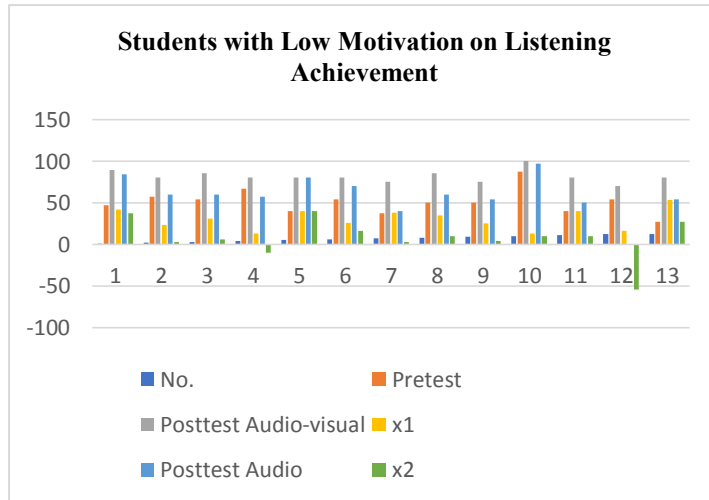
No.	Name	Motivation	Pretest	Posttest (Audio-visual)	X1 (Post-Pre)	Posttest (Audio)	X2 (Post - Pre)
1	An	79	47	89	42	84	37
2	Dv	79	57	80	23	60	3
3	Aq	79	54	85	31	60	6
4	Ay	79	67	80	13	57	-10
5	Fz	78	40	80	40	80	40
6	Rf	78	54	80	26	70	16
7	Ra	78	37	75	38	40	3
8	Ib	77	50	85	35	60	10
9	Hb	76	50	75	25	54	4
10	Tm	76	87	100	13	97	10
11	Rh	74	40	80	40	50	10

12	Dk	72	54	70	16	0	-54
13	Sd	68	27	80	53	54	27
Average $= (\sum ai)/n$		76.38	51.08	88.25	32.91	58.92	7.85

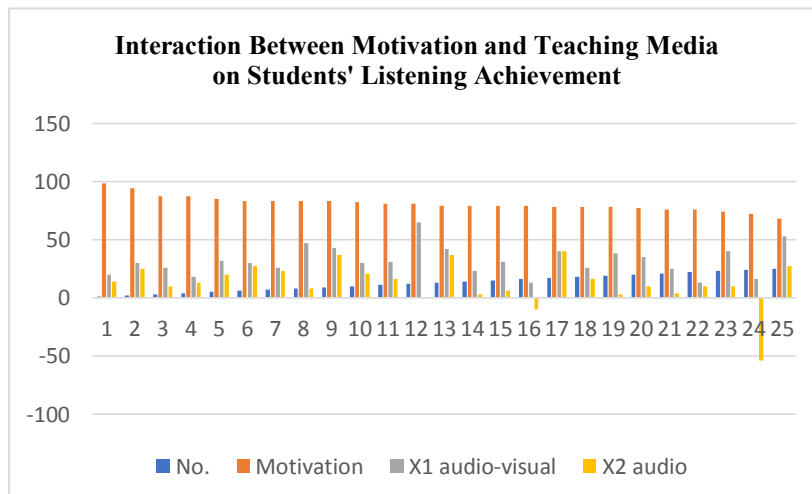
Discussion



The result of the student's listening achievement can be seen from the chart above. In the chart, the name of the students was arranged from the right to the left based on the highest motivation scores to the median motivation scores (80). There were twelve students who motivated to learn English in the interval score 81 up to 90 (40% from the total students). The writer found two students who are really motivated to learn English in the scores 94 and 98 taught by Audio learning media while most of the student have good score taught by audio-visual learning media. Students who took part with high motivation in the pretest and posttest with both teaching media (audio-visual and audio) will show the increasing results.



In the scores between 71 up to 80 there were twelve students, it was 48% from the total participants who filled the questionnaires. From the chart, we can see that there was only one student (Sd) who has motivation's scores in the interval 61 up to 70 (about 4%). Even though there were only few students who didn't good score but most of the students have increasing achievement in their test results taught by using audio-visual and audio learning media strategy. Students with low motivation do not have significant results in their listening skill achievement by using audio media strategy, but they have better score taught by audio-visual learning media.



From the table above, can be seen that students with high and low motivation will get better score in the listening achievement taught by audio-visual learning media than taught by audio learning media. The students' achievement in listening taught by audio-visual media better than the students' achievement in listening taught by audio media. The students' achievement in listening with high motivation is better than students' achievement in listening with low motivation.

Conclusion

As the results from testing the hypotheses, researcher concluded:

- Students' listening achievement who taught by audio-visual media better than students' listening achievement who taught by audio media in learning English.
- Students' listening achievement with high motivation better than students' listening achievement with low motivation.
- There is interaction between teaching media and motivation towards the students' listening achievement.

Thus, the hypotheses are proven correct and have been tested. Most of the students are difficult to understand the points in listening comprehension, but after the treatment they can improve their sensitivities in understanding the ideas of the speaker talked.

References

- Arsyad, A. 2011. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Ary, D., Jacobs, C., L., Chris Sorensen. 2010. *Introduction to Research in Education*. California: Wadsworth.
- Asyhar, R. 2011. *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Gaung Persada Press Jakarta.
- Bates, A. 2005. *Technology, e-Learning and Distance Education*. London: Routledge.
- Brunken, R. 2010. Direct Measurement of Cognitive Load in Multimedia Learning. *Educational Psychologist Journal*, 38, 53 – 61.
- Doff, Adrian. and Jones, Christopher. 1991. *Cambridge Skill for Fluency Listening Student's Book*. Cambridge: Cambridge University Press.
- Harmer, J. 2003. *The Practice of English Language Teaching*. London: Longman.
- Irmaati, K, Dini. Widiati, Utami. and Cahyono, Y, Bambang. 2017. How Do Indonesian Professional English Teachers Develop Their Pedagogical Competence in Teaching Implementation? *Arab World English Journal*, 8, 293 – 307.
- Koumi, J. 2006. *Designing Video and Multimedia for Open and Flexible Learning*. London: Routledge.
- Mahmoud, S, S. 2017. Activating Students' Background Knowledge and Achievement in EFL Listening Comprehension. *American of Education and Learning Journal*, 2, 180 – 189.
- Mahmud, M. 2015. Questioning Power of the Students in the Class. *Language Teaching and Research Journal*, 6, 111 – 116.
- Mayer, R., E. 2009. *Multimedia Learning, Second Edition*. Newyork: Cambridge University Press.
- Santoso, D. 2017. *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar Terhadap Keterampilan Berbicara Bahasa Inggris*. Medan: Duta Azhar.
- Silberman, M. 1996. *Active Learning 101 Strategies to Teach Any Subject*. Massachusetts: Allyn and Bacon.
- Suryanto. 2014. Issues in Teaching English in a Cultural Context: A Case of Indonesia Article. Retrieved from <https://www.researchgate.net/publication/299978542>
- Utomo, S., B. 2008. Pengaruh Pemanfaatan Media Pembelajaran Audiovisual dan Motivasi Belajar Terhadap Prestasi Belajar Mata Pelajaran Sejarah pada Siswa Kelas VII Sekolah Menengah Pertama Negeri di Kecamatan Kota Kudus. *Tesis Program Studi Teknologi Pendidikan Program Pascasarjana Universitas Sebelas Maret*. Surakarta.
- Zaenuri, M. 2015. A Model of EFL Listening Material Development. *Indonesian EFL Journal*, 1, 119 – 130.

Students' Motivation in Learning English Using Hello English Application: A Case Study of Management Study Program Students

Haya Haratikka

Sekolah Tinggi Ilmu Ekonomi Bina Karya Tebing Tinggi, Indonesia

Abstract: Nowadays, learning implementation is not only using the conventional method. Learners can improve their English skills through the mobile phone. This purpose of this research was to find out students' intrinsic and extrinsic motivation in learning English using Hello English application by involving 35 learners as the informants/participants. This study was conducted in STIE Bina Karya which took students of management study program as the informants. In order to gain the sufficient data, the researcher distributed questionnaire, then analyzed and classified the answers from the students into intrinsic or extrinsic motivation using Self Determination Theory. As the result, 23 students were intrinsically motivated in learning English using Hello English application and 12 students were extrinsically motivated. The finding of this research is hopefully will motivate students to improve their English skills using their smart phones. Thus, they will have a good opportunity in their future career or students can apply their English skills in their daily life.

Keywords: extrinsic; intrinsic; motivation

Introduction

English mastery becomes a must in every aspect of this life. The presence of several sophisticated devices in this era in our life requires us to be able to implement English on it. Furthermore many activities in our life involving English spoken or written. Unfortunately, most of us still need to improve our English skills because English is still foreign.

Since English is still foreign language, learners need efforts, involving their willingness and motivation in learning English. Without any motivation that has emerged in learners' itself, they can't master English as well as they can. They will waste their time for having English as one of compulsory subjects in their study program without gaining any knowledge. In STIE Bina Karya, English subject becomes a compulsory subject at the first and second semester only.

As Choosri (2011) said, learners' motivation has been extensively recognized as a main part which determines the standard and success of second/foreign language learning. Learners have to make sure that they have a positive motivation in their life in learning English because the absence of motivation refers to unmotivated learners.

Motivation is the reason why someone doing an activity. Motivation defines as an internal condition which arises from somebody to do or to act in order to achieve one goal in his/her life. For instance, the highly motivated students to make homework out of curiosity and interest or, alternatively, because they want to obtain the acceptance of a teacher or parent or because they understand the potential utility or value or because learning the skills will guide them into a good grade and the privileges a good grade achievements (Ryan and Deci, 2000).

In this case, learners need to do something to learn and improve their English skills. Students' English skills obviously will evolve continuously during the learning process through practicing from day to day and task to task (Vaezi, 2009). The question arises by observing the fact that how students inherit the English skill meanwhile almost half of their time in class is used for operating their smart phones. In other words, students are more motivated doing the tasks by consulting their smart phones rather than discuss or check it on the text book. By looking at students' propensity in using their smart phones, it is necessary to explain students' extrinsic and intrinsic motivation in English language learning using Hello English Application.

Theoretical Framework

Motivation cannot be separated from human life. It resembles as a machine to push someone to do an action in order to obtain successfulness, such as in English language learning as foreign language. In Self-Determination Theory (SDT; Deci & Ryan, 1985) it differentiates types of motivation regarding to the different reasons or goals of an action, those are intrinsic motivation and extrinsic motivation.

Intrinsic motivation refers to doing something because it provides interesting or enjoyable learning for learners which show the high quality learning and creativity. Furthermore, intrinsic motivation can develop the critical part in cognitive, social and physical aspect. Learners motivated do the activity for the fun or to break the challenge. They do not need any incentive for doing so. They put their attention is in that activity obtaining interest through knowledge and skills. In short, learners will get the satisfaction while doing one activity.

Extrinsic motivation refers to doing something because it leads to a separable outcome. It is possible for learners do the action with resentment, resistance and disinterest. For instance, learners do the assignment only because they are afraid of parental sanctions for not doing. We can say that the learners extrinsically motivated because they do the activity in order to accomplish the separable outcome of avoiding any punishment. Alike with learners who do the assignment because they personally assume it is valuable for their future chosen career. From this case we find that the learners extrinsically motivated because they doing it for its instrumental value rather than they feel it is interesting (Ryan and Deci, 2000).

Research Methodology

This research was conducted at STIE Bina Karya, Tebing Tinggi, which was focused on a class that considered well qualified enough. This research took 35 learners/informants of second semester of Management study program. This research applied the qualitative research. In this research the writer focused on the participant observation on a particular class. A case study was conducted to describe the phenomenon observed generally in natural environments, particularly how the Management learners deal with the types of motivation in English language learning using Hello English application. The motivation questionnaire was shared to the participants using Google form application with the open ended questionnaire and for in depth information, the writer interviewed some students related to their opinion. The writer gave two questions. The first question is related to learners' opinion in English language, what part of English does interest them. And the second one is about the effectiveness of Hello English application in their English learning. The students answered those two questions in paragraph in order to get further information on students' opinion about English and the effectiveness of Hello English application in their English learning. These two questions were applied to see students' extrinsic and intrinsic motivation.

Then, the data were analyzed by categorizing the types of motivation, extrinsic motivation and intrinsic motivation. The categories were used Self-Determination Theory (SDT; Deci & Ryan, 1985). They are intrinsic motivation and extrinsic motivation.

Findings and Discussion

This study is trying to reveal students' of Management study program motivation in learning English using Hello English application. As the research result, all students enjoy learning English using Hello English application. It is interesting to learn and practice English using Hello English application because it provides many challenging and attractive games. Learners can apply their understanding on the previous lesson on it. In addition, students can learn English skills like speaking, reading by hearing the real English speaker/native speaker and they can check their pronunciation righteousness directly. Moreover, students can practice their English orally followed by many updated information related to English language since it is online use. Then, learners can implement it when they connect to social media or in any relevance English use in their daily activity.

After analyzing the data, it found that the students were motivated intrinsically and extrinsically in learning English using Hello English application. From the 35 students, 23 students were intrinsically motivated and 12 students were extrinsically motivated. For those students who are extrinsically motivated, 10 of them said since English was an international language, soon we will come to MEA, so they need to master English to support their career later on. They will not stop keeping in touch with

English in the middle of their life, using the sophisticated devices like laptop or computer which are applying English language in it. Therefore, they were motivated to learn English using Hello English application. They believe if they can master English well, they will have an opportunity for having a bright future career. The rest (2 students), one was motivated to learn English because he wants to increase the number of his vocabulary since his vocabulary is still bad, how he can master English when his vocabulary is still low. The last student who was extrinsically motivated said that he was motivated because this application provides several test. He can see the result directly after he has finished with the test. Then, report it to the lecture at the obligated time as their daily score. Here we can see if their motivation in learning English using Hello English is to increase the number of their vocabulary and for obtaining the good mark in Business English subject.

Those 23 students, who were intrinsically motivated, stated the reason for learning English using Hello English application is for enjoyment or satisfaction. For instance, when they are able to master English well, they will be able to enjoy the western films and songs which use English language; they can obtain some information while browsing through their social media or YouTube channel. Moreover, they can communicate with foreigner through their social media or whenever they meet with the one who are able to speak English. They feel challenged when they learned English because it is different from our own language.

They like using Hello English application because they wanted to practice their English skills directly, like listening, reading and speaking. It provides not only those, but also many choices for practicing their English directly which are served in form of many interesting and challenging games. Moreover, learners will gain some knowledge by themselves started from the easy level to the difficult one; updating several new thing related to English vocabulary, expression and many more which is spoken by the native speaker. In short, the students enjoy learning English using Hello English application because they can learn while playing several games with the native speaker.

Conclusion

Learning English is not as conventional as yesterday. Learners can improve their English skills by themselves by using their smart phones. The English learning implementation in smart phones proposes some easiness and attentiveness with interesting color and spoken by native speaker since it is on line. This attracts English learners much to do. Then, this situation hopefully motives learners in improving their English using Hello English Application.

Students' of Management study program have different motivation in learning English using Hello English application. They were intrinsically motivated and extrinsically motivated. Most of them were intrinsically motivated (from 35 students, 23 students were intrinsically motivated). As a lecture, we need to let our students, especially who have no sufficient background of English knowledge to develop their English, to practice their English daily in order to support their career later on or just give enjoyment with that language. We can conclude that learning is not only about preparing for the best career in the future, but also for our daily use. Learners can implement what they have learnt to support their daily activity and also in their leisure time.

References

- [1] Choosri, Chalernporn. (2011) The 3rd International Conference on Humanities and Social Sciences. April 2, 2011 Faculty of Liberal Arts, Prince of Songkla University Proceedings- Factors Affecting English Language Teaching and Learning.
- [2] Ryan, Richard M. and Edward L. Deci. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. University of Rochester. *Contemporary Educational Psychology* 25, 54-67
- [3] Vaezi, Z. (2009). Language Learning Motivation among Iranian Undergraduate Students. Southwest Jiaotong University, China. *Iranian Journal of Language Studies (IJLS)*, Vol. 3(1), 2009 (pp. 79-104)
- [4] Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Problems with the English Noun Phrases Encountered by Indonesian Learners

Susana Teopilus¹, Hendra Tedjasuksmana², Priska Pramastiwi³

^{1,2,3}Universitas Katholik Widya Mandala Surabaya, Indonesia

Abstract: As a prerequisite for their graduation nowadays, university students in Indonesia are required to write research reports or academic papers to be published in journals: national journals for the *Sarjana* (or Bachelor's) degree, accredited national journals or international journals for the *Magister* (or Master's) degree, and international journals for the *Doktor* (or Doctorate) degree (based on *Surat Edaran Kementerian Riset, Teknologi dan Pendidikan Tinggi Nomor: B/323/B.B1/SE/2019*). One grammatical aspect dominantly used in academic papers written in English is Noun Phrases (shortened as NPs), which commonly consist of head nouns and modifiers. In the English NPs, the head nouns commonly exist with pre-modifiers, post-modifiers, or with both pre-modifiers and post-modifiers. As there are many kinds of pre-modifiers and post-modifiers, the present descriptive research aims at portraying the competence of Indonesian university students in using the English NPs as well as the problems with NPs most commonly encountered. This research is a descriptive study with fifty subjects from three different study programs in a university. These subjects completed a test specially designed to find out their skills in using the English NPs. The research data, in the form of the subjects' correct and incorrect answers in using the English NPs were then analyzed and described. The research findings reveal that these subjects have skill deficits in their use of various patterns of the English NPs, the two most problematic patterns being the pattern with (Determiner) + Head Noun + Non-Finite and that with (Determiner) + Hyphenated Modifier + Head Noun. Developing a series of English NPs modules and implementing them are the next steps to help overcome these problems.

Keywords: error analysis; noun phrases; pre-modifiers; post-modifiers

Introduction

As a prerequisite for their graduation nowadays, university students in Indonesia are required to write research reports or academic papers to be published in journals: national journals for the *Sarjana* (or Bachelor's) degree, accredited national journals or international journals for the *Magister* (or Master's) degree, and international journals for the *Doktor* (or Doctorate) degree (based on *Surat Edaran Kementerian Riset, Teknologi dan Pendidikan Tinggi Nomor: B/323/B.B1/SE/2019*).

Peat et al. [1] argue that scientific writing is a well-defined technique rather than a creative art, and affirm that there are three essential aspects to effective scientific writing: thought, structure, and style. Thought is a matter of having some worthwhile results and ideas to publish. Structure is simply a matter of getting the right things in the right place. Style is a matter of choosing the fewest and most appropriate words and using the rules of proper grammar. Thought and structure are related to contents and ideas conveyed in scientific papers; they are field-specific, which are related to the field of a study program. Style, however, is language-related. It is related to the linguistic aspects used to convey these contents and ideas to readers verbally; it is the focus of the present study.

Being one of the requirements of effective academic writing in English, style needs to be well understood and implemented so that a writer can write the sentences in his paper using the fewest and most appropriate words and using the rules of good grammar. One way to help achieve this purpose is by using the English Noun Phrases (shortened as NPs), which commonly consist of head nouns and modifiers. In the English NPs, the head nouns commonly exist with either pre-modifiers or post-

modifiers or with both pre-modifiers and post-modifiers. Various patterns of the English NPs appear with high frequency in academic papers or journals, for they can be used to express ideas accurately related to the meaning conveyed and economically related to the number of words used.

Ariwibowo and Tedjasuksmana [2] conducted a previous study on the variations of the English postmodifiers used in the undergraduate students' compositions. The findings reveal that out of the many variations with post modification, the research subjects, the English Department students, used only two patterns most: Head Noun + Prepositional Phrases and Head Nouns + Restrictive Clauses. Further, they proposed that this issue can be solved by giving students substitution and meaningful exercises to enable them to practice with different types of noun post modification structures in context [2].

There are many kinds of pre-modifiers and post-modifiers in English, and the present descriptive research aims at portraying the Indonesian students' competence and problems in using the English NPs. In particular, this research aims at answering these two questions:

- (1) What patterns of the English NPs have the Indonesian students acquired?
- (2) What patterns of the English NPs are problematic?

Underlying Theories

Pre-Modification and Post-Modification with Noun Phrases

Nouns are words that identify or name people, places, or things. Nouns can function as the subject of a clause or sentence, an object of a verb, or an object of a preposition. Noun phrases are groups of two or more words within a sentence that function grammatically as nouns. They consist of a noun and other words that modify the noun [3]. A noun phrase has a noun as its head. According to Burton & Roberts [4], the head of a phrase is the element that the phrase is centered on, and it is the one essential—or obligatory—element in that phrase. It is so-called a noun phrase because the headword in this phrase is a noun, called the head noun.

Modification is a process that allows phrases to expand. In the English NPs, modification can occur before the head noun, after the head noun, or both before and after the head noun. Where modification occurs before the head noun, it is termed pre-modification, and where modification occurs after the head noun, it is termed post-modification. There are various patterns of noun phrases with pre-modifiers and post-modifiers. The possible patterns of the English NPs are as follows:

1. Pre modifier + Head noun
2. Head noun + Post modifier
3. Pre modifier + Head noun + Post modifier

The following will give a further description of each term in these NP patterns:

- A. The head noun in a noun phrase can be:
 1. A noun: the school.
 2. A pronoun: everyone in the class.
 3. An adjective: the rich.

The pre-modifiers of a noun phrase can be:

1. Determiners: the building, some books.
Determiners in English NPs are divided as follows:
 - Articles: a/an, the.
 - Possessive determiners: my, our, your, his, her, its, their.
 - Demonstrative determiners: this, that, these, those.
 - Quantitative determiners:
 - General: all, some, no, any, every, another, each, both, several, either, neither, etc.
 - Gradable: many, much, more, most, few, etc.
2. Enumerators: two books, the second man.
3. Adjectives: blue sky, long bench.
4. Nouns: a flower garden, a gold ring.
5. Genitive phrases: James' car, somebody's purse.
6. Adverbs (in initial position): quite a noise.

7. Other categories, such as adjective phrases: (awfully bad) weather; other phrases with hyphens: (round-the-clock) service, a (kind-hearted) woman, a (five-page-long) paper; past participle and present participle of verbs: a (chosen) subject, a (crying) baby.

The post-modifiers of a noun phrase can be:

1. Prepositional phrase: the garden behind the house
2. Relative clause: the man who sells ice cream in front of the school
3. Participial phrase reduced from a relative clause:
 - I admire the man writing this article.
 - The bridge destroyed by the flood is going to be rebuilt.
4. To-infinitive phrase: the steps to conduct the research
5. Clauses of time, place, manner, and reason:
 - There is no reason why they reject the plan.
 - I do not exactly remember the time when we first met.
 - This is the city where I was born.
6. Other parts of post-modifier, including adverb (the room upstairs), adjectives (something different), noun phrases in apposition (the destination, a small town near his hometown)

In the present study, the patterns of modification are classified into three big categories that are described below along with the types of each category.

1. Pre-Modifiers:
 - a. Determiner + Head Noun
Determiner in this pattern covers:
 - Articles: a/an, the.
 - Possessive determiners: my, our, your, his, her, its, their
 - Demonstrative determiners: this, that, these, those.
 - Quantitative determiners: all, some, no, any, every, another, each, both, several, either, neither, many, much, more, most, few, etc.
 - b. Noun + Head Noun
 - c. Adjective + Head Noun
Adjectives here also include present and past participle used as adjectives.
 - d. Hyphenated Modifier + Head Noun
2. Post-Modifiers:
 - a. (Determiner) + Head Noun + Prepositional Phrase
 - b. (Determiner) + Head Noun + Finite
Finite here includes relative clauses and other clauses used as noun modifiers.
 - c. (Determiner) + Head Noun + Non-Finite
Non-finite here also includes to-infinitive phrases, participial phrases, and adjective phrases.
3. Mixed Modifiers
Pre-modifier + Head Noun + Post-modifier

Error Analysis

Errors are indications of an imperfect mastery of the language [5]. They indicate breakdown from the adult grammar of native speakers of English and cannot be self-corrected. However, mistakes are temporary deviations of learners' performance due to the failure of using the language as learners utilize their known system and therefore, can be self-corrected. In this study, however, errors and mistakes are not distinguished as they refer to any noticeable deviations found in the students' work. The terms *'errors'* and *'mistakes'* are used interchangeably. Errors are significant in three respects: (1) They tell a teacher what needs to be taught or retaught; (2) They tell a researcher how learning proceeds and how learners process the obtained information; and (3) They are a means whereby learners test and modify their hypotheses about L2.

Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language [6]. The process of error analysis deals with the identification, description, and explanation of the errors [7]. In line with the present research, the steps of the error analysis conducted are identifying the errors, describing the errors, and explaining the errors related to the English NPs. The

first step, identifying the errors, is recording the subjects' deviations in using the English NPs. The second step, describing the errors, is classifying them in the different patterns of the English NPs. The last step is explaining the possible causes of the errors and providing a suggested solution to remedy the errors.

Corder (1981), as quoted by Shastri [7], classifies a learner's errors into four categories: (1) Omission, (2) Addition, (3) Selection, and (4) Ordering. Errors of omission happen where an important element of language is omitted. For example, John studying at the library now. [Omission of helping verb 'be']. Errors of addition occur where an undesired element of language is added. For example: He has been sold his old car. [Addition of 'been']. Next, errors of selection refer to substituting a wrong element of language. For example, He is bringing his book home. [For 'taking']. Finally, errors of ordering refer to the wrong sequencing of language items. For example, *The gifts neatly were wrapped in decorative paper.* [The gifts were neatly wrapped in decorative paper.]

Method

Descriptive research has the primary purpose to "paint a picture" using words or numbers and to present a profile, a classification of types, or an outline of steps to answer questions such as who, when, where, and how [8]. The present descriptive research aims at portraying the Indonesian students' competence and problems in using the English NPs. It is part of the three-year research conducted to help Indonesian university students master the patterns of the English Noun Phrases so that they can write better papers for journal publication. This study, in particular, is aimed at answering the two questions:

- 1) What patterns of the English NPs have the Indonesian students acquired?
- 2) What patterns of the English NPs are problematic?

The findings of the present study serve as the needs analysis of the next step in the 3-year research that is developing the modules of English Noun Phrases to help university students increase their writing competence in writing papers for publication.

The research instrument was a test in English Noun Phrases, specially designed to find out the students' competence in the English NPs. The test has 50 items. Section A, Multiple-choice, consists of 30 items, and Section B, Completion, consists of 20 items. The following table shows the distribution of the English NPs Patterns in the test.

TableI. Table of Specifications For The Test

No	Type	NP Pattern	Total Number
1	Pre-Modifiers (27 items)	Determiner + HN	5
		(Det.) + Noun + HN	4
		(Det.) + Adjective + HN	13
		Hyphenated Modifier + HN	5
2	Post-Modifiers (8 items)	(Det.) + HN + Prep. Phrase	3
		(Det.) + HN + Finite	2
		(Det.) + HN + Non-Finite	3
3	Mixed Modifiers (15 items)	Pre-modifier + HN + Post-modifier	15
Total number of items			50

There were 50 research subjects from three different study programs. Twenty-nine subjects were students taking the last Structure course in an English Department of a *Sarjana* Program; ten subjects were new students of an English Department of a *Magister* program, and eleven subjects were students taking an English course in a non-English Department study program of a *Sarjana* Program. The test was given to these subjects. The research data, in the form of the correct and incorrect answers in the

English NPs made by these subjects, were then analyzed and described to find out their acquisition of and their problems with the English NPs.

Findings and Discussion

The research data were analyzed to find out which patterns of the English NPs were acquired and which were not. If an item is answered correctly by at least 60% of the total number of the subjects, this item is, to some extent, acquired by the subjects. It is less challenging for the subjects, and it can be inferred that the pattern is not too much of a concern. On the other hand, if it is answered correctly by less than 60% of the total number of the subjects, it implies that it is a problem for the subjects.

For the sake of the data analysis, the subjects were put into two groups: (1) subjects coming from the English Department (39 subjects altogether), and (2) subjects coming from the non-English Department (11 subjects).

The following table displays the results of the data analysis of the 39 subjects coming from the English Department.

TABLE I. DATA ANALYSIS OF THE 39 SUBJECTS COMING FROM THE ENGLISH DEPARTMENT

No	Type	NP Pattern	Percentage of subjects with correct answers	Percentage of subjects with incorrect answer
1	Pre-Modifiers (27 items)	Determiner + HN	63.6%	36.4%
		(Det.) + Noun + HN	69.9%	30.1%
		(Det.) + Adjective + HN	70.4%	29.6%
		Hyphenated Modifier + HN	27.7%	72.3%
2	Post-Modifiers (8 items)	(Det.) + HN + Prep. Phrase	41.9%	58.1%
		(Det.) + HN + Finite	56.4%	43.6%
		(Det.) + HN + Non-Finite	16.2%	83.8%
3	Mixed Modifiers (15 items)	Pre-modifier + HN + Post-modifier	53.7%	46.3%

The finding shows that the patterns of the English NPs acquired by these subjects are mostly related to the pre-modification patterns with 70.4% for (Determiner) + Adjective + Head Noun, 69.9% for (Determiner) + Noun + Head Noun, and 63.6% for Determiner + Head Noun. The pattern of (Determiner) + Hyphenated Modifier + Head Noun is correctly answered by only 27.7% of the subjects, which implies that this pattern is not yet acquired. The NP patterns with post-modifiers are correctly answered by less than 60% of the subjects: 56.4% for the pattern of (Determiner) + Head Noun + Finite, 41.9% for the pattern of (Determiner) + Head Noun + Prepositional Phrase, and 16.2% for (Determiner) + Head Noun + Non Finite. This result reveals that the subjects still have problems with the post-modification of the English NPs. This finding is also supported with the result of the data analysis for the mixed modifiers, Pre-modifier + Head Noun + Post-modifier, showing that only 53.7% of the total subjects could give correct answers related to this pattern. The lowest percentage of the correct answers made by this group, 16.2%, is for the pattern of (Determiner) + Head Noun + Non-Finite; the second lowest percentage, 27.7%, is for (Determiner) + Hyphenated Modifier + Head Noun.

Next, the results of the data analysis of the 11 subjects coming from the non-English Department are displayed in the following table.

TABLE III. DATA ANALYSIS OF THE 11 SUBJECTS COMING FROM THE NON-ENGLISH DEPARTMENT

No	Type	NP Pattern	Percentage of subjects with correct answers	Percentage of subjects with incorrect answer
1	Pre-Modifiers (27 items)	Determiner + HN	36.4%	63.6%
		(Det.) + Noun + HN	40.9%	59.1%
		(Det.) + Adjective + HN	26.6%	73.4%
		Hyphenated Modifier + HN	20%	80%
2	Post-Modifiers (8 items)	(Det.) + HN + Prep. Phrase	39.4%	60.6%
		(Det.) + HN + Finite	40.9%	59.1%
		(Det.) + HN + Non-Finite	15.2%	84.8%
3	Mixed Modifiers (15 items)	Pre-modifier + HN + Post-modifier	24.2%	75.8%

The finding reveals that all the patterns of the English NPs, with pre-modifiers, post-modifiers or both pre and post-modifiers, are correctly answered by less than 60% of the total number of the subjects. This finding implies that these subjects do not yet acquire all patterns of the English NPs. Similar to the English Department group, the lowest percentage of the correct answers in this non-English Department group, 15.2%, is for the pattern of (Determiner) + Head Noun + Non-Finite; and the second lowest percentage, 20%, is for (Determiner) + Hyphenated Modifier + Head Noun.

The research findings indicate that the two most problematic patterns of the English NPs for all these subjects were the pattern with (Determiner) + Head Noun + Non-Finite and that with (Determiner) + Hyphenated Modifier + Head Noun, as these two patterns got the least percentage of being correctly answered.

The research findings indicate that Indonesian students have problems with the English NPs. They have not acquired many of the English NP patterns, with pre-modification, post-modification, or both pre- and post-modification. These findings reveal the university students' skill deficits related to the English NPs.

In terms of omission, some of the subjects' errors look like the following:

..... a ten billion rupiah office block. [Omission of hyphen → a ten-billion-rupiah office block]

Next, in terms of addition, their errors appear like the following:

..... the 34-miles crossing bridge [Addition of s' → the 34-mile crossing bridge]

Then, in terms of selection, some of their errors happen because they use the wrong forms of a participle, such as:

..... my best baking beans. [For 'baked']

Finally, related to ordering, some of their errors happen because of the wrong order that they used in constructing the NPs. Some examples of their errors look like the following:

..... the five other towers. [the other five towers]

..... his scientific revised proposal. [his revised scientific proposal]

As Brown [5] believe that errors are indications of an imperfect mastery of the language, these students' errors do prove that they have an imperfect mastery of the English NPs. They do need more instructions on the English NPs to help overcome these problems and to improve their competence in writing.

Conclusion

The English NPs being one of the important grammatical aspects used in academic papers, university students should be able to use them correctly and appropriately. The findings reveal that the research subjects have skill deficits related to their use of various patterns of the English NPs. These findings, which indirectly serve as the needs of analysis of the research, give the impetus to the next steps of the three-year research that is developing a series of the English NPs modules to help Indonesian students develop the receptive and the productive skills of using the English NPs. These modules will later be implemented using online and offline instructions. Having completed all the online and offline instructions, the participants (Indonesian university students) will be able to write better academic papers, which are worth publishing in scientific journals.

Acknowledgment

We owe gratitude to the Indonesian Ministry of Research, Technology and Higher Education for funding this study under the scheme "Leading Applied University Research" or "*Penelitian Terapan Unggulan Perguruan Tinggi*" (shortened as PTUPT). We are also particularly grateful to the anonymous reviewers, partner universities, experts, colleagues and students for their valuable contribution in the implementation of this study.

References

- [1] J. Peat, E. Elliott, L. Baur, and V. Keena, *Scientific writing - easy when you know how*. London: BMJ Books, 2002.
- [2] S. Ariwibowo and H. Tedjasuksmana, "The variations of the english noun postmodifiers in the undergraduate students' compositions," *Beyond Words*, vol. 6, no. 1, pp. 52–61, 2018.
- [3] P. Herring, *The Farlex grammar book: Complete english grammar rules*. Farlex International, 2016.
- [4] N. Burton-Roberts, *Analysing sentences - an introduction to English syntax*. Malaysia, 2011.
- [5] H. D. Brown, *Principles of language learning and teaching*, 4th ed. White Plains, NY: Addison Wesley Longman Inc., 2000.
- [6] C. James, *Errors in language learning and use: Exploring error analysis*. New York: Routledge, 2013.
- [7] P. D. Shastri, *Communicative approach to the teaching of English as a second language*. Mumbai: Himalaya Publishing House, 2010.
- [8] K. Y. Djamba and W. L. Neuman, "Social research methods: Qualitative and quantitative approaches," *Teach. Sociol.*, vol. 30, 2002.

ICT in the Teaching of Grammar to Embrace IR4.0 in Higher Education: A Case Study at Grammar Foundation Class

Veni Roza

IAIN, Bukit Tinggi

Abstract: The aim of the study is to reveal the implementation of technology in Grammar Foundation class as suggested by (Fitriah, 2018) who found technology help teachers explore their creativity and encourage learners' creativity. The use of technology in grammar teaching nowadays is inevitable and challenging. These technologies can include a range of options from low tech like audio recorders through the interactive Web2.0 technologies like blogs, wikis to high-tech options like speech recognition and digital gaming (Bikowski, 2018). This study belongs to qualitative method through observing teachers' procedure in grammar class (integrating technology in teaching material and media) for seven meetings. She also interviewed some students to get some information related the implementation of this media in learning. The finding reveals that the use technology in this case video conference, Google classroom and You tube help teachers to engage students in negotiating the meaning and comprehend grammar foundation in context. Even though teacher and students do not meet in the classroom, they still can learn grammar interactively. The use communicative language teaching in combination with technology in teaching grammar answers the need to embrace IR.40. Interestingly, students admit that they enjoy studying grammar even though there is a challenge with the availability of internet access in good signal.

Keywords: *ICT, Grammar Foundation Class, Higher Education, IR4.0*

Introduction

Despite the debate on the necessity of grammar instruction and on the most appropriate instructional models to teach it, both language theorists and language practitioners commonly believe that the knowledge of grammar can significantly assist language learners in comprehending and acquiring the target language. It can provide them with the insights of how the linguistic elements of target language work to form meaningful and acceptable use of it, which they can use to express their ideas in either written or spoken language form. As proposed by Weaver (1996:9), grammar gives students the description of how words are combined into meaningful syntactic structure, which enables them to understand and produce the language described.

Due to the complex reality of grammar instruction in language learning field, a wide array of theories regarding the methods, techniques, models on teaching grammar has been proposed, examined, and criticized. Among these all debates, there seems to be a consensus that grammar instruction should be taught in such a way that it facilitates students to acquire language competence that they can use in real communication. Nassaji and Fotos (2011) asserts that if the goal of second/ foreign language learning is to develop communicative competence and enable students to use the language accurately and fluently for real communicative purposes, a focus on grammar must be incorporated into communicative instruction.

Since the purpose of grammar instruction is to facilitate students to acquire communicative competence, the creativity to present material to achieve this purpose is needed. The most commonly practiced teaching creativity is by incorporating information and communication technology (ICT) in grammar instructional design. ICT represents a fashionable way of teaching and learning integrated in teaching practices by teachers to make students learn more interesting and encouraging (Fitriah, 2018). ICT can be exploited in terms of internet ready-made exercises and test, media sites for developing language skills, communication with native speakers via blog, twitter, chat and email, online courses, online reference tools and wikis. (Klimova and Poulova, 2016)

The frequent utilization of ICT in language learning particularly in grammar instruction can be viewed as an initial intention to embrace the current and future movement of technological advancement known as industrial revolution 4.0 (IR 4.0) in language education. The impact of IR 4.0 in education seems to be unavoidable as it is suggested by Schwab (2017) the new industrial revolution with its —fusion of technologies across the physical, digital, and biological world causes shifts not only across all industries, but also towards society, and reshapes governments, institutions, systems of education, and many others. In other words, the necessity to adopt technology to prepare for IR 4.0 is inevitable unless the language learners and practitioners will be left behind in this paradigm shift world of technology.

Based on the above description, the researcher is inspired to explore how ICT is exploited in grammar instruction. The types of technological tools applied in such instruction will be identified along with how they are used in facilitating students to improve their grammatical competence. In addition, the extent to which such practice implements the concept of IR 4.0 will also be highlighted.

Method

This study belongs to qualitative research. To obtain information on what types of ICT are implemented in grammar instruction and how they are implemented, the researcher observed the process of teaching grammar in IAIN Bukit Tinggi. The observation was conducted for seven meetings. In addition to observation, an interview was also carried to classroom participants both lecturer and students in order to explore their views regarding the implementation of ICT in this instructional process. The collected data from observation and interview were then qualitatively analyzed.

Findings and Discussion

Findings

From the process of data collection, the researcher was informed that grammar instruction in IAIN Bukit Tinggi is conducted both through conventional way and through application of ICT. In two meetings of observation, the researcher saw that the lecturer presented the materials through expository method by combining whiteboard and PowerPoint slide as the media. Some materials and exercises were simply written on the whiteboard if not provided on the slide. In the process, the lecturer explained the material through highlighting the linguistic feature of the target grammar taught and then asked students to do the exercises.

When confirmed to her, the lecturer mentioned that the consideration to use slide and whiteboard on this meeting was due to the nature of the instructional technique she employed. In these two meetings, the focus of the learning is to make students aware of how adjective clause is formed. Hence, the use of appropriate adjective clause connector is highlighted through different writing of the connector and its antecedent presented on the slide and whiteboard. Interestingly, the students told the researcher that they could understand the material through such presentation, but they also claimed that this class made them bored and sleepy since the materials were not creatively presented and they were not actively engaged in the process.

In addition to whiteboard and PowerPoint slide, the process of grammar instruction in IAIN Bukit Tinggi does apply ICT. The technological tools implemented are identified into video conference, YouTube Video, and Google Classroom. The first identified ICT tools used in grammar teaching in IAIN Bukit Tinggi is video conference conducted through Skype. In one of the classroom observations, the researcher found that the lecturer gave materials through Skype video conference. Prior to the observation, the researcher was informed that the lecture is on out of town duty, and she would conduct the teaching process through Skype video conference, which she had previously told the students. In the process, the students had previously been to download materials through her Google Classroom. The lecturer presented material from far away location used the skype video conference in this classroom followed by asking and answering question from the students. Finally, the students were asked to do exercises and upload them to Google Classroom within the due time.

Despite the use of video conference, the researchers observed that the students were less enthusiastic to follow the learning since the material was presented in conventional way. Skype was only used as a media to facilitate the distance between the lecturer and students. From the interview, the lecturer

mentioned that the existence of Skype video conference really helped her in order not to miss any class when she was not able to attend the class personally. She also said that she also used Skype video conference in other classes but limited to only giving and presenting the learning materials. From the interview from the students, the researcher was informed that the students felt grateful with the Skype video conference since they did not have to miss any class and must find other schedules to make up for it. However, they claimed that the learning process still felt the same as the traditional classroom since the Skype conference was only utilized to explain material. The only different thing was that the teacher was not personally present during the instructional process.

The next type of ICT employed in this instruction is YouTube Video. From classroom observation, the researcher saw that the lecturer explained some materials by using YouTube Video. In this case, YouTube videos were used as the teaching media. In one of the observation, the researcher found that the lecturer played a song containing the grammatical features being taught, which was taken from YouTube. In the process, the students were asked to fill the blank lyric of the song. To confirm their response, the lecturer next played the song with full lyric and after that they sang the song together. In another occasion, the researcher found that the lecturer used a video clip from YouTube about grammar explanation given by some online instructor. In this process, the students were asked to pay attention to this explanation given in full English and in normal speed of speaking, at the end of the video playing the students looked confused by the explanation, so the teacher had to clarify some points made.

From the interview conducted with the lecturer, the researcher was informed that she often took videos from YouTube as a learning media she would use in her class. The idea was that there were a wide range of videos readily available for her to use. She also mentioned that sometimes she used material explanation from YouTube videos in her class. The reason was that she wanted to see how students understood the explanation provided by native teacher. In addition, she also informed that sometimes she asked students to do group project videos and uploaded them to YouTube. From the interview with the students, the researcher was informed that they enjoyed learning through YouTube video since the class would be more interactive compared to that of whiteboard and power point slides. When asked about the material explanation video from YouTube, they claimed that it is quite difficult for them to understand the explanation given by native teachers due to the speed of their speech and full English explanation. Therefore, they still needed clarification from their teacher.

The last technological tool used is Google Classroom. Although the researcher did not specifically find its application in the classroom, the researcher was informed in the interview that the lecturer used Google Classroom in teaching grammar. She mentioned that Google Classroom was used to store learning materials and exercises for students. In its practice, the lecturer sometimes asked the students to download the learning material, task, and test from this virtual class. In addition, the students were also sometimes asked to upload their assignment, project, and test to this website. She also mentioned that the availability of Google Classroom really helped her manage her class. The hassle of providing paper-based materials and assignments could be minimized. The students also mentioned that they were content with the implementation of Google Classroom because of its practicality. They could download the materials or assignments easily. Besides, they did not have print out any assignments given by the lecturer.

Discussion

The findings of this study suggests that the lecturer of Grammar subject in IAIN Bukittinggi has applied ICT in the instructional process. The technological tools used range from the simple application of power point slide to the more complex and complete tool of Google Classroom that allows the lecturer to store material and perform assessment virtually. In other words, technology becomes an important element in this grammar instruction to assist its process. Richards & Renandya (2002) assert that the use of technological aids, especially those related to computers, has increasingly become a common feature of the classroom, and there is no doubt that computer-based instruction will occupy a more central role in the second language classroom in the future. This view is clearly reflected in the process of grammar instruction in IAIN Bukittinggi in which the technology is exploited during the teaching and learning process.

In addition, the use of technological aids in grammar instruction brings some beneficial aspects for the classroom. Using ICT such as PowerPoint slide allows the lecturer to present the materials in a way that

is appropriate to instructional technique used in teaching grammar. Despite their boredom with such presentation, students claim that they understand the learning materials presented through this technological element. Macaro et.al (2012) reveals that technology facilitates the acquisition of linguistic knowledge, so in the case of grammar instruction it helps students to grasp the grammatical concept as it is evident in this study. In addition, the use multimedia presentation like that of power point not only helps students to grasp the learning concept at the moment it is given but also assist them to recall such concept (Rusangawa, 2013).

The use of video conference through Skype in learning facilitates the instructional process. Despite their distance, the students and the lecturer can still engage in the teaching and learning activity using Skype. Unlike in this class in which the Skype is only used as the means to facilitate distant learning, the Skype in the following studies is integrated in the learning, not only as a means to conduct the learning process from a far. For example, Trejos et.al (2017) uses exploits the use of Skype in language learning as the media through which direct interaction is conducted with the native speaker. In the process, the students are instructed to engage directly with the native speaker to improve their language. The results reveal that this practice significantly students' language proficiency. Moreover, Li Li (2017) mentions that the use of CMC (Computer-Mediated Communication) such as Skype has become popular efforts to improve students second language proficiency since such practice can simulate the interaction like that of in real life. In short, it is suggested that Skype will not be used as only to allow distant learning.

The implementation of YouTube video enables teacher to provide students authentic materials and media. They are given through the song or video clips containing the grammatical point taught but not specifically designed for learning purpose. Li Li (2017) proposes that the development of digital and web materials have enriched learners' experience in the sense that they can gain more authentic input and see how language is used in particular contexts. Through the use of YouTube videos, students can learn how the target grammatical point is used in real life communication.

Finally, the use of Google Classroom allows the lecture to store the materials and exercises. Through this use, students can access the learning materials and assignments easily even when they are not personally in touch with the lecturer. According to Chang-Li and Hart (2002), the internet is a tremendously effective means for disseminating instructional materials. In other word, the accessibility of learning materials becomes wider if they are provided through virtual world. Besides, the use of Google Classroom also makes students become more autonomous. In the instructional practice, the students are instructed to find materials and assignment on their own, and they even are asked to submit the task through the internet with no direct supervision from the lecturer. Hence, they will become more self-directed in learning. Roblyer (2006) states that in order for self-direction to occur, the learners must have a certain degree of control over when, what and how they study. Technology in this sense offers a great opportunity to realize self-direction.

Despite the benefits this technology brings to the language learning, the extent to which their implementation relates to the notion of IR 4.0 is to be examined. It has been thoroughly explained that ICT is mainly used as the media to assist language learning process in IAIN Bukit Tinggi. According to Harihasudan & Kot (2018) the terms digital learning and ICT learning have occupied a prestigious place in the education as it is effective in accelerating students' education. Such technology-supported teaching and learning are the core concept of education 4.0. To this notion, the implementation of ICT and digital classroom through Google Classroom in grammar instruction in IAIN Bukit Tinggi has reflected the expected IR 4.0 education.

However, it is important to explore more about the commitment to use this continuously and to which extent ICT helps students to achieve learning goals. It is also important to elaborate more whether the use of ICT is simply because of its practicality and simplicity or to embrace IR 4.0. If the goal is to prepare students to embrace IR 4.0, self-directed learning through the help of digital learning is to be increase whether through establishing institutional online portal for learning or through using the already available one such as Google Classroom. Fisk (2017) explains that IR 4.0 Learning is built around students as to where and how to learn and tracking of their performance is done. In addition, students' creativity and skills in technology needs to be increased too. The technology should not also be used as the media but also as the means to increase students' creativity to come up with the new innovation for IR 4.0 world that will demand new innovation on technological basis. The advancements in IR 4.0 are

led by the emergence of artificial intelligence, robotics, the internet of things, autonomous vehicles, bio and nano technology, 3-D printing, material science, quantum computing and energy storage (Diwan, 2017)

Conclusions

The ICT tools used in grammar instruction in IAIN Bukit Tinggi are PowerPoint software, Skype video conference, YouTube Video, and Google Classroom. All these technological tools are exploited as the learning media in order to achieve learning objectives. In this process, the lecturer claims that she felt that this kind of learning is really helpful, however a variety of response from students who mention that they enjoy learning with some technologies but no with others as the process of learning still mimic the traditional one. In some extent, the use of ICT has reflected the nature of IR 4.0 education, however it needs to be optimized and students' skill and creativity on technology needs to be increased to embrace IR 4.0.

References

- Bikowski Dawn, (2018). Technology for teaching grammar. *The TESOL Encyclopedia of English Language Teaching*. (1-7)
- Chang-Li, R & Hart, R.S (2002). What can world wide web offer ESL teacher. inin Richard J.C & Renandya (Eds.), *Methodology in Language Teaching An Anthology of Current Practice* ,(pp 374-383). Cambridge : Cambridge University Press
- Diwan, P. (2017). *Is Education 4.0 an imperative for success of 4th Industrial Revolution?* Accessed from <https://medium.com/@pdiwan/is-education-4-0-an-imperative-for-success-of-4th-industrial-revolution-50c31451e8a4>
- Fisk, P. (2017). *Education 4.0 ... the future of learning will be dramatically different, in school and throughout life*. Retrieved from <http://www.thegeniusworks.com/2017/01/future-education-young-everyone-taught-together>
- Fitriah, (2018). The role of technology in teachers' creativity development in English teaching practices. *TEFLIN*.Vol. 29. (177-193)
- Harihasuda, A., & Kot, S. (2018). A scoping review of digital English and education 4.0 for industry 4.0. *Soc. Sci* , 7, 2-13
- Klimova and Poulova.(2016). Students' preferences for learning materials in technology-enhanced higher education. *New trends and issues proceedings on humanities and social sciences*, Vol 11. (20-28)
- Li, L (2017). Integrating technology in ESP: pedagogical principles and practices.in Munoz-Luna, R & Tailleffer, L (Eds.), *Integrating Information and Communication Technology in English for Specific Purposes*, (pp 7-25). Switzerland: Springer
- Macaro, E., Handley, Z., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*, 45, (1), 33-43.
- Nassaji, Hossein and Sandra Fotos. (2011). *Teaching Grammar in Second Language Classrooms Integrating Form-Focused Instruction in Communicative Context*. Routledge: New York and London
- Richard J.C & Renandya W.A. Technologies in the Classroom.in Richard J.C & Renandya (Eds.), *Methodology in Language Teaching An Anthology of Current Practice* ,(pp 361-363). Cambridge : Cambridge University Press
- Roblyer, M. D. (2006). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River: Pearson Prentice Hall.
- Rusanganwa, J. (2013). Multimedia as a means to enhance teaching technical vocabulary to physics undergraduates in Rwanda. *English for Specific Purposes*, 32, 36-44
- Shwab, K. (2016). *The Fourth Industrial Revolution: whatit means, how to7respond*. Accessed from <https://www.weforum.org/agenda/2017/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond>
- Trejos, S.R.G, Pracuaz, R.L.D, & Cuellar, M.T.A (2017). Skype session as a way to provide additional oral practice of English university students. *Colomb.Appl.Linguistic*, 20, (1), 11-24
- Weaver, C. (1996). *Teaching Grammar in Context*. Portsmouth: Boylston/Cook

Is local language allowed in EFL classroom?

Amanaturrohmah

Universitas Muhammadiyah Malang, Indonesia

Abstract: This study explores the teachers' language instruction used in teaching English as a foreign language in Indonesia. There have been debates over the mixed use of mother tongue (L1) and target language (L2) or translanguaging practice in the English classroom. A number of teachers believe that translanguaging practice should be avoided in learning the target language because it could decrease students' motivation and limit vocabulary learning. However, some teachers argue that the use of translanguaging practice helps them in teaching and learning processes because it can enlarge students' linguistic repertoire, help students to develop their bilingualism, and guide them to learn languages in a way that suits their academic level. This argument also in line with the theory of Second Language Acquisition (SLA) which underlines that the use of L1 and L2 cannot be separated. In view of this situation, although translanguaging practice can be applied in EFL teaching and learning processes in Indonesia, the teachers should remember that they should not overuse L1 because using the target language as much as possible should still be the main goal of foreign language learning. In addition, parents and teachers should also understand that translanguaging practice is the normal and natural part of second language acquisition. The L2 learning should always focus on the development of communication competence instead of the enforcement of compulsory rules about which language is allowed to be spoken at any certain time or in particular condition.

Keywords: Indonesian English teacher; second language acquisition; teachers' language instruction; translanguaging practice

Introduction

Teaching English has gained its linguistic supremacy in Asian countries (Fernandes, 2014). This becomes a quite complex job for English teachers where English serves a restricted purpose (Khan, 2011). One of the factors affecting the success of teaching and learning is teachers' language instruction. According to Sowell (2017), as a teacher, giving good instruction has a direct result on learning. If the students do not understand what tasks are being instructed by their teachers, the classroom tasks and activities could be led to failure.

According to Nambisan (2014), the language of instruction becomes vital in a bilingual or multilingual context. Therefore, it is not a surprising fact that many English teachers embrace the translanguaging practices. Portoles and Marti (2017) define a translanguaging practice as using two or more languages flexibly for communication. Canagarajah (2011) states that translanguaging practice means "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that type their repertoire as an integrated system" (p.401).

The use of the students' first language in the classroom has become the focus of debates of many scholars up to the present (Butzkamm, 2003). According to Vogel and Garcia (2017), the use of translanguaging in education has created disagreement. For instance, Cenoz and Gorter (2017) note that English teachers are supposed to use only English in teaching English. This is in line with Zakaria (2013) who believes that the use of a target language should be maximized and accordingly the use of students' first language should be reduced in any learning stages. The goal is to speed the student mastery of the target language. Some of them argue that using L1 in EFL/ESL classrooms is difficult and it can affect the education policies and practices. For instance, the establishment of using "English only" policy is expected to create an environment that supports the students' potential in the language learning. Some universities also forbid their students for communicating in other languages except English during teaching and learning processes (Gaebler, 2013).

The claim above is supported by Bezzina (2016) who found that translingual practices in the Maltese EFL classroom brought negative effects. When the students were allowed to use their mother tongue, they became unmotivated to learn the target language. This is in line with a theory proposed by Wright (2010) that translating from English to local language or conversely (the other type of translingual) has an effect on the ineffective use of vocabulary. In addition, Iqbal (2011) also demonstrates that teachers are generally seen incapable when they often use code-switching (the types of translingual practice). On the contrary, Bezzina (2016) argues that using gestures and pictures in vocabulary teaching might provide a better understanding for the students than employing translingual practices since using more than one language while teaching vocabulary can potentially confuse the learners.

However, in stark contrast with the above mentioned opinions, Creese and Blackledge (2010) argue that teacher flexibility to switch among the languages increases participation since students have a sufficiently comprehensible input (Krashen, 1981). Furthermore, García and Kleyn (2016) believe translingual practices facilitate educators to take critical developing standard languages in learning the target language. Translingual practices expand students' linguistic repertoire, help students develop their bilingualism, and guide them to learn languages in a way that suits their academic level. Translingual practices also give the impression that learning languages are not difficult (Torpsten, 2018). In addition, Creese and Blackledge (2010) believe that translingual practices facilitate meaning-making and task-accomplishing once the students have trouble learning some English vocabulary.

Some studies have been conducted to examine the impact of the translingual practices in some EFL and ESL contexts. For example, Reyes (2018) conducted the study in a primary school in the city of Zamboanga in the Philippines. In learning the target language, the school permitted the teachers and learners to use local languages like Chabacano, Cebuano or Biyasa, Tausug, and Filipino or Tagalog. This policy allowed the teacher and students to have more efficient and effective teachings. It also enabled the members of the class to be able to conduct better classroom discussions, to improve their understanding of the given material. The translingual policy also made the teachers having better control management on the behavior of their students. In addition, multilingual classroom members could make use of their language practices to figure out what was meaningful from their need and their tasks.

Hassan and Ahmed (2015) investigated multilingual competencies in a Tower Hamlet's Faculty in East London Borough, England. This was an Islamic school in East London that most of its students were the members of the Bangladeshi immigrant community. Translingual practices were used as a method to sustain meaning and to promote a deeper and fuller understanding of the topic being taught. The researchers found out that both teachers and students at the same time switched from English to local languages (Bengali and Urdu) in order to learn the definition of a given vocabulary. Students chose to use English because they felt comfortable and assured with their target language. Meanwhile, the teacher chose to use Bengali to make clear of the instruction. Consequently, all three languages were combined during the teaching and learning processes.

Additionally, Rasman (2018) investigated the translingual practices among junior high school students aged between 14 and 15 in an EFL classroom in the city of Yogyakarta, Indonesia. The students used multiple codes like Javanese, Bahasa Indonesia, and English to finish the tasks. Those students performed the ability to apply their full repertoire while negotiating the meaning of sentences during learner to learner interactions. The research also found out that translingual practices had assisted the learners in developing their multilingual competencies, including their English competence.

In several countries, translingual practices are applied in the lower level of education. Bezzina (2016) conducted a study on Maltese EFL learners and it used teachers' perspectives to understand the position of translingual practices in English teaching. Some teachers believed that translingual practices were beneficial in beginner level classes (50%) and some others (49%) felt that the translingual practices could be used in all classrooms regardless of students' levels.

A study was done by Horasan (2014) found that both teachers and students believed that the translingual practice was acceptable in lower levels and it could be applied to attract students' attention or to exchange jokes. The result also showed that translingual practices should be used occasionally at a higher level.

In the theory of translanguaging practices, code switching and code mixing are used interchangeably. The translanguaging practices as the unique linguistic repertoire are used by bilingual speakers who strategically apply it to facilitate effective communication. Research conducted by Makulloluwa (2013) in Sri Lanka reported that translanguaging practices were used to build a less intimidating classroom environment.

Why are the teachers applying translanguaging practices?

There are some reasons why teachers apply translanguaging practices in an English classroom. The first reason is related to the academic context. In this context, teachers apply translanguaging practices because they want to continue statement, to suit the recipient specification, to clarify information, to avoid repetitive clarification, to reinforce requests or commands, to ask questions, to give advice, to balance the addressee's language competence, to make the teachers easier, to convey their message (Mujiono, Poedjosoedarmo, Subroto, and Wiratno, 2013), to ease the conversation, and to make the clarity of the message (Bista, 2010). Rezvani (2011) and Reyes (2018) also found that translanguaging practices could be helpful for presenting lessons, conducting class discussions, rising and confirming students' response, keeping students on track, increasing their understanding, and managing students' behavior. Some teachers also use translanguaging practices to save teaching time and to motivate their students (Bensen, 2013). In addition, Qian and Wang (2009) argue that teachers can employ translanguaging practices to promote classroom interaction and to ensure effective classroom management. Next, translanguaging practices also grow and strengthen good learning habits. They can help teachers during the teaching and learning processes. As an example, when the teachers need to give efficient instruction, they can occasionally turn to the first language.

The second reason is related to a social context. Translanguaging practices have significant roles in students' communication and social interaction, such as to show affection (Al-Qahtani, 2014), to show unpleasant feeling, to tell humor (Mujiono, Poedjosoedarmo, Subroto, and Wiratno, 2013), to express emotions (Rezvani, 2011 and Reyes, 2018), to express teacher exhaustion and anger (Mujiono, 2016), to keep private information (Bista, 2010) and to foster a close relationship between students and teachers (Qian and Wang, 2009).

In the light of the arguments above, it is assumed that translanguaging practices can be effective for facilitating the language learning. Regarding the potential benefits from translanguaging practices, Baker (2001) defines four prominent aspects. First, it can encourage students to find deeper information about the given subject. In this regard, the teacher can employ translanguaging practices to promote classroom interaction especially in presenting lessons and conducting class discussions. Second, it might help the development of weaker language learners. The involvement of students can be encouraged by the use of the students' mother tongue to bring up communication. Students' motivation can also be elevated if they are still allowed to use their L1 to explain a part of the language that is extremely difficult to understand by the learners. Third, translanguaging practices help the cooperation of home-school. If the parents are able to speak English, then the students can occasionally communicate with them in English. Therefore, the parents can support their school work by providing some information that might be delivered in their L1. Fourth, it can help the integration between fluent speakers and beginner learners. In this case, when the learners are integrated with first English language speakers, they will be able to develop their second language skills.

How are the translanguaging practices in Indonesia?

There have been debates and discussion over the implementation of translanguaging practices in Indonesia from time to time. This study tries to propose some arguments on why translanguaging practices might fit the English teaching and learning in Indonesia both academically and culturally.

1. Comprehensible Input

The use of L1 in L2 teaching and learning processes has a respectable role in student learning success. According to Krashen (1985), the most critical source of Second Language Acquisition (SLA) is the comprehensible input delivered in the target language which the learners would process for meaning. In the beginning, the learners make an utterance delivered in the target language comprehensible by thinking about its meaning in L1. If they have no idea about the meaning in L1, then the utterance can never be recognized as a comprehensible input. Therefore, the acquisition of the target language will fail.

Furthermore, Ellis (2008) explains that L1 can serve as a valuable source of background knowledge and information to prepare the students for an L2 input. Hutabarat (2016) conducted a study about the relationship between the process of SLA and English language teaching in Indonesia. The result of the study showed that understanding the theories of SLA and learning the foreign language would help both teachers and students in learning and teaching a target language. A study conducted by Agustin, Warsono, and Mujiyanto (2015) revealed that lecturers and their students showed positive attitudes towards the role of Bahasa Indonesia in the English language classroom. Both agreed that the L1 could be included in the English classroom. In addition, they also perceived that inclusion of the mother tongue, as long as fair and apt, helped the teaching and learning process.

2. Non-native English Speaker Teachers

Most of Indonesian teachers and students are the native speakers of Bahasa Indonesia. According to Cook (2007), native speakers are the people who have been speaking a certain language since their early childhood. Therefore, it is quite difficult for most Indonesian EFL learners to master English straight forwardly as they start to speak English after they go to school and they do not apply it in their daily life conversation. In addition, they would take a very long time to acquire English. Panggabean (2007) believes that native speakers acquire their first language because they keep learning by thinking, listening, and speaking in the first language. In contrast, Panggabean (2015) also discovers that EFL learners in Indonesia speak and think in English only in very limited time. Most of them are merely dependent on classroom learning activities that in many schools only take place in two sessions a week and each session done in around an hour. It means that the actual time spent to think and to speak in English in one week is merely around two hours. Consequently, regardless how many academic years they have spent to learn English, in fact, the students truly learn it only in weeks or months.

Moreover, most of the English teachers in Indonesia are non-native English speakers or only as the L2 users. According to Medgyes (2006), non-native speaker teachers are teachers who consider English as their second or foreign language, who work in the EFL classroom setting and who teach the monolingual groups of students who speak the same language as them. A survey conducted by Novianti (2018) found out that most of the Indonesian students preferred to have a non-native English speaking teacher as their EFL teacher. They argued that the non-native speaker was more capable of anticipating their difficulties as he/she might relate to their learning problems with his/her own experiences in learning English. In addition, since a non-native speaker teacher might have similar experiences in learning EFL, he/she could be more sensitive to understand the problems and needs of the students. Thus, the non-native speaker could share his/her tips and strategies in learning English to the students.

3. Language Transfer

In the process of L2 acquisition, language transfer is one of the important aspects affecting the students' development in learning the target language. According to Odlin (as cited in Ellis, 1994, p.27), language transfer is the influence resulting from the similarities and differences between the target language and any other languages that have been previously acquired. The similarities bring a phenomenon called a positive transfer while the differences create the one called a negative transfer. The positive transfer makes the learners tend to practice similar parts from time to time, called overuse. On the other hand, the negative transfer makes the learners avoid to use the different structures between their mother tongue and the target language. Kellerman (1992) argues that avoidance may happen for some reasons. One of them is when the students know what to say and how to say an expression in the target language but they do not want to say it because they do not want to break the norms. This is in line with the study conducted by Pageyasa (2017) on avoidance and overuse of Indonesian Language among Balinese Children in Bali, Indonesia. The study found out that most of the learners did avoidance because of politeness. The Balinese language has a degree of politeness that does not exist in English. Some learners faced cultural obstacles while talking in English to their teachers who were older than them or to friends who had a higher social status since English is an egalitarian language. On the other hand, overuse happened because the learners overgeneralized the meaning of certain words. In order to reduce the effects of both negative and positive transfers in second language teaching and learning processes, the English teachers should be able to prepare their students' cultural awareness and also to involve their students' mother tongue as the language of instruction in the classroom setting, so the students would have a better cultural understanding.

4. Linguistic Diversity

Indonesia is an incredibly diverse and multilingual country which has 726 local languages. This numerous number of languages in Indonesia is generally comprised of three categories: the national language called Bahasa Indonesia, the regional indigenous languages, and foreign languages (Alwi and Sugono, 2000). Some of Indonesian EFL learners have already mastered Bahasa Indonesia as their mother tongue and at least a local language or vice versa. According to Cook (2012), having knowledge of more than one language in mind is called multi-competence. In many cases, Indonesian EFL learners have already had this competence as they speak more than one language. Cook (2016) also states that L2 learners use other functions of their mind when they use the language. This is why the language use cannot be separated from the mind.

Based on an SLA theory proposed by Cook (2001), in learning the target language, the students' first language (L1) and second language (L2) cannot be separated. This theory uses an analogy of a house as the visualization of the mind of L2 learners, the rooms within as the languages they speak, and a new room as learning a new language. Learning a new language does not mean building a new additional room at the back of the house. Instead, it is more like renovating the house, so the new room can fit better with the house. All rooms within should also be connected well. This theory suggests the use of L1 to help the learning process of L2. L1 can be used as a guidance should the learners do not understand an instruction delivered in L2. For example, if the learners do not understand a certain word in L2, the teachers can use L1 to get them learning it.

When the Indonesian EFL learners who consider Bahasa Indonesia as their mother tongue try to acquire a local language, they might employ translanguaging practices to bridge the linguistic differences. Thus, as the national language spoken by all Indonesian EFL learners, Bahasa Indonesia should be the fundamental knowledge and mastery when dealing with the teaching and learning English as a foreign language.

From the several arguments above, it can be concluded that translanguaging practices are an important basis for the process of SLA. It can help learners to classify the language input and help them to improve their language learning ability.

Conclusion

Although there are debates over the role of L1 in Indonesian EFL classrooms, Bahasa Indonesia is still used in several schools as the medium of classroom instruction that is mostly done by English teachers. However, the English teachers should bear in mind that they should not overuse L1 because using the target language as much as possible should still be the main goal of foreign language learning. On the other hand, the students should use their mother tongue only when it is permitted by the teacher and it is again the teacher who needs to stop students from using it and asks them to use the target language. The teachers should also lead the students to perceiving target language as the means of communication and to using it for real-life situations.

It is important for educators to understand that translanguaging practices are the normal aspect of second language acquisition. Even, it is commonly found that proficient adult bilingual people mix their languages in order to give emphasis on or to show their cultural identity (Espinosa, 2014). In any case, translanguaging practices are the usual stage of second language acquisition that the parents and teachers do not need to worry about. The L2 learning should always focus on the development of communication competence instead of the enforcement of compulsory rules in which language is allowed to be spoken at any certain time or in particular condition.

The Appropriateness of Items Tests of *Ulangan Umum Bersama* and *Ulangan Tengah Semester* Tests of the First Grader of Vocational School with The Basic Competences and Achievement Indicators

R M Rizky Wirabrata
Universitas Negeri Jakarta

East Jakarta, DKI Jakarta
(rizky.wirabrata@gmail.com)

Abstract—This research is aimed to investigate whether the item tests which were tested to the students of SMKN 27 can be categorized as appropriate test. The problem of this research is to investigate the appropriateness of the test items with the basic competences and achievement indicator which are applied in the SMK. This research is called content-analysis research. The data source of this research is *Ulangan Umum bersama* test and *Ulangan Tengah Semester* test for the first grader of vocational school in the first semester. The result of this research revealed that 19% of the whole tests is inappropriate with the indicators and basic competences. For the more detailed explanation: For *Ulangan Umum Bersama* test, it has 22% items which are inappropriate, meanwhile *Ulangan Tengah Semester* has 10%. Based on the findings, some considerable suggestions have been made. Firstly, teacher should recheck the document before testing it to the students. Second, it is recommended for teachers to use the result of the findings to be a reference before making a test. The last suggestion is addressed to those researchers who are interested in conducting a research about assessment. It is recommended for them to also investigate the reliability and validity of the test.

Keywords: Appropriateness, Item test. Basic competences, and indicators.

Introduction

After the lesson is given by teachers, what is necessary to measure students' understanding is doing an evaluation. Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards (Staff 2012). Evaluation can also mean a structured interpretation. The main purpose of evaluation is to determine a quality of a program by stating a judgment (Hurteau, et al 2009). In classroom activities, evaluation can be given in two ways, namely assessment and testing.

The term "assessment" derived from the Latin word "ad sedere" meaning to sit down beside (Brown, et al. 1997). Furthermore, they explain that assessment is concerned with providing guidance and feedback to the learners. Gagne (2005) defined assessment as a measure of performance. Assessment can also mean the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. The most important part in assessment is giving students the feedback. Thus, assessment should help students to become "more effective, self-assessing, self-directed learners." (Angelo & Cross, 1993, p.4).

Assessment is carried out by using test. A test is a set of organized test items. The focus of this research is analyzing test items. According to Rao (2009), test item is the smallest object in assessment. Therefore it is very important to consider the test content before constructing test items.

A qualified test item can measure students' ability accurately, because the content of the test is related to what have been taught by the teacher. On the other hand, a bad test will lead into confusion on students. Therefore, content appropriateness is very crucial in developing a good test. A good test is called content -qualified if its content contains representative skills, indicators, and basic competencies which are based on the current curriculum.

Vocational school leads their students to work after they have graduated from their school. They have to be able to use English in their daily activities better than Junior High School Students, because in their field (eg. Engineer) they have to master some ESP too. The competencies of teaching should be in three skills such as: Cognitive, psychometric, and affective skills. Communication is important as well for them.

Literature Review

In developing a test, the test developers must use a reliable reference to create a good and appropriate test. The theory of Hughes (1989) said that a test must measure what is intended to measure. That means before creating a test, the test developer must refer to the curriculum first because in the curriculum it is clearly written what is intended to measure in the test.

The term test is one of the most important parts in education. Hughes (2003) argued that the purpose of testing is to find out how successful students in achieving the learning target. According to Nitko (1983), test is Systematic procedure for observing and describing one or more characteristics of person with the aid of either a numerical or category system Test takes a role as a device to measure students' achievement in learning and also its function is to know students' weaknesses and strengths in learning process. Thus, it makes teaching and testing is closely related and supports each other. Heaton (1991) strengthened this view by stating that it is impossible to work in the either field without concerning without the other one. Moreover test is also supposed to determine the successfulness of the teacher's teaching method. Thus making test as a tool to both improve teacher's skill in teaching and students' skill as well due to the result of the test can be used to determine students' strengths and weaknesses.

Testing has important role in teaching and learning activities. It is used as 'measuring tool' to students' ability in a lesson. The result of the test can be used as a reference to determine students' strengths and weaknesses. A test and learning activities are related closely with one another due to test improve learning activities. Heaton (1991) stated that it is impossible to work in the either field without concerning without the other one.

In creating a test, test developer must refer to the current curriculum in a particular country meaning that creating test has rules. This is useful to make the test measures what is intended to measure, thus it is called appropriateness of a test. A test measures accurately what is intended to measure. So, what is to be considered before making a test before creating a test is making sure that the test itself would be intended to measure students' ability and really measure what is supposed to measure.

This study focuses on finding the appropriateness in SMK students' examination. Therefore what is required is analyzing the whole test documents to investigate the content of the tests. So, obtaining the sample of a test is required in doing this study.

Due to a test must measure what is intended to measure (Hughes, 1989), the writer used syllabus as the reference, because a test is called appropriate if its content is consistent with the achievement indicator and basic competences written in a syllabus.

Methodology

This research uses qualitative approach in its application. Qualitative research is a research in which it requires discovery in its process. Cresswell (1994) described qualitative research as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. search involves describing, explaining, and interpreting collected

data. Leedy and Ormrod (2001) stated that qualitative research is less structured in description because new theories are formulated.

As for the method, the researcher used content-analysis study. Leedy and Ormrod (2001) described this method as "a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases". Content-analysis review several creations of human including books, news, films, and newspapers. Furthermore, they explained that the function of content-analysis research is to achieve the highest possible objective analysis and involves identifying the body material to be learned and defining the qualities to be examined. The data collection of this research is considered a two-step process. Firstly the researcher analyzes the materials and put them on a table of frequency as each characteristic or quality is mentioned. Secondly the researcher must do statistical analysis and presents the data in a quantitative format.

A. Time and Place of the Study

This research is conducted at English Department of State University of Jakarta by involving two tests which are related to the receptive skill taken by 1st year students of SMK.

B. Data and Data Sources

The data of this research are the Ulangan Umum Bersama dan Ulangan Tengah Semester in the first semester test of English subject in SMK. These data were collected from one source.

C. Instrument of the Study

According to Hughes (1989), a test must measure what is intended to measure. Thus, the instrument of this study is using syllabus of SMK as a reference of appropriateness in the tests, because the syllabus contains Indicators and basic competences.

To measure the consistency of the tests, this research used content appropriateness. Then, the data were analyzed by using Indicators and basic competences written in the SMK syllabus.

The table is used to classify the items in the tests. The table which is used in this research is the modified form of the previous research's study. The study was conducted by Anisa in 2012. The analysis example can be seen below.

The table consists of: Number of the item test, the material learning, topic, language and grammar, standard competence, basic competence, stem, answer, options, hint, and the genre inclusions of the item test.

D. Data Collection and Data Analysis Technique

To collect the needed data, the writer took samples of tests from one SMK in Jakarta. Since the research is the one which deals with the appropriateness of the test and the lesson and materials that has been taught, the writer will use syllabus of SMK as a reference for the data analysis technique to find whether the test was contently appropriate or not, the writer analyzed the test with the achievement indicators and the basic competences for Level Novice of Vocational High School in school based curriculum. After that, the data was classified by using the table as an instrument.

After classifying the data, the writer decide whether the items tests of Ulangan Umum Bersama and Ulangan Tengah Semester are appropriate with the written Basic competences and achievement indicators.

Then, the panel judgments were used to ask comments and inputs from an expert. The expert who participated in this judgment was Ibu Sri Sumarni. The reason was that she is a CMD course lecturer.

Results of the study

Based on the analysis, it is implied Ulangan Umum Bersama first Semester of First Grade School Year 2012/2013 in SMKN 27 test, not all items represent the basic competences and indicators written in a syllabus. It still has 22% of the whole test which is considered as inappropriate items. So, the test has not met the fulfillment to be considered as appropriate test. Next, based on the analysis on Ulangan Tengah Semester first Semester of First Grade School Year 2012/2013 in SMKN 27 test, also not all

items represent the basic competences and indicators written in a syllabus. It contains 10% of the whole test as inappropriate test. So, the test has not met the fulfillment to be considered appropriate.

What can be concluded from the analysis of the two tests above is that the tests have total 70 numbers. From 70 numbers, there are 13 items of it are inappropriate. So, from the whole test, 19% of it is inappropriate, meanwhile 81% of it is appropriate according to the basic competencies and indicators on the syllabus.

Suggestion and Recommendation

Based on the findings, the writer makes some considerable suggestions. The first suggestion is addressed to Sekolah Menengah Kejuruan 27 Jakarta. One of the mistakes is the audio for number 7 to 15 in Ulangan Umum Bersama is not related to the question number 7 to 15 written on the test. This may occur because the test-maker didn't check and recheck it carefully. Therefore, they should check the audio whether it is an appropriate audio or not. Also, the head of Sekolah Menengah Kejuruan 27 Jakarta need to supervise the implementation of the test. Second, it is recommended for teachers to use the result of the findings to be a reference before making a test. The test developers need to revise the test with the better one. Also, the teaching and learning activities in the class room must also be improved. The last suggestion is addressed to those researchers who are interested in conducting a research about assessment. It is recommended for them to also investigate the reliability and validity of the test. If

they want to conduct a validity research, it'd better if they do a quantitative research. The next researcher should also include the appropriateness of the level of questions in their research. One thing that shouldn't be forgotten is panel judgment. Panel judgment is very useful in determining validity of the test because in panel judgment a researcher consults directly to an expert of curriculum.

Acknowledgment

First of all, the writer would like to thank to Allah The Almighty for all the bless and strength given so that I can finally finish this article. The writer also sends many salutes and respects to Prophet Muhammad SAW (peace be upon Him). The writer wants to thank his parents, Pak Irawadi and Ibu Wargiyati for their love, prayer, support, and patience. Finally, the author also thanks to Universitas Negeri Jakarta that gave me chance to write this article.

References

- Brown, H. Douglas (2004). *Language Assessment: Principles and Classroom Practices*. Longman San Francisco: Copyright by inc. Pearson Education
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE Publications.
- Departemen Pendidikan Nasional.(2008). *Panduan Analisis Butir Soal*. Jakarta: Direktorat Jendral Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan Sekolah Menengah Atas.
- Fulcher, G, and Davidson, F. (2007). *Language Testing and Assessment Advanced Resource Book*. New York: Routledge
- Heaton, J.B. (1975). *Writing English Language Tests*, London: Longman
- Hidayah, A. N. (2012). *Content Validity of English Examination 2012 in Junior High School*, Jakarta: State University of Jakarta
- Hughes, A (2003). *Testing for Language Teachers*. New York: Cambridge, UK: Cambridge University Press

Hutama,R.(2012) Content Validity and Construct Validity of Teacher Mode test in Junior High School: Item Text Analysis. Jakarta: State University of Jakarta

Kindeya.Nugussie Tamrat. (2002). The Content Validity of the Ethiopian General Secondary Education Certificate English Examination. Addis Ababa: Addis Ababa University

Leedy, P. & Ormrod, J. (2001). Practical research: Planning and design (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.

Nitko, J. Anthony. (1983). Educational Test and Measurement An Introduction. New York, Harcourt Brace Jovanich inch

Rosita, A. (2006). Item Analysis on The Validity of English Summative Test For the First Year Students (A Case study at the first year SMP YPPUI Ciledug Tangerang School year 2005/2006). Jakarta: Syarif Hidayatullah State Islamic University of Jakarta.

van Alphen, A, et al. (1994). Likert or Rasch? Nothing is more applicable than good theory. Journal of Advanced Nursing. 20, 196-201

Weir, C. J. (2005).Language Testing and Validation as Evidenced-based Approach. New York. Palgrave McMillan.

Widdowson, H G. (2000).Language Testing. Oxford: Oxford University

A Phonological Investigation of How Indonesian Students Mispronounce English Words

Supeno

Lecturer at English Education Department,
Faculty of Language and Science Education,
Universitas Wijaya Kusuma Surabaya (UWKS)
East Java – Indonesia
bana.supeno@gmail.com

Abstract: Researches in phonological problems involving both Indonesian as the source language and English as the target language are scarce. This study set out to investigate the pronunciation problems of Indonesian students of English in higher education. To achieve the goals, 20 native speakers of Indonesian studying at English Education Department of Universitas Wijaya Kusuma Surabaya participated in the study. The participants' pronunciation problems of English were elicited by means of oral pronunciation test consisted of word list, ten individual sentences, and a short essay. The test items contained the listed English words with potential pronunciation difficulties for Indonesian speakers of English. The data were collected in IPA broad transcription for analysis. Percentages and frequencies of mispronunciation were put into tables. The results revealed that native speakers of Indonesian encountered problems related to consonants, vowels, and diphthongs in pronouncing certain English words. The results also support the notion of both positive and negative transfer where the correct pronunciations as well as mispronunciations displayed the interference of the participants' mother tongue. The findings suggest a pedagogical implication that the EFL/ESL teaching of pronunciation should include the same area of sampled words under discussions.

Keywords: diphthongize, negative transfer, pronunciation problems, substitutes.

Introduction

Being able to pronounce the English words correctly is the dream of most (if not all) English learners in Indonesia where English is a foreign language (EFL). That is because among other difficulties, pronouncing English words is proven to be the most problematic. The major causes of such difficulties are the contrasts between Indonesian as the native language (hereinafter termed L1) and the English as the target language (hereinafter termed TL) in terms of segmental as well as supra-segmental phonemes. Learning the segmental phonemes of Indonesian as the L1 takes place by listening to others, mostly elder speakers, through direct interaction in the first language. In Indonesia where English is a foreign language, learning segmental phonemes of the TL is mostly accomplished through the interaction of Universal Grammar and the learner's detection of phonemic contrasts in the input (Brown and Matthews, 1993, p. 4676). This process, however, has never been easy as the term foreign implies. According to Brozak (2019, pp. 13), with about twenty (though linguists declare only twelve and the other eight are the diphthongs) vowel sounds, twenty-five consonant sounds, plus numerous irregularities in spellings and pronunciations, English is considered as a tricky language for foreigners to learn. In line with that view, Hudson (2013, pp. 13) states that English is a relatively easy language to learn but only up to a certain point. That is, to speak it to a level in which two people can communicate is quite easy. Hudson further states that there are two most difficult parts of English; (a) the tricky advanced grammar with phrasal verbs and strange sayings that natives use, and (2) of course is the pronunciation. While Hudson proposes five key difficulties ([1] Written vs Spoken English; [2] Sounds; [3] Joining everything together correctly; [4] Weak/Strong Structure of sounds; and [5] Intonation and Stress), Supraner (2011, pp. 1-2) also views that there are "Problems Areas in English Pronunciation". They are [1] Intonation covering pitch, loudness, resonance, quality and flexibility; [2] Stress covering both word and sentence levels; [3] Thought Groups of words into phrases to make the ideas clear; [4] Linking from word to word; and [5] Vowels and Consonants—the know-how-to pronounce words by their spelling (see also: Hassan, 2014, pp. 31-44).

Based on the above backgrounds, it can be seen that the difficulties are mostly caused by the factors mentioned above. In many views, it is these factors that cause the English learners in Indonesia transfer or interfere their L1 systems of phonology into the English phonological systems as the TL under learning. Despite the facts that the words selected for the test are the ones the students often meet in the classes of linguistics and linguistic branches, the rate of the mispronunciation is still high. It is also hypothesized, therefore, that the transfer or the interference was stronger compared to the students' acquisition.

During the test on pronouncing the English words the researcher found that English Education Department students mispronounce most of the words errors in various degrees and types. English consonant sound /θ/ in final position, for example, was pronounced as /t/ sound, and English consonant sound /b/ in final position was pronounced as /p/. Therefore, this research attempts to identify and discuss such practices to describe the reasons behind such problems. Upon the objective of the study are met, pedagogical implication, particularly in teaching Pronunciation Practice as one subject in English Department is proposed.

Review of theoretical views

An easy way for English to check if the learners' pronunciation is correct or not is by checking with the standard dictionary. Otherwise, a native Indonesian who is an English instructor will need to look at the see the chart of the English phonemes. That is because it is in this chart an English instructor can refer to and check if his or her students' pronunciation is acceptable based on the so-called Received Pronunciation (hereinafter, RP). Besides, it is this chart an instructor can explain to his or her students about how to produce any single English phoneme. In order to check with the students' pronunciation of some English consonants, for example, an instructor can refer to the English consonant chart provided by Roach (2009, pp. 36-41). Using this chart an English instructor can measure how far the students' consonant pronunciation is close to being correct (see also: Lee, 2017, pp. 1-13). Besides, an instructor can also make consonantal comparison and contrast between Indonesian as the L1 and English as the TL. If necessary, the instructor can show two tables or figures of the consonants of the two languages. By showing the consonants of the two languages in charts, students will recognize that there are 24 consonants in English and 16-20 consonants in Indonesian (see: Vity, 2018, pp. 1-5). The differences are not simply the differences between number of the consonants the learners have in their L1 and the English as the TL. The more important points are (1) whether the consonants in the TL are present or absent in the learners' L1 and (2) whether such consonants position all the three posts in words (see also: Angel, 2018, pp. 1-4). This is also what the learners encounter in the contrast between English and Indonesian languages.

Some of the English consonants are absent in Indonesian language. They are as found in some charts of Indonesian consonants there are no: /tʃ/; /f/; /θ/; /ʃ/; /v/; /ð/; /z/; /ʒ/; and /j/. Some may consider that, as found in the first line, consonant sound /ç/ in Indonesian (as in /çɔntɪk/) is similar to that of /tʃ/ in English. This is mistaken, because consonant /ç/ in Indonesian is much less aspirated compared to that of /tʃ/ in English. It should be noted that /ç/ is only an arbitrary symbol of Indonesian consonant sound that is considered as similar to the English consonant sound of /tʃ/. This is the same case for English consonant sound /j/. Many language learners also consider that this consonant sound is similar to /y/ as in /sɔyɔ/, /kɔyɔ/, or /sɔrɔbɔyɔ/. While to produce consonant sound /j/ in English should include some degree of aspiration as in /jʊ:/ or /jʊərəp/, in producing /y/ in Indonesian does not require any aspiration at all. It might be this reason that makes Indonesian linguists arbitrarily create different symbols to represent these two consonant sounds (like /ç/ and /y/).

Consonant sounds /f/ and /ʃ/ are also absent in Indonesian list of phonemes. Again, some linguists may mistakenly consider that these are Indonesian consonant sounds. Such consideration is actually due to the fact that there are so many Indonesian words that are adopted from Arabic such as /fɔhɔm/, /fɪkɪr/, /ʃɔrɔt/, /mɔʃɔrɔkɔt/.

There are so many words that—along with the development of Indonesian language—have been adopted from Arabic. This might be the reason why many Indonesian consider that they are Indonesian words so that consonant sounds in such words are mistakenly thought to be Indonesian phonemes or consonant sounds.

All of those consonants sounds, either they are absent or different in terms of the articulation, they are the factors that potentially cause difficulties in pronouncing the words containing those consonant sounds. Besides, the absence of these consonants is not the only factor that causes difficulties in pronouncing the words containing those consonant sounds. Another factor is the positions of some

English consonant sounds. That is, while producing these consonants sounds in initial and medial positions are possible with some levels of difficulties, producing these consonant sounds in either initial, medial, or final position is often even more difficult.

Similarly, producing the English vowel sounds are not even less difficult for Indonesian learners of English. The vowels in the two languages are different in various degrees (see: Roach, 2009, pp. 10-18). While in English there are twelve vowels, seven short and 5 long vowels. Differently, in Indonesian language there are (generally said to be only) six vowels (see: Soderberg & Olson, 2008, pp. 209213). Some linguists also view that there are eight vowels in Indonesian. it can be hypothesized then that the differences will also cause some difficulties in pronouncing the English words containing such differences (see also: Wikipedia, 2019, pp. 1-15).

There are some English vowel sounds that are absent in Indonesian vowel systems. Some Indonesian linguists even state that English vowel sounds and Indonesian vowel sounds are very different. For example, while there are said to be eight vowel sounds in Indonesian, seven English vowel sounds are absent in Indonesian. They are /ʌ/ and /æ/ plus all other five English long vowel sounds. In English, for example, there is a significant difference between short /ə/ and long /ɜː/. While so, in Indonesian long vowel /ɜː/ is only a form of lengthening of the short vowel /ə/. As such, it will be difficult for Indonesian to pronounce the word *girl* (close to being) correctly. This what might also happen to words containing other long vowel sounds as in *seat*, *fool*, *heart*, *fall*.

It is also important to note that all Indonesian vowel sounds can always be lengthened (see: Nicholson, 2018, pp. 15). Compared with those of consonants and vowels, pronouncing English words containing diphthong sounds are the most problematic. That is because while in English there are eight diphthong sounds (Roach, 1991, pp. 2025), in Indonesian there are (generally said to be) only four diphthong sounds. The four Indonesian diphthongs are /aɪ/, /aʊ/, /ɪa/, and /ɔɪ/. Besides, Indonesian diphthong sounds—when they are in words—are almost always monophthongized except /ɔɪ/ which is almost always pronounced perfectly (see also: Wikipedia, 2019, pp. 1-15). These two conditions will certainly cause some levels of difficulties for Indonesian to pronounce English words containing diphthong sounds.

On the bases on the above theoretical proposed views, it can be seen that there are so many differences between the English phonemes and the Indonesian phonemes. That is, while in English there are twenty-four consonants, in Indonesian there are—as many linguists claim—only sixteen or up to twenty consonants. The two, four, or six consonants are borrowed or adapted from either Arabic or other languages. Further than that, while in English there are twelve vowels, in Indonesian there are only eight vowels. Finally, while in English there are eight diphthongs, in Indonesian there are only four diphthongs where three of them—when in words—are almost always monophthongized. It can be hypothesized that these significant differences are phonologically potential to cause the students' difficulties in pronouncing the English words.

Methods

This study is carried out in descriptive qualitative method focusing on the analysis of the data elicited using oral test by assigning the participants (20 students of 6th semester of English Education Department) to read a list of 20 targeted words selected from linguistic glossary proposed by Hickey (2015, pp. 1-5). Tens of the twenty words are put into ten sentences and into a short essay in order to check with the consistency of the students' pronunciation. Although the pronunciation of words under investigation have often been met in the classes of Introduction to Linguistics, Phonology, Morphology, Syntax, and Semantics the frequency of the mispronunciation is relatively high.

It is hypothesized students very frequently transfer or interference the systems of their L1 into the TL. That is, it is estimated that if a learner's L1 phonological features are different, wholly or partly, from that of the English as the TL, he or she will find it difficult in producing the intended (close to being) correct pronunciations in the TL. Ultimately, some segmental phonemes (supra-segmental phonemes are not discussed) either lapsed, left-out, or substituted. Ultimately, the targeted words are mispronounced. At the end of the detailed analysis and discussion, pedagogical implication, particularly in teaching Pronunciation Practice as one subject in English Education Department is proposed.

Analysis and Discussion

Since the word under study are the ones they usually meet during their daily classes, it is believed that they should not have any difficulties in pronouncing them. The result of the test, however, is very different from the expectation. Almost all of the targeted words—though in different levels of errors—

are mispronounced by the participants. One interesting thing to note is that the students' pronunciations are very consistent when reading the targeted words either in the list, in sentences, or in the short essay. In details, the result of the test is put in the tables (of five targeted words each) and discussed as below (the students' pronunciations are transcribed in IPA and listed in the third column followed by the correct pronunciations based on Oxford Advanced Learner's Dictionary by Hornby [Hornby's OALD] for comparison).

Table 1: Transcripts of the students' pronunciation compared to Hornby's OALD

No.	Target Words	Students' Pronunciation	Hornby's OALD
1	Phonetics	/fəʊnɪtɪks/ /fɒnetɪks/ /fɒnətɪks/	/fənetɪks/
2	Phonology	/fɒnɒlədʒɪ/ /fəʊnəʊləʊ dʒɪ/	/fəʊnələdʒɪ /
3	Morphology	/mɔːrfɒlədʒɪ/ /mɔːrfəʊləʊ dʒɪ/	/mɔːrfɒlə dʒɪ/
4	Syntax	/sɪnteks/	/sɪntæks/
5	Semantics	/sɪmentɪks/	/sɪmæntɪk s/

In the transcript of the first word in the above table 1, it can be seen that the word 'phonetics' was mispronounced in three different ways. It is also noted that 8 students pronounce the word /fəʊnɪtɪk/; 6 of them pronounced it /fɒnetɪk/; 3 of them pronounced it /fɒnətɪk/; and 3 others pronounced the word correctly as /fənetɪks/. It is difficult to explain why they pronounced the word in such ways as all of the consonants and the vowels involved in the word exist in both English and Indonesian. However, the three different pronunciations are clearly caused by the fact that in Indonesian the alphabetic syllable 'pho' is pronounced as either /fəʊ/ or /fɒ/, while the alphabetic syllable 'ne' as either /nɪ/, /ne/, or /nə/ (for the term syllable, see: Zhang & Hamilton, 1997, pp. 177-186). Besides, though many researchers state that there are some consonant clusters in Indonesian phonological system, there is actually no such syllable containing consonant cluster in Indonesian phonological system (see: Yuliati, 2014, pp. 513-517). Thus, consonant sound /s/ in final position of the syllable /tɪks/ was left out. As a result, Indonesian pronunciation of alphabetic syllable is transferred by the learners into the English system and caused a mispronunciation. Almost similarly, the word 'phonology' was also mispronounced differently by the participants. 10 of them pronounced the word as /fɒnɒlədʒɪ/; 8 of them pronounced the word as /fəʊnəʊləʊdʒɪ/, and only 2 of them pronounced the word correctly as /fəʊnələdʒɪ/. In these two different mispronunciations, however, the cause is much easier to detect. That is letter 'o' in Indonesian is pronounced either /ɔ/ or /əʊ/. The two mispronunciations, therefore, are also caused by the interference of the regular Indonesian alphabetical system into English. These two particular mispronunciations are precisely what happen to the word 'morphology'.

The next word is a particularly different case. That is, although the error can be seen as very slight, only 3 students pronounced this word 'syntax' correctly as /sɪntæks/. All 17 other students pronounced the word 'syntax' as /sɪnteks/ instead of /sɪntæks/ where the English vowel sound /æ/ is substituted with vowel sound /e/. This is because in Indonesian the English vowel sound /æ/ is absent. At this point, however, it is a bit strange that the consonant sound /s/ in final position of the syllable /tæks/ could clearly be heard. This is also precisely what happens to the next word under investigation, 'semantics'. This word was pronounced as /sɪmentɪks/ instead of /sɪmæntɪks/.

Table 2: Transcripts of the students' pronunciation compared to Hornby's OALD

No.	Target Words	Students' Pronunciation	Hornby's OALD
6	Pragmatics	/prekmetɪks/ / /prekmetɪk/	/prægmætɪks/
7	Allophon	/eləʃəʊn/	/æləʃəʊn/
	E	/eləʃəʊn/	
8	Alveolar	/ɒlveɪəʊlə:/ /alveɪlə/	/ælvɪəʊlə/
9	Articulation	/ɑ:tɪkjələɪʃn/ /ɑ:tɪkjələɪsn/	/ɑ:tɪkjələɪʃn/
10	Phonemics	/fəʊnemɪks/ /fɒnəmɪks/	/fəni:mɪks/

The word 'pragmatics' (see Table 2) seemed to be more problematic to pronounce. While Indonesian phonemic systems do not have vowel sound /æ/, it does not have the consonant sound /g/ in final position either. Furthermore, in Indonesian phonological system there is no consonant cluster sound in any position (see also: Faizal, 2018, pp. 710). As a result, 18 students participating in the study pronounce this word as /prekmetɪk/ where the English vowel sound /æ/ was substituted with /e/; consonant sound /g/ was substituted with /k/; and consonant sound /s/ in syllable /tɪks/ was left out. Here Indonesian phonological systems interfere with the English. The word 'allophone' is not less difficult to explain. While vowel sound /æ/ is absent in Indonesian, alphabetic syllable 'lo' and 'phone' were erroneously pronounced as /ləʊ/ and /fəʊn/. As a result, 17 students mispronounced the word as /eləʃəʊn/ and only 3 of them pronounced the word correctly as /æləʃəʊn/. Irregularities of English vowel pronunciation system might be the biggest source of difficulties for Indonesian students in pronouncing English words. This is what happen to the pronunciation of the word 'alveolar' for Indonesian students. Most of them pronounced this word by reading alphabetically while some other tried so hard to pronounce correctly that they got slip somewhere. As a result, 19 students pronounced the word as /ɒlveɪəʊlə:/ and 1 student pronounced it as /alveɪlə/.

The word 'articulation' seemed to be more difficult to pronounce. Firstly, there is no such consonant cluster in Indonesian phonological system as in English /kj/. Secondly, English consonant sound /ʃ/ is absent in Indonesian. Due to these two problems in this single word, 13 students mispronounced this word as /ɑ:tɪkjələɪʃn/, and 4 students mispronounced the word as /ɑ:tɪkjələɪsn/. Hence, only 3 students pronounced the word (very close to being) correctly as /ɑ:tɪkjələɪʃn/.

As one of well-known words in linguistics, the word 'phonemics' was also mispronounced by the participants. Seemingly, the mispronunciation was due to the fact that alphabetic syllable 'pho' in Indonesian system is commonly pronounced as either /fəʊ/ or /fɒ/, while alphabetic syllable 'ne' is usually pronounced as either /ne/ or /nə/. As a result, 10 students mispronounced the word as /fəʊnemɪks/, 6 students mispronounced it as /fɒnəmɪks/, and only 4 students pronounced the word (close to being RP) as /fəni:mɪks/ (for the use of the term RP, see: Nordquist, 2019, pp. 13). It is interesting to find that all of the participants did not leave out the consonant sound /s/ in pronouncing the final alphabetic syllable /tɪks/.

Table 3: Transcripts of the students' pronunciation compared to Hornby's OALD

No.	Target Words	Students' Pronunciation	Hornby's OALD
11	Connotation	/kəʊnəʊteɪʃn/ /kəʊnəʊteɪsn/	/kɒnəteɪʃn /
12	Denotation	/deɪnəʊteɪʃn/ /deɪnəʊteɪsn/	/dɪnəteɪʃn/
13	Homograph	/həʊməʊgr ɑ:f/	/hɒməgrɑ: f/
14	Presupposition	/prɪsəpəʊʃɪʃn/ /prɪsəpəʊsɪsn/	/pri:səpəʊzɪʃn/
15	Proposition	/prəpəʊʃɪʃn/ /prɒpəʊsɪsn/ /prɒpəʊzɪzn/	/prɒpəzɪʃn/

The next word under investigation, connotation' (see Table 3), is not much different from the previous other words. The mispronunciation is also caused by the interference where in Indonesian system, the syllables con' and note' are commonly pronounced as /kəʊ/ and /nəʊt/ (further use of the term syllable, see also: Crystal, 1985, p. 164). Furthermore, consonant sound /ʃ/ is absent in Indonesian phonological systems and it is usually substituted with /s/. As a result, 9 students mispronounced this word as /kəʊnəʊteɪʃn/, 6 students mispronounced it as /kəʊnəʊteɪsn/, and 5 students pronounced (close to being) correctly as /kɒnəteɪʃn/.

The case for the word denotation' is much simpler than that of connotation' under discussion. The only error the students made is when pronouncing the English consonant sound /ʃ/ which—as very commonly found among Indonesian learners—is pronounced as /s/. For this particular word, 7 students mispronounced the word as /dɪnəʊteɪsn/, and 13 students pronounced it as /dɪnəteɪʃn/. While so, the case for homograph' can be predicted that the case is almost similar to the word connotation'. This word is, like that of connotation', was mispronounced by 9 students as /həʊməʊgrɑ:f/. Again this is because syllable ho' and mo' in Indonesian phonological system are commonly pronounced as either /həʊ/ and /məʊ/ or /hɔ/ and /mɔ/. Hence, 11 students pronounced the word as /hɒməgrɑ:f/.

The word presupposition' is even more difficult for the participants to pronounce. 12 students mispronounced this word as /prɪsəpəʊʃɪʃn/, 6 students mispronounced it as /prɪsəpəʊsɪsn/, and only 2 students pronounced it (close to being RP) as /pri:səpəʊzɪʃn/. It can be predicted that suffix pre' which in Indonesian is commonly pronounced as /prɪ/, and syllable sup' as /səp/ interfere into English system. While so, the mispronouncing of /ʃɪʃn/ can be seen as an overgeneralization and /sɪsn/ as an interference. On the basis on the above discussions of the words connotation'; denotation'; homograph'; and presupposition', the mispronunciation of the word proposition' can be seen as the combination of the of both overgeneralization and the interference.

Table 4: Transcripts of the students' pronunciation compared to Hornby's OALD

No	Target Words	Students' Pronunciation	Hornby's OALD
16	Antonym	/entəʊnɪm/ /entənɪm/	/æntənɪ m/
17	Gradable	/gredəbəl/	/greɪdəbl /
18	Synonym	/sɪnəʊnɪm/ /sɪnənɪm/	/sɪnənɪm /
19	Theme	/ti:m/	/θi:m/
20	Utterance	/jutərəns/	/ʌtərəns/

As discussed before, the English vowel sound /æ/ is absent in Indonesian and is usually substituted with /e/. Besides, some students pronounced the syllable to either wrongly as /təʊ/ or correctly /tɔ/, which is an interference from Indonesian pronunciation system. As a result, the word antonym (see: Table 4 above) can be explained as a combination of substitution and an interference. For this very popular word in linguistics, 11 students mispronounced it as /entəʊnɪm/; 9 students mispronounced it as /entənɪm/; and no student pronounced it correctly. Another word that is also popular is gradable but was also mispronounced by 13 of the 20 students as /gredəbəl/. Thus, only 7 students pronounced this word correctly. While in Indonesian phonological system there is no such diphthong as in English /eɪ/, the quality of vowel sound /ə/ is never different in any position. As a result, the diphthong sound /eɪ/ was pronounced as /e/ and the weak vowel sound /ə/ was pronounced as a strong /ə/. The case for the word synonym is a bit simpler. Syllable no in Indonesian phonological system is pronounced as either /nəʊ/ or /nɔ/. Students thus interfere with the English phonological system and mispronounced this word as /sɪnəʊnɪm/ (13 students) or /sɪnənɪm/ (7 students). This is also what happens to the theme where the English consonant sound /θ/ is absent in Indonesian. As a result, 8 students wrongly pronounced this word as /ti:m/ and 12 students correctly pronounced it as /θi:m/.

Finally, the word utterance (not as popular as synonym and antonym) was also mispronounced by 7 of the 20 participants (13 students pronounced it correctly). The pronunciation of the u as /jʊ/ might be a case of overgeneralization where u in initial position of a word is commonly pronounced as /jʊ/. Students might draw a kind of generalization from other words initiated with u like universal, utilize, or even the name UK.

Conclusion and Implication

On the basis of the above analysis and discussion, it can be concluded that in learning a TL, learners most of the time interfere the systems of their L1 into the TL. Such interfere is also commonly called linguistic transfer, where the systems in L1 are transferred into the TL. In Odlin's view (1989, p. 27), transfer is due to the influence from the similarities and differences between the TL and any other language that has been previously perfectly or imperfectly acquired (see also: Yule (2006, p. 167). While positive transfer is when the L1 and TL have similar features where learners gain the benefit, negative transfer is when L1 and TL features are different that results in an expression that is difficult to understand. Based on this view, when the features of a phoneme in L1 and the TL are different, and the result are numerous mispronunciations of the targeted words under investigation. In some cases, they also make a kind of overgeneralization based on the systems in the TL.

This present study is an effort to describe and explain how phonological knowledge is acquired by second language learners in order to provide support for second language acquisition (SLA) in terms of phonological system. Based on the whole theoretical discussion above, it is proposed that the teaching of the English phonemes and sound system, especially the teaching of Pronunciation Practice, should involve a similar and expanded version of the material under investigation. This is particularly because they will encounter the words or terms in many linguistic subjects. It is believed that when students are trained to pronounce the (expanded) words with such materials, they will be able to pronounced the targeted words much better or even much closer to being correctly.

Acknowledgement

I would like to express his sincere gratitude to the Rector of Universitas Wijaya Kusuma Surabaya (UWKS), the Dean of the faculty, and the Head of the English Education Department for their supports that make this research paper possible. My thanks also go to my colleagues who supported me by supplying the difficult documents needed for sufficient data for analysis.

References

Angel, M. (2018). "How to Learn Indonesian Consonant: Formula and Examples". Copyright by Mastering Bahasa.com. Retrieved from: <https://masteringbahasa.com/learnindonesian-consonant>

Brown, C. & Matthews, J. (1993). The Acquisition of Segmental Structure. McGill Working Papers in Linguistics No. 9. Pp. 46–76.

Brozak, J. (2019). "44 Hard Words to Pronounce in the English Language". © 2019 Trusted Media Brands, Inc. Retrieved from: <https://www.rd.com/culture/hardenglish-words-to-pronounce/>

Crystal, D. (1985). What is linguistics? London: Edward Arnold.

Eiampailin, J. (2004). "The Phonological Interference of Swatow in Standard Thai by Chinese Speakers in Bangkok". Bangkok: Mahidol University Press.

Faizal, M. (2018). "Contrasting Between Indonesia and English in Phonological System: Consonants". Retrieved from: https://www.academia.edu/37618981/Contrasting_Between_Indonesia_and_English_In_Phonological_System_Consonants

Hassan, E.M.I. (2014). "Pronunciation Problems: A Case Study of English Language Students at Sudan". English Language and Literature Studies; Vol. 4, No. 4; 2014 ISSN 19254768 E-ISSN 1925-4776. Canadian Center of Science and Education, University of Science and Technology. doi:10.5539/ells.v4n4p31

Hickey, R. "General Linguistics and Varieties of English". Department of Anglophone Studies. ELE ist Teil. Angebots: Universitat Duisburg-Essen. Retrieved from: <https://www.unidue.de/ELE/LinguisticGlossary.html>

Hornby. (1982). Oxford Advanced Learners' Dictionary. UK. Oxford University Press.

Hudson, J. (2013). "Why is English so Difficult to Pronounce?". London: Pronunciation Studio. Retrieved from: <https://pronunciationstudio.com/english-difficult-pronounce/>

Lee, C. (2017). "Phonetics: Consonants, Vowels, Diphthongs, IPA Chart Definition and Examples". © Copyright by: MyEnglishTeacher.eu. Retrieved from: <https://www.myenglishteacher.eu/blog/phonetics-consonants-vowelsdiphthongs-ipa-chart/>

Nicholson, L. (2018). "British English Vowel Chart". UK: Copyright 2018 Luke Nicholson. Retrieved from: <https://improveyouraccent.co.uk/vowel-chart/>

Nordquist, R. (2019). "Received Pronunciation". Retrieved from: <https://www.thoughtco.com/received-pronunciation-rp-1692026>

Odlin, T. (1989). Language Transfer: Cross Linguistic Influence in Language Learning. UK: Cambridge University Press. [15]. Rice, K. and Avery, P. (1991). "Segmental Complexity and the Structure of Inventories". Paper Presented at the GLOW Workshop on the Acquisition of Phonology, Leiden, Holland.

Roach, P. (2009). English Phonetics and Phonology: A Practical Course (4th Ed.). Cambridge: Cambridge University Press. [17]. Soderberg, C.D. & Olson, K.S. (2008). "Indonesian". Journal of the

International Phonetic Association. Volume 38, August 2008. pp. 209-213. DOI: 10.10117/S0025100308003320. Cambridge: Cambridge University Press.

Supraner, L. (2011). "5 Problems Areas in English Pronunciation". CAL Learning. Retrieved from: <https://www.calllearning.com/blog/2011/03/5-problem-areas-in-english-pronunciation/>

Vity. (2018). "Indonesian Phonemes: Types, Formula, Example". Copyright by: Mastering Bahasa. Retrieved from: <https://masteringbahasa.com/indonesian-phonemes>

Wikipedia. (2019). "Indonesian Language". Copyright by Wikimedia Foundation, Inc.

Williamson, G. (2008). "Phonological Processes: Natural Ways of Simplifying Speech". Graham eBook. Pp. 1-5.

Yule, G. (2006). The Study of Language. United Kingdom: Cambridge University Press.

Yuliati. (2014). "Final Consonant Clusters Simplification by Indonesian Learners of English and Its Intelligibility in International Context". International Journal of Social Science and Humanity, Vol. 4, No. 6, November 2014. Universitas Negeri Semarang. DOI: 10.7763/IJSSH.2014.V4.409 [24]. Zhang, J. & Hamilton, H.J. (1997). "Learning English Syllabification for Words". Conference Paper (pp. 177-186). Foundations of Intelligent Systems. 10th International Symposium, ISMIS. Charlotte, USA October 1997.
DOI: 10.1007/3-540-63614-5_17

BIODATA

Supeno is a lecturer at English Education Department of Universitas Wijaya Kusuma Surabaya, Jawa Timur, Indonesia. His major interest is Linguistics (Particularly Critical Discourse Analysis) and Language Teaching. He can be reached at WA/Mobile: 0818335414 or Email: bana.supeno@gmail.com

Developing Local Content-Based Teaching Material for Freshmen of UPW Department Merdeka University Malang

Dian Novita Sari

English Language Education Program, Faculty of Cultural Studies,
Universitas Brawijaya
Malang, Indonesia
diannovita@ub.ac.id

Abstract: This current research deals with developing English teaching material. It particularly focused on integrated skills and the use of local content. Material development is needed based on several reasons and one of them is finding out a problem in a particular institution where the unavailable module in English for Communication course. Thus, this research is aimed to develop local content-based teaching material for freshmen of UPW (Usaha Perjalanan Wisata) Department Merdeka University. Regarding the aim of this research, the design of the study applies Developmental Research adapted from Borg and Gall (2007). To conduct this study need analysis was conducted to identify a gap between the students are able to do, and what they need to be able to (Richards, 2001). The data were collected through questionnaire to the 20 second semester students of UPW and structured interview to the lecturers, subject specialists, and a stakeholder. The data analysis, then, was done from questionnaire, interview, the expert validation, and try out. The result of this analysis was used to develop the product which consists of 12 units, and answer key.

Keywords: Material Development, local content, UPW Students.

Introduction

English is a compulsory subject in Indonesian context started from elementary level to the university level. English subjects in secondary schools are presented based on a curriculum that has been determined by the government while for class practices tailored to the conditions of students and their respective schools. Meanwhile, English courses taught at the university level refer to the curriculum of each study program so that in this case English language learning follows the concentration areas of study programs such as medicine, industrial engineering, mathematics, anthropology, tourism and so on. English Language Learning whose contents and methods refer to the needs and fields of students is called ESP (English for Specific Purposes).

ESP is currently a trending topic in the world of education. Many ESP practitioners or instructors of English in non-English study programs are competing to develop English material. There are several reasons why this can happen such as 1) an instructor or institution wants to provide material that is in accordance with the concentration of students where this kind of material is very rarely found in bookstores or book publishers, 2) as for the material that is in accordance with the ability students, but the information provided is not up-to-date, and 3) ESP material is developed not only for the sake of learning but for the benefit of institutions or individual for examples to improve the institution's reputation (Hutchinson and Waters, 1987). Most of the reasons ESP practitioners developing ESP material is the discovery of problems that occur in the learning itself. This is in line with what experienced in the Department of Tourism and Travel Diploma Program in Tourism of Merdeka University, namely the absence of modules for learning English which resulted in not achieving learning goals. This is because there are no restrictions on material, different materials each year, and unclear material. The department has only provided modules for Professional English courses, while English Communication is given to the instructor to develop their own material that focuses on speaking skills. In fact, the instructors of the Communication English course also use the Professional English course module so that the objectives and learning materials have been achieved similarly. This caused students to complain about getting repetitive material from two different subjects who made them bored in the class and skipped the class.

This prompted the researcher to develop a module of Communication 1 English course for freshmen of the UPW Department of Tourism Diploma Program at Merdeka University in Malang so that it can be

used in the following semester. With data generated from the needs analysis of students, a lecturer in the subjects concerned, subject specialists, and the Chair of the Department used as starting material for developing English modules.

Literature Review

Need Analysis

Analysis of needs is the first time that must be done before product development. This aims to identify learners' needs, problems, and abilities. For this reason, data analysis plays a very prominent role in developmental research. According to Richards (2001) a needs analysis was aimed (1) to find the language skills needed based on roles such as tour guides, managers, restaurant attendants, etc. (2) to help determine if the existing courses did not accommodate the potential needs of students, (3) to determine which students from a group need special treatment to fulfill language skills, (4) to identify gaps between students who are able to do it, and what they need to do, and (5) to gather information about natural student problems. In this study, the need for analysis was carried out the needs of students related to English language learning material. In addition, a needs analysis is used to find learning needs such as learning techniques, learning media, assessment techniques and others.

According to Robinson (1997) needs analysis can be done using techniques 1) questionnaires, 2) interviews, 3) Observations, 4) case studies, 5) tests, 6) direct collection of data such as recording sounds, and 7) needs analysis in which subjects are more actively involved, such as discussions. Whereas according to Richards (2001) needs analysis can use techniques (1) questionnaires, (2) Self-rating, (3) interviews, (4) meetings or meetings, (5) observations, (6) collect samples with portfolios, (7)) problem analysis, (8) case studies, and (9) information analysis. In this study, researchers applied questionnaires and structured interviews to gather the qualitative data.

Teaching Speaking

English Communication 1 materials focuses on speaking learning that will accommodate students communicating in the field of tourism. According to Brown (2007) teaching speaking takes into account 1) focuses on fluency and accuracy, 2) uses techniques that are able to intrinsically motivate students, 3) increases the use of language in accordance with the context, 4) provides appropriate feedback and justification, 5) balances listening to listening skills, 6) provides opportunities for students to take the initiative to communicate verbally, and 7) improves speaking strategies for students. From the foregoing description shows that speaking learning must accommodate a number of important things which become references for developing material, determining learning techniques, and developing assessment instruments.

In learning to speak, there are several materials that are specifically applied in the classroom such as conversation, how to pronounce (pronunciation), and monologue. Conversational teaching, according to Brown (2007), can be illustrated by various aspects of conversation (1) indirect conversation, (2) direct conversation, (3) transactional conversation, (4) practical grammar on oral meaning, (5) individual practice, and (6) other interactive techniques such as interviews, role play, discussions, simulations, guessing games, and others. While the teaching of how to pronounce it can be done by (1) intonation exercises, (2) emphasis of stress exercises, and (3) pairing activities. Lastly, monologue teaching can be done with many activities that focus on the courage of learners to speak such as broadcasting, speeches, announcements, and others.

Local Content-based English Material

Regarding the development of material, teaching materials are teaching tools or materials that are systematically arranged and attract student attention which includes material, methods, training tools and evaluation instruments that can be used as learning tools independently. Therefore, teaching materials must be made as attractive as possible by including the material and design of the authentic, contextual teaching material and taken from topics that are being discussed publicly, and teaching materials are expected to be displayed in specific chapters and accompanied by examples, and interesting exercises. Authentic teaching materials are materials used such as photos, videos, newspaper advertisements that are not prepared for learning purposes (Richards, 2001). Authentic teaching materials are used because they are more interesting and motivating since the students learn their concerned topics and something new (Marzban, 2015). In addition, authentic teaching materials provide a context that is in accordance with the scientific and insight of students, especially UPW students about tourism and tourism agents.

In developing teaching materials, several things need to be considered include how to determine the objectives of the preparation of teaching materials. These objectives include to facilitate students in (1) learning and understanding teaching materials so as to achieve learning goals, mastering certain knowledge, skills or competencies, (2) providing complete and comprehensive material so that they can learn the purpose, content, and work on the exercises independently, (3) teaching materials which are expected to have a role as guidance to direct students in the teaching and learning process, and (4) teaching materials which are expected to play an active role in making students have directed and programmed abilities so that the teaching and learning process is more effective (Li, 2011). Before developing teaching materials, researchers formulated learning objectives that would be presented in the teaching material or RPS which referred to the 2015 KKNI curriculum, namely the use of operational verbs according to Bloom Taxonomy. This operational verb is used in developing learning outcomes at each meeting that is applied in the stages of activity. In the formulation of learning outcomes, it should not be arbitrary because learning outcomes are the goals to be achieved by students at each meeting and must refer to Bloom Taxonomy. Therefore, the stages of activities must follow the level of competency of students starting from remembering to the level of creation as stated in the following stages of Bloom Taxonomy:

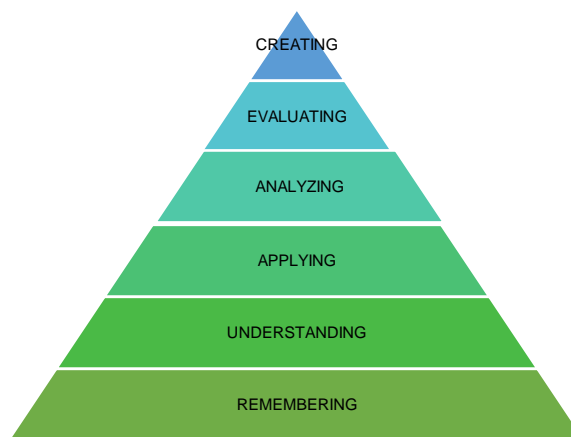


Figure 2.1 The New Version of Bloom's Taxonomy (adapted from Chee Bin 2012)

The taxonomy has been updated from the old version to the new one which Creates becomes the top of the level not Evaluating. Meanwhile, the taxonomy is used to set the indicators to reflect the activities of the students which perform from the low level to the top level based on the order thinking of the students in the class. The indicators are formed from the verbs which are stated in taxonomy in Table 2.1. To set the indicators using Bloom's taxonomy, it is started from the lower order thinking (LOT) level on the pyramid and move up to higher order thinking (HOT).

Methods

As this research is conducted to develop teaching teaching material, Developmental Research suits to cover the need. Latief (2011) defines Developmental Research as a research design aimed at developing educational products, like curriculum, teaching material, text books, instructional media, modules, assessment instruments, etc. In other words, Developmental Research creates a product as final output. In this study, the final output is an English teaching material which is used for Study Program of Tourism for English Communication 1 course.

This study applies adapted model of development proposed by Borg and Gall (2007) covers five steps; they are (1) need analysis, (2) teaching material development, (3) expert validation, (4) try-out, and (5) Final product. Considering the sake of the practicality, the adaptation of the design was implemented in this study. The stages of the research are described in Figure 3.1.

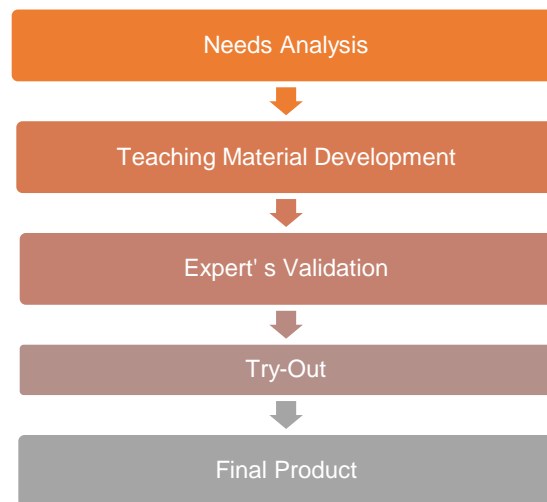


Figure 3.1: The Adapted Model of Development (adapted from Borg & Gall, 2007)

As it is a Developmental Research, the first two steps of developing a coursebook belong to Research process (R). The result of the research is used to develop the teaching material (D). Theoretical views of learning are very important for both, conducting the research and developing the teaching material.

Participant

The participants of this study were the second semester students (20 students) who have already taken the English Communication I course to analyze students' needs and expectations in English course. The reasons for choosing the second semester students are to evaluate the previous learning experiences, to find out what language skills needs they expect, to identify a gap between what students can do and what they need to do, and to find out a specific problem students are facing (Richards, 2001). To support the data, meanwhile, interviewing the Head of Tourism Program, 2 Tourism lecturers as the subject specialist, and an English lecturer was conducted.

Instrument

To gather the data, questionnaire and interview guideline were used to identify the needs. Expert validation and try-out checklist were also used to assess the quality of the teaching material. In this step, the researcher assigned an expert to review the teaching material and to give valuable feedback by providing the rubric for assessing the product. The comments of the expert were used as the basis to revising the teaching material. The steps of developing the teaching material were limited into revising it after having field testing in the class. Classroom observation was done to investigate the engagement of all students in class, the ability to receive and understand the given material, and the ability to do the instruction given by the lecturer.

Data Analysis

In Developmental Research, data were analyzed in the process of expert validation and empirical validation (Latief, 2011). In the validation process, qualitative data in the form of description from the expert's assessment were used as the basis of revision of the teaching material. A scoring rubric was utilized to assess the teaching material by the expert. While in the empirical process, the data collected from field study were analyzed to give feedback for the second revision of the teaching material. The data were analyzed in the form of description from the students' responses toward the implementation of teaching material in the English class. A try-out checklist was also utilized to collect the data. The data resulted from the observation were analyzed as the basis in revising the teaching material for the second step to produce final product.

Findings

The results of this need analysis are used as a base for the development of an English Communication 1 because the development of a teaching material must refer to the needs of students and / or institutions (Richard, 2001). The results of this analysis were obtained from questionnaires to UPW second semester students (20 students) conducted on June 5, 2017, and interviews with an English lecturer, 2 tourism lecturers, and the Chairperson of the UPW Department. These results were described and used as basic and main provisions in the development of teaching materials.

The Result of Questionnaire

From the results of the questionnaire on the first question, which was addressed in taking the Communication English I course, 17 respondents passed the English Communication I course and 3 students did not due to the absence of the attendance. And the second question related to the availability of modules or teaching materials in this course, 18 respondents stated that unavailable English teaching material.

For the third question related to the material that has been obtained in this course, respondents stated that there were several materials including (1) material about travel agents, (2) descriptions of cities or countries, (3) tourist destinations, (4) tourist trips, (5) conversations at the airport, (6) presentations in the form of memorization, and (7) material about Check in and Check out at the hotel. Furthermore, the data obtained from the fourth question related to the material favored by respondents are (1) material about tourist destinations and (2) description of the city or country. The fifth question is still related to the material but in this case it is material that is in accordance with the expectations or expectations of students, namely about tourism and conversation. While related to the learning method that respondents enjoy to practice speaking skills namely presentation and discussion. And for the last question the researchers found that English is very important for respondents, especially the ability to speak to make it easier to find work and to develop their careers in the tourism world. So it can be concluded that the material that must be in this teaching material is material about the description of the city or country with information about tourist destinations in the city or country that are wrapped up in presentations and discussions. The results of the student questionnaire are presented in table 4.1 and in appendix 1.

The Result of Interview

Data generated from interviews with the Chairperson of the UPW Department, English lecturers and lecturers who teach tourism are related to the goals expected to be achieved by students after learning Communication English 1 namely being able to actively communicate in English according to the tourism context and train students' self-confidence actively speaking so that after graduation students are able to work professionally in tourism. Further data obtained related to the ability expected to be mastered by students after learning Communication English 1, namely active English language skills in the form of speaking, listening, and pronunciation accompanied by good grammar. While the method that is expected to be applied is discussion, presentation, and role play. In addition, the lecturers also stated the topics expected to appear in teaching materials, namely (1) a career in tourism, (2) advising a client, (3) promoting a destination, (4) business travel, (5) shock culture, (6) culture, (7) tourist attraction, (8) telephone courtesy, (9) handling complaints, and (10) giving information.

Researchers also obtained data related to the obstacles experienced by English lecturers, namely (1) hard-to-find material and limited number because they had to find their own material due to the unavailability of teaching materials for Communication 1 English subjects, (2) students who lacked confidence in speak English because of their lack of input in English language proficiency, and (3) the lack of the latest material references in the world of tourism which are constantly evolving from year to year so it is hoped that these teaching materials can provide new knowledge to students about the world of tourism, especially East Java. The results of this interview are attached in appendices 2 and 3.

The Expert's Validation

Teaching materials that have been developed based on the needs of students and institutions are validated to the experts in developing teaching materials. Validation test of teaching materials was carried out starting on September 14-22, 2017. She is a lecturer in the English Language Education Study Program at the Faculty of Culture. She is very competent and experienced in the development of tests and teaching materials. In this validation test, the researcher tested not only teaching materials consisting of 12 units but also tested the teaching material as a learning plan that accompanied the

teaching material. This validation test adopts the checklist from Mukudan (2011) which examines the covers and contents.

The results of this validation test are used as material for product revisions. The results in terms of the covers and attributes that complement this teaching material received very good awards because it was seen from the cover of the book that it had an attractive layout, the use of varied and colored images, readable readings, the appropriate font size, books that could be used by applying various methods and supported by a teaching material. However, there was also something that was highlighted by experts, namely the absence of books for teachers or lecturers. This happened because of the lack of communication between researchers and experts that in this study only focused on developing teaching materials for students.

The results of testing product contents, experts suggest:

The materials are good enough, but the materials for one meeting are very little needed, (2) the listening on little bits are too much, but less on speaking activities, however, based on the course description which emphasizes on speaking the activities should be more variety on speaking activities'.

This teaching material is still very lacking in speaking activities especially in unit 1 where this is different from the learning objectives of this course so the researcher must add some material to train students' speaking skills. In addition, giving less examples of how to pronounce words in the vocabulary session is an input from experts for the completeness of this teaching material because as written in the course description that this course focuses more on learning to speak. Another input from the expert is the lack of examples in Grammar learning and lack of clarity in the instructions given. The results of the validation test can be seen in full in appendix 5. The following are the conclusions from the results of expert tests on the content of teaching materials.

Try-Out

The product trial in the field was held on September 25, 2017. The trial was carried out in class 1 F in English Communication 1 course which consisted of 12 first semester students from 13 UPW (Travel Tourism Business) students because 1 student was not permitted to attend. Unit 1 material with the theme "How do I know you?" is used as material for product testing in the field taught in 90 minutes, starting from 10 am to 11:30 at the Language Laboratory. In this case the researcher acts as an observer by using a checklist

that includes the completeness of teaching devices such as a lesson plan, the involvement of all students in the class, the ability to receive and understand the material provided, and be able to carry out instructions given by the lecturer.

From the results of the observations, students were very enthusiastic about learning to use this teaching material because these teaching materials were equipped with pictures, colors and many interesting topics. Learning in this unit aims to (1) identify greetings in countries in the world, (2) recognize expressions of conversation to get acquainted, (3) learn the use of questions with Yes and No answers, and questions using WH, and be able to (4) develop dialogue based on certain topics. Unit 1 also provides training in the ability to hear, read, write a little, and certainly speak. In addition, unit 1 also features audio and answer keys, making it easier for teachers to use these teaching material.

Warming-up activity aims to capture and maintain the attention of students to enter in learning material (Heinich, 2002). In addition, students are also built with questions based on pictures. This makes students very interested and enthusiasm can be seen from their enthusiasm in responding to the teacher. From these results it can be concluded that the making of material in unit 1 and also in other units must be adjusted to the teaching time which is 90 minutes so that there will be some material that must be trimmed.

The Final Product

The results of the needs analysis are provided with preliminary data to develop this teaching material. In accordance with the needs of students and the expectations of the lecturers and Chairmen of the UPW Department, this teaching material is made with the title according to the name of the course namely English Communication 1. This teaching material consists of 12 units and each unit includes (1) learning objectives, (2) warming up, (3) Listening Section, (4) tourism material, (5) Vocabulary building, (6) Reading Section, (7) Language Features, and (8) Your turn to talk. And this teaching material is also equipped with teaching material, answer key and audio.

Table 4.1: The List of Unit

No.	Unit	Title of Unit
1.	Unit 1	HOW DO I KNOW YOU?
2.	Unit 2	HOW CAN I HELP YOU?
3.	Unit 3	HAVE YOU EVER TRAVELLED AROUND THE WORLD?
4.	Unit 4	HAVE YOU SIGHTSEEN TO SINGAPORE?
5.	Unit 5	WHAT DO YOU THINK OF PAPUA?
6.	Unit 6	DO YOU LIKE NASI PADANG?
7.	Unit 7	HOW WELL DO YOU KNOW ABOUT BANYUWANGI?
8.	Unit 8	HOW CAN I GET TO PASURUAN?
9.	Unit 9	WHEN HAVE YOU VISITED MALANG FOR THE FIRST TIME?
10.	Unit 10	LET'S GO TO BLITAR!
11.	Unit 11	HOW WONDERFUL IS KEDIRI?
12.	Unit 12	WE ARE GOING TO PONOROGO.

Most of the titles of packaged units are in the form of question sentences because they aim to develop creativity, curiosity, the ability to form questions to form critical thoughts (Daryanto, 2014). In addition, each unit has learning objectives that must be achieved by students in each unit. The purpose of learning is the ability that must be achieved by students after the learning process. Richard (2001) states that learning objectives are a detailed form of the objectives of a program that must be achieved. With the learning objectives listed in each unit it will be easier for the instructor to follow the learning path and not get off track. In other words so that learning in each unit is directed. The benefits of the published learning objectives according to Richard (2001) are (1) planning everything before learning such as material, methods, media, tests and others, (2) providing measurable outcomes and accountability, and (3) providing flexibility in interpretation the creativity of a teacher. So, learning goals play an important role in this teaching material.

In addition, each unit is accompanied by a picture on warming up and questions. It aims to build the attention of students and maintain their concentration on the material to be studied. As Heinich (2002) stated, the principle of visual is (1) to catch attention, (2) to hold attention, (3) to keep emotion response, and (4) to simplify the information. And questions are aimed at developing students' critical thinking. While the material developed in addition to referring to the needs of students and institutions also packs local culture in East Java with the aim of introducing the local culture of East Java and preserving the culture so that it can become a superior tourist attraction. Starting from units 7 to unit 12, the material presented emphasizes areas in East Java because according to the results of the interview there is expected to be material about culture. The material presented takes cities and countries starting from countries in the world then taking cities in Indonesia and cities in East Java. This is in accordance with the material that is in demand by students in the questionnaire, namely the description of the city or country and also presented tourist destinations in each city and country so that students can recognize the city and country better.

In addition to these topics, the material provided is equipped with tourism material and Grammar abilities. Tourism materials are largely overcome from the books of Sutanto Leo (2002) and Udoyono (2010). The selection of the book is based on the knowledge needed by students and material that is not too difficult for students to understand in the first semester. While for skill materials such as Listening, many are adapted from the Active Listening second edition of Steven Brown and Dorolyn Smith (2007). This is in accordance with the expectations of the institution that produces students who are competent in communication but also professionals in the field of tourism.

Based on the results of the needs analysis, the learning models that are of interest and expectation by learners and instructors are discussion, role playing, and presentations. These learning models are accommodated in activities in English Communication I teaching materials, namely Your Turn to Talk section as in unit 2, students are asked to do role play as visitors and information staff. In addition, these

activities are also applied in core activities such as in unit 5 asking students to play roles by using conversations about Papua and other units.

Discussion

This discussion covers an answer to the issue at hand. The final product of this study is an English teaching material accompanied with a sample of unit and a lesson study for freshmen of SPA. The teaching material is used to facilitate the structure of teaching English material in English for Academic I. As stated by Robinson (1991), a teaching material is a plan of teaching and learning for teachers in class context. It is an essential item must be provided in language classroom since it serves (1) the educational purposes of the course, (2) the content, teaching procedures and learning experiences, (3) some means for assessing whether or not the educational ends have been achieved (Richards and Renandya, 2002).

Based on the finding, the teaching material provides integrated skills focused on reading, speaking and writing in accordance with students' interest. This is in line with the two previous studies which produced integrated skills implemented in the teaching material as the demand of language learning. In addition, to accommodate the needs of students by providing various topics based on the students' major, this study implement content-based teaching material. The content-based teaching material claimed it facilitate comprehension, content makes linguistics form more meaningful, content provides basis of skill in teaching context, it accommodates students' needs, it motivates students, it facilitates integration skills, it uses authentic materials (Richards, 2001). In another word, this kind of teaching material is in line with the need of students and institution.

The teaching material design used is content-based teaching material emphasizing on the language use and the contents. Moreover, this teaching material is designed by referring to the softskills on the IQF's parameters. The teaching material is the answer of the SPA's need in conducting English course. In addition, it suits the students' needs and expectation in learning English. It is proved from the result of the needs analysis. In addition, based on the try-out, the students eager to learn English with the topics which related to Anthropology field and they construct cooperative learning which students work together in group to share information (Brown, 2001). The teaching material design applies Bloom's Taxonomy in constructing the indicators which reflect the learners' activities in the class and as a tool to achieve the goal. In addition, the taxonomy reflects the assessment techniques which are adjusted with the operational verbs stated in the indicators. It means that the test administered must consider the level of difficulties.

Conclusion

As a Research and Development (R&D) design, this study develops a content-based teaching material for SPA at Faculty of Cultural Studies UniversitasBrawijaya (UB). The purpose of this development is to fulfill the needs of the students of SPA as well as the institution. Yet, SPA at Faculty of Cultural Studies has not the teaching material yet for English course. The teaching material was designed through stages of development proposed by Borg and Gall (2007). By passing the stages this study resulted a teaching material which concern on reading skill as receptive skill and writing and speaking as the productive skills.

In term of application, it also suggested to the lecturer to translate the teaching material into several lesson plans since this teaching material has already been set detailed learning objectives and sample of lesson plan in 1 meeting. Moreover, it is suggested to English lecturers to translate the teaching material into English materials in the form of unit. Yet, the teaching material was developed firstly aims at guiding the English lecturer teaching English to the students of SPA in order to develop suitable instructional materials due to the needs analysis result. Finally, for others who have interest in ESP teaching material, this teaching material can lead them to a further research either on different aspect of the same filed like developing English teaching material for Academic English 2 in SPA, or on other research development study in developing instructional materials.

References

- Borg, Walter R., Gall, M.D., Gall, Joyce P. (2007). *Educational Research: An Introduction* 8Th Edition. New York: Pearson
- Brown, H. Douglas. (2007). *Teaching by Principles*. New York: Longman Pearson.

- Chee Bin, Johnson Ong. (2012). Roadmap for Programme Development: The 5Ps Model. Presented in Dies ASEAN-QA Training Workshop 3 Internal Quality Assurance 21st – 27th of October 2012.
- Daryanto. (2014). Pendekatan Pembelajaran Saintifik Kurikulum 2013. Yogyakarta: Penerbit Gava Media.
- Heinich, R., Molenda, M., Russell, J., Smaldino, S. 2002. Instructional Media and Technologies for Learning 7th ed. New Jersey: Merrill Prentice Hall.
- Hutchinson, Tom., Waters Alan. (1987). English for Specific Purposes: A Learning-centered approach. USA: Cambridge University Press.
- Khuong, Cam Ti Hong. (2015). An Evaluation Of English Teaching And Learning In Tourism Training Programs In Vietnam. International Journal of Arts & Sciences, CD-ROM. ISSN: 1944-6934: 08(06):561–572 (2015)
- Li, Jacky Xi. (2011). Optimization Strategies In English Teaching For Tourism Management Majors: A Case Study Of Macau University Of Science And Technology. International Journal of Arts & Sciences, CD-ROM. ISSN: 1944-6934 : 4(21):315–328 (2011)
- Marzban, Amir. (2015). The Effect of Authentic Texts on Motivation and Reading Comprehension of EFL Students at Intermediate Level of Proficiency. Theory and Practice in Language Studies: Vol. 5, No. 1, pp. 85-91, January 2015. ISSN 1799-2591
- Mukundan, Jayakaran et al. (2011). Developing an English Language Textbook Evaluation Checklist: A Focus Group Study. Malaysia. University Putra.
- Richards, Jack C. 2001. Curriculum Development in Language Teaching. United Kingdom: Cambridge University Press.
- Robinson, Pauline C. 1991. ESP Today: A Practitioner's Guide. United Kingdom: Prentice Hall.
- Sugiyono. 2008. Metode Penelitian Kualitatif dan R&D. Bandung: Alfabetha.

\

Learning English through Traditional Minang Food in Ecolinguistics

Yenita Uswar, Dina Irmayanti Harahap, Firdayanti Firdaus

University of Potensi Utama
English Education Department
University of Potensi Utama
Medan, North Sumatera – Indonesia

nietha.pasca@gmail.com, dinairmayanti4@gmail.com, firdayanti.firdaus95@gmail.com

Abstract: This paper deals with the ecolinguistic theory in the Traditional Minang Food texts on the level of linguistic items interrelation to the human environment. This study using the theory of ecolinguistics emphasizes language ecology aspects covering ideological, sociological/cultural dimensions. The research is conducted with using qualitative research design. The data were collected from many sources, such as interview, books and internet. Interviewing was collected from some experts in Minang foods (the aged 50 until 70) who knew and understood about the original recipe of the traditional Minang foods. The result of this study is realized in the text of procedures. As in the 2013 English curriculum text-based is, the procedure text can be used for preparing the traditional Minang food and it is potentially used in teaching and learning English language.

Keywords: ecolinguistics, traditional Minang food, procedure text

Introduction

The interrelation and interdependence of human language with the environment in which it lives has become an issue debated by many experts in the field of language and culture (Mühlhäusler 1996, 2006; Fill, Alwi & Mühlhäusler 2001; Mufewe 2004; Busser, Rik De & LaPolla 2015). Most project experts in the field of language and its close relationship with the environment is motivated by the idea that beyond the arbitration of language, the ideological meaning is tucked away, which forms the sociocultural forms and structures of human beings, as social beings using language to represent their environment (Fill & Mühlhäusler 2004; Stibbe 2015; Kravchenko 2016). This suggests that reinforcing the notion that the language itself has not only an instrumental function, i.e., as a communication tool for human beings but more than that, language represents what the confusion has shaped the recorded human being and its civilizations (Lier, 2010). The human environment referred to here, includes the place where humans take refuge and where they move daily in nature.

Language environment consists of the human element, the natural environment, and the socio-cultural environment, including the language element which is the reality of the language environment (Mbeti, 2011). In ecolinguistic theory, language and community speakers are seen as organisms that live in a system in an environment. Language is also regarded as a system that can develop and change according to human development and shift non-stop from time to time (Mbeti, 2008). In linguistics, these changes can be seen in many ways. One of the simplest things that can indicate a change is the lexical level. The idea reinforces the fact that it is an aspect that is closely related to humans.

Specific studies to uncover the extent to which the views of ecolinguistic theory can explore the interconnectedness between language and the human environment and prove that it can have a separate status (not as an umbrella term for another field of linguistic studies), has been done in many languages of the world, either at local, national, and international levels, such as on-site works that have been in existence and published recently (Feng and Fan 2012; Alexander and Stibbe 2013; Garner 2014; LeVasseur 2015; Edney 2016; Poole 2017; and Mavisakalyan, Tarverdi, and Weber 2018).

Studying ecolinguistics is closely related to how language plays a role in, shaping, nurturing, influencing or destroying relationships between people, living conditions and the environment. In the scope of an ecolinguistic study, living and used languages illustrate, represent, depict (representing symbolically-verbally) reality in the environment, both physical environment and manmade environment (socio-cultural environment). It implies language changes as the social and environmental changes change,

There is no direct relation between nature or environment and language. The society (culture) as an intermediate factor between environment and language determines realizations of environment in language (the lexicon of laron in Javanese, kalakatu in Minang Language). Thus, ecolinguistic studies on verbal coding of human interaction with natures, flora, fauna and the society

Socially, food has also played a major role. Many analysis have drawn of food with those social life as formed by habit, tradition, causal daily life. Social interaction may change the way people preparing meals and drinks, from the processes of cultural assimilations, to the economic processes due to industrial and global life. Every community has their own unique way to serve their meal, and it may give signature of the way people living specifically. Mapping the traditional food can reflect the ecolinguistics in botany.

The text of traditional food from Indonesian culture especially from Minang's culture is a lingual phenomenon. In its form as text, the traditional Minang food is not just a linguistic phenomenon (lingual structure), but also as a mind building (cognitive structure) as well as action building (action structure). The using of vocabulary is a unique in its social context. Therefore, the study of traditional Minang food texts on the one hand becomes an opportunity to interdisciplinary language study and on the other hand can add to the understanding that some of the words cannot be translate into English because of the specific words in ecology. Thus it can be the uniqueness in learning English especially in ecolinguistics. In addition, traditional food texts are related to the relationship between language and the environment. This is consistent with the opinion of Fill and Mushausler (2001) states that there are four things that allow the relationship between language and environment, namely: (1) language is free and full of meaning; (2) language created by the world; (3) the world is created by language (the structuralist and post-structuralist view); (4) the language is interconnected with the world (both are arranged and arranged but sometimes also free). The mutual change between environment and language is studied through ecolinguistic studies. Ecolinguistic studies examine ecosystems that are part of the human life system (ecology) with the language humans use to communicate in their environment (linguistics).

One way to communicate the environment and linguistics is with ecolinguistic study in the form of writing. Type of writing genre that can be used to describe ecolinguistic study is procedure text. According to Wardiman (2008:1430), "Procedure text is the text that gives some clues or how to do something through a series of actions." It can also be said that procedure text gives step by step to perform an activity. According to Priyana Joko (208:147), "Procedure text is text that tells how to do something." Its used is to describe how something is completely done through a sequence of series. Writing a procedure text is one of the writing competence that the students have to produce or performed. To enable the students achieve the competence of writing procedure text, the teacher should use an appropriate method or technique concerning this. In this case, the teacher will ask the students to write the steps of making traditional foods from West Sumatera.

Literature Review

Ecolinguistics

Ecolinguistics existed since the 1970s when Haugen (1972) proposed a theoretical conceptual framework with a number of linguists, compiled in *The Ecology of Language*. According to Haugen (in Fill & Muhlhausler 2001), language ecology is the study of existing inter-language interactions with the environment.

Ecolinguistics studies can be divided into two major parts: environmental discourse analysis and language ecology. The former is often termed eco-critical discourse analysis and the latter is often expressed through lexico-grammatical studies of how humans talk about and adapt linguistically to new and foreign environment (Derni, 2008: 24; Nash, 2013: 45). Halliday's followers focus their research on eco-critical discourse analysis that covers all what characterizes modern life in the age of globalization (Derni, 2008: 24). The German linguist Matthias Jung, for example, uses text corpora from newspapers to investigate changes over time in environmental vocabulary (Fill and Mühlhäusler, 2001: 46).

Ecolinguistic studies examine ecosystems that are part of the human life system (ecology) with the language humans use to communicate in their environment (linguistics). In this case, Sapir (in Fill & Muhlhausler, 2001), mentions that there are three forms of environment. First is the physical environment that includes geographic characters such as the topography of a country (either beaches, valleys, highlands or mountains, weather conditions, and the amount of rainfall). Second is the economic environment (basic human needs) consisting of fauna, flora, and mineral resources. Third is the social environment that surrounds the various forces that exist in society that shape the lives and minds of the people to each other. According to Al-Gayoni (2012), environmental changes also affect the use of language speakers.

Fill and Mushausler (2001, p.11) argue that ecolinguistics is applied linguistics that is cross-cutting (interdisciplinary). Furthermore, they explain that ecolinguistics as a broader study of its scope in studying syntax, semantics, and pragmatics, and hence the need for some innovative new theory to investigate these ideas empirically. According to Crystal (2008), Ecolinguistics is a study that reflects the nature of ecology in biological studies, in which the interaction between language and cultural environment is seen as the core: it is also called the language ecology, linguistic ecology and sometimes green linguistics. Alexander &Stibbe (2010) define Ecolinguistics as a study of the impact of language use in survival that bridges relationships between humans, other organisms, and the physical environment that is normatively oriented towards the preservation of sustainable relationships and life. Thus, ecolinguistics is closely related to how language serves to mold, nurture, influence or destroy relationships between people, living conditions, and the environment. This is the case with the opinion of Stibbe (2010, p.1), ecolinguistics evolved as a result of human ecological development associated with various systems (economic, social, religious, cultural, linguistic, and ecosystem systems) that are interdependent and related to one another.

Food, Language and Culture

Food uses natural or chemical substances to make dishes. Language on the other hand uses sounds and written expressions to create ideas and culture. These two fundamental human social acts i.e eating and using language can be connected. Food enters the body through the mouth while language leaves the body through the same cavity in its primary that is spoken form. Gerhardt (2013) describes the connection between food and language in which they are fabricated by building larger units out of smaller entities: ingredients make dishes make meals; sounds make words make utterances make texts. Through language, food can be communicated to know how it is made, what ingredients are used in the cuisine, how a name of a cuisine is formed, how food can be a symbol to make social bonding in commensality, etc. Such field of linguistics can be used to explore the connection between food and language.

Local wisdom on environment is realized in local languages as verbal texts, advice, verbal arts, folklores, totems, legends, songs and oral practices. Lexical items, sentences and discourses in the local languages are indicators to the existence of species, biotic aspects and contents of the grounds. Thus, preservation of local languages implies restoration of wisdom on ecology.

Traditional Minang Food

Traditional food can be categorized as a cultural heritage. A range of heritage sites emerges that includes a mix of tangible and intangible element like traditional lifestyles including food, drink, and sport. Food associated by culture point of view resulting several keywords and important concept such as: cultural heritage includes not only special interest physical aspect (e.g. built heritage) but also element of gastronomy. Food is being expressive of regional culture. The cultural aspect of food by pointing out that there are observable cultural differences in the ingredients, in the way in which food prepared, cooked, and preserved, and in the traditions of serving and eating food. And, the food we consume and the way we consume it forms and supports our identities, meals and eating traditions are culturally bound. Food is also a cultural symbol; it is one of the cultural traits that humans learn first from childhood, and one that consumers change with the greatest reluctance at older age.

The province of West Sumatera is located in the west side island of Sumatera. Minang language is widely used in this province. Lowenberg (in Sukandi :2015) says that statistic shows the number of people who speak Minangkabau in the province of West Sumatera is around 7.1 million people. He further adds that estimation of the number of regional vernacular language in current use range from 250 to almost 700, depending on criteria employed to distinguish languages from dialects. It is quietly true, because West Sumatera itself consists of some cities namely Padang, Pariaman, Bukittinggi, Payakumbuh, Solok, Pasaman, Sawahlunto, and Dharmasraya. Every city has different dialects and accents even though within one indigenous language. In short, it is clear that the variety of language available in the region makes students facing multi-linguistic challenges in their daily conversation, especially in learning spoken English.

Traditional food is an identity of a country, thus its sustainability is important. Basic daily dishes of the Minang consist of steamed rice, a hot fried dish and a coconut milk dish, with a small variation from breakfast to evening meals. The traditional food of Minang that is not foreign because the taste is rich in spices and tastes that tempting taste. Minang area is famous for its cuisine with spices – the spices of tradition that has been a very long time characteristic of its food.

Writing a Procedure Text

One factor which accounts for differences in text is the purpose for which the text is being used. When constructing a piece of text, the writer makes choice of words will depend again on the purpose and context of the text. Procedure text are common factual genres that provide instructions on how to do something. Further, Anderson & Kathy (1998: 2) explain that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways. Procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination (Derewianka. 2004: 23-27). The context consists of three parts: a. Title/goal b. List of material c. Steps/method/procedures to arrange a good procedure text, we need the common text organization that should be applied in writing procedure text. Derewianka (1995: 27) mentions, the text organization of a procedure text as follows: a. the focus of instructional texts is on a sequence of actions b. The structure is easily recognized c. Each stage serves a particular function d. The text may also include comments on the usefulness, significance, danger, fun, etc. e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

Procedure Text

According to Nystrand & Himley (1986: 81) a text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks. Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context). The social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something. The generic Structure of Procedure Text According to Swales, "structure of texts is a device that supports communicative purpose". Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an

expectation of the general schematic structure of the text that is called generic structure of a text. The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb "construct", which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are: An Introductory statement that gives the aim or goal. A list of the materials that will be needed for completing the procedure (not required for all procedural texts). A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal. Thus from the explanation above, it can be concluded that here are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

d. Significant Lexicogrammatical Features of Procedure Text besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. They are: Simple Present Tense, especially imperative form. Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc. Connective of sequence, sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence. Numbering. The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process.

Methods

This research was conducted by using action research. The researchers analyze the students' ability in writing procedure text of Traditional Minang Food Receipt. Reason & Bradbury (2006) describe action

research as an approach which is used in designing studies which seek both to inform and influence practice

The population of the research is the eleventh year students of SMK PelayaranSamudera Indonesia – Medan which consists of 25 students as sample. This research uses cluster sampling that choose only one class. To get the data, the writer used the instrument test namely written test in the form of pre-test and post test.

In this research, the researchers used the simple formula in analyzing the data tabulation and then comparing the students' mean score to determine which point is higher score. To obtain the students' mean score, the researchers used the following formula. For calculating percentage of the average ability of student test results in writing procedure text is used formula:

$$X = \frac{\sum x}{N}$$

Description: X = Average value

$\sum Xi$ = Amount the value of all students

N = Number of students.

Gay.L.R. (1981:225)

Result and Discussion

The results of this study were obtained by analyzing the post test after teaching procedure text using ecolinguistics words of traditional Minang food, then comparing the test with pre-test. The traditional Minang food are:

Rendang

Ingredients

1. 1.5 kg of meat
2. 2 liters of coconut milk from 2 old coconuts
3. 2 sticks of lemongrass leaves, bruised
4. 4 sticks of lime leaves
5. 2 cm candis / gelugur acid
6. 2 turmeric leaves, baked for a while
7. 5 candlenuts
8. 6 cloves of garlic
9. 100 g of large red chili
10. 12 red onion grains
11. 100 g of curly red chili
12. 2 cm of ginger
13. 2 cm galangal
14. 3 cm turmeric, roasted
15. 1/2 tbsp coriander
16. 2 tsp salt
17. 1/2 tsp nutmeg
18. 1 teaspoon cumin, roasted

Steps

1. First, though meat which has been prepared, cut the rendang meat into cubes or the desired size, just do not cut the meat too small to be processed into rendang so that when the meat is cooked, the meat will not be destroyed.
2. Pour the coconut milk into a large pan, add the lemongrass, sliced red onion, candis acid and turmeric leaves. Stir until the coconut milk boils and make sure the coconut milk you are cooking does not break, for that you must continue stirring the coconut milk until it boils evenly.
3. After the coconut milk has boiled, slowly add the smoothed ingredients into it and occasionally stir for about 20-30 minutes.
4. After you see the coconut milk looks oily, it means it's time for you to put in a piece of rendang meat that has been cleaned and cooked using medium heat until the coconut milk thickens and dries and the spices soak into the pores of the flesh.
5. Continue to cook until the meat is tender and cooked evenly, do not be careless to keep stirring so that the base does not burn and the meat does not fail.

The Philosophy of Rendang

Rendang has a respectable position in the culture of the Minangkabau people. Rendang has its own philosophy for the Minang people of West Sumatra, namely deliberation and consensus, which departs from four basic ingredients that symbolize the integrity of the Minang community, namely:

- Daging (beef), is a symbol of "Niniak Mamak" (indigenous tribal leaders)
- Karambia (coconut), is a symbol of "CadiakPandai" (Intellectuals)
- Lado (chili), is a spicy symbol of the "Alim Ulama", strict to teach religious
- Cookers (spices), are symbols of the whole

Samba Lado Tanak

Samba LadoTanak is a typical food of the people of West Sumatra, and unfortunately this cuisine is rarely found in Minang restaurants, both in West Sumatra and overseas regions. Samba Lado Tanak is a dish prepared from the ingredients that have been ground chili / chili, cooked coconut milk, anchovy, petai / pete // jengkol, and then mixed with other spices, and cooked in a cauldron with fire from embers of firewood.

Ingredients

1. 1 kg Jengkol (boiled) or petai
2. ½ kg macobada or bilih fish
3. 2 coconuts (to take the coconut milk)
4. 2 coconuts (water taken only)
5. 4 candis seeds
6. Turmeric leaves
7. orange leaves
8. Lemongrass (spread)
9. Salt
10. 1/2 kg of red chili
11. sufficient cayenne pepper
12. 7 red onions
13. 2 garlic cloves
14. 3 turmeric finger segments
15. 3 ginger finger segments
16. 3 segments finger of galangal

Steps

1. The first thing to do is stir-fry the spices, then add the mashed chili and turmeric leaves, orange leaves, lemongrass and kandis acid, then stir until smooth.
2. After that entering the macobada / bilih fish, add the coconut milk and coconut water, stir until all are well mixed.
3. And the last one is to enter the jengkol / petai which has been boiled and cut into pieces, do not forget to stir so that the coconut milk does not break and cook over medium heat until the coconut milk and water are dry, if it is dried, the samba is made ready served.

Sala Lauak

Ingredients

1. 400g of rice flour
2. 500 ml of boiling water
3. 1 salted fish, fried and small shredded
4. 2 fresh turmeric leaves sheet, finely sliced
5. 8 red chillies
6. 5 red onion cloves
7. 3 garlic cloves
8. 2 cm of turmeric
9. 2 cm of ginger
10. 1/2 tsp salt

Steps

1. Place the rice flour in a container
2. Add the spices and slices of turmeric leaves which is smooth
3. Add 500 ml of boiling water, a little bit, a little bit while stirring with wooden straw
4. When it has cooled slightly, knead with hands until smooth
5. Take the dough as big as the pimpong ball, add the salted fish to it
6. Cover again and form a circle the size of pimpong.
7. Fry in hot oil until golden brown and cooked.

Lompong Sagu

Ingredients

5 servings

1. 150 grams of sago flour
2. 150 grams of brown sugar
3. 100 grams of grated Coconut
4. 3 bananas kepok
5. 1 teaspoon sugar
6. 1/2 tsp Salt
7. 1/2 tsp Vanilli powder
8. Adequate banana leaves

Steps

60 minutes

1. Finely slices the brown sugar. Crushed the banana using a fork until smooth, set aside.
2. Mix all ingredients except banana leaves. Stir until the mixture is evenly mixed.
3. Prepare banana leaves that have been wiped clean and waved with low heat.
4. Wrap 2 tablespoons of dough with banana leaves and pinch both ends using toothpicks or sticks. Bake lompongsagu until cooked while turning it over. The lompong sago is ready to eat while it's warm.
5. The sago cup is very delicious if it is baked in the embers of the fire.

Ampiang Dadiah

Ampiang Dadiah is a snack that combines ampiang (emping) made from crushed sticky rice and dried, and in a kind of traditional Minangkabau yogurt, fermented by buffalo milk. Usually both are served sepinggian (in one dish). This combination of emping with the typical sour taste of Minang will be more stable with the addition of saka (brown sugar water), a little coconut shavings, and ice to make it more delicious and fresh.

Ingredients

1. Buffalo milk
2. Bamboo tube
3. Waru leaves or banana leaves

Steps

1. Put the milk into a bamboo tube measuring 15-20 cm then cover with banana leaves or waru leaves.
2. Leave it at room temperature for up to 2-3 days. This period is enough to change milk from liquid to thicken it into Dadiah.
3. Dadiah that has frozen, if reversed it will not spill. He is already embedded in bamboo. Dadiah is well used for a period of at most one week after the milk is put in a bamboo tube.

Material Provides AmpiangDadiah:

1. 2 tablespoons of white ampiang.
2. 2 tablespoons of Dadiah.
3. Adequate liquid red sugar.

How to make:

1. Ampiang soaked with clean water until soft (not too long, so as not too soft). Some are not soaked, just watered with warm water, so it is not too hard and stiff.
2. Add dadiah and brown sugar.

3. Ready to be served.

How to eat

Mix all ingredients; ampiang, dadiah, and liquid brown sugar.

Before doing the treatment, the students got the pre-test. The table below is the students' pre-test result.

Table 1. Students' Ability in Writing Procedure Text in Pre-test.

No	Respondents	Value	Category
1	FS	80	Good
2	RS	78	Sufficient
3	LI	78	Sufficient
4	DH	76	Sufficient
5	MST	72	Sufficient
6	DH	72	Sufficient
7	SKA	70	Sufficient
8	SM	70	Sufficient
9	PRA	70	Sufficient
10	WV	70	Sufficient
11	DKS	70	Sufficient
12	HI	70	Sufficient
13	RPA	67	Poor
14	KH	67	Poor
15	MST	67	Poor
16	MS	65	Poor
17	KIH	65	Poor
18	I	65	Poor
19	AM	62	Poor
20	S	62	Poor
21	KR	58	Poor
22	MA	55	Poor
23	SS	50	Poor
24	GS	50	Poor
25	EK	50	Poor

From the receipt above, it could be seen that the test has been performed. The table 1 showed the result of the students' ability in writing procedure text in pre-test. Here is the result of the test.

The analysis of students' ability in writing procedure text can be seen in table 2.

Table 2. The Analysis of students' ability in writing procedure text in pre-test.

Category	Value Range	Frequency	Percentage
Very good	90 – 100	0	0%
Good	80 – 89	1	4 %
Sufficient	70 – 79	11	44 %
Poor	50 – 69	13	52 %
Very Poor	0 – 49	0	0 %
		25	100%

The results showed in pre-test that there were no students (0%) in Very Poor. There were 13 students (52%) in Poor category, 11 students (44%) in Sufficient category, 1 student (4%) in Good category, and 0 student (0%) in Very Good category. Based on the analysis, it can be found that the students' ability in writing procedure text is low.

After doing the treatment, the post test was conducted. The result of the test can be seen in table 3.

Table 3. Students' Ability in Writing Procedure Text in post test.

No	Respondents	Value	Category
1	VW	100	Very good
2	RPA	100	Very good
3	KH	100	Very good
4	DKS	100	Very good
5	MST	100	Very good
6	DH	100	Very good
7	S	100	Very good
8	KR	100	Very good
9	FS	100	Very good
10	EK	100	Very good
11	WV	97	Very good
12	MA	97	Very good
13	MS	94	Very good
14	PRA	90	Very good
15	AM	90	Very good
16	LI	86	Good
17	KIH	85	Good
18	RS	78	Sufficient
19	SM	77	Sufficient
20	SS	76	Sufficient
21	GS	72	Sufficient
22	RS	72	Sufficient
23	SKA	70	Sufficient
24	HI	64	Poor
25	I	54	Poor

The post test analysis of students' ability in writing procedure text can be seen in table 4.

Table 4. The Analysis of students' ability in writing procedure text in post test.

Category	Value Range	Frequency	Percentage
Very good	90 – 100	15	60 %
Good	80 – 89	2	8 %
Sufficient	70 – 79	6	24 %
Poor	50 – 69	2	8 %
Very Poor	0 – 49	0	0 %
		25	100%

The results showed in post test that there were no students (0%) in Very Poor. There were 2 students (8%) in Poor category, 6 students (24%) in Sufficient category, 2 students (8%) in Good category, and 15 students (60%) in Very Good category. Based on the analysis, it can be found that the students' ability in writing procedure text is high.

Generally, the findings of this research indicated that there was a significant increase in the ability of writing procedure text after relating the learning materials with cultural environment. The use of ecology words found in traditional Minang cuisines added to the knowledge of English vocabulary both flora and fauna, even though there were some words that cannot be translated into English to keep the cultural heritage like the foods' name. It is also found that studying English in an ecological way increase the students' motivation, curiosity, and interest.

The Interview

The researchers interview some of the expert of Minang people who knew exactly the receipt of Traditional Minang food. According to Yusniar (60 years old) and Usnetti (57 years old), there were some words could not be translated into English. So we use the original words which were explained in the table below.

Local Languages	Indonesian Language	English language
Randang	Daging yang digulai kemudian di keringkan	Beef which is curry and then dried
Macobada	Sejenis ikan kecil laut yang diasinkan	A kind of little salted fish
Ikan bilih	Ikan tawar dari danau singkarak/Maninjau	Fresh fish from Singkarak/Maninjau lake
Ampiangdadiah	Susu kerbau yang difermentasikan	Buffalo milk which is fermented
Lompong sagu	Kue yang terbuat dari tepung sagu dan dibungkus dengandaun pisang	A kind of cakes made from sago flour and wrapped in banana leaves
Sala Lauak	Makanan yang terbuatdari campuran tepung dan macobada/ ikan asin kemudian digoreng	Foods made from a mixture of flour and macobada/salted fish then it is fried
Samba lado tanak	Makanan berupa campuran rempah-rempah dan santan kelapadengan macobada/ikan bilih yang dimasak dengan cabai	Food which is a mixture of spices and coconut milk with macobada/ bilih fish is cooked with chilies

Conclusion

Based on the analysis, it can be found that the students' ability in writing procedure text is low in pre-test increase to be high in post test.

Based on the results of this research and test, it can be concluded that the use of ecology words found in traditional Minang cuisines add to the knowledge of English vocabulary both flora and fauna. But there are also words that cannot be translated into English. So they must still use the original language of the local language. Like *randangampiangdadiah*, *salalauak*, *samba ladotanak* and *lompongsagu*, and others. Learning traditional Minang food attract the students' interest, motivation and curiosity.

References

- Anderson, M. & Anderson. K., 1998. Text Type in English 3. South Yarra: Macmillan Education Australia PTY LTD
- Al G., & Usman, Y. 2012. Ekolinguistik. Jakarta: Pang Linge
- Alexander, R. &Stibbe, A. 2011. From the Analysis of Ecological Discourse the Ecological Analysis of Discourse in Language Sciences. Amstredam: Elsevier
- Creswell, J. W. 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4th Edition. Boston, MA: Pearson Education, Inc.
- Crystal, D. 2008). A Dictionary of Linguistics and Phonetic (6th ed.). United Kingdom: Blackwell Publishing.
- Derni, A., 2008. –The Ecolinguistic Paradigm: An Integrationist Trend in Language Study”. The International Journal of Language Society and Culture, Issue 24, pp. 21-30.
- Fill, A., &Mühlhäusler, P. 2001. The Ecolinguistics Reader Language, Ecology, and Environment. London: Continuum.
- Gay, L. R., (1981). Educational Research. Compotence for analysis and application. Second edition. USA: Charles E. Merriell Publishing
- Gerhardt C, Frobenius M, & Ley S., 2013. Culinary Linguistics; The chef's special. Amsterdam. John Benjamins Publishing Company.
- Haugen, E. 1972. The Ecology of Language. inAlwin Fill and Peter Mühlhäusler (ed) TheEco-linguistic Reader Language, Ecology, and Environment. London: Continuum.
- LeVasseur, T., 2015. Defining Ecolinguistics?: Challenging Emic Issues in an Evolving Environmental Discipline. Journal of Environmental Studies and Sciences 5(1): 21–28.

Lier, L. V., 2010. Social and The Ecology of Language Learning: Practice to Theory, Theory to Practice. 3(1): 2-6.<http://dx.doi.org/10.1016/j.sbspro.2010.07.005>

Mbete, A. M., 2009. Selayang Pandang Tentang Ekolinguistik: Perspektif Kelinguistikan Yang Prospektif. Bahan Untuk Berbagi Pengalaman Kelinguistik dalam Matrikulas. Program Magister Linguistik Program Pascasarjana Universitas Udayana, 12.

Miles, M., Huberman, M., & Saldana J., 2014. European Journal of Science Education Qualitative Data Analysis.

Nash, J., 2013. Insular Toponymies: Pristine Place-naming on Norfolk Island, South Pacific and Dudley Peninsula, Kangaroo Island, South Australia. John Benjamins, Amsterdam.

Priyana, J., 2008. Scaffolding English for Junior High Students Grade II. Jakarta: Pusat Perbukuan Departemen Pendidikan.

Stibbe, A. 2010. Eco-linguistic and Globalisation. in Nikolas Coupland (ed). The Blackwell Handbook of Language and Globalisation. London: Blackwell.

Wardiman, A., 2008. English in Focus for Grade II Junior High School. Jakarta: Pusat Perbukuan Departement Pendidikan Nasional

Coining New Words in Ecolinguistics

Maria Olivia Christina Sianipar

LTBI UNIMED

Abstract: This research is aimed to show the way to sustainability of ethnic/local language use, culture and biodiversity on environment which is impaired by modernization by doing coining new words. In doing this research, the writer uses some theories namely Sapir and Haugen. The writer coins some words from regional language that belongs to a certain tribe, in this case Batak Toba tribe. As Haugen means that "ecology may be defined as the study of interactions between any given language and its environment. Fill (Eco-linguistics Reader: Language, Ecology, and Environment: 43-53) by dividing eco-linguistics into two branches, the environment metaphorically (social environment) and the biological or natural environment. The social environment and the natural environment are also distinguished by Sapir. In this research, the writer chooses Batak Toba words that have special meaning/qualities such as the word Ulos'. Ulos is the word of Batak language. Ulos is a kind of cloth that has many functions for Batak Toba people. The functions of the Ulos' is so amazing. So, the writer adds the word ing' as a part of the word amazing to the word Ulos' then the word Ulos becomes Ulozing'. Coining words is an attractive way for making people remember words easily. In this social context of Industrial Revolution 4.0. era, it is very good to coin new words from different cultures and local wisdom for making the words remain alive and exist and knowing by people all the time. Coining new words is also a good way to teach English students by interesting vocabularies.

Keywords: Ecolinguistic, Coining New Word, Vocabulary

Introduction

This research is aimed to show the way to sustainability of ethnic/local language use, culture and biodiversity on environment which is impaired by modernization by doing coining new words. In doing this research, the writer uses some theories namely Sapir and Haugen. The writer coins some words from regional language that belongs to a certain tribe, in this case Batak Toba tribe. As Haugen means that "ecology may be defined as the study of interactions between any given language and its environment. Fill (Eco-linguistics Reader: Language, Ecology, and Environment: 43-53) by dividing eco-linguistics into two branches, the environment metaphorically (social environment) and the biological or natural environment. The social environment and the natural environment are also distinguished by Sapir. In this research, the writer chooses Batak Toba words that have special meaning/qualities such as the word Ulos'. Ulos is the word of Batak language. Ulos is a kind of cloth that has many functions for Batak Toba people. The functions of the Ulos' is so amazing. So, the writer adds the word ing' as a part of the word amazing to the word Ulos' then the word Ulos becomes Ulozing'. Coining words is an attractive way for making people remembers words easily. In this social context of Industrial Revolution 4.0.era, it is very good to coin new words from different cultures and local wisdom for making the words remain alive and exist and knowing by people all the time. Coining new words is also a good way to teach English students by interesting vocabularies.

Eco-linguistics is an interdisciplinary study that links ecology and linguistics, beginning in the 1970s when Haugen (1972) created the paradigm of 'language ecology' (Subiyanto, 2013). Haugen (1972) says that language ecology is the study of the interaction between language and environment. The environment in question here is the language user community, which uses the language as code.

Some Ecolinguistic experts like Fill and Mühlhäusler (2004), Steffensen and Fill (2014), Nash and Mühlhäusler (2014) have tried to convince that languages will become extinct over time if not treated like the way people has (mis)treated environment. The understanding of the place (the ecological aspect) is closely intertwined with its verbalization. According to the two researchers, if the conditions of place or ecology change, automatically the discussion thereof may also change, or even extinct.

There are 646 indigenous languages in Indonesia, verified as of October 2016 by the Ministry of Education (See Kompas, 7 August 2017), and their local wisdom will gradually become extinct if not duly preserved.

Coining new words is a way to create local words become easy to remember because the new words are more attractive. This way the new words can be alive and also known easier. Making internationalization by coining new words of local words can save the local language. Coining new words can be done for every different local language in order to save local languages. Coining new word can also a good way for teaching vocabulary for English students. As to learn English vocabularies, students also learn the new words of local languages. This way student can get wider knowledge about English and maintain local language alive.

Literature Review

The term of ecology was firstly introduced by Ernest Haeckel (1834–1914). Ecology is the study that discusses how living things are able to survive by making relationship among them and with unanimated things in their environment. Eco-linguistics, a science of interdisciplinary, is the umbrella for all research investigating languages which is in the good relationship with ecology as what was ever said by Fill (2001:126) in Lindo and Bundgaard (2000), or with an approach that studies language and its relationship with environment.

Haugen (1970 in Mbetse 2009:11-12) says that there are ten kinds of study in ecology. They are comparative historical linguistics, demographic linguistics, sociolinguistics, dialinguistics, dialectology, philology, prescriptive linguistics, geopolitics, ethno linguistics, and typology. Haugen (1972) in Peter (1996:57) says that eco-linguistics is a language interaction with its environment.

The first step towards an ecological approach to language was taken when Haugen in 1970 defined language ecology as the study of interactions between any given language and its environment (Haugen, 1972: 225; 2001).

Haugen saw the value of the language ecology model in the requirement to describe not only the social and psychological situation of a language, but also the effect of this situation on the language itself (Blackledge, 2008: 27).

Due to this indeterminacy, very different approaches to language ecology have seen the light of the day since Haugen. In the history of ecolinguistics, we identify four strands that differ in how they interpret what the environment of (a) language is:

- Language exists in a symbolic ecology: this approach investigates the co-existence of languages or symbol systems within a given area.
- Language exists in a natural ecology: this approach investigates how language relates to the biological and exosystemic surroundings (topography, climate, fauna, flora, etc.).
- Language exists in a sociocultural ecology: this approach investigates how language relates to the social and cultural forces that shape the conditions of speakers and speech communities.
- Language exists in a cognitive ecology: this approach investigates how language is enabled by the dynamics between biological organisms and their environment, focusing on those cognitive capacities that give rise to organisms' flexible, adaptive behavior.

Haugen understood the concept of language ecology as a symbolic ecology: Part of [a language's] ecology is therefore psychological: its interaction with other languages in the minds of bi- and multilingual speakers. Another part of its ecology is sociological: its interaction with the society in which it functions as a medium of communication. The ecology of a language is determined primarily by the people who learn it, use it, and transmit it to others. (Haugen, 2001: 57).

There are three interrelated yet distinctive theoretical strains in ecolinguistics: the Haugenian tradition, the biolinguistics tradition, and the Hallidayan tradition.

The Haugenian tradition refers to studies following the work of; which sees language as part of a larger ecology based on the mutual interactions among human mind, society, and natural environment.

Halliday's remark on the interplays between language and ecological issue broadened Haugen's original elaboration of language ecology. The central role held by Halliday in the functional approach to language research also helped to promote the recognition of ecolinguistics among the entire linguistic community. Meanwhile, at the same conference the term ecolinguistics was formally introduced into the debate on language and ecology, which further enhanced the field's visibility.

In line with the Haugenian tradition, the biolinguistics tradition takes a more practical interpretation of the term language and ecology, viewing the existing multilingual system across the world as an ecological system and the extinction of minority languages resembles the loss of biodiversity in the

world. This tradition was mainly marked by Refs. who coined the term “biolinguistics diversity” and argued for the necessity of preserving minority languages in this increasingly hegemonic world brought by globalization, with English functioning as the primary lingua franca for intercultural communications.

The social environment and the natural environment are also distinguished by Sapir (in *The Eco-linguistic Paradigm: An Integrationist Trend in Language Study*: 2). Language cannot be separated from its environment, where language is used by its speakers, where the speaker environment participates in forming a culture. Language exists only in the speaker's mind, language can function when language is spoken by speakers, meaning that language can be used as a speaker's liaison with his environment (Foley, 2001).

According to Sapir, the natural environment can consist of geographic character, topography of a region (beaches, valleys, hills, mountains, etc.), climate and weather, natural resources (flora and fauna), human resources and so on, while the social environment includes a variety of forces in society that can affect systems and patterns of community thinking such as culture, religion, ethics, art, organization and politics.

Environmental lexicon described in this study is related to eco-linguistics. Linguistic ecology portrays the knowledge and understanding of natural and social environment in the forms of language codes. The presence of natural and social environments shows an interaction and interrelation of the language itself. Sapir states clearly that vocabulary in a language can picture clearly the physical and social environment.

A complete vocabulary in certain language is seen as a complex discovery of ideas, interest and position that the community may concern about. It is possible for us to widen them into the characters of physical and cultural environment (Sapir in Fill and Muhlhausler, 2001:14). However, there are dominant languages in the dynamic environment, and language changing in its utterance, especially lexicon utterances that bring about the language change (Mbeti, 2009). In other words, language change reflects social and cultural change in the environment.

Ecolinguistic studies examine ecosystems that are part of the human life system (ecology) with the language humans use to communicate in their environment (linguistics). In this case, Sapir (in Fill & Muhlhausler, 2001, p. 14), mentions that there are three forms of environment.

- First is the physical environment that includes geographic characters such as the topography of a country (either beaches, valleys, highlands or mountains, weather conditions, and the amount of rainfall).
- Second is the economic environment (basic human needs) consisting of fauna, flora, and mineral resources.
- Third is the social environment that surrounds the various forces that exist in society that shape the lives and minds of the people to each other.

At the level of the lexicon, the dynamics and language changes are influenced by three dimensions (Lindo & Bundgaard, 2000, pp.10-11), namely:

- First, Ideological dimension, i.e. the ideology of the society e.g. the ideology of capitalism supported by the market ideology, To environmental resources, such as the emergence of terms and discourses of exploitation, growth, economic gain. So, there are efforts to maintain, develop, and cultivate certain species of fish or plants of high economic value and strong;
- Second, Sociological dimension, namely the activity of discourse, dialogue, and social discourse to realize the ideology. In this dimension language is a meaningful social practical form;
- Third, The biological dimension, due to the diversity of lake biota (or sea, or land) equally within the ecosystem, and with the vitality of species and life-force that differ from one another; There is a large and strong so dominate and 'eat' the weak and small, there is a small and weak so marginalized and inedible. The biological dimension is verbally recorded in lexicon in the word language of each language so that the entities are signified and understood.

Methods

This research is a descriptive qualitative research. The data were obtained naturally and described what they are. In qualitative research, researcher becomes the key instrument. The collection and provision of data in this study were done through the method of referring to the advanced technique is the technique of note taking (Sudaryanto, 2015). After the data were collected, they were analyzed. Furthermore, the

data are presented and discussed informally, i.e. researchers describe the result using sentences (Sudaryanto, 2015).

This research is designed to find out the new words as to save and maintain the local language alive. The writer coins new words from local words. Facing this globalization era, the writer coins new words by combining local words with English as international language. The writer adds the adjective word of English to local word based on the function or the meaning of the local words.

Result and Discussion

Andaliman is a plant that has amazing functions as herbs and medication



- Andaliman becomes Andalizing.
- Andaliman has amazing function as a spice that makes food tastes amazing/very delicious and also as a medication.
- I combine the word Andaliman and the word amazing becomes Andalizing.

Andaliman is also known as the Batak s Pepper in North Sumatera and is commonly used as a seasoning for dishes.



Andaliman is generally used to reduce fishy smell in meat and fish. Andaliman is enriched by many vitamins and minerals such as Vitamin A, Iron, Manganese, Potassium, Zinc, and Phosphorus. Andaliman also contains several Antioxidants such as Phytosterols, Terpenes and Carotene. All these important nutrients provide benefits that are good for your health.

Here are some of the benefits of Andaliman:

- Relieves pain..
- Increase blood.
- Increase endurance.
- Strengthen bones.
- Relieves inflammation.

- Prevent chronic diseases

Pirdot is a plant that has amazing function as a medication

- Pirdot becomes Pirdozing.
- Pirdot has amazing function to heal people as a medication.
- I combine the word Pirdot and the word amazing becomes Pirdozing.



Pirdot is one of the wild plants in the forest of North Sumatera. Based on empirical data on Pirdot leaf decoction by people around Tigarungu, Simalungun Regency, it is believed to have properties to heal wounds and also sugar (diabetes mellitus) by boiling the leaves of this pirdot plant.

- Previous research on the leaves of Pirdot plants said that this plant had been used by the people of North Sumatera for a long time as a treatment for wounds.
- Pirdot leaves contain compounds such as: Steroids, Flavonoids, Saponins, Tannins, and Triterpenes and also have antioxidant power (Roking, 2007). Subsequent research has suggested that Pirdot plants have been used to treat diabetes.

Jukkot is a plant that has amazing function as a medication

- Jukkot becomes Jukoizing.
- Jukkot has amazing function to heal people as a medication.
- I combine the word Jukkot and the word amazing becomes Jukoizing



Jukkot which tastes like sweet potato leaves, following the tradition of local communities who believe it has many benefits. Before being consumed, the leaves of this plant are first put to soft.

There has been no research on the content of Jukkot, but the community feels its efficacy as:

- An appetite enhancer and facilitates digestion.
- Increases stamina (Vitality).
- Can treat mumps (Creatin).
- Treat stomach pain (Ulcer).
- Reduce cholesterol at the same time.
- Preventing blood sugar levels and risk cancer attack.

People claim to feel its usefulness and trust Jukkot as a medication.

Ulos has many amazing functions for batak people

- Ulos become Ulozing.
- Ulos has many amazing functions.
- I combine the word Ulos and the word amazing becomes Ulozing.



Ulos was the result of Batak women weaving. Ulos was used in any traditional ceremony at Batak Toba community in particular. The process of granting Ulos (mangulosi/giving an Ulos) on the Toba Batak society this will be done in accordance with the Dalihan Natolu system that has a very important role in any ceremony either in the marriage ceremony, the ceremony of death, seven months of pregnancy for first child, entering the new home, etc.

Some Types of Ulos: UlosAntak- Antak, Ulos Bintang Maratur, UlosBolean, UlosMangiring, UlosPinuncaan, UlosRagiHotang, UlosRagiHuting, UlosSibolang Rasta Pamontari.

Lapet is a kind of snack food which has a yummy taste

- Lapet becomes Lapeyum.
- Lapet has a yummy taste.
- I combine the word Lapet and the word yummy becomes Lapeyum.



This typical Batak food is lapet. The process of making this food is not difficult because of the ingredients that are very easy to find.

Lapet has a shape like a square pyramid or like rice wrap in general. Lapet making materials consist of rice flour, grated coconut which is not too young and not too old, then mixed using palm sugar or brown sugar.

Then after being wrapped, the lapet is steamed until it emits the fragrant aroma of the lapet and the wrapper. These lapet is often served at traditional Batak tribes. The sweet and savory taste is very suitable served with typical Batak coffee or tea while hot.

GODOK-GODOK IS A KIND OF SNACK FOOD WHICH HAS A YUMMY TASTE

- Godok-godok becomes Godokyum.
- Godok-godok has a yummy taste.
- I combine the word Godok-godok and the word yummy becomes Godokyum



Fried godokgodok is a traditional food that can be found in Batak land. We can still get this type of food/ snack in a number of urban and even urban areas throughout North Sumatera. Fried foods from special types of bananas namely plantain and banana mas have a fragrant aroma and sweet taste. The shape is similar to a ball and the taste is savory and the color is brownish black, suitable for light meals in the afternoon.

Tuak is a kind of drink that has a nice taste

- Tuak becomes Tuakice.
- Tuak has a nice taste.
- I combine the word Tuak and the word nice becomes Tuakice.



The tree producing palm wine/Tuak is a multifunctional tree. All parts of this tree in every part of the traditional Batak house. Starting from the trunk which is used to make the walls of traditional houses,

the fibers to make the roof of the house, the leaves to make a broom stick and fruit for food needs (KolangKaling). So, all parts of this tree are not wasted.

Drinking Tuak is a tradition for Batak people. Customary events without palm wine /Tuak it will taste bland. The taste of Tuak is very nice.

Here are some benefits of Tuak Drinks:

- Overcoming constipation,
- Traditional medicine for diabetes.
- Can be used as Sedatives,
- Reduce fever,
- Overcoming stress.

Conclusion

- Coining new words create new words which are more attractive and still recognized by people who already know about the meaning of the words. These new words attract people and easy to remember.
- Coining new words can save all local languages and can make the local languages/words exist and remain alive and exist all the time.
- Coining new words is a good way for teaching vocabularies. Besides introducing the new words, students can know and enhance the local language.

References

A. Fill, P. Mühlhäusler (Eds.), *Ecolinguistics Reader: Language, Ecology and Environment*, Bloomsbury Publishing, London, UK, 2001.

Achim Sibeth, *The Batak: peoples of the island of Sumatra*, with contributions by UliKozok and Juara R. Ginting. -- Thames and Hudson, 1991.

Ayatrohaedi, *KepribadianBudayaBangsaLokal (Local Genius)*, (Jakarta: Pustaka Jaya, 1986), h. 18-19.

Dalimartha S. 1999. *Atlas Tumbuhan Obat Indonesia*. Jakarta (ID): Trubus Agriwidya.

Hamid A, Hadad E A, Rostiana O. 1991. *Upaya Pelestarian Tanaman Obat di Balitro*. Bogor (ID): Yayasan Pembinaan Suaka Alam Marga Satwa Indonesia.

E. Haugen, *The Ecology of Language*, Stanford University Press, Redwood City, CA, 1972.

M. Halliday, *New ways of meaning: the challenge to applied linguistics*, in: A. Fill, P. Muehlhauser (Eds.), *The Ecolinguistics Reader: Language, Ecology, and Environment*, Continuum, London, UK, 1991/2001, pp. 175e202.

P. Mühlhäusler, *Language of Environment, Environment of Language: A Course in Ecolinguistics*, Battle Bridge, London, UK, 2003.

Steffensen, S. V. & A. Fill. (2014). *Ecolinguistics: the state of the art and future horizons* *Ecolinguistics: The Ecology of Language and the Ecology of Science*, 41, 6-25.

S. Eliasson, *The birth of language ecology: interdisciplinary influences in Einar Haugen's "The ecology of language"*, *Lang. Sci.* 50 (2015) 78e92, <http://dx.doi.org/10.1016/j.langsci.2015.03.007>.

The Use of Mobile Texting in Everyday Communication: An Implication for New Language and Culture

Herlinawati, Kurniawan

Universitas Lancang Kuning
English Education Department, Faculty of Education and Teacher Training
linapazir@yahoo.com, kurnia_95@yahoo.com

Abstract: Digital and network technology has revolutionized the art of new communication across all societies. Recently, the users of mobile texting through Twitter, WhatsApp, Facebook, and e-text communication is already more popular than other types of communication among the daily life of young people. The present study aims at finding out the response of teens in using mobile texting in their social interaction. The subjects of the study are 20 university students. Data was collected using a self-report surveys containing numerous items and assessed by using the scale. The results show that the subjects enjoyed using mobile texting for different purposes in their social interaction, and using texting creates a new language and culture among young generations. Finally, the use of mobile texting has shifted the young people into new language variety and cultural practices in the new digital era.

Keywords: mobile texting, everyday communication, language, culture

Introduction

Digital and network technology has revolutionized the art of new communication across all societies. Access to the form of communication has made personal contact much easier than before by using various digital devices. The possession of digital devices and Smartphones among the young has been growing at a speed rate. Among the younger generations as the users of messenger chatting, mobile texting, social networking through Twitter or Facebook, and e-text communication), texting language (TL) is already more popular than other types of communication. TL has become a unique form of language that is full of reduced expressions. This form has special features that make it more sociable and immediate than most forms of written communication. It sits in between spoken and written forms of language.

Texting has become a new language variety which develops a unique style that requires new terminology, which separates it from daily language. TL used many types of word or phrase's abbreviations in the forms of acronym, substitutions, omissions, contractions, pictograms, or logograms (Al Shlowiy:2014). An acronym or initial is a pronounceable word that is formed from the initial letters in a phrase, such as "LOL" for "laughing out loud" and "YOYO" for "you're on your own." Substitution is another type of texting abbreviation. It means to substitute a letter with another letter, a group of letters by a letter, or by a number. This reduces redundant letters and makes the substitution to improve correspondence with spoken words such as "awreddi" for "already," "thnx" for "thanks." Texters sometimes use numbers to replace letters, such as "4got" for "forgot" and "L8" instead of "late." Another type of texting language is writing and spelling errors. For examples: "abt" to mean "about," "lvl" to mean "level." Texting language also involves the use of pictograms and logograms. Logograms are either numbers, letters, characters, graphic units, or combinations used to represent a word or a phonetic sound. For example, "@ " to represent "at," "555" to represent "laughing," and "20" to show "location." Pictograms are emoticons that are symbols consisting of characters that represent paralinguistic features, such as facial expressions or emoticons.

Since texting language is becoming a new trend, it has some influences on the students' formal language and writing, as stated by Al Shlowiy (2014). Texting will be a potential factor that can ruin young people's literacy skills, especially for English as a foreign language context. But, in the era of electronic technologies, people tend to use devices in their communication exchange effectively and efficiently for saving time and cost. This phenomenon invites a great deal of debate among two different groups of scholars who believe that texting language has negative effects while some others see the reverse. On

the other hand, the third group is not sure about the effect of such language because they look at it as a new language.

The first camp of point of view centers on some negative relationships. Texting language is considered as one of the main threats for students' language development literacy skills since texting language encourage shortening and non-conformity with grammatical rules, spelling, and abbreviations, which differs from standard English. Connie and McFall (2010) stated that typing quickly could lead to some errors which have become so common that they may be becoming new language words themselves. It means that adolescents and teenagers' attitude in manifesting itself will be serious case that textese has its own rules rather than it follows no rules whatsoever. So then, texting can have a negative impact on youth literacy. This statement is supported by a study conducted by Massengil and Carlson (2007) on the negative effect of text messaging and textism toward undergraduates students' ability to spell conventionally. The study proves that experiences and regular use of texting language can impair students' ability in good spelling as an important aspect in formal writing. Furthermore, it is considered as a potential destroyer to the user's ability to use crucial mechanics of writing, such as grammar, syntax, punctuation, and capitalization.

Another camp has a different point of view dealing with a doubt whether texting has any effects, positive or negative, on literacy skills and language grammar at all. This group assumes that texting messages have neither a positive nor negative impact on student writing. This group looks at texting message as another language. Because learning a new language does not affect students' ability to use English grammar, it would be incorrect to conclude that texting language can affect their grammar. They provide strong evidence by comparing texting language to slang. They state that slang words do not affect English grammar. English grammar has not changed over the years, although each generation creates its jargon. If students learn the basics in English class, they will distinguish between "slang, texting lingo, and correct English" (Russell in Dansieh:2011).

Contrary to the different view of two camps above dealing with texting as a blessing, rather than harm, to students' literacy. Not only under the reasons to save time and cost, but texting language is also seen as a possibility to create a third language among young generations which can motivate them to be more creative and innovative in language use. Verheijen (2013) stated that texting language enables adolescents and teenagers can have a playful use of language that enables creating a variety of graphic forms of the same words. It supposed it can give increased exposure to text and extra opportunities to engage with language that will motivate young people to read and write creatively. Verheijen adds another possible advantage in using TL, which can increase phonological or metalinguistic awareness, that is sensitivity to the underlying (sound) structure of language. Another positive effect is reported by Tagg and Seargeant (2012), who found that texting language is one way of communication that can be used in creating individual and sharing identities among Thai students. It shows how these practices contribute to having access to draw an effective and cultural meanings of two or more languages (and possibly writing systems) in innovative ways.

The last camp seems more neutral in providing perspective about using texting in daily communication. The use of mobile texting among young people is increasing nowadays and potentially contribute to creating a new language and culture among young generations, which can motivate them to be more creative and innovative in language use. Therefore, after reviewing some previous research findings above, the following research questions are raised in this study: What is teenagers' perception in using mobile texting in their social interaction?

Methods

This study used a survey to collect data. A total of 20 participants involved in this study. The subjects were 60% female and 40% male with the age range from 18-21 years old. The instrument consisted of two sections and assessed by using the scale. The first section discussed the top five shortening words and the frequency of using texting, which the teenagers often use. The second section consisted of three dimensions discussing social interaction among teenagers using mobile texting. The instrument was adopted from Xia (2012) and adapted from the literature and refined from a focus group of teenagers. A pilot test was conducted on June 11th, 2015. The data from the first section was analyzed to draw percentage and the data from the second section of the questionnaire was analyzed to draw mean to decide the levels of teenagers' perceptions on their social interaction by referring to the table as proposed by Katz & Kahn (1978).

Scores	Level
1.00 – 2.49	Low
2.50 - 3.99	Moderate
4.00 – 5.49	High

Finding and Discussion

The first section of the instrument collected the data about the percentages of the most five shortening words used by teenagers in using mobile texting. Some English texting in terms of shortening such as bro, sis; and initials such as lol, tyl; and letter and number homophones such as 2, and l8r are found in participants' top list abbreviation used in texting. But almost of the participant used tq (95%) to say thank you, u (100%) to say you, btw (90%) to say by the way, otw (90%) to say on the way, and omg (80) to say oh my god. For the frequency of using texting among the participants, 75% (n=15) was claimed as the heavy texters and 25% (n=5) was light texters. As another term for heavy texters is trendy users and light texters as thrifty users as claimed by Abeele et al., 2013. These findings shows that the heavy users were the dominant or the power users of the mobile texting who sent more than 625 text messages per week. This finding is supported by Basalisco (2011) stated that mobile texts have fast grown into considerable business and are particularly popular among young consumers. As reported by Office of communication, 2011 (in Basalisco) that in the UK, the birthplace of the SMS, the number of text messages sent by mobile users continued to climb to 129 billion messages (up from 26.9 billion in 2004); the average user spent the same amount of time using mobile messaging services (estimated at 1.7 h per month) as on mobile internet services.

For the second section of the questionnaire, the items were classified based on the themes elicited from the theories of social interaction.

Relationship maintenance

The first dimension was relationship maintenance, which consists of five items describing the users' perception of mobile texting in maintaining their relationships. The mean score for this dimension was 4.32. The overall perceptions of using of mobile texting in maintaining relationship were positively high. It was in the third range of 4.00 to 5.49 in which the third item I respond my friends' texting and update status was becoming the highest mean score (4.70) in this dimension (see table 3.1). It is supported by previous studies on youth culture that the status system of adolescent peer groups has a specific organization. Unlike the adult status system, a higher standing and popularity with peers, thus often result from achievements that are valued specifically within the youth culture. Given the centrality of the mobile phone in the lives of adolescents, it is likely that the mobile phone will also be strategically used by adolescents to display their status in the peer group. The extant literature points towards at least three achievements in the Mobile Youth Culture that reflect a high status position, namely (1) the use of a fashionable mobile phone, (2) the mobile phone as a popularity display, and (3) the mobile phone as a display of time poverty (Abelee, et al. , 2013).

Table 3.1. Relationship maintenance

N	Min.	Max.	Mean
20	4.00	5.00	4.4500
20	3.00	5.00	3.8000
20	4.00	5.00	4.7000
20	4.00	5.00	4.6000
20	3.00	5.00	4.0500

Social network construction & social coordination

The second dimension was social network construction and social coordination. The overall mean of the dimension was 4.06 (high level), as shown in Table 3.2. It means that the users' perceptions of using mobile texting for social interaction were not highly influenced by their social network construction and

social coordination. All items of this dimension describe the way of mobile texting users to establish themselves as independent social actors that can be gained through getting to know new friends and building their own personal relationships and this findings show that the social network construction and social coordination was also being the main purpose for social interaction among the mobile texting users. These findings in line with some previous research findings conducted by Abeele, et al. that mobile phone users are deeply embedded in the everyday interactions users with their friends. It is used significantly more by trendy users for passing the time, chatting and micro-coordinating social life with friends, for consuming, producing and exchanging multimedia content with friends, and for disclosing intimate information to friends.

Table 3.2. Social network construction & social coordination

N	Minimum	Maximum	Mean
20	3.00	5.00	3.9500
20	3.00	5.00	3.9500
20	3.00	5.00	4.1500
20	3.00	5.00	4.1000
20	3.00	5.00	4.1500

Creating new culture

The third dimension was measuring the mobile texting users' perceptions to use mobile texting in conveying new culture. Statistical analysis also shows that the overall mean score was positively high (4.40) as the two other dimensions (see Table 3.3). These findings imply that the majority of the users agree if the using of mobile texting contribute to creating a new culture in terms of the tendency to create a certain status in their peer groups. The findings also imply that a new culture among young people in using more than one social media groups has become a new trend of alternative communication (Berger, 2010). Through different social media, a higher standing and popularity with peers can be achieved that are valued specifically within the youth culture; even they have to spend much cost for that reason. It is depicted through the last three items that a trending new way of teenagers to experience in such a way of online home shopping. But it was interestingly when other findings show the use of mobile texting among teenagers is to earn extra money. This finding brings the implication that teenagers tendency to run a business interactions through mobile devices. It can be possible than when they can do interactions at one time by taking advantage of the advance of mobile technology as happened in young generations in China who run business interaction through a social network (Xia, 2012).

N	Minimum	Maximum	Mean
20	4.00	5.00	4.7500
20	2.00	5.00	4.2000
20	4.00	5.00	4.7000
20	2.00	5.00	4.0000
20	2.00	5.00	4.3500

Conclusion

In other words, it can be concluded that young people enjoy using mobile texting in their daily communication. The purposes are not merely for social interactions such as maintaining the relationship, social construction and creating new language and culture only but also for doing negotiation through various activities. In short, the extant literature points towards at least three 'achievements' in the Mobile Youth Culture that reflect a high status position, namely (1) the use of a fashionable mobile phone, (2) the mobile phone as a popularity display, and (3) the mobile phone as a display of time poverty (Abeele et al., 2013). Since this study only involved a small number of participants, therefore the generalization of the findings still needs more investigation, especially in other areas of the research field.

References

- Abeele, M.V., Antheunis, M.L., & Schouten, A.P, –Me, myself and my mobile: A segmentation of youths based on their attitudes towards the mobile phone as a status instrument," *Journal of Telematics and Informatics*, 2013, vol. 31, (pp.194–208).
- Al-Shlowiy, A, –Texting abbreviations, and language learning. *International journal of arts & sciences*” 2014, vol. 7, no. 3.
- Basalisco, B, –The effect of user interaction on demand for mobile text messages: Evidence from cross-country data," *Journal of Information Economics and Policy*, 2011, vol. 24, pp.132–144.
- Berger, N.I. & Coch, D, –Do u txt? Event-related potentials to semantic anomalies in standard and texted English”, *Brain and Language*, 2011, vol. 113, no. 3.
- Connie, K. V. & McFall, P, –LOL: new language and spelling in instant messaging," *Journal of Read Write*, .2011, vol. 23 no. 7.
- Dansieh, S. A., –SMS Texting And Its Potential Impacts On Students‘ Written Communication Skills”, *International Journal of English Linguistics*, .2011, vol. 1 no. 2.
- Massengill, S. D. & Carlson, C. , et al., –An exploratory investigation into the relationship between text messaging and spelling”, *New England Reading Association Journal*, 43 2007, no. 57.
- Tagg, C., & Seargeant, P, –Writing systems at play in Thai-English online interactions”, *Journal of Writing Systems Research*, . 2012, vol. 4 no. 2.
- Verheijen, L, –The Effects of Text Messaging and Instant Messaging on Literacy. *Journals of English Studies*”, 2013, vol. 94 no. 5.
- Xia, Y, –Chinese Use of Mobile Texting for Social Interactions: Cultural Implications in the Use of Communication Technology” in *Intercultural Communication Studies*, 2012, vol. 21 no. 2.

Using Content Based Intensive Reading and Online Extensive Reading to Improve Reading Achievements of Students in English Language Education Department

WindaSyafitri, Dian Heriani

Politeknik Negeri Medan
UniversitasHarapan

windsyafitri@yahoo.com, dian.heriani1@gmail.com

Abstract: English Language Education is one of favorite majors in any universities in Indonesia. This major is a place for students to develop their English language teaching skills. Therefore, combining the language skills and content of pedagogical skills would be very useful and innovative; moreover, it can be supplemented by a fun online extensive reading. Both improve not only students' reading skills and knowledge on English Language Education but also make reading activity become more fun. The implementation of both activities is Content-based intensive reading and Online Extensive Reading. This research was conducted to improve students reading skill of English Language Education department by using Reading with pedagogy-integrated materials and online extensive reading. It applied Classroom Action Research (CAR) as the research method. The data was gathered by using Reading Test and questionnaires. The finding shows that there is significant improvement of students reading scores; moreover, they admitted that pedagogical knowledge from these materials would be very beneficial for them and online extensive reading is very fun to do. Their attitudes toward learning by using Reading with pedagogy-integrated materials and online extensive reading were very positive because they realized that both reading skill and pedagogical knowledge are very important for their study and future career and reading activity can be done in a fun way.

Keywords: Pedagogy Integrated Materials; Content-based Intensive reading; Online Extensive Reading

Introduction

The importance of English mastery today is absolutely seen in almost every aspect of human life. It is used while working, learning, chatting, using social media, ordering things and so on. Therefore, Indonesian government sets English as compulsory subject taught at school since Junior High School. Moreover, some schools teach it since playgroups, kindergartens as well as elementary schools, yet some parents speak with this language at home.

English, covering listening, speaking, reading and writing, is taught at school by skillful teachers trained in English language education program in various universities. University of Potensi Utama is one of them providing English Language Education Program. This program was intended to produce skillful English teachers to teach this subject at schools.

Reading is one of the important skills taught in English subject. It holds a very important role because this skill is used both in formal academic activity and in daily life. This subject is taught to teach students to be able to understand the meaning of written English text. Practically, this skill actually becomes a primary objective of English language teaching in Indonesia (Renandya, 2004).

Unfortunately, the level of reading habit is very low in Indonesia. According to UNESCO, Indonesian reading interest is only 0.001% which means among 1000 Indonesian people, only one person has passion in reading. This condition was caused by lack of reading habit in family, the high price of the books, and preference to watch TV or use smartphone or computer.

In Reading Class of English Language Education Program University of Potensi Utama, most of students also admitted that they do not like to read the books especially English ones. For them, it is still difficult to have access to English books and also to understand them due to limited vocabulary and

reading mastery. They also mentioned that they prefer watching TV or playing smartphone to reading books to spend their spare time. Clearly, it is the problem which needs to be solved.

Reading activities are carried out intensively and extensively. Intensive reading refers to reading in details by having certain learning aims and tasks. It is usually done in the classrooms in the context of teaching and learning. Meanwhile, extensive one involves pleasure and enjoyment in reading activity. It refers to general reading like reading novels, magazines, newspapers or something that people like to read.

Content based Instruction (CBI) is teaching and learning process by integrating the learning of specific subject-matter content with the learning of a second language (Brown 2007). This kind of learning includes immersion class, sheltered English programs, writing across curriculum and English for specific purposes. CBI is implemented to prepare students to acquire the languages while using the context of certain subject so that learners study the language by using it within the specific context. Rather than learning a language out of context, it is learned within the context of a specific academic subject.

The concept of CBI is supposed to be good to be implemented for intensive reading activity. While students are in reading class, they would be more motivated because they realized the reading activities will not only train their reading ability but also add their knowledge about pedagogy.

As technology has changed the education world, reading class also can be supported by technology based activities. One of them is online extensive reading. This is like making used of their preference to use gadget to improve their reading ability. It can be done by reading English books manually or read them virtually on the phone or computer, and then report their reading activities in a certain platform like google classroom, canva, edmodo or something. So, each student shares what they have read and their friends will comment or raise question or others. There would be very low pressure in online extensive reading class because students only read what they like in the place and time they like to be.

Content based-intensive reading and online extensive reading are regarded to be a complete solution found in reading class in English Language Department of University of Potensi Utama. The content based intensive reading in this study focuses on pedagogy and English Language Teaching. It will facilitate reading activity in the classroom. They read meaningful and motivating content as they realize the reading activity will not only improve their reading achievement but also develop their knowledge about pedagogy for their future careers.

In a nutshell, this study concerns on improving students' reading achievement by implementing content based intensive reading and online extensive reading. Through these two solutions, it is expected that students in reading class of English Language Education in University of Potensi Utama can improve their reading achievement and be more motivated in reading inside and outside the class.

Literature Review

Reading I is one of compulsory subject I University of Potensi Utama. The instructional design of this subject was carried out by the university. The curriculum of Reading I used in University of Potensi Utama applied the Indonesian National Qualification Framework based curriculum according to Presidential Regulation No. 8 of 2012. The basic competences of Reading I subject in the syllabus used by the University of Potensi Utama are as follows.

–Students master reading skills in English so that they can read and understand what they read, get more new vocabularies and learn to think and finally can be good readers in English. In addition, Students also master many aspects in reading such as Pleasure Reading (reading many stories and book), Comprehension Skills (Understand what you read), Vocabulary Building (Learn Many new words), Thinking skills (learn to think in English). Finally, this course is intended to provide knowledge to students so that they can recognize words automatically, comprehend texts, as well as motivating them to read and appreciate reading texts.”

Reading is defined as the process of building the meaning of a text (McNeil, 1984: 16). Lems, Miller and Soro (2009: 170) say that Reading is a reciprocal interaction between text and reader knowledge. In learning English as a Foreign Language (TEFL), Brown (2001: 111) describes the macro abilities (macro skills) and micro abilities (micro skills) that exist in learning English as follows.

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes, system, pattern, rules, and elliptical form.
6. Recognize that a particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative function of written texts, according to form and purpose.
10. Infer context that is not explicitly by using background of knowledge.
11. Infer links and connection between events, ideas, etc, deduce causes and effects, and detect such relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

Develop and use battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the text.

Content based Instruction (CBI) is integrating the learning of specific subject-matter content with the learning of a second language (Brown 2007). This kind of learning includes immersion class, sheltered English programs, writing across curriculum and English for specific purposes.

The objective of CBI is to prepare students to acquire the languages while using the context of certain subject so that learners study the language by using it within the specific context. Rather than learning a language out of context, it is learned within the context of a specific academic subject.

CBI surely brings some benefits to English classroom. According to MunaAlkahteb in <http://www.uobabylon.edu.iq/> , there are four advantages of CBI as follows.

- English language learning becomes more interesting and motivating.
- CBI offers a wide educational knowledge to learners in the form of the different topics taught.
- It helps students improve valuable study skills such as note taking, summarizing and extracting key information from texts.
- It develops collaborative skills, like team work, which can have great social value.

CBI has been observed to be implemented in reading class in some studies. Khruwan and Dennis (2017) have conducted this to 50 students in Thailand. The data analysis showed that CBI approach had made the positive attitude towards English reading. As a result, the finding of the study indicated that CBI approach could help the students in Khwangwittayakhom School to improve their reading comprehension in reading and made positive attitude towards English reading skill.

Smadi and Al-Zawahreh (2013) have investigated the effect of online extensive reading to secondary students' English proficiency in Jordania. It also aimed at detecting the students' opinions towards the program in terms of its effect on their proficiency in English. The quantitative findings of the test revealed that the mean scores of the experimental group's English proficiency were significantly higher than the mean scores of the control group, particularly in writing, speaking, vocabulary, reading comprehension and listening due to the teaching methodology. The findings of the test did not reveal any significant difference in the students' grammar proficiency ascribed to the intervention variable. Further, the results of the questionnaire revealed that the respondents were appreciative and pleased with the efficacy of the program. This result was also supported by the qualitative findings of the interview.

Methods

This research was conducted by applying classroom action research (CAR). The subjects of the research are 29 first-year students of English language Education Program in University of Potensi Utama joining Reading I subject. The instruments used in this study are Reading achievement test and questionnaire. Content based intensive reading was conducted by using book "Reading I: An English Education Integrated Materials" as the teaching materials in the classroom. In addition, online extensive reading was carried out by assigning students to read extensively at home; they are free to choose either conventional books or online reading materials they like. Then, they had to post their reading report by using Google classroom to share what they got while reading.

In classroom action research, there are four stages which are Planning, Implementing, Observing and Reflecting in each cycle. The stages done in this research is described in Figure 1.

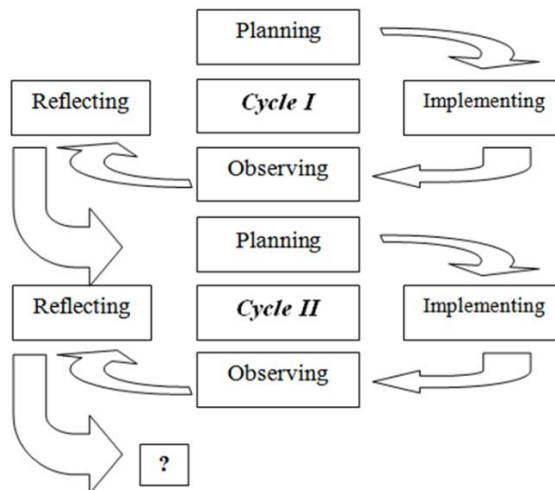


Figure 1 Classroom Action Research Model

Criteria of Success

In Classroom Action Research design, some criteria of success should be defined as the indicator whether the learning strategy as the solution has been successful or not. Therefore, criteria of success in this study is that 90% of students in Reading I class has score above 70 (B) and 80% of them show positive attitude toward the treatment. So, these criteria of success became the basic indicators for researcher to stop or continue the study to the next cycles. If the criteria of success have not been fulfilled yet, then the research would be continued to the next cycles.

Data and Finding

In this paper, data were presented both quantitatively and qualitatively. Quantitative data were collected from reading tests which were given before treatment, and after treatment in each cycle. The score improvement can be seen in the table 1.

Table 1. Students' reading score improvement

	Pre-test	Post-test in Cycle 1	Post-test in Cycle 2
Average Score	59.4	80.9	92.5
Number of students getting score above 70	5 (18.5%)	20 (68.9%)	27 (93.1%)

Based on data above, it can be concluded that Reading with content based intensive reading and online extensive reading can improve students' reading achievement. It is noticed that the improvement is very significant. The difference of pre-test and post-test 1 was 21.5 point; meanwhile the difference of post-test 1 and post-test 2 was 11.6. The improvement of scores has proved that the combination of content based intensive reading and online extensive reading is really good to use.

Qualitative data were gathered from questionnaire, interview and observation sheet. Questionnaire was used to collect the data about students' perception of both content based intensive reading and online extensive reading. The result of the questionnaire was 100% of students have positive attitude toward the strategy. Then, 85% of them said that they were more motivated and curious about the content so they read more seriously. They argued that such materials would be very important and useful for them to increase pedagogical knowledge for their study and future career. Moreover, 92% of them said that they were very happy to join online extensive reading by using Google classroom as the media to share reading report among students.

Discussion

Reading with pedagogy-integrated material is one of implementation of Content Based Instruction (CBI). CBI was an approach instead of a teaching method. Therefore, the implementation does not restrict what teaching method or teaching strategy should be used in the class. The focus is on making use of space that has not been explored before. While in Reading class, students not only improve their reading skill but also develop their understanding on pedagogy.

Then, the insignificant improvement of students' reading score in this research is still acceptable. Pessoa et al., (2007) mention that teacher talk in engaging students to the subject matter holds key success in teaching English by using CBI. However, all students agree that this kind of material is important for them and it makes them motivated. This finding is suitable with what Brown (2007) says in his book that CBI has potentials to increase students' intrinsic motivation and empowerment because they are focused on subject matter that is valuable for their lives. So, it could be said that the effect of CBI perhaps does not instantly appear; it is more like long term good effect. Actually CBI can be implemented to teach integrated language skill or any of them. In it mentioned by Brown (2007) that CBI is one approach that can be used to teach all skills altogether. Therefore, it is appropriate not only to teach Reading, but also to teach Listening, Speaking and Writing.

Online Extensive Reading is also noticed to bring many benefits to students. As technology becomes part of students' life today, online activity is considered as a fun activity. Therefore, online reading will be more fun and low-pressure to do. In extensive reading activity, students are free to choose what they read; they can choose magazine, novels, comics, news, horror series and so on.

Smadi and Al-Zawahreh (2013) also found that using the online extensive reading is considered a suitable means for incorporating input and output skills, especially by providing the target learners with ample practice accompanied with proper learning tools such as reading logs, online portfolios, constant feedback, top-down strategies, text reporting and the like. Accordingly, this study has shed light on several critical issues concerning the nature of extensive reading culminated in a cyclical-integrative methodology.

Conclusion and Suggestion

From the data and finding above, there are some conclusions that can be drawn.

1. Reading with pedagogy-integrated materials is suitable to use to improve students' knowledge as one of reading achievements.
2. Online extensive reading is a very good supplementary activity for reading class which is fun and low-pressure.
3. The combination of content based intensive reading and online extensive reading significantly improve students' achievement in reading class.
4. Using pedagogy-integrated materials in teaching Reading in English Education Program and making use of Google classroom for Online Extensive reading activity can increase students' knowledge and motivation because it was their passion and related to their study and future career and it was conducted in their way and preferences.

Finally, the researcher hopes that this paper could inspire the Reading lecturers in English language education program to use Reading with Pedagogy-integrated materials and Online Extensive Reading to explore more potentials in the class.

References

- Alkhateeb, M. Content Based Instruction. Retrieved from <http://www.uobabylon.edu.iq/> on 10th of August 2018.
- Brown, H. D. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition. San Fransisco: Longman
- Brown, H.D. 2007. Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd Ed). San Francisco: Pearson Longman
- Buku Kurikulum Program Studin Pendidikan Bahasa Inggris Universitas Potensi Utama
- Coyle, D., Hood, P. & Marsh, D. (2010). CLIL. Cambridge: C.U.P

Khruawan, P. and Dennis, N. K. 2017. A Study of English Reading Comprehension Using Content-Based Instruction Approach. In *International Journal of Research Granthaalayah* Volume 5 Issue 1 (January 2017) page 368-375.

McNeil, J. D. 1992. *Reading Comprehension: New Direction for Classroom Practice*. HarperCollins: Los Angeles

Pessoa, S., Hendry, H., Donato, R., Tucker, G. R., & Lee H. 2007. Content-based Instruction in the Foreign Language Classroom: A Discourse Perspective. *Foreign Language Annals* Vol. 40 No. 1 p.102-121.

Smadi, O., and Al-Zawahreh, A. 2013. The Effect of an Online Extensive Reading Instructional Program on Jordanian Eleventh Grade Students' Proficiency in English. *Journal of Education and Practice* Volume 4 No. 12 accessed from www.iistee.org on September 24th, 2018.

Teaching Writing Recount Text through Quick on the Draw Strategy

Sholihatul Hamidah Daulay

Department of English Education, Faculty of Tarbiyah and Teacher Training
Universitas Islam Negeri (UIN) Sumatera Utara Medan
Indonesia
sholihatulhamidah@uinsu.ac.id

Abstract: This research is aimed to find out the evidence of the teaching writing recount text by using quick on the draw as strategy in class X of MAS Al-Jam'iyatul Washliyah Medan. The subject of this research is the class XB of MAS Al-Jam'iyatul Washliyah Medan This study is Classroom Action Research (CAR) method which is conducted in two cycles. The instruments of collecting data are interview, observation, and diary notes as the qualitative data and written test as the quantitative data. The quantitative data are taken from pre-test and post-test. Based on the qualitative data, teaching writing recount text through quick on the draw strategy can improve the students' involvement and motivation in learning. Based on the result of students' score, the students' average score keep improving in every test. The students' mean score in pre-test is 51.74. The result of post-test in cycle I, students' mean score is 70.09 The result of post-test in cycle 2, students' mean score is 81.78 It can be concluded that teaching writing recount text through quick on the draw strategy can increase and help the students' ability in learning a fun atmosphere, be used to write according to the generic structures and the language feature of recount texts.

Keywords: Students' Ability, Writing Recount Text, Quick on the Draw as Strategy

Introduction

Writing as one of the four language skills is important to be mastered by students. This skill is aimed to prepare the students' academic and professional futures. Along with the reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

According Geoffrey (2015:29) stated that writing is a process to produce language. Someone can express his thoughts and feeling in written. It is not like speaking that someone cannot revise or edit his words when he speaks to others. But in this writing, someone can take more time to think and choose the good vocabularies in his writing. Besides, he also can revise and edit it when he found mistakes in it. Writing is language put on paper, board, or screen and that style and content, in both pedagogical and literary contexts

On the other hand, based on Dorothy (2005:5) declared that there are so many competencies the students must achieved, writing is considered as one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing.

In National Education Standard that teaching English at senior high school is expected to raise functional level. The functional level means that the students are able to communicate in oral and written form. In oral form, based on the basic competence of English subject of the first grade of senior high school, students are expected to express meaning in interpersonal and transactional conversation in daily context, while in written form there are several kinds of text that need to be taught: procedure, descriptive, narrative, and recount text. The achievement indicator is that the students have ability at developing and producing simple written monolog texts in the form of procedure, descriptive, narrative, and recount text.

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a news story or procedural information, such as telling

someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Quick on the draw strategy which was introduced by Paul Ginnis encourages students to work in group and finish a set of questions given quickly like in a relay game. By implementing this strategy in teaching writing recount text, students will be active and feel fun to learn writing. Therefore, their ability in writing recount text will be improved.

Based on the background of research described above, the questions of this research can be stated as follow, how is the teaching writing recount text through quick on the draw strategy ?

Literature Review

Recount Text

In Peter Knapp & Megan Watkins (2005:223) declared that a recount tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Recounts are the simplest text type in genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.

The generic structures of recount text are as follow:

Table 1 The Generic Structure of Recount Text

Orientation	Providing information about 'who', 'where', and 'when'
Events	Describing series of event that happened in the past, usually recounted in chronological order
Reorientation	It is optional. Stating personal comment of the writer to the ending which rounds off the sequence of events

According to Hyland (2009), common grammatical features of a recount include:

1. Use of nouns and pronouns to identify people, animals or things involved;
2. Use of action verbs to refer to events;
3. Use of past tense to locate events in relation to speaker's or writer's time;
4. Use of conjunction and time connectives to sequence the events;
5. Use of adverbs and adverbial phrases to indicate place and time;
6. Use adjectives to describe nouns.

Quick on The Draw Strategy

Quick on the draw strategy is one of the cooperative learning strategies introduced by Paul Ginnis. Quick on the draw strategy is a research activity with a built in incentive for team work and speed. It is designed to make students having a laugh while they are studying by providing kinesthetic introduction for students. It also encourages students to carry out a collaborative exercise. Based on Ginnis (2008: 163-164) that these are procedure of quick on the draw strategy, such as:

1. Prepare, say, 10 questions about the topic in hand. Print enough copies for each group to be designed their own set. Each question should be printed on a separate piece of paper or card. Each set of questions should be a distinctive colour. Put the sets out on the teacher's desk.
2. Divide the class into groups of 5-6. Allocate a colour to each group (so they can identify their question cards).
3. Give each group source material, which contains the answers to the questions. It could be only a particular page of students' text book. The answer should not be explicit: the idea is the students must look for the answer in the texts.
4. At the word 'Go', one person from each group runs to the teacher's desk, takes the first question only and runs back with it to the group.
5. Using the source material, the group finds and writes down the answer on a separate piece of paper.
6. This is taken to the teacher by the second person. The teacher checks the answer. If it is accurate and complete, the second question is collected... and so on. If any answer is inaccurate and complete, the teacher sends the runner back to the group to try again. The writer and the runner should alternate.
7. The first group to complete all answers wins.

8. The teacher then discuss all the questions with students and make written notes.

Methods

This research was conducted by using Classroom Action Research. Classroom action research tends to be directly linked to achieve results in the classroom setting. In this case, teacher as researcher did the action research in order to get the improvement of the students. Therefore, it could be a solution to solve the problem in learning process in classroom by applying a new strategy or media as an alternative way leading to innovation.

In this research, the data was collected through qualitative and quantitative approach. Qualitative data was used to describe the situation during the teaching and learning process run while the quantitative data was used to analyze the score of students. The qualitative data was done by doing observation and interview. The quantitative data was collected by giving test. The test consists of pretest and posttest. The test was considered to be a best technique to get information about students' ability or score

Research Finding and Discussion

This study applied quantitative and qualitative data. The quantitative data were taken from the mean of students' score in written tests while the qualitative data were taken from diary notes, observation and interview. This research was conducted in one class with 23 students. Before conducting the cycle, students were given a pre-test. This research was divided into two cycles: the first cycle which consisted of two meetings and the second cycle which also consisted of two meetings. In the last meeting of each cycle, students were given a written test. Each cycle consisted of planning, actions, observation and reflection.

The Quantitative Data

From the quantitative data, it could be seen that the total of students' score in pre-test was 1190 and its mean score was 51.74, the total of students' score in post-test I was 1612 and its mean was 70.09, and the total of students' score in post-test II was 1881 with the students' mean was 81.78.

The Qualitative Data

The qualitative data were obtained from diary notes and the observation which had been done during the teaching-learning process and from the interview which had been done before and after implementing the two cycles.

Interview

The interview was done before conducting the first cycle and after conducting the second cycle. Before conducting first cycle, the English teacher was interviewed to find out the obstacles she got in teaching writing and how was the students' participation during learning. From the interview, it was found that it was difficult to keep students focus in writing since they were often stuck in the middle of writing because they were not able to organize their thought into sentences. When their mind got blank, they would stop writing and started to chit chat or do something else.

Observation

The observation was done by the collaborator in every cycle of this research. The observation was conducted to know the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the ability of teacher in explaining the lesson, the strategy used in teaching and learning process, and the ability of teacher in conducting the strategy.

In observing the teaching and learning process, the collaborator sat in the classroom and filled two observation sheet: one for the students' activity in learning recount text and the other one for the process of teaching English. The collaborator gave a checklist to determine the score for each of the observation items listed on the observation sheet. A guidance of assessing score was provided on the observation sheet to ease the collaborator in scoring the observation items, and the guidance was: 4 = very good, 3 = good, 2 = fair, 1 = poor. The notes the collaborator made was then recorded as diary notes. The result of observation can be seen in the following table:

Table 2 Observation of Teaching Process

	Cycle I	Cycle II
Percentage	76.19%	91.67%

Cycle 1

Planning

From the quantitative and qualitative data above, it could be seen that the students' ability was still low in writing recount text. Therefore, the research should be continued to the cycle I. All of materials used in learning were well prepared: the lesson plan, students' hand out, set of question cards for the implementation of the strategy, observation sheet, students test, writing rubric score and the interview sheet. During the research, while filling the observation sheet, the collaborator was also making notes and taking the pictures of teaching-learning process.

Action

The action in this cycle was implemented in two meetings. One meeting for giving materials by using proposed strategy, and one meeting for giving post-test of cycle I.

Observation

In observation, a collaborator helped in observing the teaching-learning process. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the ability of teacher in explaining the lesson, the strategy used in teaching and learning process, and the ability of teacher in conducting the strategy. The result of observation was collected as the data, which is used as a basic reflection.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, and interview. The teaching learning process in the end of the meeting was evaluated. Through the reflection, the problems and the result of the students' test would be found out.

Cycle II

Planning

In second cycle, I planned to have two meetings. These meetings were planned to improve the students' achievement in writing recount text based on the result of the first cycle by improving the materials of recount text. Based on the reflection in the first cycle, I found that there were a few problems that the students had in writing recount text: writing in unsystematic way and using simple present tense instead of simple past tense.

Action

I implemented the action in two meetings. One meeting for giving materials by using proposed strategy, and one meeting for giving post-test of cycle II.

Observation

In observation, the researcher was helped by collaborator to observe the teaching-learning process of cycle 2. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the ability of teacher in explaining the lesson, the strategy used in teaching and learning process, and the ability of teacher in conducting the strategy. The result of observation was collected as the data, which is used as a basic reflection.

Reflection

The teaching and learning process in the end of the meeting in cycle 2 were evaluated here. Based on the result of observation, the teaching and learning process in cycle 2 was conducted much better than in

cycle 1. In cycle 2, the problem of students about understanding recount text, the generic structure, the language features, and simple past tense had been solved. Most of them had understood the concept of writing recount text.

Findings

The result was indicated there was an improvement on the students' ability in writing recount text through quick on the draw strategy. It was proven from the students' mean score which was increasing from one test to the others. In the pre-test, the mean score of students was 51.74, then the mean score in post-test I (cycle I) was 70.09, while in post-test II (cycle II) the mean score was 81.78.

All the quantitative and qualitative data from each meeting were organized. In the end of each cycle, the students were given a written test. From the first test, it was found that the students' ability in writing recount text was still low. Most of them still did not know what the recount text is and its generic structures.

By the fact that the students' ability was low, the first cycle of the research was then conducted. In this cycle, students were taught by using proposed strategy, quick on the draw strategy. The topic explained to the students first, then quick on the draw strategy was introduced to them. This strategy encouraged students to be used to write and familiar with the generic structure and the language features of recount text. As the result, the mean score of students in this cycle was higher than in the pre-test.

Eventhough there was an improvement in students' mean score from 51.74 in pre-test to 70.09 in post-test I, the KKM had not reached yet. There were 11 students who unsuccessful to reach the KKM and got point under 75. Most of those students made the same mistake: writing a story by ignoring the generic structure of recount text and using present verbs instead of past verbs.

Discussion

This research has proven the effectiveness of quick on the draw strategy to improve the students' ability in writing recount text. It can be seen from the result of students' test scores which showed an improvement. The improvement could be achieved because of three main advantages that quick on the draw strategy has, they are: first, as one of the cooperative strategies, it encouraged students to work in group and races to be the first to complete all the questions with the correct answers. This kind of class' atmosphere made the students stimulated to be active within their groups so they could be the first who finish all the questions. With the speed needed to be successful, each member took part in finding the answer quickly. Furthermore, one of the rules of this strategy which required the members of the groups to alternate in writing and collecting their answer sheet prevented the rest of members to be passive during the lesson.

Second, quick on the draw strategy got students to base their learning on resources other than the teacher. As known that in implementing quick on the draw strategy, students were given a resource which contained the subject matter related to the topic they were learning (in this case students were given a handout of recount texts: definition, generic structures, language features, and some samples).

Third, the activity of quick on the draw strategy involved 'real-time' assessment. Real-time assessment here means the teacher directly examined the students' answer to ensure whether it was already correct so they could get the next question or if it was still incorrect so they had to bring it back to the group to be revised. During the research had been done before, this kind of assessment eased the assessor to immediately see which parts of questions students often answered it incorrectly. From the explanation above, it can be concluded that the use of quick on the draw strategy improves the students' ability in writing recount text. It helps students to learn in a fun atmosphere and be used to write according to the generic structures and the language feature of recount texts.

Conclusion

From the research findings and discussions about the teaching writing recount text through quick on the draw strategy was increased, as follows that the first point is the improvement of their ability in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of pre-test, post-test 1 and post-test 2. It was presented from the mean of pre-test was 51.74, post-test in the first cycle was 70.09 and post-test in the second cycle was 81.78. There was improvement in every cycle.

The students' attitude toward writing was positive. It was indicated from their activeness in the class. They were also engaged actively in groups. Each students participated in finishing the set of questions given quickly with their groups. They also felt enjoy and fun during learning writing. Based on the

finding, the hypothesis stating that the students' ability in writing recount text can be improved by using quick on the draw strategy..

References

Geoffrey J. Huck, 2015, What is Good Writing, New York: Oxford University Press

–Quick on the Draw”. 2015. Retrieved from [www.jerseycollegeforgirls.com/ School-Life/15-Minute-Learning-Forum/Quick-on-the-Draw-Introduced-by-Ruth-Lea](http://www.jerseycollegeforgirls.com/School-Life/15-Minute-Learning-Forum/Quick-on-the-Draw-Introduced-by-Ruth-Lea)

Barker, Alan. 2011. Improve Your Communication Skills. London: Kogan Page Limited

Ginnis, Paul. 2008. Trik dan Taktik Mengajar: Strategi Meningkatkan Pencapaian Pengajaran di Kelas. Jakarta: PT Indeks

Graham, Steve and Dolores Perin. 2007. Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. Washington, DC: Alliance for Excellent Education

Harmer, Jeremy. 2004. How to Teach Writing. Essex: Pearson Education Limited

Hyland, Key. 2009. Teaching and Researching Writing. London: Pearson Education Limited

Knapp, Peter & Megan Watkins. 2005. Genre, Text, Grammar: Technologies for Teaching and Assessing Writing. Sydney: A UNSW Press

Weigle, Sara Cushing. 2002. Assessing Writing. Cambridge: Cambridge University Press

Zemach, Dorothy E & Carlos Islam. 2005. Paragraph Writing: From Sentence to Paragraph. Oxford: Macmillan Publishers

The Using of Local Wisdom Based Learning Model on Students' Writing Narrative Text in IPTS

Gabby Maureen Pricilia

Education Institute of Tapanuli Selatan (IPTS), Indonesia;
maureenaisyah20@gmail.com

Abstract: The purposes of this research are to find out: 1) to what extent is students' writing narrative text, and 2) whether there is a significant effect of using local wisdom based learning model on students' writing narrative text in Institut Pendidikan Tapanuli Selatan (IPTS). The research methodology is quantitative method. The researcher collected the data by using composition writing test namely writing folk tale. The sample was taken by using total sampling technique, it was 25 students. The data were then analyzed by using descriptive and inferential analysis, it was t-test formula by Arikunto. The findings of the research are students' writing narrative text before using local wisdom based learning model was 53.54 which categorized bad, then after using local wisdom based learning model was 82.50 which categorized good. The hypothesis testing showed that t-test was higher than t-table, it means that the hypothesis is accepted. It clearly seen that there is a significant effect of local wisdom based learning model on students' writing narrative text at the fourth semester students in IPTS.

Introduction

Writing in English is one of the competencies which communicates ideas, information, and also feelings. Students are expected to be able to write in English. This competencies must be owned by students in order to compete in the current of globalization. In the English language curriculum at a high level, students are expected to be able to communicate in English both oral and written.

Unfortunately, the demands of this curriculum have not been realized properly. Many students consider that writing in English is the most difficult skill. This also happened in Institut Pendidikan Tapanuli Selatan (IPTS) in writing course (Writing II) which showed that students' writing narrative text was still relatively low. This can be seen from the list of students' writing scores which the average score was 50, it was predicated "D".

There are many factors which caused problems in writing narrative text, such as the lack of students' knowledge, lack of interest, and the inappropriate teaching models used by the lecturer. Lecturer has an important role in the success of learning. Lecturer often still uses conventional learning models, the learning process is focused on lecturer (lecturer centered), not students centered. It makes students are not involved actively in learning process so, they are bored and not interested.

Hence the lecturer must be able to use the appropriate learning model to teach writing competence. One of the learning models offered to overcome writing difficulties is a local wisdom-based learning model. Local wisdom is an effort to cultivate local values in areas where students live. This model will make students are interested and like writing activities because it is close to their daily lives. So that students will get closer and love their local culture. Local wisdom-based learning models used are 1) local wisdom-based learning models through Dalihanna tolu, 2) traditional game, 3) writing narrative text, namely folklore.

Considering the harsh current of globalization, a conscious effort is needed to nurture the generation from a shift in the values of local culture by foreign cultures which will certainly have an impact on the generation's character. Character education is a vital need to create human beings who have the integrity of moral values that make a person has a personality to respect, cooperate, and care about local culture.

The research problems are:

1. To what extent is the students' writing narrative text in Institut Tapanuli Selatan?
2. Is there any significant effect of using local wisdom-based learning model on students' writing narrative text in Institut Tapanuli Selatan?

Literature Review

The Nature of Writing

Writing is a complex activity which needs ability in arranging words and sentences grammatically and meaningfully to be understood by the readers. It involves multiple processes where a writer does not only need to learn the mechanism of writing but also need to develop the idea by activating cognitive process and working memory. It is clearly seen that writing is a complex activity which needs effort.

As Kellogg (2007) said that writing is indeed one of the most effortful activities that humans can implement. Effortful activity means, the writer needs effort to be able to express ideas in written presentation.

Then, Graham (2006) stated that writing allows people to communicate, to learn, to express themselves artistically and creatively, to persuade readers and in education to demonstrate knowledge. It means that through writing people communicate, persuade, learn, express and share knowledge to other people.

Writing narrative text has social function to entertain the readers. Narrative text is a text which has three generic structures, they are orientation, complication, and resolution. Writing narrative text has some aspects which assessed according to Hartfield in Nurgiyantoro, (2010: 307-308). They are:

- 1) in terms of content: information intensive, substantive and relevant to the problem
- 2) in terms of organization: smooth expression, ideas expressed clearly, well organized, logical and cohesive order
- 3) in terms of vocabulary: the use of sophisticated word potential, the right choice of words and mastering word formation
- 4) in terms of language mastery: complex but effective construction, use of linguistic forms, and
- 5) in terms of mechanics; master spelling and writing rules.

Local Wisdom

Sibarani (2012) said that local knowledge can be seen from the two senses. First, the local knowledge is wisdom of a society which is originated from the noble values of cultural tradition to set the order of a society.

Second, local wisdom is the local cultural values that can be used to set the order of a society wisely and prudently. In this case, local knowledge is seen as a cultural value that is used to regulate social life. Local knowledge and local wisdom can be utilized to improve the welfare and create peace in society. Practically, it really brings benefits for human life.

Previous related research

Previous research on Local Wisdom by DewiMurni (2013) entitled Local Wisdom-Based English Learning for Elementary School Students in Riau Islands shows that the local wisdom-based education have great potential in creating a character and educative Indonesian nation.

Then, research by Dr. YadiRuyadi, M.Si (2010) entitled Character Education Model Based on Local Cultural Wisdom (Research on Indigenous Peoples of Kerep Village in Cirebon, West Java Province for Character Education Development in Schools) shows that learning model of local wisdom is effective in shaping trends of student character's attitudes and behavior in school and have a positive impact in improving school relations with the community, increasing the ability of schools to implement school autonomy especially in developing local content of schools, increasing the meaningfulness of character education for students, strengthening and developing traditions, because they are inherited through the educational process with pedagogical and academic approaches that are more systematic, measurable, and adapted to the demands of the times.

Furthermore, research conducted by Mimi Mulyani (2011) with the title Writing Learning Model Based on Local Character-Oriented Wisdom (Quasi-Experimental Study on Magelang 2 Public Middle School students) showed that the local wisdom-based learning model applied to teach writing skills to junior high school students could improve student writing skills . This is caused by positive values contained in local wisdom and easy for students to get the inspiration to write from their own local culture that has been recognized previously.

Research on local wisdom-based learning models also contributed by Emi Ramdani (2018) entitled Local Wisdom-Based Contextual Learning Model as Strengthening Character Education. The results of this study indicate that local wisdom-based learning helps students understand positive and negative values that have an impact on their lives. That way, students will have good behaviour..

Methods

The methodology of this research is quantitative method. This research takes place in Institut Pendidikan Tapanuli Selatan on Jalan Stn.Mhd. Arif, North Padangsidempuan. The sample is taken by using total sampling technique, 25 students of English department.

Data collection by using test to get data about students' writing narrative text as quantitative data. Researcher treats local wisdom based learning model to teach writing narrative text. Then the data was analyzed by using t-test formula by Arikunto.

Findings

Pretest

Before applying local wisdom-based learning model, it was pretested before the learning model was applied. From the results of the pretest obtained, the highest score is 73 and the lowest is 27. The mean score is 53.54, the median score is 53.89 and the mode score is 53.84. For more details the students' ability in writing narrative text before using the local wisdom-based learning model is detailed in range of 27-34 is 2 people (8%), 35-42 is 0 people (0%), 43-50 is 5 people (20%), 51-58 is 13 people (52%), 59-66 is 2 people (8%), and ranges from 67 to 74 is 3 people (12%). The biggest frequency is in the range of score 51-58 is 13 people or 52%.

Furthermore, the writer will describe the students' writing narrative text based on the indicators, as follows:

- a. The students' ability in writing content before using local wisdom-based learning models got average 17.16 which was included in the sufficient category.
- b. The students' ability in writing organization before using local wisdom-based learning model got average 16.0 which was included to the fairly good category.
- c. The students' ability in vocabulary before using local wisdom-based learning model got average 10.64 which was included in the sufficient category.
- d. The students' grammar mastery before using local wisdom-based learning model got average 11.8 which was included in the sufficient category.
- e. The students' ability in mastering mechanics got average 13.08 which was included in the sufficient category.

From the description of the results of the pretest it is clear that the students' ability in writing narrative in Narrative text is still low. Therefore must be improved to be better by using appropriate model namely the local wisdom-based learning model.

Posttest

After applying the local wisdom-based learning model, the results of the post-test obtained, the highest score is 89 and the lowest score is 75. The mean score is 82.54, the median score is 78.5 and the median score is 77.3.

From the table above, the range of score 75-76 is 5 people (20%), range 77-78 is 1 person (4%), 79-80 is 4 people (16%), 81-82 is 5 people (20%), 83-84 is none (0%), 85-86 is 2 people (8%), 87-88 is 2 people (8%) and 89-90 is 6 people (24%). The biggest frequency is in range of 89-90, there are 6 people or 24%. This clearly shows that there is a significant difference with the score before using the local wisdom-based learning model.

Next the researcher describes the students' ability in writing English narrative text based on the indicators as follows:

- a. The students' ability in writing content after using local wisdom-based learning model got average 26.12 which was included in the fairly good category.
- b. The students' ability in writing organization after using local wisdom-based learning model got average 17.84 which was included in the excellent category.
- c. The students' ability in vocabulary after using local wisdom-based learning model got average 16.0 which was included in the fairly good category.
- d. The students' grammar mastery after using local wisdom-based learning model got average 18.72 which was included in the fairly good category.
- e. The students' ability in mastering mechanics after using local wisdom-based learning model got average 4.0 which was include to the fairly good category.

Based on the description of each indicators above shows that the acquisition of the highest indicator score is the organization / structure of the text with a very good predicate and the other four indicators with a fairly good predicate. The score for writing English in Institute of Education of South Tapanuli

students experienced a significant change after being taught with character-oriented local wisdom-based learning model.

From the results of the calculation above, it was found that the results of t-count were 17.63. While the study sample amounted to 25 people, where $N = 25$ people, so $(N) - 1 = 24$ people. So the t-count score at the level of 5% is 2.04. After finding the calculation results, the t-count and t-table scores are compared. The results show that t-count is greater than t-table ($17.63 > 2.04$).

Results of testing the hypothesis above shows that the results of writing English students after using local wisdom-based learning model is higher than before. In other words, the proposed alternative hypothesis is accepted.

Discussion

Research findings show that there is a significant effect of the using of local wisdom-based learning model on students' writing narrative text in IPTS. Previously researcher has collected data before applying the local wisdom-based learning model (pretest). The results showed that students' writing narrative text ability in IPTS was still low. After applying the local wisdom-based learning model, the students' writing narrative text ability significantly changed.

The low ability previously caused by the lack of interest and knowledge in writing narrative text. This is caused by the learning model that has been applied so far is considered to be less capable of fostering interest, enthusiasm and increasing students' knowledge about writing narrative text. So, students assume that writing narrative in English is very difficult and uninteresting.

Overcoming this problem, researcher offers solution by applying learning model that is considered to improve students' ability in writing narrative text. Local wisdom based learning model is applied to improve students' writing ability. As explained earlier that learning model plays an important role to make teaching and learning process be successful, so that the lecturer or teacher must be able to choose to use the appropriate learning model in teaching.

Local wisdom is a wisdom which has good values that are believed, applied and maintained in a long period of time and inherited from generation to generation in certain regions. Local wisdom-based learning according to Rahyono (2009), has strategic functions include: 1) local wisdom as forming identity, 2) not a foreign value for the owner, 3) emotional involvement in the appreciation of strong local wisdom, 4) able to grow prestige, 5) improve the dignity of the nation. In short, Gunawan (2008) says that learning local wisdom aims to encourage students to be active, cultured, and able to be members of society to socialize in their communities.

Local wisdom-based learning applied in teaching writing narrative text in IPTS can improve students' writing skill. The value of the local wisdom of the community in this case students who come from various regions are adopted in learning such as the values in the kinship system "Dalihanna tolu" namely mora, kahanggi and anakboru and traditional games. This model foster students' interest because they are close to their daily lives, make students easier to understand and be actively involved in the learning process. That way, students become more enthusiastic and focused on learning so the students' ability significantly increased.

In line with the previous research by Mimi Mulyani (2011) entitled "Writing Learning Model Based on Character-Based Local Wisdom (Quasi-Experimental Study in Magelang 2 Public Middle School students)" which shows that the local wisdom-based learning model that is applied to teach junior high students' writing skill. This is caused by positive values contained in local wisdom and easy for students to get the inspiration to write from their own local culture that has been recognized previously.

Thus, the application of local wisdom-based learning model has a significant effect on students' writing narrative text ability in IPTS.

Conclusion

Based on the results of the research described previously, researcher can draw conclusions as follows:

1. The students' writing ability before local wisdom-based learning model is 53.54 or in the low category. Then, the students' writing narrative text ability after using local wisdom-based learning models is 82.54 or in the good category.
2. There is a significant effect of using local wisdom-based learning model on students' writing narrative text ability which can be seen from the calculation of t-observed is higher than t-table ($17.63 > 2.04$). In other words, the research hypothesis is accepted.

References

Graham, S., & Karen R. Harris, Improving the writing performance of young struggling writers. *Journal of Special Education*, 39, 1 2005.

Kellogg, R. T., T. Olive & A. Piolat, *Acta Psychologica*, 124. 2007.

Mulyani, Mimi. 2011. Model Pembelajaran Menulis Berbasis Kearifan Lokal yang Berorientasi Pendidikan Karakter. *Jurnal Pena*, Vol. 1 No. 1 Desember 2011

Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-Yogyakarta.

Ramdani, Emi. 2018. Model Pembelajaran Kontekstual Berbasis Kearifan Lokal Sebagai Penguatan Pendidikan Karakter. *Jurnal Pendidikan Ilmu-Ilmu Sosial* 10 (1) 2018.

Ruyadi, Yadi. 2010. Model Pendidikan Karakter Berbasis Kearifan Budaya Lokal (Penelitian terhadap Masyarakat Adat Kampung Benda Kerep Cirebon Provinsi Jawa Barat untuk Pengembangan Pendidikan Karakter di Sekolah). *Proceedings of The 4 International Conference on Teacher Education; Join Conference UPI & UPSI Bandung, Indonesia*.

The Teaching of English for Specific Purposes (ESP) at the University of Palangka Raya

Wahyuningsih Usadiati, Maida Norahmi

*English Education Study Program
University of Palangka Raya
Palangka Raya, Indonesia*

wahyu.usadiati@edu.upr.ac.id, maida.norahmi12@edu.upr.ac.id

Abstract: Teaching English for non-English department students should be specifically conducted based on the needs of the students. The needs are concerning the use of English to support the students' subject learning and students' future career. ESP teaching is not a new term in English teaching, but at the University of Palangka Raya, it is not fully familiar with what it should be and how it should be. The unfamiliarity became a problem to be revealed and solved. This research was aimed at mapping qualitatively how the teaching of ESP was conducted from the ESP teachers' perspectives. The data was taken from the survey using questionnaires to collect the information from the ESP teachers on how they have already conducted their ESP classes. The result of the research showed that most of the teachers know the term of ESP, but they had less information and experiences in teaching English in more specific use and purpose. The teaching of ESP conducted was still on the surface, some used the context of students' department for reading texts and vocabularies. In brief, the information that was collected displays the present condition of ESP teaching at the University of Palangka Raya. The solutions and suggestions will be on conducting workshops or courses for English teachers to upgrade their capability in ESP teaching, implementing the team teaching based on ESP teaching principles to overcome the limited subject knowledge of the English teachers, and involving the technologies to support the ESP teaching.

Keywords: ESP teaching; ESP teachers; team teaching

Introduction

People live in a nowadays world are insisted to have both technological and communicative skills in which they will compete for academic and occupational vacancies. One of the key points of reaching both skills is the mastery of English. Today, English is getting more essential and fundamental to be taught and learned in every level of school. The government has set several crucial objectives to be reached as the product of education following the ideas of Industry 4.0, such as being able to operate certain technological devices and being able to build global communication and networking. The government's ideas insert the requirements that foreign language mastery, especially English should be prioritized. These issues set the change and new standards in the learning objectives in a formal educational system. English, itself, has long been a compulsory subject to be taught at primary, secondary, and tertiary schools and has already become one of the compulsory tests for national examination and admission test to enroll certain universities. Furthermore, being able to communicate in English is also slowly becoming a required demand for getting national and international job opportunities, since English is able to connect global economic activities [1]. Briefly, it means that the mastery of English is supposed to be a powerful and demanded tool for someone to be successful in future academic life, and later, for their future career building.

The English that has been discussed here should be distinguished since the nature of the subject has big differences between the teaching of English in elementary and high schools and the one that is for higher education levels. In elementary and high schools, the purpose of teaching English is to fulfill the requirement written in the school syllabus and to pass the national examination. This condition treats English along with its basic language properties as a general subject to be learned by the students, or it is frequently called as English for General Purposes (EGP). In contrast, the students in higher education levels should not be taught EGP anymore since language learning have to be based on their subject's context and future career needs [2][3]. The focus at this level is to teach English as a specific language

subject to support the academic and communicative goals of using the foreign language. Due to its specification, English taught in higher education is called English for Specific Purposes (ESP) for its distinctive materials and need-based learning objectives [4][5].

In higher education, the term “specific purposes” inserted in ESP brings great challenges and, even, problems for the English teacher who are asked to teach English in the non-English department. The English teachers are challenged to put their effort in constructing the appropriate teaching and learning properties in achieving the learning objectives. However, they have also several limitations in conducting ESP teaching since not all EGP teachers have adequate subject matter knowledge and the mindset to put ESP in its proper place, different from the EGP teaching [6][2][7][8].

To follow the demands of the industry 4.0 era, the stakeholders of the University of Palangka Raya have already considered English as a compulsory subject across faculties and departments. The English subject is given 2 or 3 credit points and is offered in the first or second semester. In implementing the teaching of ESP, the stakeholders instruct the EGP teachers from English Education Study Program to teach English to the students of other departments. The expectation is to improve the ability to master a foreign language and to prepare the students with communicative skills after graduating. As it has been mentioned previously that English should be treated as ESP, not EGP, the monitoring program should be conducted to ensure that the ESP has been implementing as it is demanded. For the sake of getting the data of ESP implementation at the University of Palangka Raya, the researchers were interested in evaluating the existing implementation and willing to contribute to improving the quality to future implementation.

The Nature of ESP Teaching and Challenges

The Differences between EGP and ESP Teaching

language properties and its related skills to strengthen the knowledge and the use of language for general written and spoken communication use. In EGP, language components are taught using the guidance of the syllabus or curriculum to help the students own the ability to use the language for daily communication. In this case, the students’ needs are supposed to be the same that is to support their present academic achievements and future academic requirements [3][9]. On the other hand, ESP teaching is a branch of EGP in which the needs of the students are classified based on their contexts and purposes. The teaching of ESP put the biggest focus on how English can be a tool for the students in communicating and expressing their subject matter ideas. The classification of the needs is obtained after the need analysis is conducted through students’ questionnaires or the analysis of departments’ documents including the syllabus and department stakeholders’ expectations. To conduct an ESP course, the syllabus should be clear in describing the students’ needs and the contexts of subject matters. Both requirements are the key roles for ensuring the implementation of ESP teaching.

Generally, in EGP, the students are assigned to learn language expression and language structures as well as practicing the language to make them familiar with the English language components. As it was previously stated, the main goals are to equip the students with the knowledge of the language to perform certain academic tasks, such as passing an academic test and fulfilling the academic interviews. Specifically, in ESP, the students learn the linguistic skills to support their subject matter understanding and to perform work-related tasks in their future careers [10][11][3]. According to [9], the teaching of EGP focuses on general English language abilities whereas the ESP teaching focuses on certain skills and needs of the learners by facilitating and implementing the result of learners’ need analysis to complete both professional and academic tasks.

The ESP Teachers

The teacher is also one of the essential factors to be considered in teaching English whether is treated as EGP or ESP. An EGP teacher is supposed to be someone who has general knowledge of English and competence in teaching English linguistic aspects, such as vocabulary, diction, grammar, pronunciation, and related academic skills. In conducting an ESP course, the teachers are required to have the skills and competence in teaching general English and certain additional knowledge on the subject’s contexts and materials [12]. An ESP teacher should have an awareness of students’ specific needs in learning the language since the knowledge and competence of the language might be used to strengthen their practical and professional skills. Furthermore, [13] stated that the use of teaching techniques in teaching ESP is similar to those used in teaching General English. The most striking difference might be the nature of learning materials and the related activities which put the subject knowledge and skill in the first place.

ESP Learning Materials and Object

Due to its specification related to the contexts and the needs, the materials in ESP teaching should be generated based on the targeted skills in performing the subject-based tasks [14]. The English learning materials given to nursery students must be different from those given to mining students. The differences should be considered to make the language competence facilitate practical skills in doing nursery activities and mining activities. The choice of the materials will also direct the structures of activities, such as specific language features and skills for professional development, to be conducted in the teaching and learning process [15]. The set of language activities should be practical and meaningful for the students that they are closely related to the real-world tasks where the language competence can be inserted. According to [14], the selection of the materials of ESP is essential for the achievement and fulfillment of the students' needs. Those activities are the devices for the ESP teachers to pave the students' way to achieve the intended learning objectives.

Limitations in ESP Teaching

As the regular teaching and learning process of English, the teaching of ESP also might face some problems related to the teacher's competence on the subject matter, students' English proficiency, material specifications, and learning evaluation. As it was stated by [2] that the problems encountered by ESP teaching seem more complex since the consideration should be put on the limitation of the teachers on the subject matter and students' ability in understanding and using the English. In many cases, the ESP teachers often feel so confused when they are assigned to teach English in non-English departments by the university's stakeholders. They become so not secured when teaching the English for certain subjects, like engineering, law, economics, or political science. It can be assumed that the teachers have no prior knowledge of the vocabularies, terms, and need-based learning materials in those fields [5][12]. Those limitations might make the teachers unconfident in teaching although they can teach English well. These teachers' anxieties can possibly come from their expectations of future students. If the teachers assume that the students are not interested in English, there will be a perception that the students tend to avoid English in their subjects. It means that there will be an assumption describing the students' low language competences. In fact, non-English students frequently struggle with understanding English for their subject matters [16]. Moreover, perhaps, the students will view the English as unnecessary subject for their subjects and they only need to pass it without thinking that English will help them practice the subject skills. Such language avoidance may infer the students' engagement during the teaching and learning process.

One of the ways to reduce this avoidance is to provide the materials that suit the students' needs and learning objectives. However, the gap can also happen in this aspect since many teachers mislead in constructing the materials and make them similar to general English. Often, the materials seem to be more complicated and give the focus much on the cognitive aspect of the language. Those material constructions affect the activities set up for the learning. The choice of materials and learning direct to two kinds of possibilities, the students are interested in learning or they are confused with the materials and activities [14]. Then, the assessment tools might wrongly assess the students' competences in using English. For example, medical students need English to describe symptoms of certain diseases to the patients. If they are only assessed on the memorization terms and problem-solving in tenses and grammar, they will miss the details should be delivered in describing the symptoms to make the patient understand. The assessment in ESP teaching should be more practical as the students need the language to be used to support their professions. In line with this, [3] stated that at the end, ESP materials and objectives should be based on the language needed by the students to be used in study or workplace contexts. Therefore, the mentioned limitations and challenges above are considered as teachers' motivation in constructing the appropriate ESP materials for the students of non-English departments.

Methods

This research was conducted using a qualitative research method by describing the data collected from the participants. The responses from the participants were not counted; however, they were described following the questions set for this research. There were fifteen questions that were given to the respondents. The questions were constructed to gain more information on how many years and in what departments the participants were assigned to teach ESP, what materials are given to the students, how they set learning objectives, what kind of technology and media they use, and how they made

collaboration with other teachers, especially the subject specialist, to solve the limitation on the subject matter knowledge. There were twelve research participants who were the English teachers of general English and had some experiences in teaching English for English department students at the University of Palangka Raya. To protect their personal identity, the participants did not write their names when taking the questionnaires.

The Data Collection

There were fifteen questions constructed by the researchers and given to the participants as the data collection instruments. The questions were constructed and distributed in the form of online questionnaires using Google Documents to make it easier for the researchers to collect the data in a faster way. There were some steps that were done to collect the data. Firstly, the researchers discussed the number of questions and ensure that they were adequate to cover the information that was needed. Secondly, the topic of the questions was set up as they were used to display the information on the years of teaching ESP experiences, the name of departments, the purposes, and the topics are given in ESP, the materials given to the students, the media and technology used, and the experiences of team teaching. Thirdly, the researchers did the proofread to ensure the readability of the research instruments in order to make the instruments did not lead to the ambiguity. Finally, the researchers shared the link of the online questionnaires to Whatsapp group of English department and asked those who have been teaching ESP to fill the questionnaires. The following table shows the questions given to the participants.

Table I. The Data Collection Instruments

Question number	The Items
1	How long have you been teaching ESP at the University of Palangka Raya (in years)?
2	In what department(s) have you ever taught ESP?
3	What is the purpose(s) of your current ESP teaching in the non-English department?
4	What are the materials or topics do you teach in your ESP class for the whole meetings?
5	Why do you choose materials or topics?
6	What learning sources do you refer to in teaching ESP?
7	What media do you use in your ESP class?
8	Why do you choose the media?
9	How do you teach English grammar?
10	How do you teach listening comprehension skills?
11	How do you teach speaking skills?
12	How do you teach reading comprehension skills?
13	How do you teach writing skills?
14	Do you integrate technology (ICT) with the ESP tasks in your ESP class? How?
15	Have you ever made a collaboration with the teachers of the non-English department in teaching ESP? If it is yes, what did you do?

Based on the table, the first and the second questions asked the participants to provide how long they have been teaching ESP at the University of Palangka Raya and in what departments as the background data of each participant. Question number 3 until 8 was created to reveal continuous answers. In other words, the researchers wanted to see the relations among the learning objectives and their properties such as learning topics chosen, the materials constructed, the learning sources provided, and the media used. The researchers examined the appropriateness in achieving the learning objectives of ESP teaching. Questions number 9 until 13 were expected to gain information on how the teachers adapted the language components and skills in their teaching of ESP. Question number 14 was to know whether

the teachers used certain learning applications or technology devices to manage the students' tasks. The integration of ICT in the language classroom has great importance as it can help the teachers to promote students' creativity and to solve the barriers in the presence of native speakers and authentic materials. The last question was directed to collect some information on the collaboration activities between the language teachers and subject specialists in designing, implementing, and evaluating the ESP teaching.

B. The Data Analysis

After the questionnaires were distributed, the researchers provided two weeks as the waiting time for the responses. There were thirteen participants who sent the questionnaires back, but one of them was eliminated since the participants never taught any ESP courses before. As a result, the responses that he made for the questions were not related to the information collected. Finally, the number of participants involved in this research was twelve participants. There were no ranks or specific orders set for each category and they only showed similar responses. The result of analysis is described and presented in the following table.

Table II. The Research Instrument Analysis

Question number	Categories		
	A	B	C
1	2 – 15 years	2 - 10 years	2 – 15 years
2	Social sciences	Math and natural sciences	Agricultural sciences
3	Communicating in English	Understanding grammar	Understanding vocabulary
4	English grammar, translation, and vocabulary	Grammar and paragraph writing	Subject-based reading texts
5	Based on teachers' perceptions and expectations	Based on the curriculum	Based on the nature of subject matter
6	Reference books, internet sources, and learning websites	Reference books	Reference books, internet sources, and learning websites
7	Students' handbooks, powerpoint presentation, and videos	Students' handbooks, podcasts, and videos	Videos and powerpoint slides
8	It is contextual and easy to find	It is contextual and effective	It is contextual and effective
9	Explaining the tenses and structure formulas	Drilling and group discussion	Analyzing the given texts
10	Listening to the audios, watching videos, and dictation	Listening to the audios, watching videos, and dictation	Listening to the audios
11	Performing role play, presenting ideas, and reading aloud	Drilling and performing role play	Performing role play and presenting ideas
12	Reading the subject matter-based texts	Reading the subject matter-based texts	Reading the subject matter-based texts and journal articles
13	Writing texts in various tenses	Writing texts in various tenses	Writing short articles and stories
14	Using social media and powerpoint presentation	Using powerpoint presentation	Using learning application and social media
15	Never	One of the teachers asked for a material review from a subject specialist	Never

The above table gives some information that is essential for achieving the research objectives. The category of social sciences covers the departments of law, politics, economics, education, and local literature (A). Meanwhile, biology, chemistry, physics, math educations, and computer sciences are included in math and natural sciences (B). The last, agricultural sciences category includes forestry, fisheries, agronomy, and agricultural technology (C). The responses are further explained and discussed in the following chapter.

Result and Discussion

To analyze and evaluate the implementation of ESP teaching in Palangka Raya, the researchers investigated and discussed the responses given for each question in the questionnaire. The data collected are discussed for each question to make it easier for the researchers to explain and for the readers to

have more understanding. The data were not discussed quantitatively since the focus was not on the total of responses. The categorization was based on the responses given, not based on the ranks in the total numbers of responses. It was expected to help the researchers to describe the data so the patterns revealed from the responses could be caught and analyzed.

Question 1 and Question 2

The range of time of teaching ESP is very big in all the three departments; i.e. from 2 to 20 years. It shows that the ESP teachers at the University of Palangka Raya varied from the new teachers to the experienced ones based on the time they have already been teaching ESP. This variation is needed since [7] strongly suggested for the departments to have experienced ESP teachers to implement ESP course. In addition, [16] stated that having too many novice teachers to teach ESP courses could not ensure the quality of ESP teaching. It means that the more time the teachers in teaching ESP, the more effective they can construct the ESP materials as they know the nature of the departments. Teachers in Math and Natural Sciences departments had the least years of experience in teaching ESP, while those in Agricultural Sciences and Social Sciences have the longest one. It can be argued that Math and Natural Sciences departments are relatively newer departments that the teachers' experiences are also relatively fewer. Those who are teaching in Agricultural Sciences and Social Sciences have long been teaching ESP that they must have been more experiences.

Question 3 to Question 8

The purposes of teaching ESP at the University of Palangka Raya seems to vary. In the departments of Social Sciences and Math and Natural Sciences, the teachers taught the basic components of English, i.e. grammar and vocabulary. They stated that what they have done was based on the available curriculum that translation was also given to understand grammar and vocabulary based on the nature of the subject the students were learning in their references books or internet and learning websites. To give more clarification on the teaching of grammar, listening comprehension, and reading comprehension, the teachers gave some exercises after the material explanation such as multiple-choice, short answer questions, true-false questions, and short essays.

It is interesting that the new teachers used technology in their teaching; they used podcasts and videos in their ESP teaching. It seems that the teachers did some efforts to create specific learning based on the students' participation. As it was stated by [17] that the teaching should be specifically given to fit the learning needs and objectives. This also might be due to the fact that new teachers are more knowledgeable and more literate in ICT. They could make the ESP materials taken from the reference books more interesting by contextualizing and combining them with other sources taken from the internet and learning websites. The purposes were to improve the quality of learning by bringing real-world communication and providing specific settings to set the contextual learning [1]. Meanwhile, in Agricultural Sciences department the teachers taught how to use English to support reading and writing the journal articles and subject-based texts that can enrich the students' knowledge both in subject content and English practice. This was done by giving explanations and examples using powerpoint slides which have been very familiar in teaching.

Question 9 to Question 13

Teachers in Social Sciences and Math and Natural Sciences preferred to explain the tenses and structure by analyzing the given texts using formula of tenses. The sentences and expressions in the subject matter-based texts and journals were used as the example in the explanations. This was done by listening to audio or watching video about certain materials related to the use of tenses. This showed that the teachers tried to integrate some media and strategies to promote the students' engagement and participation in their learning. According to [5], using various media and strategies to facilitate the students' needs could improve students' motivation and interpersonal interaction.

The teachers used drills, reading aloud activities, and group discussions after the students got various examples that they had to present their findings inductively in the formula of sentence structure. This is much meaningful as student-centered learning was applied that the students actively participated in performing play roles or presenting ideas and writing various text types and tenses. By providing more chances for the students to get involved in the learning activities, learner-centered learning was likely to exist and develop [1][18]. In Agricultural Sciences department, the teachers used subject-based written materials to help the students comprehend the materials more. This means the teachers might have been teaching productive skills related to the subject-based students' reading texts. This is related to the

teachers' perceptions of the nature of subject matter to make the students more able to communicate their own subjects using good English.

Question 14

In all the three departments, the teachers integrated ICT by using various technology devices in their teaching and learning process of ESP. Powerpoint presentations, social media, learning applications were used to accompany the teachers in explaining the materials, with the consideration to the sayings that technology will not replace teachers, but teachers who don't use technology will soon be replaced. In line with the previous statement, [19] and [20] stated the technology benefited both teachers in improving their teaching competences and the students in enhancing their learning motivation. In ESP teaching, the role of technology is very crucial since it helps the teacher to solve the problems on teachers' knowledge limitations and to provide practical examples for learning. In the 21st century learning, the teachers are encouraged to integrate technology as it is demanded by the millennial students. This is one of the competences that should be owned by the teachers due to the demands of present education [21]. Therefore, the challenges in technology use should be faced by the teachers as a way to adapt to the present education and improve their skills.

Question 15

Among the three departments, only in Social Sciences department that the teachers had a collaboration in teaching ESP, although it was only one teacher ever did this during the implementation of ESP teaching. The team-teaching can be the best solution to avoid the ESP teachers' confusion in constructing the ESP learning materials. This inline with a statement of [8] in order that language activities be practical and meaningful and closely related to the real-world tasks of the students, then collaboration of English teachers and subject-matter teachers (content specialist) should be made. The English teacher is in charge of the language, and the subject-matter teacher is responsible for the content of the subject matter. In addition, [5] viewed team teaching as a strategy to help the teachers, both English teachers and subject specialists, to plan, implement, and evaluate the appropriate materials of ESP in certain departments to pave the students' way to achieve the intended learning objectives. Since the teachers work together, share the ideas and experiences, and possibly observe the implementation of ESP teaching, the opportunities are provided for the teachers to improve their professional competences [22]. Such collaboration that is highly recommended to be conducted is able to impact the teachers' insight and impact the development of ESP teaching at the University of Palangka Raya.

Conclusion and Recommendation

The teaching of ESP in the University of Palangka Raya has not been yet conducted as it is demanded. The data collected show most of the respondents (ESP teachers) are still confused and trapped in the theories and perception of general English in terms of the materials and the learning objectives. The materials are not yet constructed based on the needs following their subject content. Besides, the curriculum designers for ESP have not precisely addressed specific learning objectives. In this case, the ESP teachers have no choice rather than conducting what the curriculum demands. Nevertheless, the ESP teachers have to be more creative in adapting the theories of ESP in the materials and in the process of teaching and learning. This situation might also lead the ESP teachers become reluctant in seizing their own ESP classes, they possibly want to fulfill the responsibility of teaching English and give the general English materials for the students. Another conclusion is that the teachers really need help in enriching and extending their competences in ESP teaching. The result of analysis reflects the current and existing problems faced by the university, the fact that the English teachers coming for general English department are not ready yet to develop an ESP course. Therefore, the result of this research can be analyzed by the stakeholders to make some revisions and policies regarding the quality improvement of ESP teaching at the University of Palangka Raya.

Since training or workshops on ESP teaching are rarely conducted in Palangka Raya, it is highly recommended for the language teachers to collaborate with the content specialists from the departments where ESP will be taught. It is assumed to be helpful to solve the language teachers' limitations in constructing need-based materials and in setting the assessments and learning objectives. The university stake-holders should be more responsible for the needs of the ESP teachers and the quality improvement of ESP teaching. The ESP curriculum and any policies related to it should be made specifically to set the real ESP objectives and improve the teachers' professional development [23]. There should be more opportunities for the teacher to have more training or workshops on ESP by sending them off to other

areas if there is no ESP training in Palangka Raya. Besides, the university stakeholders can create ESP training by conducting the programs in the university and they can invite ESP experts to train the ESP teachers in Palangka Raya. The last suggestion is related to teachers' professional development by considering teachers' self-motivation to learn. It means the teachers can still improve their competences in teaching ESP by taking the advantages of ICT. They should be able use technology or learning application to help them learn the related aspects of teaching ESP. The teachers can find the varied online materials to construct their own materials based on the students' needs, read the ESP articles to enrich their knowledge on how to conduct and what has been done so far related to the recent improvements and challenges in ESP teaching, and watch the videos on how the ESP should be conducted from many experts in other areas. The limitations faced in teaching ESP in the University of Palangka Raya should not discourage the teachers, instead they are challenges for the betterment.

Acknowledgement

We would like to express our highest gratitude to the Dean of Teacher Training and Education Faculty, University of Palangka Raya and the Head of the English Education Study Program for their priceless support in our research. We would also like to acknowledge all ESP teachers who became the respondents for their participation to support the data collection of this research.

References

- Ghafournia, S.A. Sabet, "The most prominent roles of an ESP teacher," *International Education Studies*, vol. 7, no. 11, pp. 1-9, 2014.
- O.K. Mohammed, "ESP teaching: Reversal of roles between ELT teachers and subject specialists," *International Journal of Social Science and Humanity*, vol. 2, no. 6, pp. 505-508, 2012.
- M.K. Ahmed, "The ESP teacher: Issues, tasks, and challenges," *English for Specific Purposes World*, vol. 42, no. 15, pp. 1-33, 2014.
- J. C. Richards, R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th Ed. London: Longman, 2010.
- H. Lee, "An evaluation on a team teaching by university students and lecturers in Australia," *Journal of Language Teaching and Research*, vol. 4, no. 5, pp. 914-923, 2013. Doi:10.4304/jltr.4.5.914-923
- H. Basturkmen, *Developing Courses in English for Specific Purposes*. Basingstoke: Macmillan, 2010.
- L. F. Wu, "Technical college students' perceptions of English for specific purposes vocabulary learning and teaching," *International Journal of English Language Education*, vol. 2, no. 1, pp. 176-186, 2014.
- W. Usadiati, "The teaching of ESP by implementing team teaching," Unpublished, 2014.
- M. Islam, "The differences and similarities between English for specific purposes (ESP) and English for general purposes (EGP) teachers," *Journal of Research (Humanities)*, vol. Jan, pp. 67-77. 2014.
- S. A. Boroujeni, F. M. Fard, "A needs analysis of English for specific purposes (ESP) course for adoption of communicative language teaching: A case of Iranian first-year students of educational administration," *International Journal of Humanities and Social Science Invention*, vol. 2, no. 6, pp. 35-44, 2013.
- C.H. Lin, W. C. Wu, Y. T. Huong, "English for specific purposes (ESP) for hospitality college students and hotel employees in Taiwan," *International Journal of Education and Research*, vol. 1, no. 8, pp. 1-14, 2013.
- V. Bhatia, L. Anthony, J. Noguchi, "ESP in the 21st century: ESP theory and application today. Proceedings of the JACET 50th Commemorative International Convention, 2011.
- A. Falaus, "The current challenges of teaching ESP," *IOP Conference Series: Materials Science and Engineering*, vol. 200, 2017.

N. Medrea, D. Rus, "Challenges in teaching ESP: teaching resources and students' needs: English textbooks," *Procedia economics and finance*, vol. 3, pp. 1165 – 1169, 2012.

A.S. E. Mohammed, H. S. M. Nur, "Needs analysis in English for academic purposes: The case of teaching assistants at the University of Khartoum," *HOW*, vol. 25, no. 2, pp. 49-68, 2018. <https://doi.org/10.19183/how.25.2.409>.

A. Ahmadi, M. R. Bajelani, "Barriers to English for specific purposes learning among Iranian University students," *Procedia - Social and behavioral sciences*, vol. 47, pp. 792 – 796, 2012.

N. Bouabdallah, M. C. Bouyacoub, "The ESP teaching and learning situation in the Algerian universities with reference to psychology students at Tlemcen University," *International journal of curriculum and instruction*, vol. 9, no. 2, pp. 217–227, 2017.

C. Z. Javid, "English for specific purposes: Role of learners, teachers and teaching methodologies," *European scientific journal*, vol. 11, no. 20, pp. 17-34, 2015.

P. E. Bernhardt, "21st-century learning: Professional development in practice," *The Quality Report*, vol. 20, no. 1, pp. 1–21, 2015.

M. Bruniges, "21st-century teaching & learning," NSW Department of Education, 2015.

M. Norahmi, "21st-Century teachers: The students' perspectives," *Journal on English as a foreign language*, vol. 7, no. 1, pp. 77-96, 2017. doi: <http://dx.doi.org/10.23971/jefl.v7i1.538>

J. C. Richards, T. S. C. Farrell, *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge: Cambridge University Press, 2005.

Wahyuningsih, "Teachers' perspective on the challenges of teaching English for specific purposes in Indonesia," *Journal of English for academic and specific purposes*, vol. 1, no. 1, pp. 22-37, 2018.

Mantaining Javanese Addressing Terms Categories

Sudarti Rahayu Ningsih, Siti Aisyah Ginting

Universitas Negeri Medan
Medan, Indonesia
ningsihsudartirahayu@gmail.com

Abstract: Addressing terms were the terms used to designate the person they were talking to when they were talking to them. The aim of this study was to analyze the Javanese addressing terms categories were maintained by the teenagers. The study was conducted by using qualitative research design with case study approach. The data of this study were the teenagers' sentences which were gotten from conversation transcripts of observation and interview transcripts with interview guidelines as the instrument, which were collected by observation and interview. There were 10 teenagers as sources of data for this study. Data were analyzed by using interactive model of Miles, Huberman, and Saldana (2014) with the processes of data collection, data condensation, data display, and drawing and verifying conclusion. Result of this research revealed that were seven Javanese addressing terms categories were maintained by the teenagers in Bukit Malintang namely; Kinship Terms, Names of Person, First Personal Pronoun, Second Personal Pronoun, Title, Nicknames, and Combination of Addressing Terms, but not at all were fully maintained by ten teenagers as participants in this research. The dominant maintained by them were Javanese addressing terms categories of kinship terms, first personal pronoun, second personal pronoun, and names of person.

Keywords: Javanese Addressing Terms; Language Maintenance; Teenagers

Introduction

We need at least two people involved in doing conversation; they are referred to the first person as the speaker and the second person as the hearer. There are many different ways of we to say something to the other based on the relationship between them. Then, the way to say and what we want to say are the important parts of it. It is such as when we greet each other in a conversation, there are several different addressing terms used in doing it. Addressing terms may be friendly, unfriendly, respectful, disrespectful, and comradely.

Based on the origin of Javanese language used, especially in addressing someone, greatly affects the social behaviour of society. From the combination of three experts, they are Yustanto (2010), Wibowo and Retnaningsih (2015), and Surono (2018), categories of addressing terms used by Javanese society are divided into seven, and they are kinship terms, names of person, first personal pronoun, second personal pronoun, titles, nicknames, and combination of addressing terms [1,2,3]. From the use of those different addressing terms, we can see the social status differences, politeness, respect, and intimacy between speaker and hearer.

Javanese addressing terms should be maintained as one of the effort in maintaining vernacular language (mother tongue) too. Indonesian Government must indeed support the maintenance of regional or local languages. This is also supported by the regulations from Peraturan Menteri Dalam Negeri (2007) No. 40, article 1, paragraph 8 which stated that language maintenance (preservation) is an effort to maintain linguistic systems used by communities/community groups which are believed to be able to fulfil the expectations of the community members [4].

So, it can be interpreted that language maintenance refers to the continuance of an indigenous language which is in contact with a majority language. Such Mesthrie (2011) states that language is maintained if speakers effectively pass it on to the next generation, even though the preservation of language is considered a form of language continuity in situations where the language is thought to be endangered [5]. Here, language is considered an important symbol of a minority group's identity, for example, the language is likely to be maintained longer.

Such Javanese addressing terms, the linguistic expressions which include to this Javanese language should be maintained by Javanese society as minority group's identity in Bukit Malintang sub-district. As known, Bukit Malintang is one of the sub-districts in Mandailing Natal regency, Sumatera Utara.

Almost all of the societies in this sub-district are come from Mandailingnese. So, the language used is Mandailing language exactly. Just one village uses Javanese language, it is Sidojadi. Early, Societies in this village come from Java Island, from Yogyakarta and Central Java precisely. It means minority society of Sidojadi here is hoped to be able to maintain their language, include addressing terms used as the important part of language in doing conversation between them.

Meanwhile, at the same time, there is also contact situation, it is apparent that Javanese migrants live with the dilemma on two conflicting wants, where in one side they want to preserve their language as part of their heritage and identity, and in another side they want to be involved within their host community.

The phenomenon of above dilemma can also occur at Javanese addressing terms maintenance especially for teenagers as the participant of the research. The Javanese addressing terms can be maintained, or even shift too, based on the teenagers as the language users. So, the researcher to be more interesting to analyze the categories of Javanese addressing terms are maintained.

Theoretical Basis

Addressing Terms

Selecting addressing terms is one of the most important points and activities which influence language use for human as social creatures all over the world, both in the family environments, society, workplace, etc. We cannot be separated from addressing activities to each other, either in the beginning, in the middle, or at the end of meeting with others. We use addressing terms to address the interlocutors or the third persons.

Fasold (2003) states that the words of addressing terms are used to designate the person they are talking to when they are talking to them. In western country, a term of address can be friendly, unfriendly, or neutral; respectful, or disrespectful. But, the most often use for addressing terms is especially related to the solidarity [6]. Such as Dunkling (1990) asserts that the most important of addressing term is *'name'* [7].

Meanwhile, as known that Indonesia as the multi-ethnics country has a wide variety vernacular languages. Thus, due to the differences in languages and ethnics, there may be a lot of varieties in addressing terms. The status difference is still considered very important in determining terms of address. One of the terms of address is Javanese addressing terms. Poedjosoedarmo (1979) shows that the use of addressing terms in Javanese people can be seen by the social level in their society [8]. It means that Javanese people still emphasize the social status differences.

Besides that, Poedjosoedarmo (1979) also reveals that Javanese people recognize certain codes for expressing politeness, respect, and intimacy [8]. Javanese also has its own way of showing relationship between the interlocutors. The speakers of this language have special terms of address which they use when they talk to other people. They know the people who can be addressed by using certain address terms, suitable to both the addresser and the addressees. The choice of addressing terms depends on some social exterminators, such as: physical, economical, the kinship terms, political power, friendship, and differences in age, gender, and any others.

Based on those explanations, it can be seen that western country more emphasize solidarity in using addressing terms with the most common way of addressing is by calling someone name. Meanwhile, Indonesia especially for Javanese people still emphasize the social status differences, politeness, respect, and intimacy in using Javanese addressing terms, include to physical, economical, the kinship terms, political power, differences in age, gender, and any others.

Javanese Addressing Terms Categories

In general, each language has categories of terms in addressing others or in having a conversation. Javanese has a complicated addressing system. In this society, someone must consider the relationship between speaker and hearer. Yustanto (2010: 2) states that the addressing terms are often used by Javanese people in Surakarta, Central Java include: kinship terms, names of person, terms of first personal pronoun, second personal pronoun, and titles [1].

Meanwhile, Wibowo and Retnaningsih (2015: 271) researched Javanese addressing terms which is compared with various regions in Indonesia with the result where tend to the Javanese, most of addressing terms of the regions divided into six categories, they are names, kinship terms, fun nicknames (paraban), titles, transposition of adjectives, and irritating nicknames (poyokan) [2].

In one another side, Surono (2018: 318) compared the categories the addressing terms based on the different cultures from Javanese, Indonesian, and English, and he found that the categories of addressing

terms mostly used into eight, those are kinship terms, title or occupation names, names of persons, naming terms, terms of acting persons, terms of personal pronouns, respecting terms, and combination of addressing terms [3].

Based on the different opinion about categories of addressing terms above, the researcher will take Javanese addressing terms categories based on the combination theories of three experts above. It is adjusted to the situation in the field and the data sources of this research. The researcher takes the location of the research at Sidojadi, the only one village inhabited by Javanese society in Bukit Malintang. The addressing terms used will be looked from the teenager speakers' side, so the categories of addressing terms will be discussed here are kinship terms, names of person, first personal pronoun, second personal pronoun, titles, nicknames, and combination of addressing terms..

Research Methodology

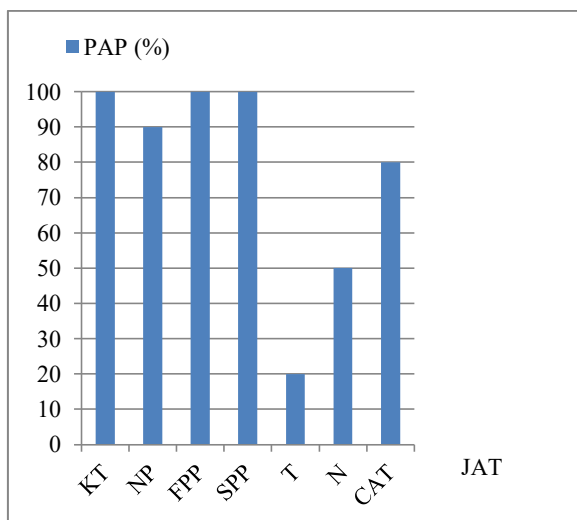
The research was conducted in qualitative research design by applied case study approach. Bogdan and Biklen [9] asserted that qualitative research is descriptive, where the data which is collected take the form of words or pictures rather than numbers. In the way, it attempted to analyze the researcher record and transcribe, and the written result of the research contains quotation from the data to illustrate and substantiate the presentation.

The research was located in Bukit Malintang sub-district, exactly at Sidojadi village. This village was chosen as the appropriate location for this research because it was the only one village came from Javanese ethnic, and used Javanese language as the mother tongue in their daily activities, meanwhile ten of other villages in the sub-district came from Batak Mandailing ethnic and one Batak Toba ethnic.

The data of this study were the teenagers' sentences which were gotten from conversation transcripts of observation and interview transcripts with interview guidelines as the instrument, which were collected by observation and interview. There were 10 teenagers as sources of data on the age 14-18 years which were taken as random purposive [10]. After data collected, they were analyzed by using interactive model proposed by Miles, Huberman, and Saldana [11] with four phases; they are data collection, data condensation, data display, and drawing and verifying conclusions. The last, the research passed the trustworthiness issues demanded attention, namely; credibility, transferability, dependability and conformability [12].

Analysis and Discussion

Data were analyzed to find the answer of research question about Javanese addressing terms categories were maintained by the teenager speakers in Bukit Malintang. After the data were collected from ten (10) teenagers, the writer found the result as the following Graph:



Graph 1 Javanese Addressing Terms Categories were Maintained by the Teenagers

Note:

- JAT : Javanese Addressing Terms Categories
- KT : Kinship Terms

NP : Names of Person
FPP : First Personal Pronoun
SPP : Second Personal Pronoun
T : Title
N : Nicknames
CAT : Combination of Addressing Terms
PAP : Percentages from Amount of Participant

There were seven Javanese addressing terms categories were maintained by the teenagers which were found by the researcher based on the Graph 1, they were kinship terms, names of person, first personal pronoun, second personal pronoun, title, nicknames, and combination of addressing terms; but only four addressing terms were dominantly maintained by the teenagers, they were kinship terms, first personal pronoun, second personal pronoun, and names of person. (See the Graph 1 above)

The data were gotten from the conversation between the teenagers and their interlocutors; and interview between the researcher and teenagers which were recorded and then transcribed by the researcher. Each of Javanese addressing terms categories maintained are presented as follows:

Kinship Terms

Kinship term was one of the Javanese addressing terms fully maintained by the teenagers. 10 teenagers as participants in this research used it in their daily conversation which was proved from the percentages on the Graph 1 with amount 100%. It was because the teenagers were still used kinship terms whenever and wherever they were, as long as their interlocutors were Javanese too. Besides, kinship terms were used not only in nuclear family, but also in extended family, even to the people from Javanese without kinship relationship. The data could be seen from the utterances of the participant below:

AN : Mbah, endi sego bungkusana lengarep diterke neng lorong loro (2) iku? (Where are the rice boxes will be delivered?)

AN : Wak, omonge mbahiku, bungkusana lorong loro wes diusungi karo gone wawak mengarep. Nandi wisan wak? (She said that the rice boxes will be delivered was lifted by you, where is it now?)

AN : Iyo, wak e. (Yes) (A4, T2, U9)

From the response of AN as participant above in the conversation transcribed between AN and interlocutors, it could be seen that AN used Javanese addressing terms mbah and wawak for kinship terms categories. She used terms mbah and wawak to address the interlocutors were not caused mbah and wawak were her nuclear or even extended family, because the conversation was done in wedding party where almost all of society were attended that party. She called mbah because the woman as the interlocutor was a friend of AN grandmother and had a same age with her grandmother. Then, AN called wawak because the woman was elder than her mother. It could be seen from the utterances below:

AN : Iyo bik, ngomong karo mbah, teros karo wawak iku mau. (Yes, I call them mbah, and wawak) (A6, T3, U9)

AN : Gak lahbik. Cuma lantaran wawak wedok iku lebih tuo ko mamak, teros seng mbah iku kawane mbah wedokku bik. Jadi nyelok e ngono, jekdulur adoh bik. (No, it just because the woman is elder than my mother so I called her wawak, and the one is my grandmother's friend and has the same age, so I called her mbah)

It meant, Javanese addressing terms were used in kinship categories did not only emphasize kinship basically, but the participant could address interlocutors by using kinship terms to show her politeness and respectful to her interlocutors.

First Personal Pronoun

First personal pronoun was also one of the Javanese addressing terms categories which was maintained by the teenagers as participants in this research, it was proved by the percentage at the Graph 1 in which this category 100% actively maintained by them, whether was used by the teenagers to address their selves to their friends, younger or the elder than them. Below was the data could be seen from the utterances of the participant:

INM : Iyo, yak e kang. Hahaha (I think that's right. Hahaha)

INM : Oh, iyo. Aku njalok maaf lahir bathin ae yo, kang. (Oh, yes. I want to say my apologize to you)

(A4, T2, U2)

Based on the statement above, it could be seen that in conversation between INM and his interlocutor, INM used term aku to address him as the first person and called interlocutor by using kang. He could

use aku commonly for daily addressing terms because he had close relation with interlocutor. Then, the statement above was supported by the other participants' utterances below:

LR : Nak misale aku dicelok mamak bik, yo tak saoti, ~~yo~~mak, tekolah aku". (When my mother calls me, I will answer 'Yes mom, I will come'. (A6, T3, U1)

YA : pake aku bik, nuturke awakku. (Use term 'I' to address myself) (A6, T3, U4)

APR : Aku, kulo, ngono bik. (I. It was like that to address myself) (A6, T3, U5)

Based on the statements above, it could be seen that LR, YA, and APR were maintained to use first personal pronoun categories in their daily communication. They used it to address their selves almost to anyone. There were two First personal pronouns to address ourselves, they were aku and kulo. Kulo was more polite than aku. Kulo was usually used when we addressed ourselves to the people we respect more, meanwhile aku was usually used to address ourselves in daily and common conversation, but the teenagers were often to use aku to address their selves to their friends and family too, such as to the parents to show the intimacy.

Second Personal Pronoun

The next Javanese addressing terms category maintained by the teenagers was second personal pronoun with the percentage as many 100% based on the Graph 1. It meant ten teenagers as the participants used it actively to address their interlocutors. Below was the data could be seen from the utterances of the participant:

AP : Yo sekalianlah kowe ngomongke ne, iki lagi rame ne uwonglah.. (It's better to you to tell it too, it is so crowded) (A4, T2, U7)

On the statement above, it could be seen that in conversation between AP and his interlocutor, she used term kowe to address her interlocutor as the second personal pronoun. In addition, her interlocutor was also her friend based on the conversation transcribed gotten. Then, the statement above was supported by another utterance below:

APT : dinggo bik nak misale ngecek kambek kawan kadang nak misale gak usah pake jeneng, kan kowe wae, ngono. (I used 'You' when I talk to my friend to change her or his name) (A6, T3, U8)

Based on the statements above, it was known that APT was maintained to use second personal pronoun category in her daily communication. Usually she used it to their friends or people younger than her, or even if it was used to the elder people than her, it was caused by intimacy.

Names of Person

The next category of Javanese addressing terms was names of person. Based on the percentages shown at the Graph 1, it could be seen that 9 from 10 teenagers as participants in this research used it in their daily conversation with amount 90%. It was because almost all of the teenagers address their friends and younger ones by using name. The data could be seen from the utterances of the participant below:

AP : Yul, oooYuli... celok ndisek wawak iku. (Yul, Yuli, please call that woman) (Appendix 4, Table 2, U7)

From the response given by AP above, it could be seen that she addressed her interlocutor by calling name. It was caused by she who talked to her friend. It was added too from the utterances below:

AP : Tak celok Yuli (I called her Yuli)
Iyolah, yo Ketiklah dicelokdeene, jeneng (Yes, she called me by name 'Ketik') (A6, T3, U7)

AP : Iyolah. Kawanku ket cilik, sepantaran. (Yes, she was my friend from the childhood) (A5, Participant 7)

Based on the addition utterances above, it proved that AP and her interlocutor were friends, and Names of person as one of the Javanese addressing terms was used as the form of intimacy between them

Conclusion

There were seven Javanese addressing terms categories were maintained by the teenagers in Bukit Malintang namely; Kinship Terms, Names of Person, First Personal Pronoun, Second Personal Pronoun, Title, Nicknames, and Combination of Addressing Terms, but not at all were fully maintained by ten teenagers as participants in this research. The dominant maintained by them were Javanese addressing terms categories of kinship terms, first personal pronoun, second personal pronoun, and names of person. Kinship terms could be maintained because the teenagers still used kinship terms whenever and wherever they were, as long as their interlocutors were Javanese too. Besides, kinship terms were used

not only in nuclear family, but also in extended family, even to the people from Javanese without kinship relationship to show politeness, respectful, and intimacy. Then, first and second personal pronoun as the categories could be maintained because it was used to all age ranges to change the use of name. The last names of person category could be maintained because it was used to fellow teenagers, to the youngsters, or to express themselves exactly as the participants to the others.

References

- H. Yustanto. 2010. Nilai Sosial dan Perilaku Tutur (Studi Kasus Kata Sapa dalam Masyarakat Jawa). Universitas Sebelas Maret Surakarta.
- R. M. Wibowo, & A. Retnaningsih. 2015. Dinamika Bentuk-Bentuk Sapaan sebagai Refleksi Sikap Berbahasa Masyarakat Indonesia. *Humaniora*, 27(3), 269-282.
- Surono. 2018. Address Terms Across Cultures: A Sociopragmatic Analysis. 4th PRASASTI International Conference on Recent Linguistics Research, Advances in Social Science, Education and Humanities Research, Volume 166.
- Peraturan Menteri Dalam Negeri. 2007. Pedoman bagi Kepala Daerah dalam Pelestarian dan Pengembangan Bahasa Negara dan Bahasa Daerah. Jakarta. Retrieved on February 4th 2019.
- R. Mesthrie. 2011. *The Cambridge Handbook of Sociolinguistics*. Cambridge: Cambridge University.
- R. Fasold. 2003. *The Sociolinguistics of Language*. Cambridge: Cambridge University Press.
- L. Dunkling. 1990. *Dictionary of Epithets and Terms of Address*. London: Taylor & Francis Routledge.
- S. Poedjosoedarmo. 1979. *Tingkat Tutur Bahasa Jawa*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa Departemen Pendidikan dan Kebudayaan.
- R.C. Bogdan, & S.K. Biklen. 2007. *Qualitative Research for Education: an Introduction to Theories and Methods*, 5th ed. Boston: Pearson Education.
- L.R. Gay, G.E. Mills, & P. Airasian. 2012. *Educational Research: Competencies for Analysis and Applications*, 10th ed. Boston: Pearson Education.
- M.B. Miles, A.M. Huberman, & J. Saldana. 2014. *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. Los Angeles: SAGE.
- Y.S. Lincoln, & E.G. Guba. 1985. *Naturalistic Inquiry*. Beverly Hills, California: SAGE

The Effectiveness of Edmodo Usage in English Learning for English Literature students

Herland Franley Manalu, Diana Anggraeni, Asrul Munazar

Department of English Literature
Universitas Bangka Belitung, Indonesia
herland-fm@ubb.ac.id, diana-a@ubb.ac.id, asrul-m@ubb.ac.id

Abstract: The increase of interest in the use of online learning tools into English Language Teaching to adopt the Industrial Revolution 4.0 has become a preeminent part of 21st-century education. It inspires this study to examine students' thoughts on Edmodo, as one of the online learning tools, at the English Literature department within the University of Bangka Belitung. Edmodo is used by the researchers to discuss the students' attitude in improving their English skills. Data were collected by means of questionnaires and interview. A Likert scale questionnaire was administered after the language learning process to 105 students studying English courses and open-ended interviews were administered to get more information from the students. Data were qualitatively and quantitatively analysed by using SPSS v.22 Software and the results specified a statistically significant result of the use of Edmodo. The results show that the use of Edmodo is successfully facilitating students' participation in online discussions, reflecting that a curriculum and learning activities developed on the basis of communicative teaching approach could increase interaction and communication, raising students' motivation to participate and engage in different types of activities inside and outside the classrooms and also empowering them to be autonomous and to take more responsibility of their own learning. This study is an attempt to open the door for further research on this area within the Indonesian English learners at the university level.

Keywords: Edmodo, Online Learning, Students' Attitude, English Courses

Introduction

Language learning plays a vital role in the process of acquiring a second language knowledge for the students in higher education. It is the responsibility of the teachers to produce the good quality of their teaching because they should combine the offline classroom with the online classroom in this hi-tech era. Consequently, they must keep abreast on the increase of interest to harness online learning tools into English Language Learning to espouse the Industrial Revolution 4.0 because Information Technology (IT) has become a preeminent part of 21st century education. The latest development of IT has transformed the face of education in many aspects. We can see the way how English is taught and learned has changed from the traditional method (face-to-face interaction in the classroom) to the application of various digital technologies (online learning interaction).

Since the last fifteen years, there have been increasing attempts on the part of university teachers to involve their students in the blended learning process to assist teachers in observing students' performance. When the students are given the opportunity to have autonomous learning, they can improve their performance effectively (Addison, 2011). Therefore, the integration of the traditional meeting and the online meeting has become a hefty requirement of 21st century education.

There are thousands of free online social learning programs and educational tools which can be used as auxiliaries for teachers and students to empower independent learning and innovative teaching in delivering coursework in higher education such as Facebook, Twitter, and others. In the beginning, social networking was solely regarded as a tool to communicate with friends but nowadays they have been used as the online learning tools for sharing information (McClain, Brown, & Price, 2015). One of the online learning tools is Edmodo which is used as the focus of this study. It can be easily accessed by using a variety of devices including PC (Personal Computer) or cellular phones.

Edmodo is a free and secure online learning platform provider designed by Jeff O'Hara and Nick Borg in 2008 and now it can be freely accessed at www.new.edmodo.com (Manowong, 2016). Edmodo used to be very similar social networking platform to Facebook with the blue colour but this time the outlook

of the new Edmodo is mostly with the yellow colour. It is considered to be more personal and safe online learning platform and is a platform specifically designed for educational purposes because it is only the teacher who can create and manage accounts and only students in that class receive group codes that can access and interact in the groups. Edmodo is also easy to use and the teachers who are not used to operate it can carry out learning through this online learning tool (Kongchan, 2012). Moreover, it can also generate students' communication and collaboration, increase their participation in learning, and improve their performance and learning achievement (Olson, 2014; Gomez, 2014)

Recently, Edmodo has become a very popular online learning tool among many available technological educational tools. It is much more private and safer for a learning environment and only teachers are able to create and manage accounts. This service is accessible through an application on any mobile devices with an internet connection. Via Edmodo, teachers can send out quizzes and assignments, give feedback, receive complete assignments, assign grades, store and share content, maintain a class calendar, conduct polls and send alters to individual students or to the entire class (The Edmodo Teacher Guide, 2018). Not only that, but it also offers parent accounts through which they can obviously follow the students' progress. Considering all its features if Edmodo is adopted successfully, it will be a great addition to traditional classroom teaching because this online learning platform can combine the features of social networking, course management systems, and online learning.

Edmodo has special features to support learning activities. This online learning tool classifies features based on users, namely teachers and students. The first feature is "assignment" used by the teacher to provide assignments to students online. This feature is equipped with deadlines and attach file features so students can send tasks in the form of files directly to the teacher. In addition, the assignment also has a "Turn in" button which indicates that the students have completed their assignment. The teacher can directly provide an assessment of the results of the work that the student has done. The score given will automatically be saved in the grade book feature.

The next features are "File and Links" and "Quiz". In File and Links feature the teacher and students can send messages by attaching files and links to class groups, students or other teachers. The attached file applies to all types of extensions such as .doc, .pdf, .ppt, .xls, etc. Quiz is used to provide online evaluations in the form of multiple choices, short entries, and description questions. The quiz can only be made by the teacher, while students only do it. This feature is equipped with the time limit for work, information about the quiz that will be made, the quiz title and the quiz display. The calculation of the score in each quiz question is done automatically for the type of multiple-choice questions and short entries, while for the description of the question questions must be examined by the teacher first.

"Polling Polls" feature can only be made by the teacher to be shared with students. Usually, the teacher uses polls to find out student responses to certain things relating to the lesson. The poll view of students' responses to material logic functions before learning is given. "The grade book" feature is used as a student grade record. Giving values can be done by the teacher and can be filled manually or automatically. Automatic filling of values can only be done based on the results of the Assignment and Quiz scores. The rating on the grade book can be exported to .csv file. In this feature, the teacher regulates the assessment of learning outcomes for all students. Teachers can set the maximum value for each subject and the total value is a percentage of the overall value of each student automatically by the system. For assessment, the Quiz is filled automatically by the system based on the results of the Quiz for each student. For students, this feature can only be seen in the form of value impressions in the form of graphics and direct assessment.

"Library" feature is used as a place to store various learning resources with diverse content. By using the library, the teacher can upload teaching materials, material, presentations, reference sources, images, videos, audio, and other digital content. Links and files contained in the Library can be shared with both students and groups. Students can also add content shared by the teacher into the library. This feature can be used as a medium to accommodate various sources from inside and outside. So that students can store various information from outside but still be accessed through Edmodo.

"Award Badges" feature is used to provide an award to both students and groups. Awards can be determined by the teacher itself so that it does not hinder the creativity of the teacher in giving awards. The last feature is "Parents Codes", this feature serves to provide an opportunity for parents of each student to join to monitor the learning activities and achievements of their children, the teacher must access the code for parents and then share it with each parent. Access codes for parents can be obtained by clicking on the class name.

Edmodo has been ranked as one of the top learning online tools by five hundred teachers from around 50 countries around the world (Enriquez, 2014). It is being used in everyday teaching and learning activities by more than fifty million teachers and students all over the world (Edmodo Website, 2019).

Recent studies in different educational contexts have proven its effectiveness as a learning tool to support traditional classroom interactions (Al-Said, 2015; Al-Kathiri, 2015; Enriquez, 2014). Yet, Edmodo is still little known in the university level, and it is not widely used at this higher education to assist everyday class teaching in Indonesia. Therefore, this study aims at reporting students' attitudes on operating Edmodo as an online learning tool to English classes at the English literature department within the University of Bangka Belitung.

The integration of Edmodo into the learning process can be pedagogically useful. It enables the achievement of effective learning because this online learning tool provides a positive impact on student involvement. Furthermore, students can also appreciate the social learning environment. Edmodo can motivate students to study since it is considered to be fun and useful when used in a learning environment. From the teacher's point of view, Edmodo can also be a great help to reduce the work of teachers by making the learning process more effective and organized (Wallace, 2014).

Methods

Subjects

The participants were 105 English Literature students studying at the University of Bangka Belitung. They were all Indonesians aged from 18 to 21 years old from five different classes enrolled during the academic year 2018/2019.

Data Collection

A questionnaire was disseminated to 105 students to gather the required data. The questionnaire has 15 statements aiming at investigating students' attitudes toward the advantages and the challenges of using Edmodo by using a five-point Likert scale (from Strongly Disagree to Strongly Agree). The last question requires students to give a summative evaluation of the effectiveness of using Edmodo in English learning programs within a scale out of 100. To support the quantitative data from the questionnaire, then an interview was conducted to add more information from the students.

Procedures

At the beginning of the semester, the researchers created Edmodo groups for teaching English classes at Universitas Bangka Belitung. Edmodo was introduced to the students and they were asked to access it from their PC or download the free application on their cell phones from the Google Play Store. They signed up to the class by using the group code given by the teacher for different classes. The students operated Edmodo on a daily basis to view course materials and announcements, involving in classroom activities, having online discussions and being constantly in contact with the teacher and their classmates. At the end of the course, they were given a questionnaire to give their comments on the effectiveness of using Edmodo.

Result and Discussion

The data drawn from the questionnaire were analysed by using an SPSS v.22 statistical software. The analysis of the data was conducted based on the research questions stated previously. The questionnaire explains the students' attitude of considering Edmodo as an effective and useful online learning tool used in English learning classes. It also describes students' attitude on the benefits of integrating Edmodo in English learning activities and also the challenges of harnessing Edmodo as an auxiliary tool to combine offline English classes with online English classes. Therefore, students' attitude toward Edmodo usage in English learning activities can be analysed.

Table 1 below describes the students' thoughts on the Edmodo usage for English learning as an online application to improve students' skills. It can be obviously seen that the majority of them (n: 67) agree that "Edmodo is useful to improve student's learning", while 6 students disagree with this notion. Similarly, the highest number of students gave 7.5 out of 10 as a rate for the effectiveness of using Edmodo in English learning programs as shown in Figure 2 below. In particular, noticeable percentages of the students believe that Edmodo can be effective both during the class time as well as outside the class according to the results-driven from statements 8 (45.7%) and 9 (54.3%).

Table 1: the students' thoughts on the Edmodo usage for English learning

Edmodo Usage for English Learning	Mean	Level
Q1. Using Edmodo as an online learning tool in learning English is useful to improve student's learning.	64.81	Agree
Q2. Using Edmodo is enjoyable and it motivates me to study.	60.95	Neutral
Q3. Using Edmodo in learning English promotes my autonomous learning.	74.29	Agree
Q4. I prefer to use Edmodo in doing English learning activities because I can access them at any time and anywhere.	80.0	Agree
Q5. The use of Edmodo in learning English enhances student-student and student-lecturer interactions.	43.81	Strongly Agree
Q6. Edmodo encourages co-operative learning among groups.	45.71	Neutral
Q7. I prefer Edmodo to do the English learning activities because I can get immediate feedback to my answers.	40.00	Neutral
Q8. Using Edmodo in learning English saves time and effort.	45.71	Agree
Q9. I prefer Edmodo to do English learning activities because it is easy to access them.	49.52	Agree
Q10. I prefer Edmodo activities because I can access them even if I was absent from the class.	64.76	Agree
Q11. I believe that using Edmodo as an online learning tool in learning English minimizes my fear of making mistakes.	54.29	Agree
Q12. Edmodo allows me to easily access the reference materials on the course provided by the lecturer.	50.48	Agree
Q13. I find it effective to use the direct messages on Edmodo to ask my lecturer for assistance in my studying.	46.67	Agree

The findings also reveal that the university students show a positive attitude toward the effectiveness and the usefulness of using Edmodo in English learning programs to enhance their learning activities. (Al-Khathiri, 2015; Al-Said, 2015; Enriquez, 2014). It results in the effectiveness of Edmodo usage in English learning for English literature students at the University of Bangka Belitung. It is in line with the interview results in which the students thought that the Edmodo website provides an opportunity for them to learn English online outside the regular class times. For example, a student mentioned that he can personalize his own pages and upload photos and videos. Furthermore, he commented: "I love to learn via Edmodo because I can gain much knowledge by learning through this online learning tool. I can improve my English skills and I can also leave comments about my classmates' work and I can personalize my own pages and upload photos and videos."

The above table shows the results of fourteen statements written in the questionnaire which are related to the advantages of using Edmodo in the English literature department within the University of Bangka Belitung. Mostly, the students believe in the power of Edmodo in motivating them to learn English and engaging them to participate, scoring 74% and 79% respectively. This is due to the features of Edmodo such as the online discussions and chatting that can create a friendly stress-free learning atmosphere. Particularly, most students do not feel afraid of making mistakes within Edmodo group tasks as they feel that all the members are as a unity constructing a sharing knowledge (Al-Kathiri, 2015; Al-Said, 2015; Enriquez, 2014; Gomez, 2014). In this respect, it can be said that Edmodo is an appropriate environment for shy students, in particular, to express and share their interests. Moreover, students find Edmodo as a factor that could build and strengthen the relationships between the Edmodo group members including the teacher. It is in line with the result of the interview. One interviewee commented on her experience in using Edmodo: "I have used Edmodo since I was in Senior High School. I am motivated when working on this online learning environment because I can actively communicate with my classmates through a small group discussion within Edmodo"

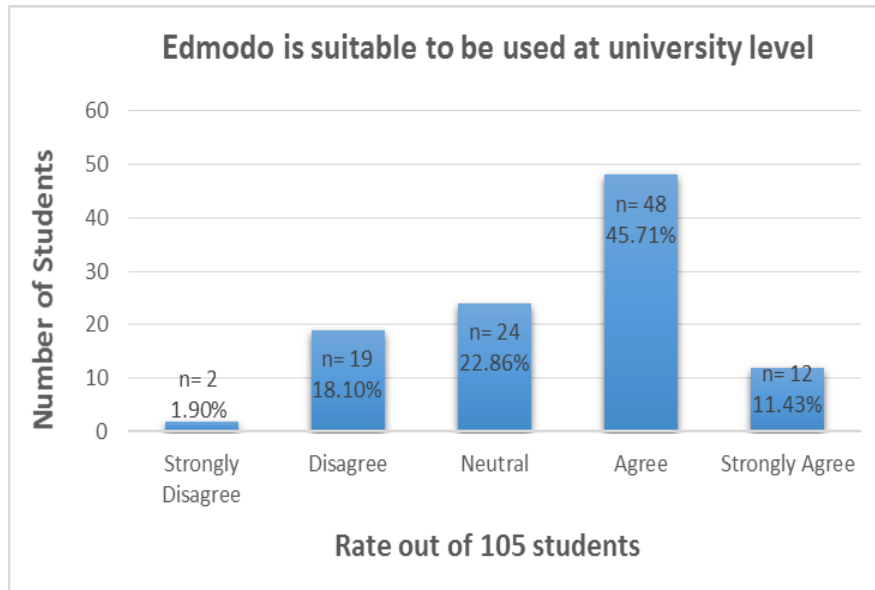


Figure 1. Edmodo is suitable to be used at the university level

Furthermore, students agree that the integration of Edmodo in English learning activities enables them to easily access the course materials anytime and anywhere (54%). Not only having access to the course materials but also constantly contacting their lecturer by sending direct messages via the application can assist them in their learning processes (61%). What can be drawn from these results is that Edmodo can play a significant role in encouraging students to take more responsibilities for their own learning and to be autonomous learners. The students' autonomous learning can be achieved through continuous exposure to vivid interactions and intensive connection within the Edmodo virtual environment at any time and anywhere. More importantly, most students nowadays are fascinated with using social networking applications, and they constantly and independently access and participate in them via their own mobile device. (Al-Khathiri, 2015; Enriquez, 2014). It is in line with the result of the interview reflecting the easy access to Edmodo usage. A student commented "I am fascinated with the use of Edmodo in learning English because the learning materials are available in the folder that was provided by the lecturer that can be downloaded by students. It makes us easy to study English".

Based on the interview analysis explained in Table 2, some advantages and disadvantages arise in learning through Edmodo. Technically, obstacles occur on telephone devices and internet connection that students use. While in essence, the teacher must oversee the use of Edmodo by students to remain within the academic scope.

Table 2: Students' interview analysis on the advantages and disadvantages of using Edmodo

NO	Advantages	Disadvantages
1	Edmodo allows us to easily interact with classmates and our lecturers about the course via online learning activities.	Online activities such as discussion, quizzes, and assignment are time consuming.
2	The reference materials from the internet such as links of materials by lecturers are useful in understanding the course.	Students with no access to the internet are likely to be left behind.
3	Edmodo helps us to communicate using English outside class.	The procedure of Edmodo is difficult to understand and to follow for the students.
4	Online activities and discussions in Edmodo motivate me to learn more about the course.	Edmodo is a hi-tech learning tool and it needs a lecturer who is up to date with the current technology. If the lecturer lacks skills in operating modern devices, online learning will not run smoothly.

Conclusion

Based on the results of the Questionnaire and Interview analysis, some conclusions can be drawn. Students at the university level have a positive attitude of Edmodo usage for English learning. Students feel that it is easily accessible and used and they think learning through Edmodo is interesting and more fun so they are able to be actively involved in learning. Edmodo usage in English learning at the university level can improve the process of language learning skills. Edmodo is considered a fruitful online learning tool to study English because it is the global education network which provides students with communication and collaboration to reach their full learning potential (Addison, 2011; Al-Kathiri, 2015; Al-Said, 2015; Enriquez, 2014; Gomez, 2014; Kongchan, 2013; McClain et.al, 2015; Olson, 2014; Wallace, 2014).

Through Edmodo, students also feel various positive effects. The benefits of Edmodo in learning include improving student communication and collaboration, increasing student learning motivation, increasing student involvement in learning, and improving student performance and learning outcomes (Al-Kathiri, 2015; Al-Said, 2015; Enriquez, 2014; Gomez, 2014). In brief, this article has explored students' attitudes on the usage of Edmodo in English classes at the English department within the University of Bangka Belitung. Generally, the findings of the study are highly positive and the students think that Edmodo has effectively enriched their learning experiences. It has raised their motivation level to participate and to engage in different types of activities inside and outside the classrooms (McClain et.al, 2015; Wallace, 2014). More importantly, it has assisted them to be independent and to be responsible for their own learning (Al-Kathiri, 2015; Al-Said, 2015; Enriquez, 2014; Gomez, 2014).

Edmodo is like any other learning tools, it can be merely an online learning platform to motivate teachers changing their teaching style or it can be a very creative tool to engage learners in collaborative learning and distribute cognition remotely (Olson, 2014). This online learning platform provides teachers and students with a positive learning environment distantly because Edmodo provides students the bridge to interact with their classmates and teachers in a distant academic environment (Addison, 2011). Furthermore, the use of this online learning tool can teach students how to behave in online learning and be responsible for regulating their learning activities with a system that has guaranteed the security that can train their independence in English learning. Basically, this platform is easy to learn and easy to use, especially for lecturers who consider themselves to be outside the current technological knowledge base (Al-Kathiri, 2015; Al-Said, 2015; Enriquez, 2014; Gomez, 2014). Edmodo provides an environment where teaching and learning can generate excitement for students, students become more independent, without forgetting the standard of measuring the success of students. It is undeniable that students will be very interested in even liking learning through this platform, and when students feel happy their desire to overcome new and difficult material will increase (Al-Kathiri, 2015; Al-Said, 2015).

Suggestions

From the results of the questionnaire and interview analysis, there are several suggestions that can be given. It is recommended to researchers in the same field to study the utilization of Edmodo in improving other aspects such as high-level thinking skills, social attitudes, and other aspects that have not been mentioned in this study. It is recommended to the lecturers to use this online learning platform as one way to integrate technology in learning. The learning process through Edmodo should also be carried out with full supervision so that it remains effective and carried out optimally. It is recommended to the community, especially parents of students to participate in this online learning tool. The role of parents is important in controlling and monitoring the students' learning activities so that the use of technology by students is positive.

In respect to the study limitations, the video conference was not conducted through Edmodo. Therefore, more studies should focus on conducting video conference and it should be done by examining all features within Edmodo at the Indonesian university level. It is worth mentioning that facing network connection problems was one of the main challenges of implementing Edmodo as an addition to traditional English learning classes. Therefore, it is recommended that free Wi-Fi service at the campus should be provided to all students and teachers. This will contribute to establishing valuable literature on this area so that collaborative improvement actions can take place when utilising Edmodo by its stakeholders to purposefully achieve its educational targets. This study is an attempt to open the door for further research on this area within the Indonesian English Learners context at the university level.

References

Addison, M. (2011). M-Learning: a cautionary tale. *Training Journal*. Retrieved June 19, 2019, from <http://www.trainingjournal.com/blog/articles-blogs-m-learning-a-cautionary-tale/>

Al-Kathiri, F. (2015). Beyond the classroom walls: Edmodo in Saudi secondary school EFL instruction, attitudes, and challenges. *English Language Teaching*, 8(1), 189-202.

Al-Said, K, M. (2015). Students' perceptions of Edmodo and mobile learning and their real barriers towards them. *The Turkish Online Journal of Educational Technology*, 14(2), 167-180.

Enriquez, M. (2014) Students' perception of the effectiveness of the use of Edmodo as a supplementary tool for learning. Paper Presented at the DLSU Research Congress 2014: Philippines. De La Salle University, Manila, Philippines. March 6-8, 2014. retrieved from http://www.dlsu.edu.ph/conferences/dls_u_research.../pdf/LLI-II-010.pdf

Edmodo teacher guide. (n.d). Retrieved June 14, 2019, from http://qacps.schoolwires.net/cms/lib02/MD01001006/Centricity/Domain/128/Edmodo_Teacher_Guide.pdf

Gomez, D. (2014). Edmodo as a Motivation and Inclusion Tool in the Foreign Language Classroom. *International Conference ICT for Language Learning 7th Edition*.

Kongchan, Chada. (2013) How Edmodo and Google Docs can change traditional classrooms. *The European Conference on Language Learning 2013*, Brighton, United Kingdom, paper#0442.

Manowong, S. (2016). Undergraduate Students' Perceptions of Edmodo as a Supplementary Learning Tool in an EFL classroom. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 16 (2), 137-161.

McClain, C., Brown, A., & Price, G. (2015). Characterization Personified: Using Edmodo to Strengthen Student Interaction with Literature. *Meridian: A K-16 School Computer Technologies Journal*, 18, 1-19.

Olson, P. (2014). An Investigation Into Student Engagement With An Online Collaboration Platform (Edmodo) In A High School Environmental Science Course. 789 East Eisenhower Parkway: Proquest.

Wallace, A. (2014). Social Learning Platforms and the Flipped Classroom. *international journal of information and education technology*, 4 (4), 293-296.

A Semantic Analysis on the Students' Ability to Identify the Icons and Symbols in the Second Year at Mts Al-Ulum Medan 2019/20

Nurhalimah

nhalimah227@yahoo.co.id

Abstract: This study is talking about A Semantic Analysis on the Students' Ability to Identify that The Icons and Symbols. Semantic is that the technical of the term used to refer to the study of meaning. Meaning of English language covers a variety of language, and there is no very general agreement of either about what the meaning of its or about the way in which it should be described. And the research took place at MTs Al-Ulum 2019/2020 Medan. The population of this study is in the second year students that by taking population is 120 students. According to JallaludinRahmatsuggests by using T. Yoramane formula, by taking sample is 54 students. The data of this reasearch were coleceted by interview, and text. It was that calculated by using Descriptive Qualitative. The analysis of the sample was the conducted by using a test for the third year students with English teacher. The data were tabulated by using the percentage formula: $Q = \frac{N}{K} \times 100\%$. after analyzing the data, mean of students' ability to identify icons and symbols in semantic analysis are 12, 05%. For the average and percentage of the student's ability that to identify icons and symbols in semantic analysis are 60, 25%. Then the answer was that analyzed by found out the percentage of students' ability is more than 64, while the percentage of the whole students' in identify icons and symbols that is 60,25% (60,25). It means or conclude that in the second year students' of MTs Al-Ulum Medan are still poor in identify icons and symbols in semantic analysis.

Introduction

The Background of The Study

Semantics is the technical term used to refer to the study of meaning. Meaning of English language covers a variety of aspects of language, and there is no ver general agreement either about what meaning is or about the way in which it should be described. Arnold gives a defenition related to the semantics, that is: "semantics is concerned by the meaning the meaning of words and how they combined to form sentence meaning". We shhould know the familiar of English words with various meaning in order to avoid misunderstanding when we were involved in both oral and written communication.

By the carefully though about the language, when you speak and the ways it is use definite conclusion and can be arrived at concerning meaning. Semantics is part of linguistic and there are including of the meaning of icon and symbols. By the carefully though about the language; when you speak and the ways it is used definite conclusion and can be arrived at concerning meaning. Semantics is part of linguistic and there are including of the meaning of icon and symbol.

Marchand said that, "the important of understanding the icons an4 symbols is to define cultural, objects, such as a law, a constitution, a marriage ceremony, all the nouns In the story are in this category: the robe, the scepter, the language, the subject".

In the Holy Quran Allah Subhanawata'ala (Surah A-Rahman: 1-5) says:

Meaning: "Ar-Rahman, we taught the holy, we create the o\people. We taught to speak; the sun lnd the moon obey to the rules".

From this verse of Holy Qur'an, we can see the power of Allah. Allah and the kindness to people: He creates the people, He teaches the people to speak and use langu\ge, the sun and the moon obey to Allah. People should realize and think about the power of God, interpretation it and o rules.

Allah has explain his might I the Holy Qur'an there is about sigs whereas, it could is an existences of icons and symbols ad a signs for human to knowing that in this universes, in order to we always thinking and curtaining.

The student's have problems to identify icons and symbols occur in daily lives. First, they not yet understand the meaning of the icons and symbols, second, they cannot recognize which is the icons and

besides that, the researcher is very interested to conduct the research about icons and symbols of language because the relationship of them is very closed to the translation of meaning in language. So, the research would like to analyze the students' ability in identify icons and symbols.

Literature Review

Theoretical Framework

Description of Semantics Analysis

Semantic derived from Greek word *-sema* "meaning sign or symbol". The verb of *-sema* is *-semoni* "To signify or symbolize". In linguistics, semantics is the study of meaning and this is the definition that will provisionally adopt: what is to be understood by meaning in the context this statement as Lyons said.

Language Type

Language is many things-system of communication a medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, a catalyst for nation building. All human normally speak at least one language and it is hard to imagine must significant social, intellectual, or artistic actively taking place in its absence. Each of us has a stake in understanding something about the nature and use of language.

Spoken Language

Spoken language is a human in whom the words are uttered through the mouth almost all language spoken language. Computer language and sign languages are spoken language. The term spoken language is often used in contrast to written language, the world most widely spoken language all have written forms the difference between the spoken and written version of a language can sometimes be quite extreme.

Written Language

Speaking and writing in origin and practice. Our ability to use language is as old as humankind, and reflects biological and cognitive modification that has accurate in the evolutionary history of our species. Writing, the representation of language by graphic signs or symbols is a comparatively recent cultural development, having occurred within the past five thousand years and only in certain parts of the world. The contrast between speech and writing comes into sharper focus when we consider that spoken language is acquired without specific formal instruction, whereas writing must be taught and learned through deliberate efforts. There are entire groups of people in the world today, as individuals in every literate society, who are unable to write, while spoken language comes naturally to human beings, writing does not.

Silent Reading

Non-verbal communication represents an important part of the general human communication and that it can be very helpful to recognize and to classify nonverbal signals, especially with regard to the interpretation of hidden attitudes.

Description Icons and Symbols

Icons

Huggins said, iconic communication deals mainly with non verbal communication between human by the use of visual signs representations (such a picture) that stand for an idea by virtue of resemblance or analogy to it in contrast to symbolic communication where the meaning of symbols is entirely nominal (such as English text describing a picture). Pure icons, therefore, rely initially on recall of a previous visual experience on the part of the user (either first or second hand) with sufficient particularity to make their use in a particular context clear to him.

The icon is the simplest since it is a pattern that resembles what it stands for:

1. A picture of your face is an icon of you
2. The little square with a picture of a printer on your computer screen is an icon for the print function. (whereas a little box has the word *print* is not an icon since it has no physical resemblance to printing or the printer

3. The Picture of a smoking cigarette with a diagonal bar across the picture is an icon that directly represents 'smoking' doesn't do it' (at least it does with appropriate cultural experience).

Symbols

Signs carry information content to be delivered to agents. However, it is also useful to understand that some signs are more easily used as references than others. In the beginning of the 20th century, Charles Sanders Peirce defined a typology of sign.

(1) Icons are direct representation of objects. They are similar to the thing. They represent. Examples are pictorial road signs, Scale models, and of course the icons on your computer. A footprint on the sand is an icon of a foot.

(2) Symbols are arbitrary representation of objects, which require exclusively a social convention to be understood. A road sign with a red circle and a white background denotes something. Which is illegal because we have agreed on its arbitrary meaning to emphasize the convention aspect of the semantics of symbols, consider the example of variations in road sign: examples the diamond signs denote cautionary warnings where as in Europe a red triangle over a white background (decoding) the information contained in symbols. For instance, smoke is an index of fire but if we agree on an appropriate code (e.g Morse code) we can use signals to communicate symbolically).

Hatch mentioned, 'the symbols is of course, the linguistic element the word sentence, etc and the referent' the object etc. in the word of experience, while though or reference is concept. According to the theory there is no direct link between symbols and referent (between language and the word), the link via the light or reference the concept of our minds.

A symbol is something such as an object, picture, written word, sound, or particularly mark that represents something else by association, resemblance, or convention, for example, a red octagon may for 'stop', on maps, crossed sabers may indicate a battlefield. Numerals are symbols for human.

The word 'symbols' came to the English language, by way of Middle English. Old French and Latin from *sym-bolum* from the root words *sym-* (sym-) meaning "together" and *bole* *-a* throw". Having the approximate meaning of *-to* throw (a thing) together". So *-sign*, ticket, or contract".

Patton says, a symbol is an arbitrary or conventional sign" or "something that for or suggest something else". A symbol, in its basic sense, is a conventional representation of a concept or quality: i.e., an idea, object, concepts are symbolic in nature and representations for these concepts are simply token artifact that are allegorical to (but do not codify) a symbolic meaning or symbolism.

All language consists of symbols. The word *-cat*" is not a cat, but represents the idea of a cat. Psychology has found that people, and even animals, can respond to symbols as if they were the objects they represent. Pavlov's dogs salivate when they hear a sound which they associate with food, even if there was no food.

Tillit also explain: "human beings ability to manipulate allows them to explore the relationship between ideas, things, concept, and qualities far beyond the explorations of which any other species on earth is capable". The discipline of sometimes studies symbols in general: semantic is specifically concern with the main meaning of words our linguistic units.

Methods

Location

This research was conducted at MTs Al-Ulum Medan. Jalan Amlun Gang. Johar Medan. The reason of choosing of this location is:

1. This school was the town where the writer lives
2. Suitable for the ability and limited in time and finance

Population and Sample

Population is a set or collection of all elements processing one for more attributes of interest in field of research. In a research, sometimes a research includes all of the population as the object of the research in getting conclusion.

The population of the research in the second year at the MTs Al-Ulum 2019/2020 Medan consists of three classes. Class IX-1 consist of 40 students class IX-2 students. Here is the detail table of the population.

Table 1 population
The number of population

No	Grade	Male	Female	Total
1	IX-1	20	20	40 students
2	IX-2	20	20	40 students
3	IX-3	19	21	40 students
	Total	59	61	120 students

Source: Administration Data of MTs Al-Ulum Medan 2017/2018.

Sample

Sample is a part or representing of population if want to research. If we will to researching a part of the population, then this research is the sample of research. All the number of the students in the third years (120 students) is the sample of the study.

The sample of this research would be taken by using Torayamane's formula to get the number of sample in this research by using the following formula:

$$n = \frac{N}{(d)^2 + 1}$$

Where n: the number of sample

N= the number of population

d = the precision is decided 10%

$$\text{So the sample is: } n = \frac{120}{120(0,1)^2 + 1} = \frac{120}{120 \cdot 0.01 + 1} = \frac{120}{2,2} = 54, 54 = 54$$

$$n = 54$$

So the total numbers of sample was 54 students and they were taken randomly from the total of sample.

To divides the sample from each class by using proportional sample:

$$\text{Total sample for class IX-1} = \frac{40}{120} \times 100\% = 33,3\% = 33$$

$$\text{Class IX -I} = \frac{33}{100} \times 54\% = 17,8\% = 18\%$$

$$\text{Total sample for class IX-1} = \frac{40}{120} \times 100\% = 33,3\% = 33\%$$

$$\text{Class IX-II} = \frac{33}{100} \times 100\% = 17,8\% = 18\%$$

$$\text{Total sample for class IX-III} = \frac{40}{120} \times 100\% = 33,3\% = 33\%$$

$$\text{Class IX-III} = \frac{33}{100} \times 54\% = 17,8\% = 18\%$$

Table II Sample

No	Grade	Male	Female	Population	Sample
1	IX-I	20	20	40	18
2	IX-II	20	20	40	18
3	IX-III	19	21	40	18
	Total	59	61	120	54

Research Method

Arikunto explain that "research is action conducted by someone who works on what he's going without changing the system of the performance. In this research, the research used a descriptive quantitative method". And the quantitative method is a scientific approach that most of it's used a descriptive quantitative method. And the quantitative method is a scientific approaches that most of its used numbers for presenting the data, and the result of the research. This method describes the students' ability in identity icons and symbols in semantic analysis.

Operation Definition

From the theoretical conception, it could noticed that identify icons and symbols have to understand from the definition of semantic is how language organize and express meaning by the explaining some

pictures of examples can helping students to make differences and can identify between icons and symbols in semantic analysis.

Instrument of Collecting Data

In this research the writer used two methods they were:

1. Interview guide, the interview guide is needed when the writer interview the headmaster end teacher to go get some information about students, teaching and learning process and school condition.
2. Test, to acquire the data, the research used a set of matching tests that was administrated. The test consisted of 20 items, each correct answer was second as five and the wrong answer did not affect the score.

Technique of Data

The data were analysis by using descriptive quantitative technique. In this technique the data were analyzed in term if quantitative analysis. The steps in this technique were performed as follow:

1. Giving the test of identity the icons and symbols
2. Collecting the students' answer sheet
3. Finding out the correct and incorrect answer and concluding in the students' result.
4. Calculating the students' average score by using percentage formula:

(total of the students' score)/(total item test) x 100%

The data analyzed by using the following formula:

$$Q = \frac{N}{K} \times 100\%$$

Q = percentage of correct items

N= The number of correct items

K = The number of items

Findings and Discussion

The Description of Data

After giving the second year students of MTs Al-Ulum 2019/2020 Medan, test in identify icons and symbols in person and number, the writer gave some clues to the students. And the clues to do the test are as follows:

- a. Distribution the test materials to the students
- b. Giving instruction to the students that they should have directly done on the test paper.
- c. Specifying the time for the students to do the test
- d. Reading the direction on how the test should be done
- e. Collecting the test papers of the students when the time was up

Data Analysis

The Test Analysis

The data number of score gave to each student is fully depended on the number of correct items they made. Each corrects the following table shows the individuals' score:

Table III The Raw of the Students' Score about Test

No	Names of Students	Raw Score
1	Nurul Aida	15
2	Septiana Oniza S	15
3	Muhammad Ridho	15
4	Puja Yuni S	15
5	Febri K	14
6	M. Hafizh Al-hijr	14
7	Putri A	14
8	Ummi Atiah	14
9	Dana Iswara	14
10	Didi Wahyudi	14
11	Dinda Bestari	14
12	Egi Darmawan	14
13	Maharani	14
14	Kartika Ananda	13

15	Lola Evi	13
16	Nur Anisa	13
17	RiskiRamahani	13
18	SuciLsilstulasma	13
19	Paramithawindasari	13
20	Zainuddin	13
21	FauiahFitri	13
22	M. Ilham	13
23	Putri Nadia	13
24	RahmatAryRizki	13
25	Ramadhan Napolis	12
26	Samsul Arifin	12
27	Abi Nega	12
28	Ade Kurniawan	12
29	Ahmad yasir	12
30	Sri devi	12
31	WulanHendrika	12
32	M. Danu	12
33	Nur Asyasyah	12
34	AjisSuharman	12
35	Agung Prasetyo Koto	11
36	Ayuresti	11
37	Miranda Dara	11
38	Frederik Hambali	11
39	M. Ariffaill	11
40	Ahmad zulkifli	11
41	Dina apnani	11
42	LusyFradila	11
43	Risa Ayu	11
44	RizkiSwardana	10
45	A. Haris. Nst	10
46	M. Rifai	10
47	Nurhasanah	10
48	SelamatZulfahmi	10
49	UmiKalsumHrp	10
50	RandaPrasetyo	9
51	Bobby Hidayat	9
52	Lisa Fitri	9
53	Fitru ani	8
54	TiffaaniArifa. C.	8

The score used in order to compute the mean, the standard Deviation, Validity and Reliability. Before setting up the mean scores and standard, the raw scores arrange in a frequency distribution. The procedures are:

a. Determining the lowest and the biggest score. The highest score (H) is 15 and the lowest (L) is 8

b. Making use of an appropriate formula to fix the total range, that is

$$R = H - L + 1$$

R is total range, H means highest score, L identifies lowest score, for the consonant of member. So the total range is $15 (H) - 8 (L) + 1 = 11$

c. Putting the data in details as many as they fell in each score.

d. Calculating the tallies to find out the frequency (f). see table IV.

Table IV Frequency Distribution of the Score in Identify Icons and Symbols

Interval	Tallies	Frequency
15	III I	4
14	III IIIII	9
13	III IIIIIII	11
12	III IIIII I	10
11	III IIIII	9
10	III III	6
9	III	3
8	II	2
Total		N = 54

The Mean

The mean is gained with using a particular as follows:

Table V
 Computation of Mean

Score (X)	F	FX
15	4	60
14	9	126
13	11	143
12	10	120
11	9	99
10	6	60
9	3	27
8	2	16
	N= 54	$\sum fx = 651$

Thus, from computation of mean (M) from the table above N = 60 and $\sum fx = 651$ and found out mean formulation is:

$$Mx = \frac{\sum fx}{N} = \frac{651}{54} = 12,05$$

Standard Deviation

Table II helped the writer standard deviation. The procedures are as follow:

Table VI
 Computing of the Standard Deviation

Score (X)	f	fX	X ²	fX ²
15	4	60	225	900
14	9	126	196	1764
13	11	143	169	1859
12	10	120	144	1440
11	9	99	121	1085
10	6	60	100	600
9	3	27	81	243
8	2	16	64	128
	N= 54	fX =651	$\sum X^2 = 1100$	$\sum fX^2 = 8019$

Therefore, reconvert into the formula:

$$SDxT = \sqrt{\sum \frac{fx^2}{N} - \left(\frac{fx}{N}\right)^2} = \sqrt{\frac{8019}{6054} - \left(\frac{651}{54}\right)^2} = \sqrt{148,5 - \left(\frac{423801^2}{2916}\right)}$$

$$= 148,5 - 145,33 = 1,72$$

Note: SD = Standard Deviation

$\sum fx$ = The Sum of multiplication the frequency by the X

$\sum fX^2$ = The Sum of multiplication the frequency by X²

N = Number of case

Validity of the Test

A Test is valid if it measures what it purpose measure. Here, valid the material or the contents of the test which had been arranged as to be to measure and specific objectives and also the students for what they had studied before:

Where:

r_{xy} = index score of correlation between x variable and y variable

$\sum fx$ = Total number of x variable and y variable

$\sum x^2$ = Quadrate of x

$\sum y^2$ = Quadrate of y

Referring to the table VII the formula to claim whether the test is valid or no, the procedure is:

$$r_{xy} = \frac{\sum rx}{\sqrt{(\sum x^2)(\sum y^2)}} = \frac{1937}{\sqrt{(2043)(2106)}} = \frac{1937}{\sqrt{4302558}} = \frac{1937}{2074,2} = 0,93$$

Thu, the validity for 20 items of the test is 0,93. It is considered valid, because it is agreed with the following suggestion calculating of validity.

0,800 – 1,00 = very high

0,600 – 0,800 = high

0,400 – 0,600 = moderate

0,200 – 0,400 = low

0,00 – 0,200 = very low

Therefore, it is provided that the validity of the test is very high.

The Reliability of the Test

Reliability is the agreement or accuracy of a test evaluation. The consistency of measurement obtained from an instrument is referring or stable and productive. To prove whether the test is reliable or not, the writer used split half method. The calculated from the result of the method was the data formula of product moment. By seeing table VIII above, the procedures are:

$$a. \quad M_x = \frac{\sum x}{N} = \frac{327}{54} = 6,05$$

$$b. \quad M_y = \frac{\sum y}{N} = \frac{324}{54} = 6$$

$$c. \quad SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{2043}{54}} = \sqrt{37,83} = 6,17$$

$$d. \quad SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2106}{54}} = \sqrt{39} = 6,24$$

The formula is:

$$r_{xy} = \frac{\sum fx}{N SD_x SD_y} = \frac{1937}{(54)(6,15)(6,24)} = \frac{1937}{2072,30} = 0,93$$

The reliability of the items of the test was taken from the data, and it was computed by using Spearman

– Brown formula, that is: $r_{11} = \frac{2r^{1/2}1/2}{(1+1/2^{1/2})}$

Note: r_{11} : Coefficient of total reliability

$1/2^{1/2}$: Coefficient of product moment correlation between half of the first part with half of the second part.

When it was applied to the data, it will produce:

$$r_{11} = \frac{2r^{1/2}1/2}{(1+1/2^{1/2})} = \frac{2 \times 0,93}{1+0,93} = \frac{1,86}{1,93} = 0,96$$

Thus, the reliability for 20 items of test presented in the study of identity icons and symbols in person and number is 0,936. It means very high correlation and is considered reliable, because it was based on the calculating of reliability below:

0,00 – 0,20 = No correlation

0,20 – 0,40 = Low correlation

0,40 – 0,70 = Moderate correlation

0,70 – 0,90 = High Correlation

0,90 – 1,00 = very high

The percentage of Students' Ability

Based on the table VII the percentages use to calculate how far the students' ability in identify icons and symbols. Based on the data above, there were 24 students get middle mark, and 19 students' have low scores and 11 students' have fail scores.

The averages of percentage of the students' ability to identify icons and symbols were

Formulated by using the following computation: $NP = \frac{R}{N}$

Where: **NP** = Wanted percentage, **R** = The total students' ability, **N**= The Number of Students.

$$NP = \frac{R}{N} = \frac{651}{54} = 12,05$$

$$Q = \frac{N}{K} = \frac{12,05}{20} = 0,60 \times 100\% = 60,25\%$$

The objective of instruction could be achieve when the average of the students' ability is more than 64, the percentage of the whole students' in identification icons and symbols is 60,25% (60,25). It means that the second year students' of MTs Al-Ulum Medan were still poor in identification icons and symbols. We can compare it with the following acceptable manual.

Point	Letter	Predication
90 – 100	A	Very enough
80 – 89	B	Good
65 – 79	C	Enough
55 – 64	D	Less
Down -55	E	Fail

Finding and Discussion

1. The students have mistake in identify icons and symbols. In the previous chapter we have seen the result of the test show that the most of the students are not capable to identify icons and symbols in semantics analysis. The students' difficulty in identify icons of no 1 PLN (High Level Electricity), no 2 Mickey Mouse, and they have mistake in matching answer from no 9 and no 10, where they are only 5 students who had ability in answering the test correctly. The students difficulty in identify symbols in matching answer from no 4 and 10, where the students only 2 students ability in correct answer the symbols of the test.

2. Interpretation

The interpretations that are drawn from analyzed that data on the test as follows;

- a. The average percentage that was obtained from the test in identification icons and symbols in semantics analysis is 60,25 %.
- b. Comparing the result mentioned above, it shown that the second year students' of MTs Al-Ulum Medan are unable to matching the answer from the test.
- c. Based on the hypothesis, many students of MTs Al- Ulum Medan get trouble in identify icons and symbols.

3. Findings

There are some findings from the analysis of the data in this research. The findings are:

1. The mean of the students' ability in identify icons and symbols is 12,05 meanwhile the standard deviation is 1,78.
2. The students of second year at MTs Al-Ulum 2017/2018 Medan are still to make the mistake when to identify icons and symbols in semantic analysis.
3. The school has complete facilities for learning English by the facilitating the students with the language laboratory and a complete library for the students to read.
4. The English teachers were graduated from S1 Degree from different University, so that their capabilities are qualified for teaching the students.

Conclusion and Suggestions

Conclusion

After analyzing and interpreting the test given to the students, the writer comes to some conclusion:

1. The finding show the result from the test of the students' ability in identify icons and symbols in semantic analysis in person and number, the writer finds out 12,05 %. For the average and percentage of the students ability to identify icons and symbols in semantic analysis are 60,25 %. The finding shows that the hypothesis in the earlier chapter is accepted. Based on calculated how far students' ability in identify icons and symbols. The calculation how far students' ability in identify icons and symbols, the calculation of the data, there are 24 students get

middle mark, 19 students' have low scores and 11 students' have fail scores. In the second year students of MTs Al-Ulum Medan.

2. The percentage of the students' ability in icons items (x) is 6, 15 %, and the students' ability in symbols items (y) 6, 24%.
3. Based on the data, the students still make a lot of error in identify icons and symbols in semantic analysis, kinds of mistake are follow:
 - Students' difficult in identify icons items of no 1 PLN (High Level Electricity), no 2 Mickey Mouse.
 - Students have mistake in matching answer icons items no 9 and 10.
 - Students' difficulty in identify symbols items in matching answer from no 4 and 10.
4. From the test result of Second Year students' MTs Al-Ulum Medan, the teacher not focusing this problem in their English Subject, so they are get trouble in identify icons and symbols.

Suggestion

After drawing the conclusion, the research suggest as follow:

1. English teacher should explain and make focus the students by using various ways to understand the use of icons and symbols in order to improve the students' ability in semantic analysis.
2. The students who had low marks and should increase their ability in identify icons and symbols by practicing.
3. The writer suggest in second year MTs Al-Ulum Medan to concern more deeply in identify the icons and symbols in their English Subject.

References

- Arikunto, Suharsimi. *Prosedure Penelitian: Suatu Pendekatan Praktik*, Jakarta: Bina Aksara, 1996.
- Arnold, Michael. *The Language Style*, London: Longman, 1995.
- Beardon C & Dorman C. *Saying Thing with Practice: A Theoretical Approach to Iconic Communication*, RSRC Research Repot 93002, University of Bringthon, 1992.
- Chaer, Abdul. *Linguistik Umum*, Jakarta: Rieneka Cipta, 1997.
- Ellis, Rod. *Understanding Second Language Acquisition*, Oxford: Oxford, University Press, 1985.

Interactional Strategies Employed by In-Service EFL Teachers

Iva Rofiatun, Diah Kristina

Universitas Sebelas Maret
Surakarta, Central Java, Indonesia

Abstract: This study aimed at investigating communication problems encountered by in-service EFL teachers and how they employ interactional strategies to deal with those communication problems to achieve their communicative goal during teaching and learning processes. To investigate the issue under study, two female in-service EFL teachers were purposively chosen as the informants of this study. Data in this case study were collected through observation and interview. It was found that there were several communication problems encountered by in-service EFL teachers namely; resource deficit including the problems encountered because of insufficient knowledge of the target language, own-performance problem covering the problems related to the speaker's own language output, and other-performance problem including the problems related to perceived deficiencies in the interlocutor's language output. To deal with those communication problems, in-service EFL teachers employed several types of interactional strategies namely: appeal for help to deal with resource deficit; comprehension check dealing with the own-performance problem; and asking for repetition, asking for clarification, asking for confirmation, interpretive summary, and expressing non-understanding to deal with the other-performance problem. Further, the use of those interactional strategies was not only to deal with any arisen communication problems but also to facilitate the students' comprehension related to the delivered materials and to encourage the students to participate in oral interaction so that they were expected to be able to improve their speaking skill and become more active during teaching and learning processes.

Keywords: interactional strategies, in-service EFL teachers, teaching and learning processes

Introduction

Communication in the classroom context is the key of teaching and learning processes. Azian et al (2013) assert that classroom communication is placed “at the heart of teaching and learning process”. They later point out that being good in mastering teaching materials is not enough for teachers to create effective teaching and learning processes, effective language use has to be considered as an important element in conducting teaching processes (Ibid). Thus, EFL teachers are supposed to use effective language as an effort to create an effective teaching and learning processes. For being able to use language effectively, EFL teachers are required to have qualified communicative competence. Celce-Murcia (2007) proposes six components of communicative competence needed to use language effectively as the effort of creating effective communication course. They are sociocultural competence (how to use language appropriately in different social context), formulaic competence (how to use fixed and prefabricated chunks of language in daily interaction), linguistic competence (related to the forms of the language), interactional competence (how to perform speech acts and speech sets appropriately in conversation), discourse competence (coherence and cohesive of language use beyond the level of sentence) and strategic competence (how to use communication strategies to deal with communication problems) (Celce-Murcia, 2007, p.45).

Typically, many EFL teachers are themselves EFL speakers (AnaniSarab, 2004) and learners of language that they are teaching (Doqaruni&Yaqubi, 2011). Accordingly, it is not only language learners who felt having “inadequate linguistic knowledge” in classroom interaction but also it might be the teachers (Rampton as cited in Doqaruni, 2015). In other words, even though EFL teachers are supposed to have qualified communicative competence, they have great possibilities to encounter problems or difficulties during classroom communication course. Then, to deal with those communication problems, teachers will try to find alternative ways known as communication strategies. AnaniSarab (2004) points

out that like any speakers, in handling communication problems, teachers probably make an on-line adjustment, plan ahead, monitor the problems –as they become manifest”.

Communication strategies are every potentially intentional effort made by the speaker to deal with any language-related problem in which he or she is aware during the communication course (Dornyei& Scott, 1997). Maleki (2007) concurs with this view, he also points out communication strategies as the speaker’s effort to find a way to fill the gap between communicative goal and immediate available linguistic resources. Due to the setting of this study is in the EFL classroom context, the focus of this study is the communication strategies used in the EFL classroom. AnaniSarab (2004) states that the use of communication strategies, especially Cs used by teachers, in pedagogical context has two main reasons, as an assistance to facilitate the students’ understanding, since teachers tend to help their students in classroom communication, and as a resource to help the teachers dealing with communication problems. In other words, teachers' communication strategies may be useful for teachers themselves and their students.

Since the actual goal of language teaching and learning process is to promote learners to be able to communicate using the target language in a real communication setting (Oxford et al., 1989), EFL teachers are necessary to use specific types of communication strategies that can help them deal with communication problems and promote their students’ communicative competence by involving the students in classroom interaction. For doing so, EFL teachers make use of interactional strategies during teaching and learning processes. Interactional strategies are part of three basic categories of Cs proposed by Dornyei and Scott (1997). It allows the speakers to overcome communication problems cooperatively with the interlocutors (Dornyei& Scott, 1997). Further, the use of interactional modified input has beneficial effect on comprehension and acquisition (Maleki, 2007). It is summed up that interactional strategies used by teachers may promote the teachers’ and students’ communicative competence. However, studies focusing on interactional strategies use are still rare, most studies on communication strategies focus on all types of Cs. Therefore, the focus of this study is the interactional strategies used by in-service EFL teachers. Then, the research questions in this study are formulated as follows;

- 1.1. What are communication problems encountered by in-service EFL teachers to accomplish their communicative goal during teaching and learning processes?
- 1.2. How do in-service EFL teachers employ interactional strategies to deal with those communication problems in accomplishing their communicative goal during teaching and learning processes?

Literature Review

Overview of communication strategies

Interactional strategies belong to three basic categories of communication strategies proposed by Dornyei and Scott (1997) in their review article of communication strategies concept entitled –Communication Strategies in a Second Language: Definition and Taxonomies”. Regarding the term of communication strategy itself was firstly postulated by Selinker (1972) in his paper entitled –interlanguage”. Later, there are two influential contrastive approaches regarding the definition of communication strategies that are –interactional” (Tarone, 1980) and –psycholinguistic” (Faerch& Kasper, 1983). Interactional perspective views communication strategies as "mutual attempts between speakers and interlocutors to agree on meaning in a situation where the requisite meaning structures do not seem to be shared" (Tarone, 1980, p.220). In other words, it focuses on the interaction and negotiation meaning between speakers and interlocutors when the communication problems occurred. Whilst, psycholinguistic perspective views communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in achieving particular communicative goal" (Faerch& Kasper, 1983). Further, Dornyei& Scott, (1997) extended the notion of communication strategies. They argued that communication strategies are every potentially intentional effort made by the speaker to deal with any language-related problem in which he or she is aware during the communication course (ibid). Latter, Maleki (2007) interprets communication strategy as the speaker’s effort to –find a way to fill the gap between communication effort and immediate available linguistic resources”. In other words, communication strategies are any attempt made by the speakers, either individually or cooperatively, to cope with any arisen communication problems that they realize during communication course.

In their review paper, Dornyei and Scott (1997) also mentioned potential types of communication problems causing the breakdown of communication namely; resource deficits, own-performance-problems, other-performance problems, and processing time pressure. These types of communication

problems reflected as the one criteria of Cs that is problem-orientedness which they mentioned to define problems occurred during the communication course. Resource deficits deal with communication problem related to the speakers' insufficient knowledge of target language so that it prevents the speakers to verbalize their messages (Dornyei&Kormos, 1998; Jamshidnejad, 2011). Own-performance problems are problems related to the speaker's own language output identified by the realization of something was said is incorrect or partly correct (Dornyei& Scott, 1997). The typical of this communication problem is the use of various types of self-repair, self-rephrasing, comprehension check, own-accuracy check and so forth (Ibid). Then, regarding the other-performance problem, it covers any problems related to the perceived deficiencies in the interlocutor's language output either because it is assumed to be incorrect or lack of comprehension something fully (Dornyei&Kormos, 1998). Further, it is closely related to the various types of meaning negotiation strategies (Dornyei& Scott, 1997). Whilst, processing time process deals with requiring more time to plan and execute the messages in the target language. This problem is associated with the use of fillers, hesitation devices and self-repetitions (Dornyei& Scott, 1997, p. 183). Jamshidnejad (2011) later adds that processing time pressure occurs when the speakers are having spontaneous communication with native speakers of the target language.

Overview of interactional strategies

Since Dornyei& Scott (1997) published their review paper on communication strategies concept; definition and taxonomy of Cs, it has been known three basic categories of communication strategies namely; direct strategies, indirect strategies, and interactional strategies. Firstly, direct strategies are viewed as self-centered alternative devices in getting meaning across, directly provide such a strategy to solve the problem by compensating. Whilst, indirect strategies seem to facilitate the meaning to get across indirectly by creating such a situation to achieve mutual understanding by employing fillers, strategy marker or pretending understanding. Then, interactional strategies emphasize on the interlocutors' participation in dealing with communication problems (Dornyei& Scott, 1997). In other words, by using interactional strategies, speakers handle the communication problems cooperatively with their interlocutors by asking for confirmation, asking for clarification and repetition, etc. Due to the focus of this current study is interactional strategies use, it is necessary to mention in detail several types of communication strategies under interactional strategies category. The following table presents the detailed explanation regarding types of communication strategies under interactional strategies according to Dornyei& Scott (1997).

Table 1. Sub-types of communication strategies under interactional category

No	Sub-types of Communication strategies	Description
1.	Comprehension check	Asking questions to check whether the interlocutors comprehend the speakers' message (e.g. <i>S: have you understood? See what I mean?</i>)
2.	Own-accuracy check	Checking that what the speaker said is correct by asking a question or repeating a particular word with question intonation (e.g. <i>S: I can see a big snow...snowman?</i>)
3.	Appeal for help	Asking for any assistance from interlocutors either directly (e.g. <i>S: What we call it? What is it? What's the name of? Emm.</i>) or indirectly (e.g. <i>rising intonation, eye contact, pause</i>)
4.	Asking for repetition	Asking for repetition because of not hearing or understanding something clearly (e.g. <i>pardon? What? Could you repeat once more?</i>)
5.	Asking for confirmation	Requesting confirmation that what heard and understood is something correct (repeating the trigger in a question e.g. <i>you mean...? Do you mean...?</i>)
6.	Asking for clarification	Asking for explanation or unfamiliar meaning structure or further explanation of a meaning structure (e.g. <i>what do you mean? What do you mean by...?</i>)
7.	Expressing non-understanding	Showing such an expression either verbally (e.g. <i>S: I do not understand about it</i>) or non-verbally (e.g. <i>puzzled facial</i>)

		<i>expression, frowns, and other types of mime and gesture which show the confusion) to show that one did not understand about the delivered meaning properly. E.g. I: what is the size of the pipe? S: I do not know about that thing</i>
8.	Guessing	Guessing is like confirmation request but it involves real indecision (e.g. <i>Oh so, It is not to entertain.. is it to learn how to pronounce a word in English?</i>)
9.	Response	Providing other-initiated self-repair (response to repair), rephrasing (response to rephrase) repetition (response to repeat), extended issue into large context (response to expanding), and confirmation what the interlocutor has said (response to confirm)
10.	Interpretive summary	Providing extended paraphrase of what the interlocutors said to check that it has been understood properly (e.g. <i>so you like listening to music to improve your vocabulary mastery</i>)

Later, along with the development of studies on communication strategies, numerous scholars reveal the use of specific types of Cs under interactional strategies category. For instance, Azian et al (2013), in their study on Cs use, reveal that teachers use comprehension check is to facilitate the students' understanding. Rodriguez & Roux (2012) concur with this view, they also conclude that teachers mostly used comprehension check to verify the students' understanding of what the teachers conveyed. Further, they add that by employing certain types of communication strategies such as comprehension check, asking for clarification and asking for confirmation, teachers involve the students in oral interaction (Ibid). Chin (2006) also mentions that teachers can build up the students' existing knowledge by asking the students to provide further clarification of the preceding response. Likewise, Nassaji & Wells (2000) point out that asking for further clarification of the students' preceding response may create assistance for students' learning because it stimulates extended discussion.

Methods

Design and Participants

This study aimed to investigate communication problems encountered by in-service EFL teachers and how they employ interactional strategies to deal with those communication problems to achieve their communicative goal during teaching and learning processes. To seek a better understanding of interactional strategies use in EFL context, this present study applied qualitative case study design. It allows the researcher to investigate in-depth and detailed an event, a program, or an activity and one or more individuals (Creswell, 2009, p.13). The required data then were collected through observation and interview with two female in-service EFL teachers who have been teaching in a private senior high school, a bilingual boarding school, in Indonesia. The first female in-service EFL teacher has had five years of teaching experience while the second in-service EFL teacher has had approximately four years of teaching experience. Both participants were non-native English teachers who were purposively chosen in accordance with the characteristics of the research design applied in this study. They were around 27 to 30 years old. Considering the privacy of the participants, a pseudonym was applied in this case. Thus, we labelled T1 and T2 to refer to the name of the participants.

Data collection

The required data were gained through observation and interview. The data collection processes were started by getting permission from the participants to conduct observations and interview. It then was continued with classroom observation in which researchers acted as non-participatory observers meaning that the researchers had no interaction with the participants during conducting observation. The researchers just sat in the classroom during English teaching and learning processes and observed the phenomenon happened regarding the issue under study. The observation was done three times for each participant. It was conducted to find out how the participants employ interactional strategies to deal with communication problems encountered during teaching and learning processes. The data gained from observation then were transcribed in the form of field notes. Lastly, the interview was conducted to investigate communication problems encountered by the participants and add the detailed and rich

information of the issue under study. In this case, a semi-structured interview was conducted in which the questions were open-ended. Both participants were involved in doing face-to-face interview in which each participant was interviewed individually. The interview process took about 10 to 15 minutes. Then, the audio-recorded gained from interviews was transcribed for the sake of data analysis later.

Data credibility and analysis

Before the collected data were analyzed, the researchers ensured the credibility of the data. Thus, several strategies of data credibility were used, namely; method triangulation, member checking, and rich and thick description. Method triangulation dealt with the use of multiple methods for collecting the data. In this case, the researchers used non-participatory observation and interviews as the method triangulation. Whilst, member checking was used to avoid subjectivity of the researchers in giving the meaning of the findings by requesting the participants to read and confirm the findings and tentative interpretations so that the participants could determine whether they are accurate or not. Then, rich and thick description was used to help the readers who were unfamiliar with the issue under study could understand of the issue, see the context of the study and the data collecting process that the researchers went through. Further, regarding the data analysis process, the researchers used Miles, Huberman & Saldana's model of data analysis namely; data condensation, data display, and drawing and verifying conclusion (Miles, Huberman, & Saldana, 2014, p.33).

Findings and Discussion

Communication problems encountered by in-service EFL teachers

After the data were analyzed, the findings revealed that in-service EFL teachers encountered several communication problems that could be categorized into; resource deficits, own-performance problems, and other-performances problems.

Resource deficits

Even though in-service EFL teachers are required to have qualified communicative competence and good communication skill, it is inevitable that there are great possibilities for them to encounter communication problems related to lack of linguistic repertoire of the target language. This communication problem commonly is identified by a certain signs; the speaker wants to verbalize X but he lacks linguistic repertoire to execute X. The following talk-exchange depicts communication problems related to resource deficits encountered by in-service EFL teachers during teaching and learning processes.

LL : Kingdom division class ordo family genus species..

T2 : *Jadidiatasnyaya..diatasnnyaspecies..yaa..yaa..berartiyaa..so* I can identify from *yaa.. apasihnamanyatadi?* (what was the name?)

L6 : Scientific classification

T2 : Ya from scientific classification .. from the scientific name of orangutan. Okay now..

L2 : Miss, when we can submit the report text task miss?

In the above extract, the teacher and the students discuss report text entitled orangutan. They talk about a system for naming in science called 'nomenclature'. It seems that the teacher does not know the term 'nomenclature' and the classifications under that term. Then by using L1, she asks the students to explain that term. A student helps her by saying 'scientific classification' instead of saying 'nomenclature'. Because the teacher does not know the exact term called 'nomenclature', she accepts the student's preceding answer as the correct one. Here, it shows that the teacher encounters problem-related to resource deficits so she cannot verbalize and mention the right term for a naming system in science called 'nomenclature'. The teacher admits that sometimes she does not know or forget about a particular word in target language especially for specific terms related to a specific field such as science. It is in accordance with what she said during the interview, she said that,

It is undeniable that, sometimes, we (EFL teachers) encounter some difficulties while communicating our intended meaning in English. When I do not know the exact answer or when I do not know the meaning of a term or how to pronounce a lexical item in the target language, I prefer to be honest that I do not know about it. Being an EFL teacher does not mean that he/she knows every single vocabulary in English (T2).

Own-performance problem

This problem deals with the speaker's own language output. It can be detected during the speaker monitors his/her language output including; realization that what has said is something incorrect, realization that what has said is something partly correct, and feeling uncertain that what has conveyed can be understood by the interlocutors. The following episodes illustrate this type of communication problem encountered by in-service EFL teachers.

T1 : Okay... if you combine two sentences to be one sentence in the relative clause .. don't lose the word okay.. especially if you find is V-ingkarnaitusatukesatuanya. *jadijangandihilangkan* so don't change any one ..except you erase the one subject *jadikalausubjectnyasamajadiharus salah satusajaya.. rumusnya* noun, relative clause then the sentence the next sentence yaa..so don't lose ya.. don't lose others .. like is *jangandihilangkanya..kalauada is nyatulis is nya* listen carefully .. she is smart.. okay BilladehBilla..once more .. ***Bila watch the film, watches the film she is aa.. she is aa beautiful girl ..*** so how become one sentence combine it ..yook..samasamaada is nyadisituyook .. bila who watches the film is a beautiful girl. It's okay you use to is..ya.. don't lose it yaa..jangansampaidihilangkanituyaa.. any question others? No?

L10 : *Miss kalau use that gimana*

The above talk-exchange shows that the teacher explains the materials related to how to make relative clauses from two sentences. Here, the sentence in the bold (***Bila watch the film, watches the film she is aa.. she is aa beautiful girl ..***) shows that she encounters problem-related to the grammatical issue, subject and verb agreement. She then monitors her speech and realizes it as the incorrect form. Initiated self-correction is one sign of problem-related to the teacher's language output. It is in accordance with what she said when she was interviewed related to making any mistake regarding the grammatical issue, she said that,

I will alter the correct one immediately. We know that knowledge about grammar is so important so at least I can give the example of how to use appropriate grammar while speaking in English. I will try my best to speak in English with grammatically correct since I, as a teacher, play as a role model for my students (T2).

Another episode regarding own-performance problem is depicted below,

T2 : how do you get the knowledge without reading the books?

L11 : watching television

T2 : for example watching television,

L11 : new vocabularies, get new vocabularies

T2 : oh so you got new vocabularies from watching television.. ***what kinds of you..eee do you watch? Kinds of the program?***

L11 : News

In the above extract, the teacher and the students discuss hortatory text entitled "The importance of books". Here, the teacher asks a student how he can get knowledge without reading books. Two ways communication then occurred. Then, in the second last line in above extract (***.. what kinds of you..eee do you watch? Kinds of the program?***), the teacher seems wanted to ask about what kinds of TV program watched by the student but she encounters difficulties in executing it. The use of fillers (*..eee*) before making self-correction and self-rephrasing is sign that the teacher monitors her language output. It seems that she encounters problem-related to the arrangement of an interrogative sentence.

Other-performance problem

This type of communication problem deals with the perceived deficiency in the interlocutor's language output. It can be caused by something perceived is assumed to be incorrect and lack of comprehension something fully. The following talk-exchange clearly depicts own-performance problem encountered by in-service EFL teachers during teaching and learning processes.

T1 : Taking a picture is my hobby ..okay good..this is my example.. so, is there any one here please raise your hand give the other example.. this is my example..is there anyone here.. give the other examples about gerund .. gerund as subject..yok... tadi taking a picture is my hobby.. yok

L9 : ***Eating meatball is my favorite food***

T1 : What? eating ee.. eating apa ?

LL : Eating meatball

T1 : *Eating meatball is my favorite food.. it is correct? ..eating apatadi.. eating meatball is my favorite food..*
 L9 : Eating meatball is my favorite food..
 T1 : *Eating meatball is my favorite food? .. really? Makanbaksoadalahmakananfavoritku...*
 LL : *Nggaknyambung*
 T1 : Or eating meatball is my favorite activity.. so, every day you eat ya..

In the above talk-exchange, the teacher asks the students to mention an example related to the use of gerund as subject. There is a student who gives a response by saying *–Eating meatball is my favorite food*”. Here, the teacher perceives that the student’s preceding utterance has an ambiguous meaning. In other words, the teacher encounters communication problems related to the students’ performance. To overview all the occurrences, the following table presents the percentage of communication problems occurrences from all types.

Table 2. Communication problems occurrences

No	Types of communication problems	Number of cases		Total	Percentage
		T1	T2		
1.	Resource deficits	47	40	87	47.03 %
2.	Own-performance problems	37	12	49	26.49 %
3.	Other-performance problems	16	33	49	26.49 %
Total		100	85		
		185			

From the above table, it shows that the most communication problem occurred is resource deficits with amount 87 cases or 47.03%. The most cases occur during presenting the materials in which the teachers find terms or lexical items in the target language that they assumed as the unfamiliar ones, either related to the meaning or the pronunciation. It is in accordance with what T1 said during the interview, she said that,

Sometimes we find a new thing that is difficult for us and we cannot express it. However, we have to be able to control our class. The important point is we can manage that difficulty and we can learn more.... It is undeniable that sometimes we (EFL teachers) forget the words or phrases in English (T1)..... Then, if I feel doubtful about a particular term such as an unfamiliar term, I'll check it first in Oxford dictionary, how to pronounce it. Sometimes, there is a student who asks about the pronunciation of a particular word in English. Then, we as an EFL teacher should be able to explain it and give an example for them (T1).

Then, in the terms of occurrences, communication problems related to own performance and other performance share the same number of occurrences, 49 cases or 26, 49%. Regarding the own-performance problem, it is identified when the teachers monitor their language output especially when they execute their intention using English fully. In this case, own-performance problem is related to the sentences structure and perceivability of the teachers’ language output. The sentence structure here means the teachers sometimes make mistake related to grammatical issue (problem with subject-verb agreement, verb-form agreement, and so on). It is in line with what T1 said during the interview, she stated that,

We know that a teacher is a role model for the students so I will try to speak in English with the appropriate pronunciation and grammatically correct. However, sometimes I make any mistake during speaking in English but, at least, I've tried it.

Then, regarding the perceivability, it means that whether the students can understand and/or can give a proper response when the teachers communicate the materials or communicate with them, particularly in English. Thus, checking strategy later is employed by the teachers. Later, other-performance problems, in this case, relate to perceived deficiency in interlocutors’ language output that is what the students said is not fully heard and/or assumed as the incorrect one. That is why the negotiation meaning strategies later are employed by the teachers.

1. *Interactional strategies employed by in-service ELF teachers dealing with communication problems*

a. *Interactional strategies dealing with resource deficit*

Problem related to resource deficit deals with a gap between the speakers' immediate available linguistic repertoire and the communicative goal which will be achieved. This type of communication problem includes lexical, grammatical and articulatory problems. Then, the result of this study shows that to deal with problem-related to resource deficit, in-service EFL teachers make use appeal for help. The extract below clearly depicts how in-service EFL teachers employ appeal for help.

T2 : Iyaa .. They are from borneo and Sumatra ..*jadiborneoitadalahbahasainternasionalnya Kalimantanbegini..ya..* Now next classification in the genus of pongo.. pongo pongoininamailmiahlagiini..**sayambokdiberitahu .. genus ituapa** (please tell me what *genus* is)

LL : Genus *ituatasnya* species (Genus is before species)

In the above talk-exchange, the teacher and the students have discussion related to a report text entitled *orangutan*. Here, there is such a specific classification in science named nomenclature. The classification covers several sub-types of categories such as; *kingdom, class, genus, species*, and so on. The teacher seems that she does not know all that stuff related to the scientific term. Then, she asks the students to explain the scientific term since they are science students. By using L1 (Bahasa Indonesia) (***sayambokdiberitahu .. genus ituapa*** (please tell me what *genus* is)) the teacher employs direct appeal for help to deal with her lack of linguistic repertoire. Then as the response, the students respond it by saying (Genus *ituatasnya* species). In this case, the teacher admits that she sometimes does not know such a particular lexical item in target language. Then, to deal with her lack of linguistic repertoire, she asks the students or uses her dictionary. It is in accordance with what she uttered during the interview, she said that,

I say to my students that EFL teacher is not a dictionary so it does not mean that we (EFL teachers) know every single vocabulary. There is a possibility that they (the students) know more about the new vocabularies than the teachers do. Thus, sometimes when I do not know a particular term such as a scientific term that we discussed several days ago, I will ask the students since they are science students. They know better than me about that scientific stuff. Or I use the dictionary in my hand phone or my laptop (T2).

b. *Interactional strategies dealing with own-performance problem*

To deal with the communication problems related to the own-performance, in-service EFL teachers make use comprehension check. This sub-type of interactional strategies is used to check whether what in-service EFL teachers delivered can be understood completely by the interlocutors, the students. Then, the following episodes illustrate how in-service EFL teachers make use comprehension check to deal with own-performance problem encountered during teaching and learning processes.

T1 : *Dekvira..okay..aeemmm so defining clause and non definingclause.. Actually we'll make it simple..**more simple .. simpler than..** they are so long yaa...relative clause .. if you find two .. there are two sentences here.. and I will make it to be one sentence...to be one sentence but it's long sentence ya.. long sentence..there are two sentences and I'll change using relative clauses to be one sentence .. okay..**have you understood first?**, can u **imagine that?.. how to use relative clause.. can you imagine that? Yes?***

LL : **yesss..**

In the above dialogue, the teacher and the students discuss about the types of relative clause. It seems that the teacher monitors her speech in order to make sure that what she says is in correct form (***..more simple .. simpler than..***). Then, that monitoring process is followed by the further explanation of delivered materials. In the last explanation, the teacher employs comprehension check by saying ***have you understood first?, can u imagine that?.. how to use relative clause.. can you imagine that? Yes?***. The use of comprehension check is to ensure whether what she conveyed is completely understood by the students. Further, the use of comprehension check is not only to deal with the own-performance problem but also to facilitate the students' understanding related to the delivered materials. It is in accordance with what the teacher stated during the interview, she conveyed that,

At the end of the lesson, there is an evaluation of what we have done during the teaching and learning process. It is like repeating and giving a summary of what we have learnt. Sometimes I ask several questions related to the materials that the students have learnt before such as passive voice. I will give them a question related to passive voice to know whether they understood about it or not. If I feel that my students still do not know the delivered material, I will repeat it again till they know about it.....I always ask several questions related to the previous materials that we had learnt, such as; what is the meaning of gerund, how many types of relative clause, mention it! And so on. By asking those questions,

it will promote the students to have a better understanding of the materials. In addition, it encourages the students to speak in English so they will be more active in class (T1)

From the result of the interview above, it can be depicted that the use of comprehension check is not only by directly asking the students whether they have understood of delivered materials but also by asking them several questions related to the materials given. It also reveals that the use of this sub-type of interactional strategies has several purposes such as to deal with the own-performance problem, to promote the students to have a better understanding of the materials given and to encourage the students to communicate in English (by asking them to answer the questions related to materials given)

Another episode related to the use of comprehension check is illustrated as follows

T2 :ya next, how many orang utan.. *Adip how many species of orangutan? How many species of orangutan?* Adip..

L8 : Two

T2 : Mention them!

The above talk-exchange occurs after the teacher and the students discuss a text about orangutan. Here, the teacher employs comprehension check by asking several questions related to the materials discussed. It is in line with what the teacher stated during the interview, she said that,

I usually give several questions to my students then ask them to elaborate their answer. For example, in the previous meeting, I ask Adip about how many types of orangutan then ask him to elaborate his answer by asking him to mention the detail (T2)

c. Interactional strategies dealing with other-performance problems.

Other-performance problems deal with something perceived from interlocutors' speech is assumed to be incorrect and lack of understanding something fully. Based on the result of this current study, to deal with these types of communication problem, several sub-types of communication strategies under interactional strategies category are used by in-service EFL teachers.

Asking for repetition

Requesting repetition because of not hearing or comprehending something clearly is the mark of asking for repetition use. The following episodes clearly depict the use of asking for repetition by in-service EFL teachers during teaching and learning processes.

T2 :Adip, mention the name of two species!

L8 : Borneo orangutan and Sumatra orangutan

T2 : **Ha?** Borneo orangutan *and?* (raising intonation)

L8 ; Sumatra orangutan

T2 : Yess, Sumatra orangutan okay..

In the above talk exchange, the teacher and the students discuss a text entitled orangutan. Then, the teacher asks a student to mention the name of orangutan within the text. The student gives a response by saying "Borneo orangutan and Sumatra orangutan". It seems that the teacher does not hear clearly what the student said. It is identified by the utterance of "**Ha?** Borneo orangutan *and?*". Repeating the part of student preceding utterance with question intonation is the mark of asking for repetition. It is then followed by a response from the student. Further, in the last line of the above dialogue, other-repetition employed by the teacher to confirm that what the student's preceding response is accepted. In other words, mutual understanding between two parties has been achieved.

Asking for clarification

Asking for further explanation regarding such a lexical item or term is the signal of asking for clarification use. The following extract illustrates the use of asking for clarification dealing with the other-performance problem.

T2 : so, yes.. you can get knowledge not only from the books , so *what kinds of other references?*

L15 : we can traveling

T2 : *Traveling? How do you get.. how you get the knowledge from traveling ..*

L15 : observation

T2 : observation from the traveling? You said that from traveling, *how do you get knowledge?bagaimanakamubisamendapatkan knowledge dari traveling.*

L15 : How to survive, *kitabisamendapatkannyadaripengalamansaat traveling..*

In the above talk-exchange, the teacher asks the student who argues that he can get knowledge not only from books but also from other references. Then, the teacher asks for further explanation related to the others reference'. In other words, the teacher employs asking for clarification to clarify what exact

others reference' mentioned by the student is. The student further explains that he can get knowledge from traveling. Later, the teacher asks further explanation how he can get knowledge from traveling. The student then elaborates his answer.

The above talk-exchange shows that the use of asking for clarification is not only to deal with the other-performance problem but also to involve the students in oral interaction by providing a chance for them to elaborate their preceding message. Thus, they can practice their English and be more active. It is in accordance with what the teacher stated during the interview, she said that,

I want my students to be more active, thus by asking the students to elaborate their preceding answer, they will more talkative and comprehend the materials (T2).

Asking for confirmation

This type of interactional strategies is employed to confirm that what one heard or understood is something correct. The extract below clearly illustrates the use of asking for confirmation.

T1 : Taking a picture is my hobby ..okay good..this is my example.. so, is there any one here please raise your hand give the other example.. this is my example..is there anyone here.. give the other examples about gerund .. gerund as subject..yok... tadi taking a picture is my hobby.. yok

L9 : Eating meatball is my favorite food

T1 : What? eating ee.. eating apa ?

LL : Eating meatball

T1 : Eating meatball is my favorite food..**is it correct?** ..eating apatadi.. **eating meatball is my favorite food?**

L9 : Eating meatball is my favorite food..

T1 : **Eating meatball is my favorite food? .. really?***Makanbaksoadalahmakananfavoritku...*

LL : *Nggaknyambung*

T1 : Or eating meatball is my favorite activity.. so, everyday you eat ya..

In the above dialogue, the teacher asks a student to give an example related to gerund as the subject. Here, a student says 'Eating meatball is my favorite food'. It seems that the teacher perceives the meaning of the student preceding utterance as the ambiguous one so she tries to confirm that what she heard is something correct by saying '**Eating meatball is my favorite food? .. really?**'. In other words, the teacher employs asking for confirmation by repeating a whole preceding utterance with question intonation followed by the certainty/uncertainty expression 'really?'. Further, in the last line of the above dialogue, the teacher provides an acceptable alternative option to correct the student's preceding utterance that semantically has an ambiguous meaning.

Interpretive summary

Giving extended paraphrase as the response of interlocutor's preceding message to show that what the interlocutor said is completely understood and heard. The following extract illustrates the use of interpretive summary.

T2 : Okay thank you very much, secondly books contain so much more than just a story I will ask this group.. mas do you agree that the books contain so much more than a *story setuju tidak?* ee.. oh *nggakinimengandungbanyakmalahantidakhanya* just story..*setuju tidak* do you agree with this statement? Do you agree that books contain so much more.. more than story? Give me your reason!

L17 : Eee..because in my opinion books are thick

T2 : Yeahh..thick.. next?

L17 : How book becomes thick because it's not only the story it will be thin..

T2 : Thin ya..**because books are thick so maybe contain many more than stories, knowledge, science, knowledge science ya..**

In the above extract, the teacher and the student discuss a thesis statement of a text, 'books contain much more than stories'. The teacher asks a student to express his opinion about the statement. The student gives a response by saying 'How book becomes thick because it's not only the story ...it will be thin'. It is then followed by an extended paraphrase provided by the teacher as the sign of the student's preceding message has been accepted and understood completely. Here, the teacher employs interpretive summary is not only to deal with communication problem related to the other-performance but also to facilitate the students to get a better understanding related to the materials given.

Expressing non-understanding

Showing expressions either verbally or nonverbally to express that one did not understand something properly is the mark of expressing non-understanding use. The following talk-exchange depicts the use of this Cs type.

L8 : *pongo pigmaeus* (pronouncing it using L1 pronunciation)

T2 : Borneo's orang utan the first is Borneo's orangutan or the scientific name is pongo pygmaeus.

How pronounce this. I don't know how to pronounce the scientific name of orang utanya ..pongo /pigmes/ (saying it doubtfully) .. so from the scientific name we can identify the first name is genus and the second name is species.. the first one is genus and the second name is species *pongo pigmaeus*..yaa..

The above episode occurs when the teacher and the students discuss a report text about orangutan. There is scientific name of orangutan within the text, '*pongo pigmaeus*'. The students pronounce it with their L1 pronunciation. Then, the teacher tries to pronounce it but she seems doubtful if her pronunciation is correct or not. Thus, before she tries to pronounce the term, she verbally shows expressing-non understanding by saying '**How pronounce this. I don't know how to pronounce the scientific name of orang utanya** ..pongo /pigmes/ (saying it doubtfully)'. She employs expressing non-understanding to avoid misleading meaning. It is in line with what she pointed out during the interview, she said that,

When I do not know the exact answer or when I do not know the meaning of a term or how to pronounce a lexical item in target language, I prefer to be honest that I do not know about it rather than I convey the wrong meaning or the wrong pronunciation which will mislead my students to something wrong. Then, I will search for the correct answer or meaning for that term/lexical item and tell the students in the following meeting (T2).

Then, the general overview of communication strategies types under interactional strategies employed by in-service EFL teachers to deal with communication problems is presented in the following table.

Table 3. Types of Communication strategies under interactional strategies category employed by in-service EFL teachers

No	Cs types under interactional strategies	Communication problems
1.	Appeal for help	Resource deficit
2.	Comprehension check	Own-performance-problem
3.	Asking for repetition	Other-performance problem
4.	Asking for clarification	
5.	Asking for confirmation	
6.	Interpretive summary	
7.	Expressing non-understanding	

Discussion

The result of this study indicated that in-service EFL teachers encountered several communication problems during teaching and learning processes. Those communication problems cover resource deficits, own-performance problems, and other-performance problems. It shows that, like any speakers, teachers also face difficulties in conveying their meaning even though they are considered as speakers who have intermediate and/or high language proficiency. It is in line with Rampton, 1997 (as cited in Doqaruni, 2015) stating that like any language learners, teachers might feel having inadequate linguistic knowledge in classroom interaction.

Further, regarding the communication problems related to resource deficits and own-performance problems, the teachers said that being an EFL teacher does not mean he/she knows every vocabulary in English, sometimes they forget such a term or lexical item in the target language and make mistake related to the grammatical issue. It is in line with BaşıurtTüzel&Akcan (2009) stating that EFL teachers still encounter difficulties in word meaning & grammatical explanation and other instructional modification during managing classroom interaction. It is supported by Dornyei&Kormos (1998) who point out that it is rare for L2 speakers who have complete knowledge of the target language, –they often lack of the language competence needed to express their intended message in the form originally planned?. It may say that, for every EFL teacher, –near-native competence” seems not achievable (Alptekin, 2002). Moreover, in Indonesia TELF context, the differences of cultural backgrounds, beliefs, perceptions, expectations, teaching context and facilities may give pressure on EFL teachers as –the most reliable target language users along with their strengths and weaknesses” (Yuwono&Harbon, 2010). Then regarding the other-performance problem, in this case, it is because there is something

problematic in the interlocutors' language output either because of not being heard fully or perceived as the incorrect ones. In regard with the pedagogical context in which the teachers are seen as EFL speakers who have higher proficiency than the students, it might be said that this problem occurs because the students have failed to use simple expression in the target language so this might lead to the "problem of sending unclear message" (Dornyei & Scott, 1995).

The result of this study also revealed that to deal with those communication problems and promote their students' communicative competence simultaneously, teachers make use several types of interactional strategies namely; appeal for help, comprehension check, asking for repetition, asking for clarification, asking for confirmation, interpretive summary, and expressing non-understanding. It is in accordance with what AnaniSarab (2004) said that, like any speakers, in handling communication problems, teachers probably continuously make on-line adjustment, plan ahead and monitors the problem so that they become manifest. That view is supported by Willems (1987) who said that it is not only students but also teachers have tendency using communication strategies when communication problems occurred.

Further, it was found that the use of those interactional strategies was not only to deal with any arisen communication problems but also to support teachers in promoting their students' communicative competence. For instance, the use of any clarification, repetition, and confirmation request may encourage the students to involve in oral interaction so that they can practice their English and promote their communicative competence. It is in accordance with Likewise, Nassaji & Wells (2000) pointing out that asking for further clarification of the students' preceding response may create assistance for students' learning because it stimulates extended discussion. Then, the use of comprehension check is not only to deal with the communication problems related to own-performance problems (Dornyei & Scott, 1997) but also to make students get a better understanding related to the delivered materials. It is in accordance with Azian et al (2013) stating, in their study on Cs use, that teachers use comprehension check is to facilitate the students' understanding. It then supported by Rodriguez & Roux (2012) who found, in their study, that teachers mostly used comprehension check to verify the students' understanding of what the teachers conveyed. Later, regarding the use of interpretive summary, it is not only used to make the students get a better understanding of materials given but also strengthen the pedagogical goal. Cullen (2002) said that teachers' reformulation and echo on students' preceding response assist to reinforce pedagogical aims.

Conclusion

Communication problems are not only encountered by EFL learners but also EFL teachers. The result of this study revealed that in-service EFL teachers faced several communication problems during teaching and learning processes, namely; resource deficits, own-performance problems, and other-performance problems. Then, to cope those communication strategies, they employed several types of interactional strategies; appeal for help, comprehension check, asking for repetition, asking for clarification, asking for confirmation, interpretive summary, and expressing non-understanding. Those types of interactional strategies used had two functions; to help the teachers in dealing with communication problems and to facilitate the students' understanding and promote the students' communicative competence by involving them in oral interaction. Further, by participating actively in oral interaction, the students are expected to enhance and improve their speaking skill. Thus teachers should be more aware related to the use of interactional strategies in the classroom interaction. Then, considering the foreign language classroom discourse as rich source for investigating the nature and function of interaction, it is urgent for further studies to expose more aspects of teachers' interactional strategies and involve more variables such as power, gender, topic and cultural background. Moreover, it is necessary to conduct a study on the teachability of interactional strategies because those strategies may promote the students' communicative competence. Maleki (2007) notes that teaching specific types of interactional strategies may help students to improve their comprehension, learn new vocabularies, and get opportunity to communicate in the target language.

References

- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT journal*, 57-64.
- AnaniSarab, M. R. (2004). The study of communication strategies in teacher talk. *IJAL*, 1-43.
- Azian, A. A., Raof, A. H., Ismail, F., & Hamzah, M. (2013). *Communication Strategies of Non-Native Speaker Novice Science Teachers in Second Language Science Classroom*. Elsevier, 283-297.

- BaşyurtTüzel, A. E., & Akcan, S. (2009). Raising the language awareness of pre - service. *European Journal of Teacher Education*, 271-287.
- Celce-Murcia, M. (2007). *Rethinking the role of communicative competence in language teaching*. Springer, 41-57.
- Chin, C. (2006). Classroom interaction in science: teacher questioning and feedback to students' response. *International Journal of Science and Education*, 1315-1346.
- Creswell, J. W. (2009). *Research Design; Qualitative, Quantitative, and Mixed methods Approaches* (third edition). London: Sage.
- Cullen, R. (2002). Supportive teacher talk: the importance of the F-move. *ELT Journal*, 117-127.
- Doqaruni, V. R. (2015). Communication strategies in experienced vs. inexperienced teachers' talk: a sign of transformation. *Innovation in Language Learning and Teaching*, 1-17.
- Doqaruni, V. R., & Yaqubi, B. (2011). A new approach to communication strategies: the case of Iranian EFL teachers. *Iranian Journal of Applied Linguistics*, 135-158.
- Dornyei, Z., & Kormos, J. (1998). Problem-solving Mechanisms in L2 Communication (A Psycholinguistic Perspective). *SSLA*, 349-385.
- Dornyei, Z., & Scott, M. L. (1995). Communication strategies: an empirical analysis with retrospection. *Twenty- First Annual Symposium of the Descret Language and Linguistics Society* (pp. 155-168). Provo: Brigham Young University.
- Dornyei, Z., & Scott, M. L. (1997). *Communication Strategies in a Second Language: Definition and Taxonomies*. *Language Learning*, 173-210.
- Faerch, C., & Kasper, G. (1983). *Strategies in Interlanguage Communication*. New York: Longman.
- Jamshidnejad, A. (2011). An innovative approach to understanding oral problems in foreign language learning and communication. *Journal of Academic and Applied Studies*, 3-21.
- Maleki, A. (2007). *Teachability of Communication Strategies: An Iranian Experience*. Elsevier, 583-594.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A methods Sourcebook* (Third edition). New York: Sage.
- Nassaji, H., & Wells, G. (2000). What's the use of triadic dialogue?: an investigation of teacher-student interaction. *Applied Linguistic Journal*, 376-406.
- Oxford, R. L., Lavine, R. Z., & David, C. (1989). Language learning strategies, the communicative approach and their classroom implication. *Foreign Language Annals*, 29-39.
- Rodriguez Cervantes, C. A., & Roux Rodriguez, R. (2012). The use of communication strategies in the beginner EFL classroom. *Gist Education and Learning Research Journal*, 111-128.
- Tarone, E. (1980). Communication Strategies, Foreigner Talk, and Repair in Interlanguage. *Language Learning*, 417- 431.
- Willems, G. M. (1987). *Communication Strategies and Their Significance in Foreign Language Teaching*. Pergamon Journal, 351-364.
- Yuwono, G. I., & Harbon, L. (2010). English teacher professionalism and professional development: some common issues in Indonesia. *Asian EFL Journal*, 145-163.

The Role of a Teacher as a Facilitator Improves Students' Oral Communication Skill

Lia Agustina M.Pd

State Polytechnic of Malang
Accounting Department
Malang, Indonesia
lia_alfan2d@yahoo.com

Abstract: The innovation in the education field has made some changing in the teaching and learning process. The teacher role moves into a facilitator to make the learning active by engaging the students to be active, interactive, and communicative and involve in the learning process. Bonwell (1991) stated that active learning is a method of learning in which students are actively or experientially involved in the learning process. A facilitator helps each student build on their skills and learn new knowledge. Students work in an atmosphere similar to the real world. Communication is used as a tool to think and to learn: to express information, opinions, to understand concepts, to discuss experience and knowledge. The researcher used the Action Research Method. The purpose was used to see the improvement of the students' ability to speak up with 32 students as the subject. The study resulted that most students showed an improvement in all four language skills but speaking skill had the greatest improvement.

Keywords: role of a teacher, facilitator, oral communication

Introduction

Various changing and trends are coming in the education field. The role of a teacher is also changing smartly including the methodologies. It has been changing from active teaching in front of the class becoming a facilitator during the process of learning due to the innovation. It means assists and guides students in learning for them, forming their own thoughts and owning material through self-exploration, consultations and discussions.

A facilitator's role is bringing subjects into discussions, encouraging sharing of thoughts, and motivating students to take responsibility for learning. Assigning projects containing problems-solving topics and performing the projects in the form of role playing is a method for encouraging learning. So it is a kind of introducing concepts and sharing with students, as well as assessing students by giving feedback on the ideas, language, performance relates to the projects given. The teacher already introducing guidelines while the student picks out the rest of the details. The results of the project would be more personal to the student-groups and have a more lasting impact. Students learn to think critically, absorb of what they are learning, apply the topics naturally as their daily lives.

Literature Review

Since the Internet opened access to unlimited resources on any possible topic, teachers have lost their value as the major source of knowledge and students' expectations from educators in a classroom have changed dramatically (Hargreaves 2003).

J Patrick Mc.Carthy and Liam Anderson describe traditional teaching as lecturing being "the centerpiece of instruction, where students passively absorb pre-processed information and then regurgitate it in response to periodic multiple-choice exams" (Mc.Carthy and Anderson 2000, p. 279). This teaching strategy provides incentives to learn only at the surface (passive) level rather than at the deep (active) level (Marton and Saljo 1976; Jaques 1992).

By having innovation in the modern era, education is now referred to as "experiences in which students are thinking about the subject matter" as they interact with the instructor and each other (Mc.Keachie 1999; Chickering and Gamson 1987) and it is called active learning. Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement.

(Bonwell&Eison 1991). Teachers and students play an equally active role in the learning process (Gelisli 2009; Ercan 2004) which is called active learning strategies, it refers to a variety of collaborative classroom activities ranging from long-term simulations to five minute cooperative problem solving exercises (Bonwell and Eison 1991; Sutherland and Bonwell 1996).

Teaching and assessment become connected and students' level of gained knowledge is measured through both formal and informal assessments including written and oral questions, performance ratings, project reviews, portfolios and self-reporting (Stiggins and Chappuis 2011).

Deborah Nolan (2010) stated that the main aim in learning in contrast to teaching is to shift the focus from the teacher and the delivery of course content to the students and their active engagement with the course material.

Active learning methods are already widely-spread and it is often associate with constructivism. The constructivist theory says that the concepts follow the action rather than precede it and that new experience builds on an already existing knowledge (Brainerd and Piaget 2003).

There are several aspects of learning and some of them are ([wikipedia.org/wiki/active learning](http://wikipedia.org/wiki/active_learning), 02.08.2019):

Learning through meaningful reception by David Ausubel, he emphasizes the previous knowledge the learner possesses and considers it a key factor in learning.

Learning through discovery by Jerome Bruner, where students learn through discovery of ideas with the help of situations provided by the teacher.

Conceptual change: misconceptions takes place as students discover knowledge without any guidance; teachers provide knowledge keeping in mind the common misconceptions about the content and keep an evaluatory check on the knowledge constructed by the students.

Social Constructivism by Bandura and Vygotsky, collaborative group work within the framework of cognitive strategies like questioning, clarifying, predicting and summarizing.

Eventhough, the role of teachers unchanged, it still kept at the center of student learning but they should no longer roled as a source of knowledge. The teacher function is to create an atmosphere where students will be engaged in learning to develop the topics assigned. Therefore, the interpretation of the teacher's role at each instructional phase is crucial for successful learning. Students not only just listen but they must read, write, discuss, or engage in the projects assigned. It relates to knowledge, skills and attitudes, as "the goals of the learning process". Students engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engages in doing things and thinking about the things they are doing.

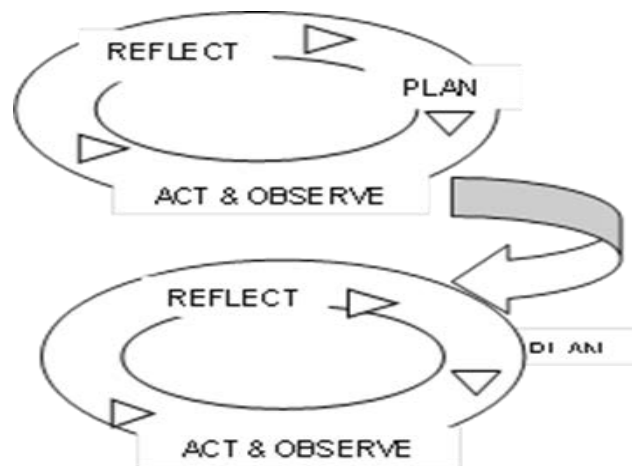
Below are Characteristics of the Facilitator adapted from One who is willing to commit to a style of:

- 1)"asking" rather than "telling."
- 2)paying personal compliments
- 3)willing to spend time in building relationships rather than being always task-oriented
- 4)initiating conversation rather than waiting for someone else to
- 5)asking for other's opinions rather than always having to offer their own
- 6)negotiating rather than dictating decision-making
- 7)listening without interrupting
- 8)emoting but able to be restrained when the situation requires it
- 9)drawing energy from outside themselves rather than from within
- 10)basing decisions upon intuitions rather than having to have facts
- 11) has sufficient self-confidence that they can look someone in the eye when talking to them
- 12) more persuasive than sequential
- 13)more enthusiastic than systematic
- 14) more outgoing than serious
- 15) more like a coach than a scientist
- 16)more like a counselor than a sergeant
- 17) is naturally curious about people, things and life in general
- 18) can keep the big picture in mind while working on the nitty-gritty

Methods

Lewin (in Kemmis and Taggart 1992:8) described action research as proceeding in a spiral of steps, each of which was composed of planning, action and the evaluation of the result of the action. Kemmis and Taggart (1992:11) defined planning as constructed action and by definition must be prospective to

action-it must be forward looking. It must be recognized that all social action was to some degree unpredictable and therefore somewhat risky. The general plan must be flexible enough to adapt to unforeseen effects and previously unrecognized constraints. While action was deliberate and controlled-it was a careful and thoughtful variation of practice, and was critically informed. Furthermore, they mentioned that observation had the function of documenting the effects of critically informed action and reflection recalls action as it had been recorded in observation, but it was also active. The last step in a circle was reflection. Reflection sought to make sense of processes, problems, issues and constraints made manifest in strategic action. Action research is a dynamic process in which these four moments are to be understood as moments in the action research spiral of planning, action, observing and reflecting.



Finding and Discussion

The purpose of doing the research was aimed to implement a teacher to be a facilitator in EFL Classroom in the Business Project in ESP Course. It was used to improve students' communicative competence. The obtained results from students' questionnaire and research observation revealed that the implementation of the role of a teacher to be a facilitator was ideal since it could improve students' communicative competence.

In the process of implementing the role of a teacher to be a facilitator at the first time was students got confused and frustrated. The researcher helped students to manage their own learning step by step by;

- a. Introducing the project assigned;
 - Assigning the project related to the students' major subject that helped students to get background knowledge of the theme easier
 - Dividing the class into groups to ease the control and to make students to work efficient and effective.
- b. Guiding students to break the theme into a topic and sub topics
- c. Assigning students to work the content by enlarging the knowledge searching from the internet source and students' major books to get deeper comprehending of the knowledge and to inspire the creativity
- d. Creating the content of the project in the form of power point that should be presented in the students' performance as an effort to improve students' communicative skills and confidence
- e. Guiding students to present the project in the natural atmosphere similar to the real world that made the learning enjoyable.
- f. During the process of doing the project, students did consultation and the researcher place the role as a facilitator and gave feed back of their project not only on the performance but for every consultation done. The implementation to be a facilitator made the students;
 1. To be creative and to learn the students to face the life's challenges
 2. To motivate the students to have responsible on their learning. Gibbs and Habeshaw (1989: 37) stated that students learnt well when they took responsibility for their learning and resulting in fewer discipline problems
 3. To motivate the students to get deeper learning, to get more skills and to improve communicative competence

4. To help the students to build the students' self-confidence. Having self-confidence is important factor to improve the students' motivation to participate in oral activities in the classroom. Therefore, teachers needed to develop students' confidence during the process of learn. Speaking is a vital skill, it helps people to express experience, feeling, ideas and thought. Thus, providing students with good atmosphere would influence students to learn language better.

Conclusion

In summary it could be concluded that implementing teachers which was placed as a facilitator was an effective learning strategy, particularly because it promoted students' active learning. Obviously, active learning cultivated students skills and motivated to learn new knowledge.

References

- Bonwell, C. C., &Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE-Eric Higher Education Report No. 1. Washington, DC: George Washington University.
- Brainerd, C. J., & Piaget, J. (2003). Learning, research, and American education. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 251-287). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Chickering, A. W., &Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.
- Cooperstein, S.E., &Kocevar-Weidinger, E. (2004). Beyond active learning: a constructivist approach. *Reference Services Review*, 32, 141-148
- Gelisli, Y. (2009). The effect of student centered instructional approaches on student success. *Procedia - Social and Behavioral Sciences*, 1, 469-473.
- Hargreaves, A. (2003) *Teaching in the knowledge society: Education in the age of insecurity*. NY: Teachers College Press.
- Marton, F., &Saljo, R. (1976). On qualitative differences in learning: I-outcomes and process. *British Journal of Educational Psychology*, 46 (1), 4-11.
- McCarthy, J.P., & Anderson, L. (2000). Active learning techniques versus traditional teaching s , 144 two experiments from history and political science. *Innovative Higher Education*, 24(4), 279-294.
- Stiggins, R. J., &Chappuis, J. (2011). *An introduction to student-involved assessment for learning* (6th ed.). Boston, MA: AddisonWesley.

file:///E:/article/teacher%20as%20a%20fasilitator/Facilitator.pdf

Contrastive Investigation of Indonesian and English Phonemes for Designing Materials of Pronunciation Practice

Ahmad Idris Asmaradhani

English Graduate Program,
Faculty of Language Education and Letters,
Institute of Teacher Training and Education (IKIP) Mataram, NTB.
WA & Mobile: 0818332166 Email: denver.idris@gmail.com

Abstract: The usefulness of teaching pronunciation is a widely debated subject in the language teaching world. While some researchers suggest that teachers make little or no difference in improving their students' pronunciation, some others indicate that teachers make a noticeable difference under some criteria. This study is intended to analyze descriptively the advantages of contrasting the phonemes of Indonesian as the source language and the phonemes of English as the target language. To get a phonological description of how the contrasts between the two groups of phonemes play its role, 25 students studying at English Department of Institute of Teacher Training and College (IKIP) Mataram, NTB participated in the study. In the test, they are required to pronounce English words containing each of the English phonemes: consonants, vowels, and diphthongs. The data were collected by transcribing the pronunciation of each of the words provided into IPA broad transcription. Frequencies of received- pronunciation and mispronunciation were put into tables for analysis. The results revealed that students found problems in pronouncing English words containing English phonemes that are different from or absent in Indonesian phonemes. The results also support the pedagogical implication that making contrasts between the two groups of phonemes are necessary.

Keywords: contrastive, diphthongize, mispronounce, phoneme.

Introduction

In Indonesia, being able to pronounce the English words correctly is the dream of all of English learners in Indonesia where English is a foreign language (EFL). That is because among other difficulties, pronouncing English words is proven to be the most problematic. The major causes of such difficulties are the contrasts between Indonesian as the native language (hereinafter L1) and the English as the target language (hereinafter TL) in terms of segmental as well as supra-segmental phonemes.

Learning the segmental phonemes of Indonesian as the L1 takes place by listening to others, mostly elder speakers, through direct interaction in the first language. In Indonesia where English is a foreign language, learning segmental phonemes of the TL is mostly accomplished through the interaction of Universal Grammar and the learner's detection of phonemic contrasts in the input (Brown & Matthews, 1993, p. 46-76). For most of the learners, however, this process has never been simple. The truth is that one of the biggest problem for Indonesian in learning English is learning to pronounce the English words correctly.

In Pesce's view (2018, pp. 1-3), pronunciation is a big hurdle to overcome for ESL/EFL students. It is often discouraging when the learners discover that though can be improved greatly, they will never lose their native accent completely. English phonemes also prove to be particularly tricky as there is often no connection between the sound and the way it is spelled; unlike Indonesian where the phonemes and their spelling are a closer match.

In this study, it is argued that most (if not all) of the pronunciation problems encountered by Indonesian learners of English may be adequately accounted for by the contrastive differences. The phonological differences between the two languages are examined, ranging from their segmental phoneme inventories, the characteristics of the phonemes, the distributions of the phonemes, and syllable structure. At the segmental level, substitution by a related sound in the native language, deletion and interferences are by far the most common strategies the students employ when reading or pronouncing English words under investigation. The transfer of L1 phonological features in L2 pronunciation by

Indonesian as the L1 in the process of learning English as the TL has long been attested (see for examples: Angel, 2018; Soderberg & Olson, 2008; Vity, 2018).

English and Indonesian are two typologically distinctive languages. Whereas English is a Germanic language within the Indo-European language family which includes German, Danish, Swedish, etc. (Yule, 1985, p. 168), Indonesian is within the Austronesian (see: Sneddon, 2004, p. 14). Furthermore, in English there are twenty-four consonants, twelve or fourteen vowels, and eight diphthongs, while in Indonesian there only said to be up to twenty consonants, eight vowels, and four diphthongs. In parts, this is due to the considerable typological distance between English and Indonesian. Indonesian speakers tend to find it difficult to master standard English pronunciation (called Received Pronunciation, then RP). In this investigative study, the differences between the two phonological systems of the two languages—as the problems and difficulties—encountered by Indonesian speakers in learning English pronunciation are analyzed and discussed based on some proposed theories.

The contrasts between English and Indonesian phonemes

For easy theoretical review, first the contrasts between the English and Indonesian phonological sound systems are reviewed. After the differences are detailed, the theories of interference and the factors of such interference are discussed.

The Differences between English and Indonesian Consonants

The common an easy way to make phonological comparison and contrast between two languages is by showing the table or figures of the phonemes of the two languages. Below is the chart of English consonant sounds which based on the chart, any language learners or teachers discussing English as the TL can refer in order to make comparison and contrast between their L1 and the English consonant sounds. The two charts representing the two consonant sound systems of the two languages will make it easier to discuss the differences.

Chart 1: The IPA Chart of English Consonants
 (adapted from: Roach, 1991, pp. 36-41)

p	t	tʃ	k	f	θ	s	ʃ
b	d	dʒ	g	v	ð	z	ʒ
m	n	ŋ	h	l	r	w	j

In the above chart, anyone will recognize that there are 24 consonants in English. The contrast between the two languages under investigation is not simply the difference between number of the consonants the learners have in their L1 and the TL (see: Vity, 2018, pp. 1-5), but there are two more important points. They are (1) whether the consonants in the TL are present or absent in the learners' L1 and (2) whether such consonants position all the three posts in words (see also: Angel, 2018, pp. 1-4). These are the difficulties the learners encounter in learning to pronounce the English words (close to being) correctly.

Chart 2: The Chart of Indonesian Consonants
 (adapted from various sources)

p	t	ć	K	-	-	s	-
b	d	đ	G	-	-	-	-
m	n	ŋ	H	l	r	w	-

Some of those English consonants (in Chart 1 above) are absent in Indonesian language. They are, as seen in the first line: /tʃ/; /f/; /θ/; /ʃ/; in the second line: /dʒ/; /v/; /ð/; /z/; /ʒ/; and in the third line: /j/. Some may consider that, as found in the first line, consonant sound /ć/ in Indonesian (as in /ćvntɪk/) is similar to that of post-alveolar voiceless /tʃ/ in English. This is not so, because consonant /ć/ in Indonesian is post-alveolar affricate voiceless and much less aspirated compared to that of /tʃ/ in English (see: Ogden, 2009, p. 13). It should be noted that /ć/ is only an arbitrary symbol of Indonesian consonant sound that is considered as similar to the English consonant sound of /tʃ/. This is the same case for English consonant sound /j/. Many language learners also consider that this consonant sound is similar to /y/ as in /sɔyvɔ/,

/kʊɹʊ/, or /sʊɹʊbɹʊɹʊ/. While to produce consonant sound /j/ in English should include some degree of aspiration as in /jʊ:/ or /jʊərəp/, in producing /y/ in Indonesian does not require any aspiration at all. Thus, one may arbitrarily have different symbols to represent these two consonant sounds (like /č/ and /y/).

Similarly, consonant sounds /f/ and /ʃ/ (as found in the first line) are also absent in Indonesian. Some language learners may mistakenly consider that these are Indonesian consonant sounds. But, these are actually due to the fact that there are so many Indonesian words that are adopted from Arabic such as /fʊhʊm/, /fɪkɪr/, /ʃʊrʊt/, /mʊʃʊrʊkʊt/. There are so many words that—along with the development of Indonesian language—have been adopted from Arabic. This might be the reason why many Indonesian consider that they are Indonesian words so that consonant sounds in such words are mistakenly thought to be Indonesian phonemes or consonant sounds.

All of those consonants sounds, either they are absent or different in terms of the articulation, they are the factors that potentially cause difficulties in pronouncing the words containing those consonant sounds. Besides, the absence of these consonants is not the only factor that causes difficulties in pronouncing the words containing those consonant sounds. Another factor is the positions of some English consonant sounds. That is, while producing these consonant sounds separately in initial and medial positions are possible with some levels of difficulties, producing the same consonant sounds in words in any position is often even more difficult.

The Differences between English and Indonesian Vowels

While producing some English consonant sounds are difficult, producing the English vowel sounds are not even less difficult. This is also because the vowels in the two languages are different in various degrees. Chart 2 below will help it easier to discuss the details of such difficulties.

Chart 3: The IPA Chart of English Vowels
 (adapted from: Roach, 1991, pp. 10-18).

ɪ	ʊ	ʌ	ɒ	ə	e	æ	short
i:	u:	ɑ:	ɔ:	ɜ:	long	Close Chart	

In the above figure (the IPA Chart of English Vowels), it can be seen that there are twelve (7 short and 5 long) vowels in English. Differently, there are (generally said to be only) six vowels (see: Soderberg & Olson, 2008, pp. 209-213). There is also a view that there are eight vowels in Indonesian (see: Yunus, 1980, p.2). When the two views are combined Indonesian vowels will look as more or less as the figure below.

Chart 4: The Chart of Indonesian Vowels
 (adapted from: Wikipedia, 2019, pp. 1-15)

ɒ	ɪ	ʊ	o
E	É	ə	ɔ

When compared to the English vowel sounds as in Chart 3, there is a big difference between the English vowel sounds and Indonesian vowel sounds. That is, while there are said to be eight vowel sounds in Indonesian, seven English vowel sounds are absent in Indonesian. They are /ʌ/ and /æ/ plus all other five English long vowel sounds. Since there is no difference between short /ə/ and long /ɜ:/, it will be difficult for Indonesian to pronounce the word 'girl' (close to being) correctly. This what might also happen to words containing other long vowel sounds as in 'seat', 'fool', 'heart', 'fall'. Furthermore, it is important to note that all Indonesian vowel sounds can always be lengthened.

The Differences between English and Indonesian Diphthongs

For Indonesian native speakers, pronouncing English words containing diphthong sounds are even more problematic. First, while in English there are eight diphthong sounds (as in Chart 5 below), in Indonesian there are (generally said to be) only four diphthong sounds. Secondly, in Indonesian diphthong sounds—when they are in words—are almost always monophthongized except /ɔɪ/ which is always pronounced perfectly (see also: Wikipedia, 2019, pp. 1-15). The above conditions will certainly

cause some levels of difficulties for Indonesian to pronounce English words containing diphthong sounds.

*Chart 5: The IPA Chart of English Diphthongs
 (adapted from: Roach, 1991, pp. 20-25)*

ɪə	ʊə	aɪ	ɔɪ	əʊ	eə	aʊ	eɪ
----	----	----	----	----	----	----	----

The four Indonesian diphthongs are /aɪ/, /aʊ/, /ɪa/, and /ɔɪ/ as Chart 6 below (see also: Clynes, 1997, pp. 347-362).

*Chart 6: The Chart of Indonesian Diphthongs
 (adapted from various sources)*

aɪ	aʊ	ɪa	ɔɪ
----	----	----	----

Based on the above theoretical views, one can see that there are so many differences between the English phonemes and the Indonesian phonemes. That is, while in English there are twenty-four consonants, in Indonesian there are only up to twenty consonants. Some linguists may claim that there are eighteen, twenty, or even twenty-two consonants. Some consonants they mention, however, are not really Indonesian consonants. Instead, they are borrowed or adapted from either Arabic or other languages such as /f/, /v/, /ʃ/, /z/, /ʒ/, /θ/ and /ð/. Besides, the English consonant /tʃ/ is mistakenly considered as similar to that of Indonesian consonant (commonly represented as /č/. These two consonants, however, are different in terms of their articulation. That is, while the English /tʃ/ is palato-post alveolar affricate (see: Roach, 2009, p. 2), in Indonesian /č/ is palato-alveolar fricative with much less air buzz.

Methods

This study hypothesized the contrasts between the English segmental phonemes and the Indonesian segmental phonemes are the factor of the students' difficulties in pronouncing the English words bearing those differences. More specifically, it is estimated that if a learner's L1 phonological features are different, wholly or partly, from that of the English as the TL, he or she will find it difficult in perceiving and producing the (close to being) correct pronunciations of the words in the TL under investigation. As a result, some of such segmental phonemes are either substituted, interfered, lapsed or left-out and ultimately the target words are mispronounced. Based on the assumption there should be teaching materials designed based on the phonemic contrasts between L1 phonemes and the TL phonemes.

In order to prove such presumption, 25 students of English Education Department of IKIP Mataram NTB are assigned to pronounce selected 28 potential words. The selected words for the test are the ones containing the differences as discussed above. Students have been 'familiar' with these words since the first year of junior high schools. However, the introduction of these words are—as usual—without special attention to the so-called Received Pronunciation (for the use of the term, see: Nordquist, 2019, pp. 1-3). During the first up to the fourth semester, most of the words under investigation have also been introduced through the subjects of Reading Comprehension, English Structure, or Vocabulary. It is believed, therefore, that they should not have any difficulties in pronouncing them. The students' pronunciations are transcribed in IPA and listed in a table next to the correct pronunciations based on Hornby's Oxford Advanced Learner's Dictionary (see Table 1: Table of the Result of the Test). The data under investigation are the students' pronunciation as listed in the column 'Students' Mispronunciation'. The analysis is focused to explain and describe qualitatively how the phonological contrasts manifest in the students' pronunciation. Additionally, the students' answers to the questions in the questionnaire are analyzed to further explain and describe the factors causing such difficulties.

Data analysis and Discussion

During the test, students were left in a relax and free atmosphere. They were told that the test was not intended to score their pronunciation. The results show that some students pronounced some words (close to being) correctly, and many students mispronounced most of the words. Table 1 below is the result of the test related to the words containing consonants potential for mispronunciation.

*Table 1: Table of the Result of the Test
 (of words bearing consonants potential for mispronunciation)*

No.	Target Words	Hornby's OALD	Students' Mispron.	Freq. Counts
1	Change	/tʃeɪnʤ/	/tʃeɪŋ/	13 (c=12)
2	Peach	/pi:tʃ/	/pi:f/	18 (c = 7)
3	Half	/hɑ:f/	/hɑ:lf/	7 (c=18)
4	Smooth	/smu:θ/	/smu:t/	19 (c = 6)
5	Shape	/ʃeɪp/	/seɪp/ /sɪp/	15 4 (c = 6)
6	Fish	/fɪʃ/	/fɪs/	16 (c = 9)

It is phonologically interesting to notice that the word *change* was pronounced as /tʃeɪŋ/ by 13 students and 12 students pronounced the word (very close to being) correctly as /tʃeɪnʤ/. This is because the alphabet combination *ng* in Indonesian is always pronounced as consonant sound /ŋ/. Besides, consonant sound /tʃ/ is absent in Indonesian phonemes. Seemingly, students (negatively) transfer their Indonesian (as L1) phonological system into English (as TL) system (for the use of negative transfer, see: Odlin, 1989, p. 37).

The case is a bit different for the word *peach* where 18 students pronounced it as /pi:f/ and 7 students pronounced it correctly as /pi:tʃ/. While the difficulty to pronounce this word is due to the absence of consonant sound /tʃ/ in final position, the 18 students tried to pronounce it as /pi:f/ in the hope that it would be considered as the acceptable pronunciation. What they did, however, is interfering the L1 system into the TL system that—in Krashen, Dulay, and Burt's view—is called an “undesirable phenomenon” (1982, p. 73).

The word *half* is a simple case. Students seemed to be accustomed to pronounce consonant sound /f/ in final position. However, since the sound is initiated by the letter *h*, 7 students mistakenly pronounced this *h* clearly and made the pronunciation of this word very Indonesian. As a result, 18 students pronounced this word correctly as /hɑ:f/.

The next word under investigation is *smooth*. In this word, not only that the consonant sound /θ/ is absent in Indonesian, but also the sound is in final position. Noted that 19 students mispronounced it as /smu:t/. Seemingly, the mispronunciation is due to the two difficulties that made the students substitute the sound with a much easier consonant sound of /t/. As a result, only 6 students pronounced the word correctly as /smu:θ/.

The word *shape* was found as a more difficult word to pronounce. Not only that this word initiated with the consonant sound /ʃ/ which is absent in the students' L1, but this word also contains diphthong sound /eɪ/. Consequently, 12 students pronounced it as /seɪp/ and 4 students pronounced it as /sɪp/. Hence, only 9 from total 25 participants pronounced this word correctly as /ʃeɪp/.

Although the word *fish* looked a simple word to pronounce, only 9 students pronounced this word (close to being) correctly as /fɪʃ/. 16 other students participating in the study mispronounced this word as /fɪ:s/. At a glance, it can be predicted that the difficulty is due to the fact that in Indonesian there is no difference between short vowel sound /ɪ/ and long vowel sound /i:/. The error, however, though can be seen as a minute one, is potential to cause difficulties to the listener.

There are six other words containing consonants potential to cause the students mispronounce them. Three of them were found difficult and mispronounced because they contain consonant sounds that are absent in the students' L1. They are *depth*, *vision*, and *with*. In these words, consonant sounds /θ/, /ʒ/, and /ð/ are absent in the students' L1. In solving their difficulties to pronounce words containing such consonant sounds, they either substituted or interfered the targeted sounds with /t/, /s/, and /d/. Furthermore, some TL consonant sounds /b/, /d/, and /g/ (in words *tribe*, *bid*, and *dog*) are absent in L1 final position. Hence, they substituted the final consonant sounds with /p/, /t/, and /k/.

Based on the analysis of the mispronunciations of the English consonant sounds, it can be concluded that English consonant sounds that are potential to cause mispronunciations are: /f/, /θ/, /ʃ/, /v/, /ð/, /z/,

and /ʒ/. They are potential to cause mispronunciation as they are absent in Indonesian. Further than that, English consonant sounds /b/, /d/, /tʃ/, and /g/ are difficult to pronounce and therefore also potential to cause mispronunciation when they are in final position.

*Table 2: Table of the Result of the Test
 (of words bearing vowels potential for mispronunciation)*

No.	Target Words	Hornby's OALD	Students' Mispron.	Freq. Counts
1	Map	/mæp/	/mep/	9 (c = 16)
2	Sheep	/ʃi:p/	/ʃɪp/	7 (c = 18)
3	Girl	/gɜ:l/	/gəl/	18 (c = 7)
4	Cup	/kʌp/	/kɑ:p/	4 (c = 21)
5	Hall	/hɔ:l/	/hɒl/	5 (c = 19)
6	Smart	/smɑ:(r)t/	/smʌt/	6 (c = 19)
7	God	/gɒd/	/gɔ:d/	7 (c = 18)
8	Fool	/fʊ:l/	/fʊl/	8 (c = 17)

The result of the test of the targeted English words containing vowels potential for mispronunciation can be seen in Table 2 above. As it can be seen, 9 students mispronounced the word map as /mep/ and 16 students pronounced it correctly as /mæp/. This is because the English vowel sound /æ/ is absent in Indonesian and most of Indonesian learners consider the two vowel sounds as similar phonemes. This is also what happened to the vowel sounds /i:/ and /ɪ/ (as in sheep and ship); /ɜ:/ and /ə/ (as in girl and tackle); /ʌ/ and /ɑ:/ (as in cup and carp); /ɔ:/ and /ɒ/ (as in hall and god; /ɑ:/ and /ʌ/ (as in smart and mutt); /ɒ/ and /ɔ:/ (as in god and board); /ʊ/ and /u/ (as in fool and full). Such phonemic differences cause some kinds of mispronunciations. Besides, many (if not most) of Indonesian students who learn English consider that the pairs listed above are interchangeable.

In English, vowel sounds typically place the center of a syllable (see: Roach, 2009, p. 98). In Indonesian, however, vowel sounds may equally place any position (initial, medial, or final). While English vowel sounds may place very far in the upper back (as in fool and mood), very far in the lower back (as in hall and fall), or very far in the upper front (as in feel and seat), in Indonesian such places are commonly due to the lengthening of the short vowels (for details of the English vowels positions, see: Bickford and Floyd, 2006, pp. 49-50). In essence, all vowel sounds in Indonesian are basically short, and the long vowels are the result of lengthening in effort of stressing the syllable.

Based on the analysis of the mispronunciations of the English vowel sounds above, it can be concluded that the vowel sounds that are potential factors to cause mispronunciations are vowels: /ʌ/, /ɒ/, and /æ/. This is because they are not present in Indonesian vowel sound systems. For Indonesian speakers, English long vowel sounds /i:/, /ɔ:/, /ɑ:/, /ɔ:/, and /ɜ:/ are difficult to pronounce because in Indonesian vowel sound system they are only a form of lengthening of the short vowels with the same points of articulation.

*Table 3: Table of the Result of the Test
 (of words bearing diphthongs potential for mispronunciation)*

No.	Target Words	Hornby's OALD	Students' Mispron.	Freq. Counts
1	About	/əbaʊt/	/əbɔ:t/	7 (c= 18)
2	Fine	/faɪn/	/fæn/	6 (c= 19)
3	Pure	/pjʊə(r)/	/pjʊə(r)/	-

				(c= 25)
4	Clear	/klɪə(r)/	/klɪə(r)/	-
				(c= 25)
5	Glow	/gləʊ/	/glɔː/	5
				(c= 20)
6	Toy	/tɔɪ/	/tɔɪ/	-
				(c= 25)
7	Bear	/beə(r)/	/be(r)/	16
				(c = 9)
8	Lake	/leɪk/	/lɪk/	16
				(c= 9)

While consonantal and vowel differences are the potential factors that cause mispronunciations, diphthongal sound differences between English and Indonesian vowel sounds are more potential factors that cause more frequent mispronunciations to Indonesian speakers. One of the major causes is that there is custom that in pronouncing Indonesian diphthongs, speakers usually monophthongize the diphthongal sounds so that they sound like monophthongs (for the use of these terms, see: Trask, 1996, p. 226). As previously stated, there are basically only four diphthongs in Indonesian. They are /aɪ/, /aʊ/, /ɪa/, which are almost always monophthongized, and /ɔɪ/, which is always pronounced perfectly as a diphthong sound (see: Clynes, 1997, pp. 347-362).

A deep look into comparison between the targeted words and the students' mispronunciation in Table 3 above one will conclude that students participating in the investigation naturally transfer such convention. That is, L1 diphthongal systems are negatively transferred into the TL. As a result, 7 students mispronounced the word about, 6 students mispronounced the word fine, 5 students mispronounced the word glow, 16 students mispronounced the word bear, and 16 students mispronounced the word lake. It is not surprising to find all of students pronounced the words pure and clear (close to being) correctly as these words are either visible or used in almost every-day life. As a popular product trade mark of water purifier, the word pure is often visible in many places (otherwise all of the same products are also mistakenly named pure). This is the same thing happens to the word clear as the most popular product trademark of shampoo. As for the word toy, no students mispronounced this particular word because the diphthongal sound /ɔɪ/ in Indonesian daily use is almost always pronounced perfectly.

The Implication in Teaching Pronunciation

On the basis of the contrasts of between Indonesian as the L1 and English as the TL, it can be seen that the factors of the negative transfer or interference are the various contrasts related to consonant sounds, vowel sounds, and diphthongal sounds. In Yule's view (2006, p. 167), transfer means using sounds, expressions or structures from the L1 when performing in the target language (TL). Almost similarly, Odlin (1989, p. 27) defines transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired. Yule further explains that there two kinds of transfers include positive transfer and negative transfer. Based on the above analysis discussion, it is found that the 25 students as the participants of this particular study negatively transfer or interfere their L1 phonological systems into English systems as the TL (see also: Weinreich, 1968, p. 1). While some mispronunciations are phonetic, which means they do not affect the intended meanings (see: Lekova, 2010, p. 321), many (if not most) mispronunciation may cause improper pronunciations.

This present study is an effort to describe and explain how phonological contrasts between Indonesian and English become factors that cause the learners negatively transfer or interfere the systems in L1 into the TL. The above detailed discussion can provide a phonological view to the English teachers and lecturers, particularly in teaching English pronunciation. Furthermore, the materials used in the test and the students' mispronunciations of the targeted words can be used—by further expand the materials under investigation—as the materials for teaching Pronunciation Practice (as one of the common subject in early semesters of English Department). Based on the whole theoretical discussion above, it is proposed that the teaching of the English phonemes and sound systems (consonants, vowels, and diphthongs) should involve this type and expanded version of the materials. This is particularly because Indonesian students of English will encounter numerous words or terms in their future subjects related to English language. It is believed that when students are trained to pronounce the (expanded) words

with such materials, they will be able to pronounced the targeted words much better or even (much closer to being) correctly.

Acknowledgment

Writer would like to express his sincere gratitude to the Rector of IKIP Mataram, NTB who has always encouraged him to attend any international seminar or conference on linguistics and language teaching. His thanks also go to the dean of the Faculty of Language Education and Arts who always supports him to write and present the writer's articles in any international seminar or conference on language, language teaching, and literature.

References

- M. Angel, "How to Learn Indonesian Consonant: Formula and Examples". Copyright by Mastering Bahasa.com. 2008. Retrieved from: <https://masteringbahasa.com/learn-indonesian-consonant>
- A.C. Bickford and R. Floyd, *Articulatory Phonetics: Tools for Analyzing the World's Languages*. Texas: SIL International, 2006.
- C. Brown & J. Matthews, "The Acquisition of Segmental Structure". *McGill Working Papers in Linguistics*. 1993. (9) 46-76.
- A. Clynes, "On the Proto-Austronesian diphthongs". *Oceanic Linguistics*. 1997. 36 (2): 347-362. doi:[10.2307/3622989](https://doi.org/10.2307/3622989)JSTOR [3622989](https://www.jstor.org/stable/3622989).
- A.S. Hornby, *Oxford Advanced Learners' Dictionary*. UK: Oxford University Press, 1982.
- S. Krashen, H. Dulay & M. Burt, *Language Two*. UK: Oxford University Press, 1982.
- B. Lekova, "Language Interference and Methods of its Overcoming in Foreign Teaching". *Trakia Journal of Sciences*. 2010. 8 (3), 320-324.
- R. Nordquist, "Received Pronunciation". 2019. Retrieved from: <https://www.thoughtco.com/received-pronunciation-rp-1692026>.
- T. Odlin, *Language Transfer: Cross Linguistic Influence in Language Learning*. U.K: Cambridge University Press, 1989.
- R. Ogden, *An Introduction to English Phonetics*. Edinburgh: Edinburgh University Press, Ltd., 2009.
- C. Pesce, "Overcoming the Pronunciation Barrier". Copyright 2017-2018 by: Busy Teacher Org. Retrieved from: <https://busyteacher.org/12283-pronunciation-barrier-9-tips-teach-phonemics.html>
- P. Roach, *English Phonetics and Phonology*. UK: Cambridge University Press, 1991.
- Roach, P. (2009). *Glossary of Phonetics*. BankejBystrici: UniverzitaMateja Bela.
- J.N. Sneddon, *The Indonesian Language: Its History and Role in Modern Society*. New South Wales: UNSW Press, 2004.
- C.D. Soderberg & K.S. Olson, "Indonesian". *Journal of the International Phonetic Association*. 2008. 38 (2): 209-213. doi:[10.1017/S0025100308003320](https://doi.org/10.1017/S0025100308003320).
- R.L. Trask, *Dictionary of Phonetics and Phonology*. London: Taylor & Francis Routledge, 1996.
- Vity, "Indonesian Phonemes: Types, Formula, Example". Copyright 2018 by: Mastering Bahasa. Retrieved from: <https://masteringbahasa.com/indonesian-phonemes>.
- U. Weinreich, *Language in Contact*. New York: Mouton Publisher. 1979.

Wikipedia, "Indonesian Language". Copyright Wikimedia Foundation, Inc., 2019. Retrieved from: https://en.wikipedia.org/wiki/Indonesian_language#Phonology

G. Yule, *The Study of Language*. United Kingdom: Cambridge University Press, 2006.

M.M. Yunus, *The Indonesian Sound System*. Kuala Lumpur: Penerbit Fajar Bakti Sdn., Bhd., 1980.

BIODATA

Ahmad Idris Asmaradhani is a lecturer at Graduate Program of English Education Department, Faculty of Education of Language and Arts, Institute of Teacher Training and College (IKIP) Mataram, NTB – Indonesia. His interest includes Linguistics and Language Teaching. He can be reached at WA/Mobile: 0818332166 or Email: denver.idris@gmail.com

Active Learning Paradigm on Teachers' – Students' Understanding

Fadlia

Fakultas Keguruan dan Ilmu Pendidikan
Universitas Samudra
Langsa Aceh Indonesia
fadlia.djamal@gmail.com

Abstract: A shifting of the teacher-centered learning to the student centered learning is a trend on current pedagogy setting. This research is focused on the analysis on teacher understanding in applying this shifting pedagogy, named active learning. A qualitative method was used in this study which employed three instruments: non-participant observations, interviews, and conversational group discussions. The study was conducted in three different senior high schools in Aceh, including SMA 1 Langsa, SMA 2 Langsa and SMA 5 Langsa. The finding shows that most English teachers in three schools have understood the functions of active learning pedagogy even though the teaching process context were not executed completely. A lack of teachers' actions to build students understanding is one of the case, although the teachers were aware of the importance of active learning pedagogy for English subject.

Keywords: Active learning, pedagogy, student centered

Introduction

As part of the effort to improve the educational quality, government of Indonesia prepare teachers and educators in more effective pedagogy. Shifting the teacher-centered learning to the student centered learning is a trend on current pedagogy setting that becomes one of the focus. This pedagogy is included the active learning.

The problems in implementing active learning in Indonesia is this pedagogy is more focused on the concept of active questioning. Whereas Indonesia is more accustomed to teacher-centered learning, and students only listen to the teacher (DiBiase, 2009). It can be interpreted that the implementation of active learning in a developing country like Indonesia can be seen as a need for shifts for teachers because it requires a great change in terms of ways of thinking and teaching

Applying the student centered active learning without well adaptation may cause the additional complex problem for education institutions in developing country. Without well adjustment, active learning will be ended up in change of physical display such as the change in appearance of the classroom rather than on stakeholder's understanding and commitment in applying active learning.

A simple definition of active learning was delivered by Bonwell and Eison (1991) as "anything that involves students in doing things and thinking about the things they are doing" (p.2). They provided some general characteristics of active learning strategic in classroom. The characteristic are involving students with more activities rather than listening, developing student's skills by giving less emphasis on transferring information, involving students in higher-order thinking, engaging student in activities like reading, discussing, writing, and emphasizing on students' exploration of their own attitude and values (Bonwell and Eison, 1991, pp.2).

However, some analysts recently argue the strategy of active learning – student centered is not enough (Casem, 2006; Klionsky, 2002; Sim & Heuser, 2010). They suggested the combination of active learning pedagogy in classroom will be strategically increase the students' retention if this method is combined with frequent testing (Casem, 2006; Klionsky, 2002; Sim & Heuser 2010).

Constructivist view of learning focused on how individual construct their understanding as the interpretation of experiences in learning situations (Courtney, 2008). Sri Rahayu et al (2010) suggest the idea of constructivist on using the inquiry method while student exploring their ideas. They highlighted on effective meaningful learning based on relating concepts with everyday experiences. Di Biase (2009) explained this constructivism in developing countries context as shifting the paradigm from positivist to a constructivist paradigm. This also means shifting the viewing of knowledge, from what traditionally from teacher to student, into more active student's participation in constructing student understanding.

This has been highlighted as the biggest challenges of implementing active learning, to shift the teacher centered view to student centered – active learning view (Courtney, 2008; Di biase 2009; Halinger and Kantamara 2001; Sri Rahayu et al, 2010).

Adopting a policy entirely without well understanding and proper adaption so that stakeholders understand the key concept could endanger the way of this policy implemented. The lack of consultation with stakeholders and the teacher's minimum understanding of active learning could create confusion in the implementation. The importance of government attention in adopting import policy. It is not enough only by conforming the changes of importation global education reforms as national policy. Local leaders must giving more effort on creating understanding of the policy and motivate the interest, which often is not in the case of developing context. (Hallinger&Kantamara, 2001). He added that the norms of developing countries in a high power distance culture often lead the policy maker in assuming of the implementation will be easy and straightforward.

Auster and Wylie (2006) designs the four dimensions to activate active learning in the class room. The four dimensions are included teaching process context setting, class preparation, class delivery and continuous improvement. In those four dimensions, there are specific action steps that can be implemented to create an active learning classroom. Each dimension of teaching process context setting, class preparation, class delivery and continuous improvement are interconnected and interactive with other dimensions. Those four dimensions by Auster and Wylie (2006) can be figured by bellow:

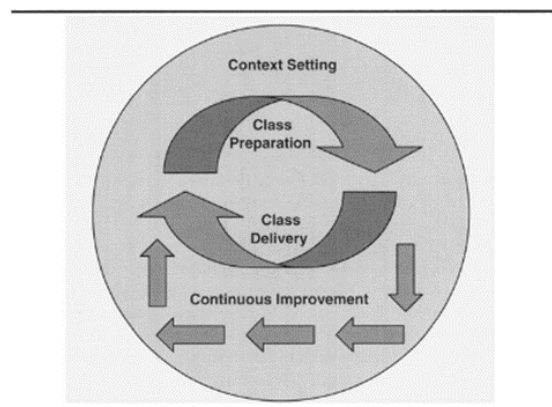


Figure 1: Four Dimensions of the Teaching Process

Adaptation to local context is important. If there is no proper adaptation the misunderstanding can occur (Halinger and Kantamara, 2001). Because of the importance of adaptation in implementing the active learning, this paper will review some challenges found in developing countries. Those challenges will be reviewed into five main areas. The highlight points are cultural appropriateness, active learning understanding, inconsistencies, teacher preparation, and resources. The categories had been proposed before by Di Biase (2009) and Hallinger&Kantamara (2001) into five questions. The questions explained in each point are the answers from guiding questions. The questions in each section subsequently are, can the concept of active learning – student centered will be effectively transferred into developing countries context? , how is active learning – student centered understood and implemented into educational systems? ; is the implementation consistent within the existing systems? ; have teacher sufficiently prepared with strategies to apply the active learning effectively? lastly, how are the teaching resources supported the application?

Cultural Appropriateness

Active learning – student centered is a commonly imported pedagogical method from western country to developing country (Di biase 2009; Halinger and Kantamara 2001; Sri Rahayu et al 2010). In line with the aim of some developing countries in improving the quality of education, this imported method should be adapted well in local context Di biase 2009; Halinger and Kantamara 2001; Sri Rahayu et all ;). As Di Biase (2009) asserted that applying the student centered active learning without well adaptation may cause the additional complex problem for education institutions in developing country. She pointed out that without well adjustment, active learning will be ended up in change of physical display such as the change in appearance of the classroom rather than on stakeholder's understanding and commitment in applying active learning.

Furthermore, adaptation to local context is important. If there is no proper adaptation the misunderstanding can occur. An example, in this case Thailand, comes from Halinger and Kantamara (2001). The ministry of Education had to change the official translation to solve the misunderstanding during the first year of implementation student - centered learning as national policy in 1999. In the beginning, the student - centered learning was translated into Thai as parallel of "learning where the student is the center - middle" (Halinger&Kantamara, 2001, p. 401) . This translation created the confusion about what is student - centered learning and what it should be in Thai culture. Moreover, this translation is clashed with the Thai notions of teaching and learning, the misunderstanding has brought this method as the suggestion where "valuable learning only occurred when the student was the initiator" (Halinger&Kantamara, 2001, p.402). After some controversies and national discussion, the official terminology was published equivalent as "learning where the student is important" (Halinger&Kantamara, 2001, p.402). This example is one of the examples where the adaptation in particular context is very sensitive and should be done with much attention. Otherwise, the aim of improving the quality of education in developing countries will be ended up in confusion and additional problems for local government.

In addition, Hallinger and Kantamara (2001) is stressing on the importance of government attention in adopting import policy. It is not enough only by conforming the changes of importation global education reforms as national policy. Local leaders must giving more effort on creating understanding of the policy and motivate the interest, which often is not in the case of developing context (Hallinger&Kantamara, 2001). He added that the norms of developing countries in a high power distance culture often lead the policy maker in assuming of the implementation will be easy and straightforward.

Active Learning Understanding

Adopting a police entirely without well understanding and proper adaption so that stakeholders understand the key concept could endanger the way of this policy implemented (Di Biase, 2000; Kliensky,2002). The lack of consultation with stakeholders and the teacher's minimum understanding of active learning could create confusion in the implementation.

A study in Maldivian schools found that teachers have to use all textbooks that available for all subjects because parents have purchased the books and teachers have to rely on textbooks heavily (Di Biase, 2000). In this case, discussions with various stakeholders are pivotal, so that stakeholders understand fully about what changes are conducted in schools and what they can expected from those changes so that there will no more pressure for teachers to use all textbooks in class. In line with this case, educational institutions also have to create some consistencies. If they prefer to conduct new reform of active learning then all the policies related such as textbooks using and textbooks content should be in line with active learning principles.

A qualitative - quantitative study in Indonesia shows that teachers still rely on whole class instruction (Van Der Werf et all, 2000). Students have to hardly work individually then teachers will check and correct their results afterwards. This situation was reported even after teachers have got training. It seemed that what teachers implemented in classroom was far from what is expected as training outcomes.

Another misunderstandings were found in Maldives. By conducting the group work, some of Maldivian teachers assumed that they have implemented active learning (Di Biase, 2000). Moreover on her observation, those group work actually can be done by individual task. It was suggested that the teachers needed to expand their understanding about the nature and the effective group work, which create retention in high order thinking.

In addition, it was found that teacher have put bigger attention in creating happy classroom rather than focusing on changing teacher centered to student centered setting (Di Biase, 2000). Therefore, a very clear understanding about theories and implementation of active learning for teachers and educators really need great attention from government who expected the new reform, otherwise another misunderstanding could happen without any adjustments.

Inconsistencies

Another challenges for teacher to apply the new reform in teaching not only come from the teacher traditional culture itself but also coming from the systems (Di Biase 2009; Halinger&Kantamara 2001; Sri Rahayu et al, 2010). Current existing educational system is important to get more attention from government when applying new reform, otherwise teacher will get contradictory message. A finding in

Maldives shows that teacher has to implement active learning as a new method, while the curriculum is not revised fully (Di Biase, 2009). Example of this situation in Maldivian system based on Di Biase (2009) research is teachers have to conduct frequent testing such as weekly test. She pointed out that Maldivian teachers often mentioned that conducting often pen and paper test as a barrier for active learning setting. Weekly test for most of the subject and term exams for grade 4 and upward resulted in teacher teaching for exam preparation rather than implementing the active learning methods (Di Biase, 2009). Nevertheless, one of the limitations of this study is this explanation only applied in primary level, grade 1-6, it does not explain how is the consequence of frequent testing in higher level.

However, many analysts now argue that the strategy of frequent testing has been successful. Sim and Heuser (2010); Klionsky (2002); and Casem (2006) argue that frequent testing is important in resulting students retention. Specifically, Casem (2006) points out that the high frequency assessment results in better students performance compared to the class with low frequency assessment. She compared two classes with high frequency assessment with low frequency assessment in one semester. Those two classes are also applied with student – centered, active learning environment. In result, on her quantitative study, she found that high frequency assessment class tended to have more correct answers rather than the low frequency assessment class. In line with this study, Sim and Heuser (2010) on their quantitative study also investigated that the pop quizzes, an impromptu quizzes in the beginning of the class, has the significant help in raising student retention. They conclude that pop quizzes as the most effective methods in preparing students to answer the exam questions. Theses studies, are consistent with the study of Klionsky (2002) who supports the importance of frequent testing as a component in active learning, student – centered pedagogy. However, all the previously mentioned studies suffer some limitations. The size of samples are small, only two classes being examined and the participants of the classes are their own students.

Although Casem (2006) suggested the most effective pedagogy is the combination of active learning with frequent testing. One of the weaknesses of her study is that student had the better score on factual – recall questions compared to higher order application – analysis type questions. So, the retention only higher in recall level not in analyzing – synthetizing level. Casem (2006) also noted that the development of student higher order thinking needed more explicit practice on the setting which has been applied. Thus, student got better performance both in recall questions and analysis thinking.

Another challenges in applying the frequent testing setting also occurred for the teacher. Casem (2006) and Sim and Heuser (2010) pointed out that the frequent assessment will cause the frequent exam writing and grading for teacher. Still, it will need more support in teaching assistance such as graduate students or the technological assistance to help teacher in checking students' work.

Teacher Preparation

The misinterpretation of active learning could occur if teachers are not facilitated with sufficient training (Van der Werf et al, 2000; Di Biase, 2009). A mix methods study in Indonesia shows that government has implemented some unrealistic training for teachers (Van der Werf et al, 2000). On this study they found that after specified training, teachers do not understand fully on how to implement the teaching material that they just have perceived into real class practice. As one of the consequences, the effective teaching in real class was not achieved. This study has suggested to implement in practice teaching for teachers, so that student has more effective and valuable learning in class (Van Der Werf et al, 2000). Therefore, the effective teacher training, not only frequent training but also effective training, is essential for teachers in developing countries for implementing active learning in class.

More recent studies from Maldives also reported almost the same finding. Some teachers training were conducted, however it was not a guarantee for changing teacher practice from traditional teaching to effective student centered learning (Di Biase, 2009). This study suggests the more effective training to be implemented in Maldivian context, such as participatory training. The participatory training is importance because teacher can improve the skill on how to teach and discussed it directly on the training so that the gap between theory and practice will be not so far. Furthermore, this study suggested the on site support such as supervision and practical advice following the training. Thus, teacher will not be left on confusing in implementing active learning.

A number of studies have reported about the great deal amount of time and effort for teachers in implementing active learning – student centered (Casem, 2006; Di Biase, 2000; Sri Rahayu, 2010). In active learning, teachers have to commit more time for preparation and implementation rather than time needed in traditional setting. Teachers may need more resources such as teacher's assistant and more tools. Furthermore, the consistencies of government who imposed the active learning could be

questioned. It can be questioned whether the government can provide enough resource for this setting or not.

Resources

Using the classroom resource properly according to the principal of active learning – student centered is the real challenge for teachers. Without the understanding, there will be a tendency that resources will be the additional tools for traditional teaching methods. A study in Cambodia found that teachers in Cambodia convinced that by using the resources such as teaching tools model means that they have already conducted active learning (Courtney, 2008). She noted that teachers on this understanding did not aware the sort of learning outcome from this teaching tools model.

In Indonesia, a study shows that the availability of equipment and books becomes more important than how they are used (Van Der Werf et al, 2000). The findings indicate some varied condition. In some schools there were lot of equipment but teachers not always use it. While in some schools teachers struggled for getting equipment available. Teachers use the unavailable equipment as their justification of ineffective teaching (Van Der Werf et al, 2000).

Almost the same condition found In Maldives, Di Biase found that some schools did not use the equipment that supplied by various donors because teachers did not know how to use them; some of them were remained unopened in classroom.

The explained findings indicate that the deeper understanding of the principal active learning is crucial for teachers and educators in developing country. Without the right concept, this import pedagogy remain as foreign policy which only created confusion (Dimmock, 2000).

The conclusion to emerge from this is that shifting paradigm, as this implementation import policy of active learning requires detail planned to address the perception and attitude of the stakeholders towards active learning. It should be carefully adapted into local context.

As most of the elaboration above has been connected with teachers, such as their understanding, problem, skills in adaptation and their quality. Therefore the study will examine the teacher's understanding on implementing the active learning, the problem of the study can be concluded as follow:

How does the teachers and students understand the active learning that can be seen through the implementation of classroom learning?

Method

The study used descriptive qualitative method. It was conducted in three senior high school in Langsa. Those school are SMA 1 Langsa, SMA 2 Langsa, and SMA 5 Langsa. From those three schools, an English teacher was selected from each school. Teacher (x) from SMA 1 Langsa or School A. Teacher (y) from SMA 2 Langsa or School B. Teacher (Y) from SMA 5 Langsa or school C. There are some significant differences from those three school. School A has more certified teacher, located nearby the city and has more students in total. School B and C have less certified teachers, located far away from city and have more lower economic students' background in their school. Although this study is not comparative study, the different characteristics from those three schools will enrich the finding of the study and will add deeper analysis to the finding. The research instrument used in this study are the classroom observation, semi structured interview and conversational focus group. The classroom observation done twice in each school for class XI. The observation was conducted to examine the classroom activity between teacher and students. Semi structured interviews were used to explore the teacher understanding and teaching practice towards active learning. Last, the conversational focus group discussion was utilized to explore the students understanding and students language learning experience in classroom.

Results and Discussion

Active Learning in Classroom Activities and Teacher's View on Active Learning

After conducting the research, some discrepancies are found in those three school, School A, B and C. The active learning is implemented in one of the school, even though the active learning was not implemented fully, school A had adapt some principals in active learning. School A has more certified teachers. Form the observation, they have applicate the role play, where students become the one who actively involved in class. From this activity, it was identified more language in use, students were exposed to English.

School B and C have less certified teachers, located farther away from the city rather than school A. In School B and C we found teachers were doing drilling in most of the activities in the class. This drilling activities were done without increasing to the development activities of understanding of the students.

Class management is also an issue, seen from many neglect students who looks lack of attention about what happens in front of the class. It can be seen from the activity of two students were called to stand in front of the class to read aloud the dialogue which had been written in paper. The other thirty students were doing whatever they want to do. They were chatting, playing while the two classmates were reading dialogue in front of the class.

The activity of using the language (English) can be prompting by the teacher, however this opportunity was not used by teachers from school A and B.

Learning activities focus only on drilling activities without increasing to the development activities of understanding

Lack of understanding that teachers should use all body language, movement and acquisition functions to be able to provoke students to build understanding and practice the language

From the educational system in school, teachers also commented that they are overload with administrative job which make them difficult to concentrate on teaching, moreover to prepare the effective teaching.

Teachers from three school has view the same assumption that assume only student with basic English, or more advance English are possible for active learning. They had expressed the difficulties to implement the active class for student's which majority have no English.

Teachers have come up with the view that implementation of active learning requires more energy and preparation than conventional learning. This also linked with the facilities. They have to prepare more if they want to have different learning, because they have been provided with almost empty property in class.

The interesting finding come up from teachers from school A and B. The motivation from the teachers is existed but the condition of low economic students in isolated area becomes the dilemmas. The students sometimes come up on and off to the class because they have to help their parents. In another day they sleep in class because they were too tired during the night to help their parents in income generating.

Students view on active learning

The results from focus group discussion implicated that students enjoy the lesson with the game and fun activity. They said they prefer to have interactive and more lively class rather than listening to teacher only. This also can be seen from the class observation in School A. teacher in school A has conducted the role play in their lesson. From this class, it can be seen the students were more interested to the lesson rather than the session that they had to do the exercise in book.

From the focus group discussion with the students it can be seen, the students really want to explain their opinion. They were not hesitated anymore in expressing feeling. This is a very good condition where students already have the will to participate in class. With this aim from the students, teacher should use this opportunity well by providing the active learning to activate them.

Assignment also makes students feel bored if the task given in the form of writing and only a few uses speaking activity

The interest of students in the understanding also lies on the teacher dialect in the use of English in learning.

The Similarity Findings From Three Schools

Less of training, science updates and training required by teachers. Teachers expressed willing to learn or join the training that could add to their teaching skills, especially in active learning English subjects.

Cultural challenges do not appear to be a significant constraint in active learning. Because of the results of FGD students found that students no longer hesitate in expressing opinions. There is already a desire to gain active and creative learning from teachers over conventional learning. Although, there is still doubt from students to take an active role in the classroom when teachers expect participation.

Mix ability classes, students' basic English skills are not the same in one classroom is also a challenge for teachers to be able to invite the participation of students.

School Facilities and Infrastructures that have not been supported for the implementation of active learning for example the absence of audio-visual media in the classroom. So, the teacher should bring the heavy equipment to the classroom and take time to prepare the tool before the learning begins.

Conclusion

To conclude this paper the concept of active learning can be implemented if the teachers have a well understanding on the theory and the pedagogy of active learning. Teachers sometimes think they have implemented the fun and interested classes. However, the learning should be more structured and formed based on the pedagogy. The concept of active learning is not from how only some students who already have basic English, but how teachers should create a learning atmosphere that can encourage students more interested in mixed ability class, and this becomes a challenges for the teacher to make learning really active in every learning.

References

Auster, E.R., Wylie, K.K., (2006). Creating Active Learning In The Classroom: A systematic Approach. *Journal of Management Education*, 30(2). 333-353

Bonwell,C.C., Eison, J.A., (1991). *Active Learning; Creating Excitement in the Classroom*. Washington: Eric Clearinghouse on Higher education.

Casem, M. L. (2006). Active learning is not enough. *Journal of College Science Teaching*, 35(6), 52 – 57.

Courtney, J. (2008). Do monitoring and evaluation tools, designed to measure the improvement in quality of primary education, constrain or enhance educational development? *International Journal of Educational Development*, 28(5),546-559.

Cohen, L., Manion, L., and Morrison, K. (2011). *Research methods in education*. New York: Routledge.

Creswell, J.W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* 3rded. New Jersey, The USA: Pearson Prentice Hall.

Di Biase, R. (2009). Implementing active learning reform in The Maldives. *International Journal of Educational Reform*, 18(4), 283 -289. Retrieved from Document Delivery Service La Trobe University. <https://latrobe.vdxhost.com/zportal/zengine?VDXaction=IIIIDetails&hit=0>

Hallinger, P., Kantamara, P. (2001). Exploring the Cultural Context of School Improvement in Thailand, School Effectiveness and School Improvement. *International Journal of Research, Policy and Practice*.12(4), 385-408.

Klionsky, D.J., (2002). Constructing knowledge in lecture hall: A quiz-based, group-learning approach to introductory biology. *Journal of College Science Teaching*, 31(4), 246-251

Krashen, Stephen D. 1985. *The Input Hypothesis: Issues and Implications*. New York: Longman, Inc

[11] Mertens, D.M. (2005). *Research and evaluation in education and psychology* (2nded). California: Sage Publications.

Communicative Language Teaching (CLT) in Indonesian Teaching Context: the Implementation and the Obstacles

Afnesha Noveriana Chang¹⁾, Suparmi²⁾

¹FKIP, Universitas Putra Indonesia –YPTK” Padang, Indonesia

²FKIP, Universitas Putra Indonesia –YPTK” Padang, Indonesia

E-mail: afnesha_noverianachang@upiypk.ac.id, suparmi@upiypk.ac.id

Abstract - This study aims to see the implementation of Communicative Language Teaching (CLT) and factors that hinder teachers from implementing it in senior high schools in Padang. The data is obtained through online questionnaire and interview with 29 teachers who are teaching at Senior High School in Padang, West Sumatera. In this research, the data collection was grouped into four. They are the teachers' perception towards CLT, factors that inherent teachers to implement CLT in their class and also to know the difficulties in implementing CLT in Indonesia. The findings show that most teachers understand the concept of CLT well. However, problems like limited knowledge about the appropriate use of language in CLT, limited access to the target language's culture, and limited time to develop materials for CLT are also become the main factors that hinder teachers to implement CLT in their teaching context. Finally, it is suggested that teachers are actually very willing to implement CLT in their classroom but they need to be trained and skilled to apply Communicative Language Teaching properly in their classroom.

Keywords: teaching methods, communicative language teaching

Introduction

Communicative Language Teaching (CLT) has been acknowledged as one of the most popular teaching methods across English Language Practitioner globally, including Indonesia. This approach came as a response to the old and conventional teaching method that merely focused on language accuracy, particularly grammar. At the same time, CLT also answered the global society demand of active English speakers. If we look back to the history, the journey of teaching and learning English have meet several changes. The teaching method was first started with traditional teaching method called grammar translation method. Then, it was continued by direct method, audiolingualism, until it finally met CLT as the most efficient method to cope with the global era (Long, 2015). Nowadays, many ELT experts have been working seriously till they finally find CLT that can accommodate society demand regarding competent English speakers. To confirm this, Richards (2006) adds that a huge demand for good communication skills in English occurred in society around the world. In fact, millions of people nowadays want to improve their command of English for themselves and for their generations in the future.

However, in the implementation, there is always pros and cons coming up about ELT in general (Ellis, 1996). For example, Indonesia's government has proposed this teaching approach since 11 years ago through its national curriculum but it still met some obstacles along the way but in practice, the grammar-translation method still becoming teachers' favorite. It was not because the teachers are unmotivated to implement it, but due to the obstacles coming from students and teaching materials as well. Therefore, in this study, I would like to see and analyze to what extent CLT is implemented in Indonesian teaching context along with some obstacles that teachers' face to do so.

In order to collect the data, a small-scale research lies from both open-ended and close-ended questions given in online questionnaire and the interview. It is hoped that this study will contribute positive insight towards the development of ELT, particularly CLT in Indonesian teaching context. It is also expected that this research will help English teachers in West Sumatera to address the problems that they may come across to within their English teaching pathway. Later on, in the future, it is hoped that the implementation of CLT will more popular within English teachers in all of Indonesia, especially West Sumatera.

Method

a. Instruments

The research instruments used in this research were online questionnaire and interview. The questionnaire consists of three parts; personal information of the teacher, school information of the teachers and questions asking related to the teachers' and students difficulties in implementing CLT in their classrooms. Online questionnaire is used because it can help the researchers to collect data borderless (Krathwohl, 1998). The questions consist of close-ended (in scales) and open-ended (in short paragraph). The close-ended questions were used to collect information in scales and short information, while the open-ended questions were addressed to collect complex information from the participants (Zohrabi, 2013). Nunan (1999) confirmed that the open-ended questions will enable respondents to accurately reflect what they want to convey.

To confirm information gained from questionnaire, the researcher conducted online interview. The participants were interviewed individually through voice call and video call platform. First of all, they were asked about their background as an English teacher. Then, the questions followed by several questions regarding the implementation of CLT in their classrooms in Padang. Through the interview, the researcher can obtain some additional information that might not collected merely by using online questionnaire. At the end of the data collection, teachers are welcomed to give input and constructive feedback towards the betterment of CLT implementation in the future.

b. Participants

This research's participants were 29 teachers who are currently teaching at Senior High School in Padang. In this data collection, teachers are required to complete the online questionnaire and then nine proceeded to the interview session. The selected participants were teachers who agreed to give further explanations related to their experience in implementing CLT in their classroom.

This research's participants mostly came from different gender, different age, different location, various educational background and various teaching experience. In brief, there were 73% female respondents and 27% male respondents. Then, the participants' age is ranging from 20-49 years old. In term of educational background, they hold bachelor and master degree from several universities in Indonesia. The teachers have various teaching experience too. Some of them are newbie and some are senior teachers who have been teaching for almost ten years. Talking about location, 38% of them work in the suburb area, and the rest are working in the capital city of West Sumatera, Padang. The teachers are commonly responsible for 1 class up to 12 classes in a week and their average teaching duty is 17 hours of teaching per week per teachers.

Finding and Discussion

1. Teachers' perception towards CLT

The first group of questions ask about the teachers' perspective and understanding towards Communicative Language Teaching (CLT). From this section, it is found that teachers have pretty good understanding towards CLT. They said that CLT goal's is to enable students to communicate actively in their context. The most frequent answer is communicative competence is the ability to use English as a communicative communication skill but the speaker or teacher and students do not neglect grammar. One of the teacher's responses through interview is:

"CLT is basically one of teaching methode in English that focus on the English communication here to them that focus more on the functional and more functional and practical users of language. So in CLT the teachers are not supposed to see many grammar rules to the students because the concentration on the teaching itself is on the interaction between teachers and student and student among students and it should be happened in English. But just like, you know making the language become more functional and become more actually its users because yes, the point of language in communicative language teaching is to develop social relationship to develop social relationship and by developing communication in English. And yeah CLT all about communication and interaction and how their language is used functionally in the actual use not in the like theoritical use but it more practical is CLT (Asri, August 29th 2019)"

To support this, another respondent also says that the existence of grammar in conducting communicative skill cannot be ignored. This is what she said:

"I think is the ability to always using english as communication communicative skill but the speakers or the teacher and the student do not ignore grammar. Grammar still exists, but in communicative way (Opi , August 24th 2019)"

2. Applying CLT in the class

The second question on the interview is about the respondent's experience when applying CLT in class. Five respondents said that when implementing CLT in class, students became very active and more motivated because they do not need to meet the standards, all they need to do is to talk about what they think. Students are very interested when given the freedom to use English without fear. However, CLT implementation does not challenge everyone, most students still look shy and scared. Some respondents also said that when applying CLT there were limited time for learning in the classroom so that the ability of students did not really explored well. One of the teacher's responses through interview is:

"The student here all active and communicative. but in term applying CLT the problem is not to primary ideas, but here the big problem that I practice the very limited tim. So the student are active but because of the very limited time that we have so the student ability its not really explored well (Opi , August 24th 2019)"

Thus, the learning process will be more effective if the school can allocate more time for English subject. Given the fact that the current learning time for english is only once a week (with 100 minutes per meeting)

3. Students' responses about CLT

When respondents apply CLT in class, it seems like they enjoy it a lot. For them it is like a breakthrough after having grammar-based and textbook-based learning previously. With CLT, students can express what they want to say and discuss. Moreover, if teachers give them great freedom to speak, they will automatically become more confident and to be more motivated in speaking English. However, CLT is not always interesting for students to listen to because of the limited vocabulary they have. One of the teacher's responses through interview is:

"I think that student love CLT activities but there are some time not really some moment they think that studying English needs like being quiet or listening to the teacher and they dont want to talk because they have like a vocabulary barrier. Yes, I think it's just fifty fifty sometimes they are really happy with that, but sometimes they are not. But mostly, I found that they were really happy with speaking english especially if the teachers give big freedom for them to speak they will automatically become more confident and become more motivated in speaking english (Asri , August 29th 2019)"

4. Indonesia teacher are encouraged to use CLT

The questionnaire said that teachers in Indonesia are encouraged to use CLT. The use of CLT will give students more variety in learning because improving students' speaking skills in English is more important than just focusing on grammar. Learning English commonly conducted by having explanation of the material delivered by the teacher and then, at the end of the class, the students are asked to do assignments on the worksheet. One of the teacher's responses through interview is:

"...The teacher sometime just make what we call just like.. yeah just like as usual I mean the situation of the class is a bit passive because for example my tutor in the world, she just give the explanation all about the material and then after that the student have to answer the question of the worksheet. So yeah, maybe they students and the teacher has to learn more about the method... (Ayu, August 23th 2019)"

Therefore, teachers are very encouraged to implement this approach so that the learning process can be more active and engaging than before.

5. The difficulties when implementing CLT in the classroom

The difficulty faced by the teacher when implementing the first CLT is firstly because the teacher does not really understand the CLT so the CLT application in the class has no reference. The teacher must get more understanding about CLT. Second, students experience difficulties because students mostly feel embarrassed to speak in front of their peers. Students consider speaking English as something new to them because they are not used to it. When implementing CLT, students understand the instructions delivered by the teacher but because of limited vocabulary knowledge, students have difficulty applying teacher instructions to speak. Moreover, the data was also collected from vocational school. Some students are less concerned with English since it is not their main subjects. For example students majoring in accounting prioritize subjects related to their majors

over other students such as English. So when learning English it doesn't really matter to them. One of the teacher's responses through interview is:

"I think the problem is with the student because I think in Indonesian specially personal for Vocatioanl High School. They don't like to learn English because their wn they have focus subject like a tourism, automotive, accounting, etc. So they only focus on the major.. they don't care things other than that. So that's the problem I think (Risa, August 23th 2019)"

It might happen because students do not have enough vision on why they need to learn English and how English can contribute to their future life. This finding encourages us to also tell the students what is the benefit of learning English for their future as well as to their career later on.

6. How to overcome difficulties faced by the teacher when applying CLT

To overcome these difficulties, respondents answered several ways. The first problem is teachers who do not understand CLT, can find some insight about CLT from CLT application via YouTube or from books. Regarding to the limited time in implementing CLT, it can be discussed with the school stakeholders internally. One of the teacher's responses through interview is:

"Difficult.. I need to always gain my knowledge to always read or watch Youtube about the videos how to apply CLT well in the classroom and from the students side, we as researchers can always encourage them to always pick and not to blame them if they make mistakes. In term of time, school can add so that we have extra time for about 10-15 minutes in one session. Yeah, I think it can help much because more time is good for them. We as the teacher can explore students ability more too (Opi, August 24th 2019)"

Another respondent said that because English in Indonesia is a foreign language, ELT practitioners need to suggest students that English is not a difficult subject. Students are expected to be able to speak without worrying and being ridiculed. Here, the teacher can give the opportunity for students to talk more. Then, training for English must be a routine agenda that is held regularly to support teachers' development in Padang, West Sumatera. .

7. The benefits CLT for students in Indonesia

Applying CLT when learning English, there are several benefits obtained by students. Students are more active and better, especially speaking and communicating. CLT provides opportunities for students to talk in their context. This means that language functions are more inclined to practical use for the daily use that they face everyday in context. One of the teacher's responses through interview is:

"CLT actually in my own opinion still see can improve their speaking with because when the situation of the class make them become serious with English. O yeah it's can give them a benefit in order to improve their own English skills, whether person maybe they're still low or still some have troubles English and it can give them a benefit (Ayu, August 23th 2019)"

8. Suggestions for improving EFL teaching

Respondents gave several suggestions for improving EFL teaching. The first is more training or more explanation of how teachers should apply CLT in class. The two activities must be included in the curriculum with the CLT approach in which the social context is highlighted more than the others. The third one seeks innovations in using learning that can increase interest in communicating in the classroom. Lastly, this CLT teacher often students will communicate using English and of course will be very focused in learning English. One of the teacher's responses through interview is:

"I have some suggestion like the first teacher must know alot about CLT because the EFL application their will use. Then look for innovation in learning using the that can be increase the interest in communicating in the class. And the last is the teacher of this CLT frequently student will communicate using English and of course it will very focus in learning English. (Raka, August 29th 2019)"

9. How to overcome difficulties faced by the teacher when applying CLT

To overcome these difficulties, respondents answered several ways. The first solution is teachers who do not understand CLT learn can from some online sources about CLT. One of the teacher's responses through interview is:

"Difficult I need to always again my knowledge to always read some watch the Youtube about the videos how to apply CLT well in the classroom and from the students side, we as researchers can always encourage them to always pick and not to blend them if they make mistakes or whatever and also from the school system maybe here for one session of class just only 30 minutes. So I think the school can again the time can add the time so we can have 40 minutes in one 45 minutes in one session. Yeah, I think it can help much because more time is good for the we as the teacher can explore with students of speaking (Opi, August 24th 2019)"

Besides learning from online platform, teachers can also upgrade their their teaching competence through continous training from school. The more intense teachers have training in school, the better their teaching perfomance will be. It is also stated by the previous treacher above that he got weekly teacher training from his school that support him to implemet CLT more effectively in his classroom.

Conclusion

From the analysis above, it can be sum up that most teachers know about the concept of CLT quiet well. It is showed in the result that 85% of the teachers taking part in the interview said that they apply CLT in their classroom. However, those teachers who implement CL their classroom are those who get continues support and training from their schools. Then, teachers who face difficulties in implementing it normally caused by both teachers and students side. From four statements given on the questionnaire, the teachers admitted that they have limited knowledge about the appropriate use of CLT, teachers have limited access to the target language's culture, and they have little time to develop materials for communicative classes. Thus, knowing the theory only is not enough. Teachers need to have special training on how to implement CLT in their classrooms and how to deal with obstacles that is also brought up by their students in their classroom.

Acknowledgment

I would like to thank Ristek DIKTI for supporting this research and this research is dedicated to all my fellow English educator in Indonesia, particularly in Padang.

References

- Aydar, H. (K. 2013). Scaffolding language learning in an academic ESL classroom. *ELT Journal*. 67(3), 324-335
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Ellis, G. 1996. How culturally appropriate is the communicative approach?. *ELT Journal*. 50(3), 213-218.
- Harmer, J. 1982. What is communicative?. *ELT Journal*. 36(3), 164-168
- Krathwohl, D. R. (1998). *Methods of educational & social science research: An integrated approach: 2nd edition*. White Plains, NY: Addison Wesley Longman, Inc.
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press
- Long, M. 2015. *Second language acquisition and task-based language teaching*. West Essex: Jon Wiley and Sons, Inc.
- Nunan, D. (1999). *Research methods in language learning*. 8th printing. Cambridge: Cambridge University Press.
- Richards, J.C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Tantri, N. (2013). English as a global phenomenon and the need of cultural conceptualisations awareness in Indonesian ELT. *International Journal of English language and translation studies*. 1(1), 37-49
- Wallace, M. J. 1991. *Training foreign language teachers: a reflective approach*. Cambridge: Cambridge University Press
- Widdowson, H. G. (1998). Context, community, and authentic language. *TESOL Quarterly*. 32(4), 05-16
- Zohrabi, Mohammad. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*. 3(2), 254-262

Biography

Afnesha Noveriana Chang, S.Pd.,M.A is an English education lecturer in UPI –YPTK” Padang. She obtained her master degree from TESOL Program in the University of Leeds, UK and her research interests are teaching methodology, pronunciation practice, and teaching English for Young Learners.

Teflin 2019

Learning English
As a Global Lingua Franca
and Intercultural Communication
to Embrace
Industrial Revolution 4.0:
Policy, Pedagogy, and Assessment

FBS
UNIMED
PRESS

