International Conference on English across Cultures

ICEAC

4th ICEAC

International Conference on English across Cultures

"English across Cultures"

Singaraja, Bali, Indonesia

19–20 October, 2018

THE FOURTH INTERNATIONAL CONFERENCE ON ENGLISH ACROSS CULTURES

19-20 October 2018

CONFERENCE PROCEEDINGS

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THE FOURTH INTERNATIONAL CONFERENCE
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ACKNOWLEDGEMENTS

International Conference on English across Culture (ICEAC) is a biennial International Conference on English across Culture for researchers, practitioners, teachers, and students to share ideas and experiences on English language teaching and linguistic challenges in a cross-cultural context and to discuss some direction to embrace the challenges. This 4th ICEAC will focus on, but not limited to, the following themes: 1) English in Education (Teaching English for Young Learners, TESOL, Teaching English and Technology, Character Education, Special Needs Education, Assessment, Media Development, Professional Development, Material Development, and Teaching Methods), 2) English for Specific Purposes, 3) Applied Linguistics, 5) Cross Cultural Understanding, and other relevant topics in English Education

It is expected that this conference becomes an innovative and exciting opportunity for scholars who are interested in English language and pedagogy as well as culture to address the importance of the issues and its strong correlation with political and democratic development, educational system reforms and improvement of quality of human resources across the globe. The committee wishes that all presenters and participants of the 4th ICEAC have a memorable experience at the conference.

The Committee

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Jayakaran Mukundan

Universiti Putra Malaysia

Abstract: Many people do not realize that in order to research well you also need to be a good teacher. A good teacher gathers experience and knows the challenges faced in classrooms. Through an awareness of these challenges the teacher improves on practice. Sometimes the small changes in teaching that comes from awareness can lead us into research. I will provide 2 instances where what went on in classrooms changed the way I taught. This later became research, the findings of which have been published

DIGITAL LITERACY: WHAT'S IT ALL ABOUT?

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Abstract: Educators are now expected to ensure that their students are digitally literate. There are now multiple "literacies," and they involve much more than just knowing how to use a computer. We will begin with a definition of "digital literacy" and discuss some of the literacies involved in English education. Can we simply assume that today's student population of "digital natives" is truly literate? We will discuss why it is crucially important that instructors as well as students have proficiency in this area. How will digital literacy enhance the students' acquisition of English, and how can teachers help to bring this about? The presenter will explore the relationship between "digital literacy" and "computer assisted language learning" (CALL) and where teachers belong in this scenario. The presenter will offer some suggestions for dealing with the ever-changing scenario of technology. Audience participation will be encouraged.

Keywords: digital literacy, digital literacies, teacher education

ICT IN LANGUAGE LEARNING: RESOURCES, AUTHORING TOOLS AND ARTIFICIAL INTELLIGENT

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Abstract: The presence of internet and the rapid changes in technology have changed the process of educating students (Herold, Benjamin, 2016). Information and communication technologies (ICT) have impacted on ELT particularly on classroom practice, and on the types of materials available for teaching and learning (G Dudeney, N Hockly, 2012). This presentation is going to cover the influence of web 1.0 – 2.0 including Artificial Intelligence (A.I.) in ELT, highlight the teaching and learning resources available over the Internet. The second part of this presentation is going to elaborate the use of some mobile-phone Apps appropriate for interactive learning and selfstudy. Some mobile Apps for classroom activities will be discussed highlighting their pedagogical values. Although the potentials of mobilephones, tablets, and iPad have become indispensable to everyone, their utility and usefulness is still understudied. The last part of this presentation will mainly discuss the possibilities of using Artificial Intelligent (AI) for supporting the teaching and learning process.

Key words: mobile learning, educational technology, pedagogy 2.0

ONLINE REFLECTIVE DISCUSSION ENGAGEMENT FOR LEARNER AUTONOMY DEVELOPMENT

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Abstract: Learner autonomy has been identified to be optimal for learning quality, particularly at higher education as adult learners should be fully aware of their studies. This essential capacity should then be fostered more effectively in the context of digital technology emergence as ubiquitous learning opportunities are likely to be always granted to learners. However, a number of empirical data have been suggested the opposite. Learners are claimed to be easily distracted and their learning processes can be disrupted at any time in the connected world.

Taking into account the constantly focus-changing and multitasking nature of digital citizen learners, this research attempted to offer an online reflective learning opportunity, constructed under the principles of sociocultural theory, to facilitate students' ability to control their own learning engagement behaviors. The subjects of this empirical study were 110 undergraduate and 130 postgraduate students from different courses of two TESOL programs. They were required to post critical reflections of various issues relevant to their courses on a web 2.0 learning management system (LMS). After the course, they were invited to retrospectively document their learning behaviors and management in individual interviews, focus-group interviews, and written reflections. Log records of students' activities on the LMS were also analyzed and served as a contextual description of their learning participation.

Findings suggested that the virtual learning space was both cooperative and competitive, but this resulted in mixed impacts on students' learner autonomy development. A majority of students acknowledged that the LMS community significantly enhanced their learning monitoring and evaluating skills. They could build their learning behaviors on their peers and initiated their personalized learning pathway for the contents of their own interests. However, some others reported limited trust to the online discussion resources contributed by the class community. Consequently, they only took part in the LMS for the assignment requirements without any further goal setting or learning skill development opportunities. These findings imply a consideration on the presence of teachers on the virtual space and learning culture when empowering learners in the connected world.

TEACHING CULTURE?

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Abstract: The question of whether English language teachers should teach the culture of the countries in which English is spoken is complex and even controversial. After all, language teachers are trained (and paid) to teach language. However, culture affects language, and ignoring the cultural element completely would leave gaps in students' communicative ability, and may cause confusion and possibly even offend people. Therefore, there seems to be a need for teachers to identify and include appropriate and relevant cultural information when teaching spoken English, particularly that used in everyday situations.

EXAMINING TEACHERS' VIEW ON THE IMPLEMENTATION OF ENGLISH AS LOCAL CONTENT SUBJECT (ELCS) POLICY IN PRIMARY SCHOOL: A CASE STUDY IN INDONESIA

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Abstract: Due to the changes of the curriculum in 2013, the ministry of education and culture of the republic of Indonesia placed English as a local content subject (optional) in primary school. The primary concerned of the 2013 curriculum in Indonesia is to improve students' attitudes, characters and nationalism. As a result, English has discontinued as a compulsory subject in primary schools. This research aimed at examining English as local content implementation in primary school. It was conducted using a mix method approach. The subjects of this research were 45 English teachers both from private and state of primary schools which implementing English as local content. In collecting the data, the researchers deal with both an open-ended questionnaire, and a semi-structured interview. Those 45 English teachers answered the questionnaire and five of them were interviewed to support the data from the questionnaire. The result revealed that teachers do not have any ideas about what materials to teach and how to teach English as a subject of local content particularly of how integrating English into local wisdom for primary school. Lack of official curriculum guidelines were one of the issues found. Furthermore, in relation to the teaching objectives, the teachers agreed that English should be taught to primary students although it is an optional subject. The overall mean score of teaching objectives was 4.46 categorized as strongly agree. Thus, lack of planning in macro and micro level implementation of English as a local content subject in primary school, teachers were not able to perform well to improve the quality of teaching English in primary school. Moreover, lack of training, poor English competence, lack of text book resources, no official curriculum guidelines, and lack of time allocation for English, as the major findings. The study provoked discussion for managing better English education policies in primary education in Indonesia.

Keywords :   Local content Subject, English for Primary Education, Curriculum

INTRODUCTION

For some decades, English language teaching has a special position in primary education in Indonesia. It introduced as a compulsory subject in primary school to tertiary level, curriculum guidelines from the government is outlined nationally to achieve goals of English as foreign language learning in each level of education. Therefore, the main purpose of English as foreign language learning in primary school students are able to master basic vocabulary and simple conversational English. Furthermore, the curriculum guideline from the government is to provide information on how materials should be used and how subjects should be taught. However, in 2013 the government of Indonesia has changed old curriculum which was called KTSP (school based curriculum) to Curriculum 2013 (K-13), which primary concerned of this curriculum is to emphasize attitudes, characters, and nationalism particularly the use of bahasa Indonesia as main priority should be introduced in the very early age in K-13. Thus, the government eliminated English in primary schools in Indonesia.

In response to the elimination of English as a compulsory subject in primary schools, parents request some public schools to provide English as their local content subject due to the necessity of their basic knowledge when they continue to middle level of education. However, the choice of English as the local content subject has brought some consequences for English teaching in primary schools because the government does not provide official curriculum guidelines such as what materials to be used and how English to be taught as integrated into local wisdom. As a matter of fact, schools have implemented English as a local content subject face a big shockwaves.

In the current situation of school-context, with regard to the English as local content subject, schools and teachers are a key element to provide appropriate and adequate learning materials. In fact, teachers are having problems to design a good lesson plan, materials, and textbooks that are suitable for primary school students. As the ministry of education and culture of Indonesia stated that teachers of English in primary school should be able to integrate English to local culture in order that students understand their own culture through EFL learning (Prastiwi, 2013). Thus, interpretation of English as a local content subject varies, and it may depend on the background and characteristics of teachers. This paper attempts at examining teachers view on the implementation of English as local content subject with the following research question, 1) what are the teaching objectives of English as a local content subject to meet the needs of primary school students?

LITERATURE REVIEW
Theoretical Assumptions of the Teaching of English in Primary Schools

Students in primary school categorize as young learners. Theoretically, the younger a learner learns a foreign language, the better he/she is in producing the language (Richards & Weber, 1987; Bialsytok & Hakuta, 1999). Young learners may adapt the new language faster than adults because they have better capacity to imitate and children brains are organized to learn language. Naturally, children like to do something by playing and having fun, fantasizing, being creative, and learning something indirectly (Halliwel in Murdibjono, 1995:174-175). In the other hands, Sinaga (1997:147) identified "some facts about children". He stated that children like playing and moving. When compared to adults, adults are reluctant to behave like children. This situation may make language easy for children to learn because they are learning through play. This implies that English language teaching should also be conducted in accordance with the nature of the children (Septy, 1996:26). Although many scholars disagree that the age factor may make it easier for children to learn a language (Suyanto, 1997:70-166; Huda, 1999:135; Marinoval, Marshall, & Snow, 2000), this factor has been considered significant in determining the success of English language/foreign language learning in primary schools. In addition, there are several other factors that should be taken into account. These factors may also determine the success of the introduction of English in primary schools. The factors are, among others, motivation, language aptitude, learning strategies, socioeconomic background, and importantly the quality of the teachers and the availability of the sources, such as textbooks.

The Status of English in Primary School in Indonesia

The status of English in primary school curriculum is taught as local content subject. It depends on the school management to develop their contents based on the students' need and their environment of local wisdom (Suyanto, 1997). According to Huda (1999), the objective of English lesson in primary school in Indonesia is to understand simple vocabulary, oral and written language. Furthermore, Minister of National Education (1993) stated that the aim of teaching English program at primary school is to develop oral communication competence to language accompanying action in school context. As local content, the status of English is an optional subject for students at the third, fourth, fifth, and sixth grades of primary school. Therefore, students are expected to develop the four language skills including listening, reading, writing, and speaking (Ministry of National Education, 1993). As a foreign language in Indonesia, English is taught as a compulsory subject from junior high school up to university level. Nowadays, English in Indonesia is only obligatory to be taught at Senior and Junior High School levels, but it is not to be taught at elementary school level as a local content subject anymore since 2013 Curriculum is used, English Subject has omitted. In the last Curriculum (KTSP), English becomes a local content course in the curriculum to be taught for elementary school students as this is not considered as an obligatory subject for primary school level.

Local Content Curriculum

Local content curriculum is curricular activities in order to develop competency adjusted with unique local characteristics and potential, including local advantages where the content cannot be clustered into the existing subjects and compulsory be studied by the students in this local area . Local content is determined by individual educational unit (school or alike) (Dakir, 2004:102). The curriculum of English must be developed based on the standard competence to achieve the purpose of national education (Depdiknas, 2003:33), to answer the globalization era; mastery of English is one of the main requirements for each people.

Mastery of English can be gained through some programs, like school and course, but many people have English subject at school. English is a first foreign language that be taught in primary school level, especially in Junior high school. Based on the policy from the Ministerial Decree of the Department of Education and Culture No. 0487/4/1992 about the local curriculum content; and No. 060/U/1993, in 1993 about the English program to be introduced to fourth grade students of primary school as a subject of local curriculum content. However, the curriculum 2013 discontinued English as the subject becomes an optional one, and it should be integrated with local characteristics or local wisdom.

METHOD

Research Design

This research used survey research with a mix method, also called a two-phase model, in which the researcher first collects quantitative data. This is followed by a qualitative data collection phase. This design enables the researcher to refine or elaborate the findings from the initial quantitative data through an extended and in-depth qualitative exploration of key

issues which arise (Creswell, 2005; Hanson, Creswell, Clark, Petska, & Creswell, 2005). The method of the research was a mixed method design through which quantitative and qualitative data was obtained. This study was conducted in the state and private Elementary schools in Jambi city. Consist of 22 privates and 7 state of elementary schools. The population of this research was English teachers of Elementary School located in Jambi Province. Furthermore, the total sample was 54 English teachers both from state and private Elementary school. Moreover, in selecting the participant to be interviewed, the researcher asked their willingness to be interviewed.

FINDINGS

Respondents' Profile

Majority of the respondents (81.5%) were female and (18.5) were male from the total of 54 sample teachers. As regards with age of the respondents, result showed that among the respondents most (59.3%) belonged to 20-30 years old. Moreover, there were (31.5%) belonged to 31-40 years old, and (9.3) belonged to 41-50 years old. Teaching status of the respondents was (51.9%) teachers contractual in their teaching status, (46.3%) of them are permanent teachers, and (1.9%) of them are part time teachers.

Educational attainment is very important to know because it is one of factors to consider in having a job or position. The results of this study showed that 96.3 % of the participants indicated they had finished Bachelor's degree, and only one of them (1.9%) a master degree holder. However, only one had lower than Bachelor's degree. In relation to the length of service, there were 3.8% have rendered service for 0-11 months, 79.2%   for 1-10 years, 11.3% for 11-15 years, and there were only 5.7% out of the respondents have rendered service for 16-above years.

English Teaching Objectives as Local Content Curriculum

As Bialystok and Hakuta (1999:176) state that younger learners are better than adults in learning a language because their brains are specially organized to learn language. It is supported by the result of this research. The result of questionnaire also stated that teachers agreed to introduce English since elementary school. In relation to the objectives of English as local content curriculum, the teachers gave their opinion and also belief by answering the questionnaires. The result is presented in the table 1.

The result showed that all teachers agreed the objective of teaching English as local content curriculum in primary school. The overall mean score of teaching objectives was 4.46 categorized as very high. It means that English teachers agreed that the objective of English should be taught and introduced in primary school as early as possible is to develop basic knowledge of vocabulary, simple reading, and communication competence. Specifically, "English aims to introduce young learners to the idea that addition to their native and national languages" had highest mean score 4.61 (very high); followed by "By learning English at Elementary school, the students will be familiar with foreign language" with the mean score 4.59 (very high), "English manage to develop the four skills including listening, speaking, reading, and writing" with mean score 4.51 (very high), "By learning English, the students will be rich with the language beside their mother tongue" with mean score 4.42 (very high).

In conclusion, the teachers thought that English is very important to be learnt in primary school.

Table 1. Teaching Objectives of English as Local Content Curriculum

English Teaching Objectives	Descriptive Rating N = 44					Mean	SD	level
	SA (%)	A (%)	MA (%)	D (%)	SD (%)			
English aims to introduce young learners to the idea that addition to their native and national languages	37 (68.5%)	15 (27.8%)	-	2 (3.7%)	-	4.6111	.6845 1	VH
English aims to develop oral communication competence to language accompanying action in school context	27 (50.0%)	23 (42.6%)	2 (3.7%)	2 (3.7%)	-	4.3889	.7375 8	VH
English aims to improve students in science, technology, art, and culture	21 (38.9%)	28 (51.9%)	4 (7.4%)	1 (1.9%)	-	4.2778	.6845 1	VH
English manage to develop the four skills including listening, speaking, reading, and writing	29 (53.7%)	24 (44.4%)	1 (1.9%)	-	-	4.5185	.5404 7	VH
By learning English at primary school, the students will be familiar with foreign language	34 (63.0%)	18 (33.3%)	2 (3.7%)	-	-	4.5926	.5669 7	VH
By learning English, the students will be rich with the language beside their mother tongue	27 (50.0%)	24 (44.4%)	2 (3.7%)	1 (1.9%)		4.4259	.6616 7	VH
Overall						**4.4691**	**.4247 0**	**VH**

Legend:

4.20-5.00	Very High	(VH)
3.40-4.19	High	(H)
2.60-3.39	Moderately High	(MH)
1.80-2.59	Low	(L)
1.00-1.79	Very Low	(VL)

All teachers agreed that English must be taught since in primary school. It is also supported by the result of the interview below:

Teacher B said that:

> *"to face the globalization era, we have to introduce English in primary school. It should be compulsory like in SMP (junior high school), be one of important subject, and as one of main subjects, to be tested in National Examination".*

Other teacher also gave their opinion about the status of English subject as a local content curriculum as quoted below:

> *"I think that English is not appropriate to be a local content subject, because English is not our local content/local culture. Please put the English as a core or main subject in the curriculum. We have to take the local content subject that really local content in culture particularly like Budaya daerah Jambi, anything else about local". (**TC C**)*

By analyzing their opinion, it is clear that they did not agree about the new curriculum which put English only as a local content because it took limited time to learn English in the classroom. Moreover, the students need to learn English as early as possible in primary school to support their knowledge in the next level.

DISCUSSION

By the findings of the research, the status of English as local content based on KTSP curriculum limited the students in learning English early. The limited time to learn English is not enough for them to improve their knowledge even skills particularly in speaking. Meanwhile, they need to improve their English before entering the next level such as junior high school and senior high school. As teachers' explained in the interview and their opinion through questionnaire showed that they disagreed with the new regulation about the status of English. They told that English is very important to be a compulsory subject to improve students' knowledge. Meanwhile, since English as local content or an optional subject, there are many state primary schools removed English as the subject. As a matter of facts, parents who are concerned on their children for English learning prefer to bring their children into English course outside the school. It proved that parents realized English is very important for their children. Moreover, since some school taught English as local content, it decreased the students' motivation in learning English at school. They thought that English is not very important enough for them. It also will affect students' readiness to continue their study in the next level of schools. The limited time to learn English affect their readiness to learn English in the next level of school. Although some of them may take English course outside the school, it is hard for the students who have low economic background.

Disagreement of the teachers is about English as local content that teachers must find materials related to local wisdom or local culture. Meanwhile, the teachers did not have any guidelines of how to develop and integrate English into local wisdom. From the professional viewpoint particularly curriculum aspects, the government should provide an official guideline on how to develop or to design materials regarding with English as local content subject. Furthermore, the government should provide any sample materials such as English

textbook that integrated with local wisdom. Moreover, government should provide curriculum materials design training for teachers who teach English as local content subject.

CONCLUSION
In general, English teachers agreed that the objective of English should be taught and introduced in primary school as early as possible is to develop basic knowledge of vocabulary, simple reading, and communication competence. However, it is clear that they did not agree about the new curriculum which put English only as a local content because it took limited time to learn English in the classroom. Moreover, the students need to learn English as early as possible in primary school to support their knowledge in the next level. Disagreement of the teachers is about English as local content that teachers must find materials related to local wisdom or local culture. Meanwhile, the teachers did not have any guidelines of how to develop and integrate English into local wisdom

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WOMEN'S CHARACTERIZATION IN MARY SHELLEY'S FRANKENSTEIN

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Abstract: *Frankenstein* was written during the Victorian Era where the social construction of gender started to emerge that led to the dichotomy concept of femininity and masculinity, and thus this era was depicted as having a strong feminism background. However, even though *Frankenstein* was written in a strong feminism background, the female characters in this story seemed to be marginalized.Therefore, it seems to be important to know whether or not all the female characters in this story are weak and not feminist. Thus, this present study will respond those questions of whether the female characters are feminist or not which will be seen from their characterization. In addition, this study will answer those question by doing textual analysis on Frankenstein using McKee's (2003) textual analysis, a framework of qualitative data from Miles and Huberman (1994), and liberal feminist theory of Tong (2009). Finally, after the analysis done on the characterization for each six female characters in Mary Shelley's *Frankstein,* it is found that there are 2 characters who own the most feminist traits, namely Caroline Beaufort and Justine Moritz with their characters of responsible, hardworking, influential and forceful. Next, it is also found that there are 3 characters who have quite some feminist traits, namely Elizabeth Lavenza, Agatha Da Lacey, and Safie due to their influential character. Yet, not all the female characters were depicted as feminist, since there was one female character that was not depicted as feminist, namely Margaret Saville.

Keywords: feminine traits, masculine traits, liberal feminism, characterization.

INTRODUCTION

Frankenstein was written by a well-known English novelist named Mary Shelley whose mother is also well-known for her notable work *A Vindication of the Rights of Woman* (1792). which became the sign of the the first wave feminism movement. In addition, it was also written in the Victorian Era which is also known for its very strong feminist background since it was the moment when the concept of femininity and masculinity began to consruct the society (Digby, 1992). However, despite the strong feminist background, it was found that this novel seemed to marginalize its women characters and thus the questions of whether or not all female characters depicted as weak or not feminist arise from many scholars, one of them came from Hoeveler (2004) who conducted a study about women's position in Frankenstein and it was found that this novel was depicted as having the term of female gothic since the female characters usually faced difficulty in their life and tended to become victim of man's activity. Thus, this present study will respond to those questions to find out whether the female characters are feminist or not which will be seen from their characterization using McKee's (2003) Textual Analysis and liberal feminist theory of Tong (2009)

METHOD(S)

The research design used in this study was qualitative research. This research used textual analysis from McKee (2003) and adapted a qualitative framework analysis from Miles and Huberman (1994). After the data were collected, it was analyzed using liberal feminist theory from Tong (2009). There were the procedures needed by the researcher when analyzing the data in order to get exact data in reaching the purpose of the study. Those procedures could be drawn as the following:
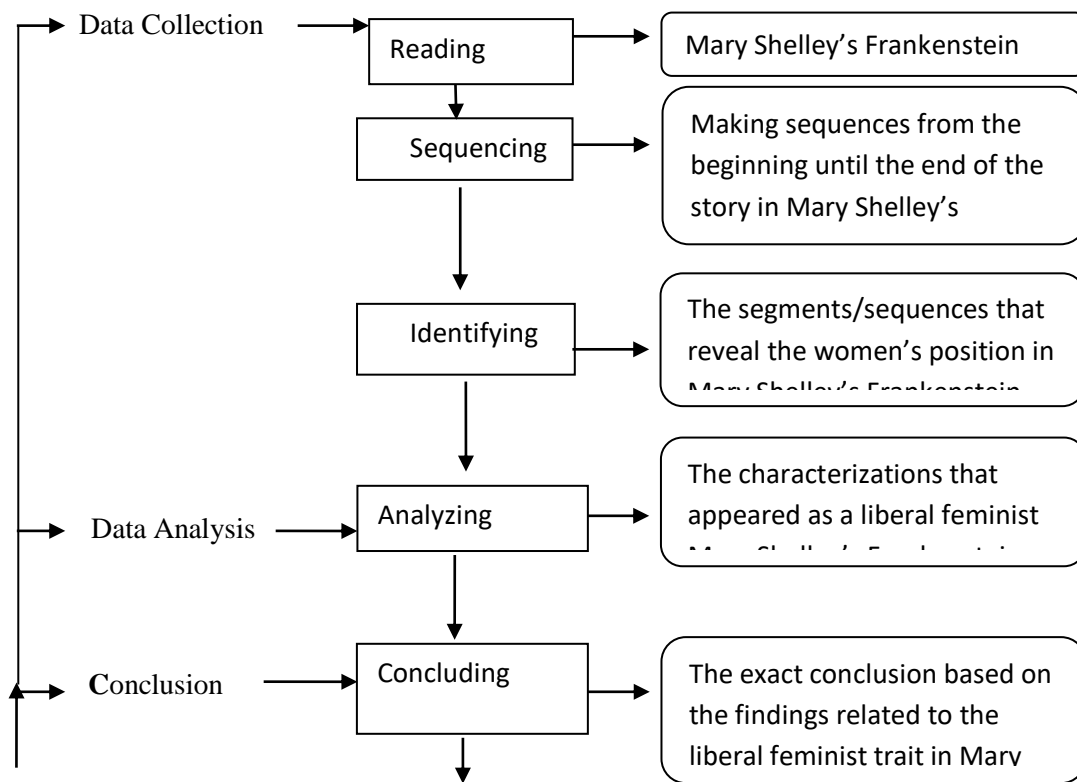
Figure 3.1
Flowchart of Research Procedure

Those procedures were done in simultaneous way. In the process of reading, the researcher may already found the conclusion of the story. Since it is a qualitative research, it should be able to describe the procedure starting from the reading, sequencing, identifying, analysing, and concluding the data.

FINDINGS AND DISCUSSION

This part explains about the findings of conducting this research and those findings will be discussed clearly in order to show the object of this study. By using the method, the female characters will be explained through their characterization. In addition, it was revealed that the six female have feminist characterization that is revealed as follows:

Characterization of Margaret Saville

Margaret Saville is one of the female characters presented in *Frankenstein*'s novel. From the data collection, it was found that Margaret Saville has 2 characters that are indeed prominent in this novel, namely lovable and passive. Firstly, Margaret Saville was depicted as a lovable woman which means that she was easy to be loved and inspiring affection. In revealing this character, the novel reveals Margaret Saville's lovable character through several sequences in the novel and it was found that this novel reveals Margaret Saville's lovable character for 7 times. However, after the data was being seen into a deeper analysis, it was found that there was only one sequence that described Margaret's lovable character the most. In this sequence, Margaret's lovable character can be seen from the first letter of Robert Walton to Margaret Saville in which Robert narrated, *"farewell my dear, excellent, Margaret. Heaven shower down blessing on you and save me…"* (Shelley, 1818:7). Further, it can also be seen that Robert was expressing his hope and prayer for Margaret which also means that he loved Margaret very much by saying that Margaret was his excellent and dearest sister. In further, as Robert prayed to God to always bless Margaret and to bless himself, it means that Robert wanted to be saved that he could go back home safely to see his dearest Margaret again. Thus, this sequence has successfully revealed that Margaret's lovable character revealed through the letter written by Robert to her as a symbol of Robert's affection towards Margaret and thus Margaret is a lovable.

Secondly, Margaret was also characterized as a passive woman since she tended to be accepting all the things that have happened or done to her without responding actively or asserting herself. In revealing this character, the novel reveals Margaret Saville's passive character through several sequences in the novel. However, after the data was being seen into a deeper analysis, it was found that there was only one sequence that described Margaret's passive character the most which. In this sequence, Margaret's passive character can be seen through the letter written by Robert to her in which he states "*you have read this strange and terrific story, Margaret, and do you not feel your blood congealed wit horror, like that which even now curdles mine?*" (Shelley, 1818: 116). After this letter was being analyzed, it was found that Robert Walton narrated the question in his letter without even knowing whether Margaret Saville received the letter or not. The most crucial point in this sequence is that Margaret had never been replying the letter and it shows that her existence in the novel was not dominant and passive. In addition, the only factor that made her coming to be known by the reader was by Robert's letters. Thus, this sequence has successfully revealed that Margaret was a passive character since she never participated in the story.

In conclusion, after revealing Margaret's characterization, it was found that Margaret had two characters that she tended to reveal in the story namely, lovable and passive which is believed to be the traits of feminine. This shows that Margaret is not a feminist since the whole characteristics that she had are the traits of feminine which is contrary with the ideology of liberal feminist since this ideology is truly against the concept of femininity due to its principle that femininity is the source of women's oppression and therefore women should leave their feminine traits and obtain more masculine traits in order to be feminist (Tong, 2009).

Characterization Caroline Beaufort

Caroline Beaufort is one of the female characters presented in *Frankenstein*'s novel. From the data collection, it was found that Caroline Beaufort has 5 characters that are indeed prominent in this novel, namely hardworking, lovable, responsible, careless and influential. Firstly, Caroline was depicted as a hardworking woman since she was filled with energy and care. In revealing this character, the novel reveals Caroline's hardworking character through two sequences. However, after the data was being seen into a deeper analysis, it was found that there was only one sequence that described this character the most. Specifically, this sequence was related to a speech from Victor Frankenstein who described Caroline Beaufort by saying *"she procured plain work; she plaited straw and by various means contrived to earn a pittance scarcely sufficient to support life"* (Shelley, 1818:14). From this speech, it can be seen that Caroline was a very hardworking that she did plain work to support her life and she was not shy to do such kind of work. Thus, this sequence has successfully revealed that Caroline was hard working since she was willing to do plain work.

Secondly, Caroline Beaufort was also depicted as a lovable woman since she was easy to be loved and inspiring affection. In revealing this character, the novel reveals Caroline's lovable character through several sequences. However, after the data was being seen into a deeper analysis, it was found that there was only one sequence that described this character the most. Specifically, this sequence was related to the speech of Victor Frankenstein about the story of his father who took care for Caroline after the death of his father. Victor said *"he came like a protecting spirit to the poor girl, who committed herself to his care, and after the interment of his friend he conducted her to Geneva, and placed her under the protection of a relation"* (Shelley, 1818:15). From this speech, it can be seen that the way Victor's father took care of Caroline Beaufort showed that he loved her that he wanted to protect Caroline. It also means that Victor's father did not want Caroline to be sad after losing her family member. Thus, this sequence has succefully revealed that Caroline indeed has lovable character.

Thirdly, besides depicted as a hardworking and lovable woman, Caroline was also depicted as responsible woman since she was capable of being trusted. In revealing this character, the novel reveals Caroline's responsible character through several sequences. However, after the data was being seen into a deeper analysis, it was found that there was only one sequence that described this character the most. Specifically, this sequence was related to the speech of Victor Frankenstein as he said *"...that at the end of three months he lay on a bed of sickness, incapable of any exertion. His daughter attended him with the greatest tenderness..." (Shelley, 1818:15).* In this speech, Victor said that Caroline Beaufort greeted her father tenderly when he was incapable of any exertion. The way Caroline Beaufort greeted his father in his sickness reflected that she was responsible as a daughter. She did not leave his father alone in his sickness and she still accompanied her father while tryting to work. Thus this sequence indeed showed that Caroline was responsible.

Fourthly, despite of those 3 characters above, Caroline was actually careless since she sometimes was not taking care or not giving enough attention and thought on doing something. After the data was being seen into a deeper analysis, it was found that there was one sequence that described Caroline's careless character the most. Specifically, this sequence was the speech from Victor Frankenstein as as he said, *"...she could no longer*

debar herself from her society and entered her chamber long before the danger of infection was past. On the third day my mother sickened; her fever was very malignant, and the looks of her attendants prognosticated the worst event" (Shelley, 1818:20). From this speech, it can be revealed on how careless Caroline as she got the inflection since she could not debar herself from entering the chamber although she had been warned by the family and that caused her infected the disease three days after. Thus, this sequence indeed shows how careless Caroline was.

Fiftly, yet Caroline was also depicted as influential woman since she had a lot of influence on someone or something. Specifically, there was one sequence that described this character the most in the story. This sequence described the action of the fiend that took the portrait of Caroline Beaufort glittering on William Frankenstein's breast in his death. The fiend did, *"As I fixed my eyes on the child, I saw something glittering on his breast. I took it; it was a portrait of a most lovely woman. In spite of my malignity, it softened and attracted me"* (Shelley, 1818:77). From this speech, the fiend attracted with the portrait of Caroline Beaufort. He thought that she was the loveliest woman. The fiend then took the portrait from the dead body of William Frankenstein. It showed that Caroline Beaufort influenced the fiend. Thus, this speech shows how influential Caroline was.

In conclusion, Caroline had 5 characters that revealed her characterization namely hardworking, lovable, responsible, careless and influential. From those characters, there three two characters that revealed Caroline as a feminist acccording to liberal feminist namely, hardworking, responsible, and influential. Those characters represent masculinity that support Caroline's depiction as feminist. This is in line with ideology of liberal feminist that requires women to be masculine in order to be feminist since it believes that femininity is the source of women's oppression. In this novel, Caroline showed three characters of masculinity and thus she is a feminist according to liberal feminist (Tong, 2009).

Characterization Of Elizabeth Lavenza

Elizabeth Lavenza is one of the female characters presented in *Frankenstein*'s novel. From the data collection, it was found that Elizabeth Lavenza has ten characters that are indeed prominent in this novel, namely unlucky, lovable, influential, adorable, anxious, kind, unbelieving, weak, patient, and happy. Firstly, Elizabeth Lavenza was unlucky since she tended to have and bring bad luck. Sequence that revealed this character the most can be seen on the speech from Victor Frankenstein about Elizabeth by saying, *"about the time I mentioned she died; and a few months afterwards he received a letter from her husband, acquainting him with his intention of marrying an Italian lady, and requesting my father to take charge of the infant Elizabeth, the only child of his deceased sister"* (Shelley, 1818:16).Specifically, the way Victor Frankenstein described Elizabeth Lavenza showed us that her life was unlucky. Since she was child, her mother died and her father married again with an Italian lady without taking her together with him. Indeed, her father never asked about her condition and she grew older without her parents' love. Thus, this sequence indeed shows how unlucky Elizabeth Lavenza is.

Secondly, Elizabeth Lavenza was lovable since she was easy to be loved and inspiring affection. One sequence that revealed this character the most can be seen on Victor Frankenstein's speech that described about Alphonse Frankenstein who picked Elizabeth

Lavenza to Italy. He described, *"my father did not hesitate and immediately went to Italy, that he might accompany the little Elizabeth to her future home"* (Shelley, 1818:16). This means that Elizabeth Lavenza was loved by her uncle that her uncle was willing to accompany her to Italy. Thus, this sequence indeed show that Elizabeth Lavenza is lovable. Thirdly, Elizabeth was influential since had a lot of influence on someone or something. One sequence that revealed this character the most was related to Victor Frankenstein speech who described the contribution of Elizabeth Lavenza toward his family's happiness after the death of Caroline Beaufort. In his speech, he said *"she consoled me, amused her uncle, instructed my brothers, and I never beheld her so enhancing as at this time, when she was continually endeavoring to contribute to the happiness of others, entirely forgetful of herself"* (Shelley, 1818:20). Thus, this sequence indeed shows how Elizabeth Lavenza influenced other characters to be happy in this novel.

Fourthly, Elizabeth Lavenza was also having adorable character since she was very attractive, delightful, and charming. One sequence that revealed this character the most was related to Victor Frankenstein's speech who described his mother named Caroline Beaufort adored Elizabeth Lavenza very much. As Victor said *"I have often heard my mother say, that she was at that time the most beautiful child she had ever seen, and shewed signs even then of a gentle and affectionate disposition"* (Shelley, 1818:16). Thus, from this speech, Victor Frankenstein indirectly described that Elizabeth Lavenza was adorable through the story he heard from his mother. Fifthly, Elizabeth Lavenza was also anxious since she tended to feel worried or nervous. One sequence that revealed this character the most was related the moment when Victor Frankenstein lived in Ingolstadt and never came back home yet that led Elizabeth Lavenza to write a letter to him which stated *"I cannot describe to you the uneasiness we have all felt concerning your health"* (Shelley, 1818:32). The sequence reveals Elizabeth's anxious character in which she described that she and her family were thinking of Victor's Frankenstein's health and which means that she was anxious about Victor.

Sixthly, Elizabeth Lavenza was also known as a kind girl since she was willing to show concern about the happiness and feeling of other in a gentle and friendly way. One sequence that revealed this character the most was related to when Elizabeth Lavenza stated about the arrival of Justine Moritz in Victor Frankenstein's house. She stated, "Justine, thus received in our family, learned the duties of a servant … I dare say you well remember the heroine of my little tale: for Justine was a great favorite of yours; and I recollect you once remarked, that if you were in an ill humor, one glance from Justine could dissipate it…." (Shelley, 1818:33). Thus, this speech indeed support the kind character of Elizabeth Lavenza. Sevently, Elizabeth was unbelieving since she tended to feel or show that she did not believe somebody or something. One sequence that revealed this character the most was related to when Elizabeth stated that it was impossible for Justine Moritz to murder William. She stated, *"everyone else believes in her guilt and that made me wretched; for I knew that it was impossible: and to see everyone else prejudiced in so deadly a manner, rendered me hopeless and despairing"* (Shelley, 1818:33). Thus, this sequence indeed show that Margaret Lavenza is unbelieving woman.

Eightly, Elizabeth Lavenza was also weak since she was easy to be influenced by somebody or something. One sequence that revealed this character the most was related to

when Alphonse Frankenstein narrated in his letter that Elizabeth Lavenza accused herself as the cause of the death of William Frankenstein. He narrated, *"she weeps continually and accuses herself unjustly as the cause of his death; her words pierce my heart"* (Shelley, 1818:37). Thus, from this speech, Elizabeth Lavenza was described as a weak woman by indirect revelation through action. The way she accused herself depicted that she was very weak and blaming her self without waiting on the police's idenification. Ninethly, Elizabeth was patient since she tended to have and show patience. One sequence was related to when Elizabeth Lavenza hoped to see peace in Victor Frankenstein's countenance. She described, *"this winter has been passed most miserably, tortured as I have been by anxious suspense; yet I hope to see peace in your countenance, and to find that your heart is not totally devoid of comfort and tranquility"* (Shelley, 1818:103). Thus, this sequence show the patience of Elizabeth that she was willing to wait patiently on Victor. Lastly, Elizabeth was a happy woman since she tended to express pleasure, joy and fortune. One sequence that revealed this character the most was related to when Victor Frankenstein described that Elizabeth looked happy in their wedding day as he stated *"Elizabeth seemed happy, my tranquil demeanor contributed greatly to calm her mind"* (Shelley, 1818:105). Thus, this sequence indeed show that Elizabeth is a hapy woman.

In conclusion, Elizabeth Lavenza has 10 characterizations namely unlucky, lovable, influential, adorable, anxious, kind, unbelieving, weak, patient, and happy. Based on the characterizations of Elizabeth Lavenza above, there was found one character that depicted her as masculine namely influential. This character represent masculinity that support Elizabeth Lavenza's depiction as feminist. This is in line with ideology of liberal feminist that requires women to be masculine in order to be feminist since it believes that femininity is the source of women's oppression. In this novel, Elizabeth Lavenza showed one character of masculinity and thus she is a feminist according to liberal feminist (Tong, 2009).

Characterization Of Justin Moritz

Justin Moritz is one of the famale characters presented in *Frankenstein*'s novel. From the data collection, it was found that Justin Moritz has 4 characters that are indeed prominent in this novel, namely lucky, sorrowful, influential and forceful. Firstly, Justin was lucky since she tended to have and bring good luck. One sequence that revealed this character the most was related to when Elizabeth Lavenza stated that Justine Moritz was the most grateful little creature in the world. She stated, *"Justine was the most grateful little creature in the world: I do not mean that she made any professions…."* (Shelley, 1818:33). Thus, this sequence shows that Justin indeed a lucky woman. Secondly, Justin was also a sorrowful woman since she tended to feel or show sorrow. One sequence that revealed this character the most was related to when Ernest Frankenstein stated that she was the murderer. He stated, *" … indeed who would credit that Justine Moritz, who was so amiable, and fond of all the family, could all at one become so extremely wicked?"* (Shelley, 1818:40). Thus, Justin Moritz was described as a sorrowful woman in this sequence since Ernest Frankenstein's words showed that Justine Moritz was accused as the murderer of William Frankenstein.

Thirdly, Justin was influential since she had a lot of influence on someone or something. One sequence that revealed this character the most was related to when Elizabeth Lavenza stated about the arrival of Justine Moritz in Victor Frankenstein's house. She stated

that *"... I dare say you well remember the heroine of my little tale: for Justine was a great favorite of yours; and I recollect you once remarked, that if you were in an ill humor, one glance from Justine could dissipate it…".* (Shelley, 1818:33). Thus, this sequence showed that Justin is an influential woman since she could make Victor become cheerful. Fourthly, Justin was also forceful since she tended to be strong and firm. One sequence that revealed this character the most was related to when Justin was in the trial but she posed a gentle look as seen from a speech *"A tear seemed to dim her eye when she saw us, but she quickly recovered herself and a look of sorrowful affection seemed to attest her utter guiltlessness"* (Shelley, 1818:42). This sequence showed that Justin tried to look tough when she saw her family at the trial. She hid her tear as a forceful woman. Thus, Justin is a forceful woman.

In conclusion, Justin Moritz has 4 characterizations namely lucky, sorrowful, influential, and forceful. Based on the characterizations of Justin Moritz above, there are two characters that depicted her as masculine, namely influential and forceful. These characters represent masculinity that support Justin Moritz's depiction as feminist. This is in line with ideology of liberal feminist that requires women to be masculine in order to be feminist since it believes that femininity is the source of women's oppression. In this novel, Justin Moritz showed two characters of masculinity and thus she is a feminist according to liberal feminist (Tong, 2009).

Characterization Of Agatha De Lacey

Agatha de Lacey is one of the female characters presented in *Frankenstein*'s novel. From the data collection, it was found that she has 2 characters that are indeed prominent in this novel, namely, caring and influential. Firstly, Agatha was a caring woman since she tended to show or have feeling of affection and concern for other people. One sequence that revealed this character the most was related to when fiend described that he saw a young woman arranged the cottage. The fiend described, *"the young woman arranged the cottage and prepared the food, and the youth departed after the first meal"* (Shelley, 1818:58). The action of Agatha De Lacey showed that she was a caring woman. She cared of her family and handled woman's duty. She arranged the cottage to make it always comfortable to stay. She also prepared the food to keep her family health. Thus, Agatha is indeed a caring woman. Secondly, Agatha was also influential since she had a lot of influence on someone or something. One sequence that revealed this character the most was related to when the fiend described that he interested with the cottagers in such a various feeling. The fiend described, *"I will soon explain to what these feelings tended, but allow me now to return to the cottagers, whose story excited me such various feelings of indignation, delight, and wonder, but which all terminated in additional love and reverence for my protectors"* (Shelley, 1818:65). The fiend already observed the cottagers. Day by day the cottagers made him became interested with their story. Based on the evidence in sequence 19g, Agatha De Lacey was described as an influential woman by using direct revelation from other character.

In conclusion, Agatha De Lacey has 2 characterizations, namely caring and influential. Based on the characterizations of Agatha De Lacey above, there was found one character that depicted her as masculine namely influential. This character represent masculinity that support Elizabeth Lavenza's depiction as feminist. This is in line with ideology of liberal feminist that requires women to be masculine in order to be feminist since

it believes that femininity is the source of women's oppression. In this novel, Agatha De Lacey showed one character of masculinity and thus she is a feminist according to liberal feminist (Tong, 2009).

Characterization of Safie

Safie is one of the female characters presented in *Frankenstein*'s novel. From the data collection, it was found that she has 3 characters that are indeed prominent in this novel, namely influential, adorable and sorrowful. Firstly, Safie was influential since she had a lot of influence on someone or something. One sequence that revealed this character the most was related to when the fiend described the different appearance of Felix De Lacey after he saw Safie. The fiend described, *"Felix seemed ravished with delight when he saw her, every trait of sorrow vanished from his face and it instantly expressed a degree of ecstatic joy of which I could hardly have believed it capable, his eyes sparkled, as his check flushed with pleasure"* (Shelley, 1818:61). Thus, this speech shows that Safie is indeed an influential woman. Secondly, Safie was also an adorable woman since she was very attractive, delightful and charming. One sequence that revealed this character the most was related to when fiend described that Felix De Lacey called Safie as sweet Safie. The fiend described, *"when they separated, Felix kissed the hand of the stranger and said, "Good night sweet Safie." He set up much longer, conversing with his father and by the frequent repetition of her name, I conjectured that their lovely guest was the subject of their conversation"* (Shelley, 1818:63). Thus, this speech indeed show that Safie is an adorable woman. Thirdly, Safie was sorrowful since she tended to have feeling of sorrow or showing, or causing sorrow. One sequence that revealed the most this character was related to when Safie was accompanied by a countryman in her arrival at the cottage. The fiend described, *"it was a lady on horseback, accompanied by a countryman as a guide"* (Shelley, 1818:62). Safie was accompanied by a countryman because she did not know the way to get De Lacey's family. She was just left by her father from their escape and she came back to France to find her love, Felix De Lacey. Thus, this sequence shows how sorrowful Safie was.

In conclusion, Safie has 2 characterizations namely influential, adorable and sorrowful. Based on the characterizations of Safie above, there was found one character that depicted her as masculine namely influential. This character represent masculinity that support Elizabeth Lavenza's depiction as feminist. This is in line with ideology of liberal feminist that requires women to be masculine in order to be feminist since it believes that femininity is the source of women's oppression. In this novel, Safie showed one character of masculinity and thus she is a feminist according to liberal feminist (Tong, 2009).

CONCLUSION

In conclusion, from the analysis done on the characterization for each six female characters in Mary Shelley's *Frankstein,* it was found that there were 5 characters who were depicted as feminist according to liberal feminist, namely Caroline Beaufort, Justine Moritz, Elizabeth Lavenza, Agatha Da Lacey, and Safie. From those 5 characters, it was also found that there were 2 characters who were depicted as more feminist than others, namely Caroline

Beaufort and Justine Moritz since they owned more masculine traits than the rest. Yet, not all the female characters were depicted as feminist, since there was one female character that was not depicted as feminist, namely Margaret Saville. Thus, this present article has indeed successfully responded to the questions and it has revealed that even though female characters in *Frankenstein* seemed to be marginalized, yet there were some characters who were depicted as feminist.

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STUDENTS' NEED ANALYSIS IN THE CONTENT OF ENGLISH FOR HOTEL ACCOMMODATION OF VOCATIONAL HIGH SCHOOL

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Abstract: Different students' need in vocational high school with senior high school direct the teachers to analyze the needs of the students in order to design an appropriate teaching-learning activity. The students' need is emphasized to produce profesional students to work in line with their particular field as the aim of vocational high school. The aim of this study was to identify some factual information about the students' need in English learning, especially in the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation. The subject in this study were the tenth grade students of hotel accommodation program in SMK N 2 Singaraja especially class XP 1 and XP 2. Questionnaire and interview were used to collect the data in this study. The results showed that the students' need is to meet their own academic professions and their future needs. It was done by covering everyday language of hotel's activity with its language structure and examples which portray real hotel's activity in each language skill and its components.

Keywords: vocational high school, English for hotel accommodation, students' need.

INTRODUCTION

Learning English as a foreign language already stated in the National Education Minister Regulation No. 22 Year 2006. Bali as a tourism destination places English as an important language to be mastered by the students. Nowadays, the tourist visit in Bali is in line with the tourist industry development (Maulana, 2014). One of the tourist industries that are growing very rapidly is hotel. The existence of hotel as a tourism accommodation is highly favored by the tourist that is proven by the increasing number of hotels in each year (Sakawati, 2015). As number of hotels grows, so do the number of workers needed. So, it makes some of the Balinese people work in the tourism sector especially in hotel service. To improve the quality of hotel and achieve the customers' satisfaction, the good quality of hotel service is noted (Swaroop Debasish & Dey, 2015) due to the tourism business environment that is becoming complex. To support the need of workers with good quality, there are some schools made based on the tourism field like vocational high school which contains hotel accommodation program and senior high school which contains hotel course in Bali.

As a general subjects in vocational school (National Education and Cultural Minister Regulation No. 70 Year 2013), it emphasizes more on general English than specific English based on the students' need in order to make students able to communicate communicatively (Derakhshan, Khalili & Baheshti, 2016).   Talking about vocational school, National Education System Regulation *(2003)* stated that vocational school prepares the students to work in particular field after graduate. It aims at producing profesional students and their

competencies to work in line with the program taken (Bambang Ixtiarto & Budi Sutrisno, 2016). Therefore, vocational school in charge of several fields.

One of the vocational school in Buleleng- Bali is SMK N 2 Singaraja. It becomes a school reference of tourism study programs especially for hotel accommodation. The preliminary observation of this study was done in SMK N 2 Singaraja and focused on problem identification related with students and teaching learning process. Based on the observation in learning process, the teacher taught English for general purpose for the students. English for general purpose emphasizes on developing the students' English ability but less in the students' practicability and professional ability (GUO Hui, 2017). Moreover, the students looked passive and seemed to have low motivation in learning process. They also seemed be worried about mistakes in using grammar and did not get more opportunity to participate in the classroom learning process because there was not enough activity given by the teacher.

However as a vocational students, the ability in mastering English related to their program is necessary for them to be able to compete in their work later. Moreover, the labor exchange around ASIA also was increased due to the presence of ASEAN Economic Community (AEC) since 2015. It was done to increase the Asean's competitiveness and could compete with China and India in attracting foreign investment. It affected many people especially workers who were engaged in specialized skill sectors. Thus, they needed to master English related to their purpose (ESP) besides mastering their spesific field to compete and communicate effectively in this competition.

English for Specific Purpose (ESP) refers to the approach of language teaching that provides the material based on the students' need as well as their interest(Hutchinson, Tom; Waters, 1987). Fadavi & Ershadi (2014) states the aim of learning ESP in the world is teaching English in order to achieve the students' need in targeted and practical way. Futhermore, Musikhin (2016) mentions two objectives of learning ESP such as to develop the students' communicative competence in their professional field and to provide a basis for their further learning and perfection of language skills. Therefore, due to the problem identification, identify some factual information about the students' need in English learning, especially in the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation.

RESEARCH METHOD

This study was a qualitative study. According to Emzir (2014), qualitative study aims at describing a situation or phenomenon. In this case, the students' need in learning the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation become the situation that was discussed by the researcher. There were two methods used by the researcher in conducting this research namely questionnaire and interview with two

instruments used in this study such as questionnaire and interview guidline. Then, the data was analyzed descriptively by the researcher.

The sample in this study were the tenth grade students of hotel accommodation program in SMK N 2 Singaraja especially class XP 1 and XP 2. The researcher chose the sample by using purposive sampling based on some considerations. The considerations were (1) the students who chose hotel accommodation program, (2) the school that use English as one of the subject study and (3) willingness to be involved in this study. However, due to the limitation of time and cost the limited field trial, this research was held in one sample school and two classess in the academic year 2017/2018.

FINDINGS AND DISCUSSION
Findings

Like what was mentioned above about the aim of this study. This study was aimed at identifying some factual information about the students' need in English learning, especially in the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation. The first finding was obtained from the questionnaire given by the researcher. In term of the students' want result on listening activity. There were four options given by the researcher to know the kind of listening activity that the students want. The first option was fill in the blank of the text. The students wanted to fill some words on the blank of the text by listening to the audio played by the teacher. There were 32 students who chose this option and it was about 22.06 %. Most of the students chose this activity because it will help them to increase their listening skill as well as vocabularies related with the topic being discussed. The next option is note the important point of the audio played by the teacher. There were 17 students who chose this option. It was about 11.73%. The students chose this activity because it might help them in understanding the audio played by the teacher easily by noting the important point.

The third option identified the general information of the text. In this option, there were only 2 students who chose this option and it was about 1.38 %. Most of them mentioned that only by noting the important point of the text, they will know the general information of the text. They wanted more practice in listening activity towards some words they would hear. The last option is identifying the specific information of the text. There were 18 students who chose this option and it was about   12.42 %. The students chose this option because they thought that they need to know about the specific information of the topic being discussed on the audio played by the teacher. By knowing the specific information, they were easier in completing the task.

The next one was about the students' want result on speaking activity. Speaking skill was one of the most skills that wanted to develop by the students. Through speaking skill, the students could communicate with others, share their idea as well as build good relation. Improving the speaking skill was a must by the students especially in English due to their job in the future as a hotel staff. They need to communicate with their guest for building good

relation. In increasing their speaking ability, the speaking activity was made. There were four options that were given to the students to know what kind of speaking activity that they want, so it could avoid their boredom in following the activity. The first option was practice the dialogue and monologue on book. Here, there were 7 students who chose this option and it was about 4.83 %. The students chose this option because they thought that it was easier for them to finish the task given by the teacher by only reading the dialogue and monologue on book. The next option was a make dialogue and presents it in front of the class. There were 31 of students who chose this option and it was about 21.39%. The students chose this option because they could increase their creative thinking in making a dialogue based on what they want but still related with the topic being discussed.

The third one was played a role play. There were 17 students who chose this option and it was about 11.73 %. The students chose this option could feel how the situation that they would face related with their job later. Besides improving their speaking skill, they could practice to be more confident to speak with other by using English. The last option was discussed the certain topic and present the opinion about the topic being discussed. In this option, the students may work in group or pairs and discussed a certain topic. After that, the students would present their opinion to other groups. There were 13 of students who chose this option and it was about 9.05% of students.

Moreover, the other skill is reading activity. To know the students' want result on reading activity, the researcher also gave four options. The first option was read the text and answers the questions related with the text. In this case, the students would read the test on the book first and answer the questions related with the text. There were 45 students who chose this option and it was about 31.05 %. Most of the students chose this option because they would easy to finish the text because the answer still related with the text.

The second one was read the text out loud with good intonation. The students need to read the text out loud with good intonation. By doing this activity, the students needed to increase their ability in pronouncing the word. There were 14 students who chose this activity and it was about 9.66 %. The problem that might be faced in doing this activity was the time allotment of English lesson. The students might need more time in reading the text due to the huge number of students in one class. The next one was summary the text. There were 5 students who chose this option and it was about 3.45 % of the students. They thought that by summarizing the text, they would increase their reading ability and writing ability at once. They would present their understanding towards the text freely. The last one was arrange the sentences on the text in well ordered. There were 4 students who chose this option and it was about 2.76 %. The students argued that by arranging the sentence, the learning activity was more interesting and challenging. If there would more sentences on the text, they need to arrange it as well as practice to increase their critical thinking. I happened due to different students may have different understanding in arranging the sentences.

The next one was the result of the students' want on writing activity. As the productive skill, writing plays an important role also among other skills. To know the result of the students', want on writing activity, the researcher gave four options to the students.

The first option was free writing about the essay related with the topic being discussed. In this case, the students need to make free essay 'dialogue related with the topic being discussed but they were given an example first. There were 35 students who chose this option and it was about 24.15 %. It meant that most of the students chose this activity. They chose this activity because they could express their idea in writing but still focuses on the topic.

The second one was writing based on the vocabularies given. The lists of vocabularies were given and the students needed to make a sentence, dialogue or essay that contains those vocabularies. There were 17 students who chose this option and it was about 11.73 %. The students chose this option because they got a chance to try in using the vocabularies itself based on the context. The third one was writing based on the picture given. In this activity, the students were given sequence of picture and should write based on the picture. There were 12 students who chose this activity and it was about 8.28%. the students chose this activity because they could feel more easy in developing their idea to write through an image/illustration. They could easily to understand the situation that they would to write. The last one was writing with outline first. There were 5 students who chose this option and it was about 3.45 %   because they could be easily in developing their idea if they have an outline.

Not only the fourth English language skills that need to be noted in English learning like vocabulary learning. Vocabulary refers to the words in a language that a person knows. The more vocabulary that was known by the students, the more easily they understand the meaning of the sentences and text. The researcher gave them four options to the students. The first option was translating Indonesian words into English. For this option, there were 40 students who chose this option. It was about 27.6 %. The students thought that they needed to translate the words first and know that words in English. One word might have more than one meaning in English. Besides, they also felt easily in doing that activity and not too frustrated in English vocabulary learning.

The second option was matching the Indonesian word into English. For this option, there were 17 who chose this option and it was about 11.73 %. Several students said that they could have time in matching some words that they have been known only by looking its Indonesian or English words. It made them easily in building their English vocabulary. Then, the third one was filling the missing word by in the dialogue with the list of vocabularies that have been provided. There were only two students who chose this option and it was about 1.38 % of students. The students chose this option because by having time in filling the missing word in the dialogue with the list of vocabularies that have been provided, the students could have the time in practicing the vocabularies based on the context.

The last one was finding the synonym or antonym of the list of vocabularies. For this option, there were 13 students who chose this option and it was about 8.97 %. The students thought that by knowing the synonym and antonym of the vocabulary, they could be easily in expressing some words if there would different situation happen. So, based on the result of questionnaire of the students' want on vocabulary learning, it can be concluded that most of the students chose vocabulary learning in the form of translating Indonesian words into

English. For this option, there were 40 students who chose this option, matching the Indonesian word into English and finding the synonym or antonym of the list of vocabularies.

Another important component was grammar. Even learning grammar was out of the fourth English skills, learning grammar plays a crucial role in improving the fourth skills itself. By having good grammar ability, the students can be better in spoken and written communication, easily to understand the text and understand the utterance. To improve the students' ability in grammar, the researcher also gave four options to be chosen by the students. The first option was the missing word on the dialogue with correct grammatical word. There were 7 students who chose this option and it was about 4.83 %. The students chose this option because they felt that by practicing the grammar directly to the situation was more beneficial for them. They could have an image in using those rule based on the situation involved.

The second one was making sentences of word that as been provided based on the formula. Most of the students chose this option. There were 30 students and it was about 20.7 % of them who chose this option. The students chose this option because they need to know how to use this grammar in simple sentence first before directly used it on the dialogue. When they have ability in making some sentences based on the grammatical rule given, they felt more ready in using those rule on the dialogue. Besides, they could express their feeling on making sentences. The next option is identifying the correct or incorrect sentence structure. There were 18 students who chose this option and it was about 12.42 %. The students said that they felt more comfort to learn grammar by directly practicing to identify the correct and incorrect sentences. They could increase their critical thinking in understanding the rule and its implementation.

The last option was revising the incorrect sentences structure. There were 14 students who chose this option and it was about 9.66 % of students who chose this option. They thought that they need more practice in revising the incorrect grammatical patterns of sentences to increase their understanding of the rule based on the situation. So, based on the result of questionnaire of the students' want on grammar learning, it could be concluded that most of the students chose grammar learning in the form making sentences of word that has been provided based on the formula.

The last one was pronunciation. Pronunciation was really important role in spoken communication especially in avoiding miss communication. Different word has different pronunciation even the minimal pairs of words. The words differ in only one phonological element, like a phoneme also has distinct meanings. To know the students' want result on pronunciation learning, there are four options given by the researcher. The first option was finding the pronunciation of words in dictionary and writes it. There were 21 students who chose this option and it was about 14.49 % of them. They said that they need to find the phonological pattern of word and write it first to know how to pronounce the words correctly.

The second one is listening and repeating the pronunciation of words after the teacher. For this option, there were 38 students who chose this option and it was about 26.22 %. Most

of them chose this option because they felt easily to learn by repeating what has been pronounced by the teacher without looking at dictionary again. Then, they will also easily to know it pronunciations directly. The third option was find the minimal pair of words that have been provided. There were only 2 students who chose this option ad it was about 1.38 %. The students said that by finding the minimal pairs of the words, they could know more about the vocabulary to avoid mispronouncing and misunderstanding. The last option was finding the pronunciation of words in dictionary and read it aloud. There were 8 students who chose this option and it was about 5.52%. The students mentioned that by having time in finding and pronouncing the word out loud, they could practice in pronouncing the words by their own while learned about how to read a certain symbol.

The next one was the result of interview with the students. The result of the interview indicated that some material were taught by the teacher. They had some English materials in the first and second semester. It was found that what students had in classroom was also mentioned on the syllabus. It was also confirmed by the interview result with the teacher in which those materials have been taught by the teacher. It means that the materials taught by the teacher to the students have been matched with the learning objectives. They also mentions the lacks in learning. Some of the students said that they have low motivation due to the general English taught by the teacher with limited example related with their program. They wanted a specific English example to be learnt which related with their program. They thought that more practice was needed for all of the fourth language skills related with the hotel activity. They need English also for their work life after graduate. Because English plays an important role in hospitality industries, most of the students wanted to know more about the use of English related with hotel. The students needed to know the kind of English expression used by the hotel staff contextually. They also needed more practice about the language to communicate rather than just a theory. The specific goal that they wanted to achieve was having a good speaking skill. They said that by having good speaking skill; they could communicate with the guest correctly and build relation. All of the students agreed that good communication could make them easily in handling the guest for their future job. Some of the students have different prospects as a hotel staff. Most of them want to be a receptionist, waiter and housekeeper. So, it made them wanted to know the use of English related with those professions.

Discussion

As one of the vocational schools in Singaraja, SMK N 2 Singaraja provides Hotel accommodation program for each level of education. The teacher taught English for general purpose like what is stated on National Education Minister Regulation. However, to work in hotel industry, their English ability played a significant role be able to compete in their work later due to the the labor exchange around ASIA was also increased because of the presence of ASEAN Economic Community (AEC) since 2015. They needed to get knowledge about the real English use related with their work. It was correspond based on the Illés & Akcan (2017) who state that the actual process of English communication needs to be noted as the communicative medium of choice. Thus, they really needed to master English related to their purpose (ESP) because ESP develops the students' communicative competence in their

professional field and to provide a basis for their further learning and perfection of language skills (Musikhin, 2016).

In this process, the need analysis proposed by Hutchinson, Tom; Waters (1987)was used due to several reasons. It was because in need analysis process the target needs (what the students need to do based on the target situation) and learning needs (what the students need to do to learn) need to be noted. They also mentioned the necessities, lacks and wants need to be considered in analyzing the target needs (why is the language needed?, how will the language be used?, what will the content areas be?, who will the learner use the language with?, where will the language be used? and when will the language be used. The next one is learning needs that is important to analyze the knowledge and skill that the learner will need to make them able in performing degree of competence in target situation (why are the learners taking a course?, how do the learners learn?, what courses are available?, who are the learners?, where will the ESP course take place? and when will the ESP course take place).

Based on the data collection that has been done, the students wanted to learn English as real as possible related with hotel activities. The result of questionnaire also mentioned the students' need in listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation activity. It showed that 32 students chose fill some words on the blank of the text by listening to the audio played in listening activity and it was about 22.06 %. They chose it because it will help them to increase their listening skill as well as vocabularies related with the topic being discussed. There were also 31 students who chose make a dialogue and presents it in front of the class for their speaking activity. It was about21.39%. They wanted this activity because they can build their writing as well as speaking skill at once. Besides, they also could increase their creative thinking when making a dialogue based on what they want but still related with the topic being discussed. In reading activity, 45 students chose to read the text and answers the questions related with the text. It was about 31.05 %. Besides they get easily to finish the task, they also can increase their focus because the answer still related with the text. The next one was writing activity. Most of the students chose to have free essay writing related with the topic being discussed. There were 35 students who chose this option and it was about 24.15 %.

In the vocabulary activity, most of the students wanted to have the activity to translate Indonesian words into English. There were 40 students who chose this option and it was about 27.6 %. By having time to find the Indonesian word into English, they could felt easily to answer the questions and involving in the activity. The next one was in term of grammar activity. Most of the students wanted to have the activity by making sentences of word that as been provided based on the formula. There were 30 students and it was about 20.7 % of them who chose this option. Most of them wanted to learn from simple to complex. They needed to make a simple sentence first before directly used it on the dialogue. They could felt hard to directly used it on the dialogue. The last one was in term of pronunciation activity. Most of the students wanted to learn English pronunciation by listening and repeating the pronunciation of words after the teacher. There were 38 students who chose this option and it was about 26.22 %. They felt more easily to learn through example given by the teacher.

Besides questionnaire, the researcher also conducted interview with the students. The result of the interview mentioned that there were some materials taught by the teacher. It was also confirmed by looking at the syllabus and lesson plan. It means that the materials taught by the teacher to the students have been matched with the learning objectives. They also mentions the lacks in learning. Some of the students said that they have low motivation due to limited example and activities given by the teacher related with their program. Yilmaz, Turgut, Kele, & Kele (2017) also mention that eve there were proper curriculum and good instruction, it was not enough to guarantee because motivation plays a significant role on students' success in learning process. They also needed specific example related with their program because they would work after graduated and not only focusing on their national exam. They thought that more practice was needed for all of the fourth language skills related with the hotel activity to make them more ready to work after graduated. So, they could able to communicate contextually related with their job later.

The specific goal that they wanted to achieve was having a good speaking skill. All of the students agreed that good communication could make them easily in handling the guest for their future job. Even some of them have different prospects as a hotel staff, all of them agreed that good communication need more practice to make it perfect and good service could increase the customer satisfaction in hotel industry. So, besides having an ability of general English, specific English related with their program was also needed to make them able to communicate contextually.

CONCLUSION

Based on the analysis, the conclusion in this study can be seen as follows. Most of the first grade students want some activities related with the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation. In listening activity, most of them needed to fill some words on the blank of the text by listening to the audio played by the teacher. In term of speaking activity, most of them wanted to make a dialogue and presents it in front of the class. In reading activity, most of them needed was read the text and answers the questions related with the text. The last one was in writing activity. Most of the students wanted to have free essay writing related with the topic being discussed. In vocabulary activity, most of them wanted to translate Indonesian words into English. They thought that it could make them easily in remembering the words. In terms of grammar activity, most of the students wanted to make sentence of word that has been provided based on the formula. The last one was pronunciation activity. Most of the students wanted to have an activity by listening and repeating the pronunciation of words after the teacher. It could make them easily to learn through the example given by the teacher. The data from interview showed that most of the students wanted a specific English example to be learnt which related with their program. They thought that more practice was needed for all of the fourth language skills related with the hotel activity. Besides, the students also wanted an extra time to focus more in speaking skill and writing skill as the productive skills, so they could be able to communicate contextually related with their job later.

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BIG BOOK IN BIG CLASSES: HOW SIGNIFICANT IS IT FOR FIRST GRADE STUDENTS?

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Abstract: Reading Big Book gives so many beneficial impacts for students, especially young learners, like attracting students' attention, stimulating students' imagination, creating secure and relax atmosphere, and also creating fun and meaningful learning. Thus, investigating whether there was a significant effect of Big Book as teaching media on the first grade students' reading comprehension in Bali became the purpose of this study. Quasi Experimental of Posttest Only Control Group Design was used. Two classes from one school in North Bali, South Bali, West Bali, and East Bali became the sample of this study. One class in each school was the experimental group treated by using Big Book while the other was control group which was treated by using conventional media. The result of descriptive statistical analysis shows that mean score of experimental group is 83.08 and control group is 80.00. It means students in experimental group get better score than control group. The result of inferential statistical analysis shows comparison between t-obs (t-observed) and t-cv (t-critical value) that is 2.267>0.444. It means that the value of t-obs is higher than the value of t-cv. It can be concluded that there is a significant effect on the first grade students' reading comprehension taught by using Big Book as teaching media.

Key Words: big book, TEYL

INTRODUCTION

In today's era, the notion of literacy has expanded, not only limited to the ability to read and write. According to Winch, Johnston, March, Ljungdahl and Holliday (2006), literacy is the ability to create and share meaning by composing and interpreting text. The text in question can be in oral or written form, containing graphic elements such as images, maps or tables, published in print and electronic media. Furthermore, they explained that literacy forms an understanding between text and context and also includes speaking, listening and students' ability to think critically integrated with reading and writing activities. Meanwhile, according to Cooper & Kiger (2003), the text given to students focuses on aspects of communication, which include listening and speaking (spoken language), reading and writing. From this definition, the purpose of literacy is to build the meaning of what has been heard and read.

Unfortunately, in the current reality, Indonesian literacy culture is still low. This is provenby the data in the Guide to School Literacy Movement in Primary Schools (2016: 1), which has been tested by the Organization for Economic Cooperation and Development (OECD) in the Program for International Student Assessment (PISA) in terms of reading comprehension. PISA 2009 shows Indonesian students ranked 57th with a score of 396. While PISA 2012 shows Indonesian students ranked 64th with a score of 396. A total of 65 countries participated in PISA 2009 and 2012. From this data, it can be concluded that the education in Indonesia is still not able to foster interest in reading among students. In fact,

reading skill is closely related to the ability to understand information critically in order to prepare students as lifelong learners.

The government certainly does not stay still just by looking at this kind of phenomenon. As an effort to foster interest in reading among students and embedding character values through literacy, the government through the Ministry of Education and Culture launched a movement called the School Literacy Movement. According to the book 'Guide to School Literacy Movements in Primary Schools' compiled by Faizah, Sufyadi, Anggraini, Waluyo, Dewayani, Muldian, and Roosaria (2016), the School Literacy Movement is an overall effort to make schools a learning organization, whose citizens are literate throughout their lives through public involvement. This movement aims for students to have a culture of reading and writing so that later they can take the meaning of the activity and apply it in the community. This literacy program began to be applied in schools, ranging from elementary, junior high, to high school. School Literacy Movement fosters character values in accordance with Minister of Education and Culture Regulation No. 23 of 2015. One of the activities in the literacy program in schools is – the 15 Minute Activity Reading Non-Learning Books Before Learning Time Begins. This activity intends to foster students' interest in reading, while improving reading skills to enrich knowledge.

In connection with the implementation of literacy programs in the School Literacy Movement in elementary schools, in fact, there are still many elementary schools that do not have the facilities and infrastructure to support literacy programs. Facilities refer to non-learning story books that students can read when the literacy program is implemented. Even if they are available in schools, the numbers are limited and often use small fonts and are not pictorial. In addition, the books content is often too much, which tends to cause boredom, even though the literacy program time is only 15 minutes. This causes the literacy program to not run optimally, so that the purpose of the literacy program is not achieved. To overcome this, aBig Bookbecomes a powerful solution to support literacy programs in elementary schools.

A Big Book refers to a large storybook, using a large font and equipped with attractive illustrations and colours for elementary school students. Colville-Hall and O'Connor (2006) state that Big Books are texts that use large format, both the letters used and their illustrations so that they can be seen by several students at once when the teacher reads them in front of the class. Meanwhile, Strickland and Morrow (1990) define Big Books as enlarged children's books, usually in narrative form, and are considered as one of the most effective ways to introduce children to writing (in Nambiar, 1991: 1). The use of Big Books to improve the culture of literacy is closely related to shared-reading experiences or reading together. Reading together refers to teacher-centred activities, where the teacher reads the Big Book or other large text to students, in the classroom or in small groups.

The activity then continued by inviting students to participate in the activity (Colville-Hall and O'Connor, 2006: 488). In addition, in reading together students are required to work together in understanding a story text. It is intended that each student can understand the discourse in its entirety, thus the values of character contained in the text can be understood. Because Big Book can be read by several people at once in accordance with the principle of shared reading, there are several benefits that can be felt, such as: 1) schools do not need to provide many books because books can be read simultaneously, 2) books can be

completed with just one reading so literacy program — reading 15 minutes can run smoothly, 3) Big Book with interesting illustrations can make students interested in reading books, and 4) full content can be used practically.

In addition to support literacy programs that are being promoted by the government, the Big Book is also very useful in helping to improve students' reading comprehension. Mahayanti & Asrina (2017) found that the use of a Big Bookas a medium for teaching reading comprehension for grade 6 elementary school students is very helpful especially for students in reading comprehension. Furthermore, it was also found the benefits obtained by students during the teaching using the media, namely the students' attention was focused on the Big Book reading activity because of its large size and can be seen throughout the class, the Big Book helps students to understand reading in depth with the help of illustrations on the book, and the it also provides the opportunity for students to engage in fun during the book reading process. This proves that the use of Big Bookas a medium is good for use in the learning process in the classroom.

In recent years, research on the development and use of the Big Bookin classroom learning is growing. Kiromi (2015) conducted a development study entitled Development of Big Book Learning Media for the Formation of Early Childhood Characters. This study aims to develop learning media in the form of a Big Bookfor character building in children, and find out whether there are differences in attitudes between before and after using Big Booklearning media. The results of this study are Big Book media that are suitable for use. In addition, the Big Book learning media has a significant influence on children's character formation.

In 2017, Mahayanti & Suantari conducted a study entitled Development of Big Book as a Media for Teaching English to Grade VI Students in SD Lab Undiksha Singaraja. This research is a Research and Development which aims to develop Big Book as a medium for teaching English to sixth grade students of Undiksha Singaraja Lab Elementary School and also to find out the quality of the Big Book developed. At the end of the study, there was a Big Book prototype product. The results showed that there were five types of Big Book developed with the theme of seasons, tourism, directives, airports, and transportation. Each ledger consists of fourteen to fifteen pages and character education is included in the story. For the quality of the media, it was found that the developed Big Book was categorized as a superior media. Thus, it is appropriate to be used as a medium for teaching English to sixth grade students.

In line with the research, Nitiasih, Putra, and Paramartha (2017) have also developed a set of Big Book designed based on the elementary school syllabus in Buleleng Regency for grade 1, 2 and 3 students. The study produced 12 Big Books titles in which the topics developed became Big Book story, namely class 1 (Greeting, Alphabet, My Face, and Colour), Class 2 (Clothes, Family, Action, and Days in a Week), and Class 3 (Clothes, Food and Drinks, Fruits and Vegetables, and Family Members) Big Books that are developed are large and suitable for classical learning with large sizes of writing and illustrations that can be clearly seen by all students. The paper size is around 11 to 17 inches (A3) where each Big Book consists of 10-15 pages. After conducting expert tests, it was found that the Big Book that was developed was of very good quality and was able to support English learning and

help facilitate the literacy program launched by the government. The output of the first year research is a character-based Big Book to support literacy programs in elementary schools.

Seeing the advantages of the Big Bookas a media to nurture characters and literacy skills of early childhood, Nitiasih's research, et al (2017) needs to be continued by looking at the influence of broad media use in Bali Province. Aside from being a broader testing phase for products that have been developed, in order to register these useful products to obtain IPRs, trials in elementary schools in Bali Province are very necessary. Seeing the urgency, this study aims to investigate whether there are significant differences in the ability of reading comprehension of grade 1, 2 and 3 elementary school students in Bali Province who are taught with Big Book media and taught with conventional media. In addition, after the implementation of the Big Bookin classroom learning, the perception of students who are taught using the Big Book media will also be investigated.

RESEARCH METHODS

In this experimental study, the experimental design that will be used is quasi experimental with post-test only control group design. This design is used to find out whether there are significant differences in the ability of students taught with the big book in the experimental group and in the control group taught with conventional media.

Population is a generalization area which consists of people or objects that have several similar characteristics and are defined by sampling criteria by researchers (Sugiyono, 2009). The population in this study was all elementary school students in grades 1, 2 and 3 in Bali Province.

From this population, research samples will be taken. The sample is a group of parts of the target population planned by researchers to generalize the target population (Creswell, 2012). The sample must represent the characteristics of the entire population. In this study, at least 30% of the population will be taken to be sampled in which the sample will come from elementary schools in West Bali, elementary schools in East Bali, elementary schools in North Bali, elementary schools in South Bali. In each school the sample will be divided into 2 groups, namely the experimental group and the control group.

There are several instruments that will be used in this study, namely: RPP, Observation Sheet, Questionnaire, and Reading Comprehension Test. The data analysis technique that will be used in this research is in the form of numbers. The results of the values obtained from both groups, both experimental and control will be analyzed descriptively and inferential statistics. Descriptive analysis consists of mean, media, mode, range, standard definition, and variance. Whereas in inferential statistical analysis, the data obtained were analyzed using t test. In this study SPSS 17.0 will be used.

FINDINGS AND DISCUSSION
Findings

Data that has been obtained can then be analyzed using two types of statistical analysis, namely descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to organize and conclude data that has been obtained. While inferential statistical analysis is used to draw conclusions from the population.

Descriptive statistical analysis measures several points, such as central tendency (mean, median, mode), dispersion (range, variance, standard deviation), and the highest value as well as the lowest value that analyzes the post-test value of this study. After getting the results from the post-test, it will then be analyzed using SPSS 16.0. First, the data were analyzed descriptively in search of the mean, median, mode, range, standard deviation and variance. The results are shown in Table 1.

From table 1 it can be seen that the mean value of the experimental group is higher than the control group. These results indicate that students in the experimental group have better results than students in the control group in terms of students' reading comprehension.

In addition to conducting descriptive analysis, hypothesis testing was also conducted. There are 2 prerequisite tests performed before the hypothesis test is carried out, namely the normality test and homogeneity test. The normality test is held to find out whether the data obtained is normally distributed or not. In this study using the Kolmogorov-Smirnov test to test the data obtained. Data will be said to be normally distributed if the significant value (Sig.) Exceeds 0.05. Test normality in research using SPSS 16.0 application. The detail can be seen in table 2.

Table 1 Post-test Value Distribution Analysis

	Mean	Median	Mode	Range	Std. Deviation	Variance
Experimental Group	83.08	85	85	40	1.05	111.86
Control Group	79.41	80	80	40	1.06	112.59

Table 2. Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Group	N	Percent	N	Percent	N	Percent
Score	Experimental Group	86	100.0%	0	.0%	86	100.0%
	Control Group	86	100.0%	0	.0%	86	100.0%

Based on table 2 above, it can be seen that the valid data number of both groups is 86. There are no missing numbers. It can be interpreted that no data is lost when processed. Furthermore, the normality test can be seen from table 3.

Table 3. Normality Test Results

	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental Group	.095	86	.052	.957	86	.006
	Control Group	.094	86	.056	.961	86	.012
a. Lilliefors Significance Correction							

Based on the Kolmogorov-Smirnov test results in Table 3, it was found that the significant value of the experimental group was 0.052, and the significant value of the control group was 0.056. From these results it can be seen that the significant values of both classes have exceeded 0.05. It can be concluded that the data from both classes have been normally   distributed.

Homogeneity Variance Test

In the homogeneity test, this study uses the Levene statistical test. In the Levene statistical test, it can be assumed that the variation of the two classes is homogeneous if the significant value (Sig.) Exceeds 0.05. The homogeneity variation test was analyzed using the SPSS 16.0 application. The results of the homogeneous variation test between the experimental group and the control group can be seen from table 4.

Table 4 Homogeneity Variant Test Results

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.039	1	170	.843
	Based on Median	.033	1	170	.856
	Based on Median and with adjusted df	.033	1	169.996	.856
	Based on trimmed mean	.031	1	170	.860

Based on Table 4 above, it can be seen that the significant values of both groups have exceeded 0.05. The significant value based on the mean is 0.843, based on the median is 0.856, based on the median with the df adjustment is 0.856 and based on the trimmed mean is 0.860. From these results it can be concluded that the variation of the two groups has been homogeneous.

After being proven that the data is normal and homogeneous, hypothesis testing is done using inferential statistical analysis. Hypothesis testing using independent sample t-test was performed to determine whether there is a significant difference in reading comprehension between students first grade students taught using Big Books as media and students taught using conventional media. The results of the data were calculated using SPSS 16.0 at a significant level of 5%. There are two qualifications to determine whether the hypothesis is rejected or not. If tcv is lower than Tbs, the null hypothesis will be rejected and alternatives will be accepted. If tcv is more than observed, the null hypothesis will be accepted and the alternative hypothesis will be rejected. Independent Sample Test results (t-test) can be seen in table 5.

Table 5. Results of the Independent Sample Test (t-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.039	.843	2.267	170	.025	3.66279	1.61556	.47365	6.85193

Based on table 5, it can be seen that the value of Sig. (2-tailed) is 0.025. That's less than the standard alpha ($\alpha = 0.05$). After the results are determined, hypothesis testing is analyzed in terms of tobs (t observation) and tcv (t critical value). In analyzing the t-test, the lot compared to tcv. The purpose of comparing these tests is to measure whether the average score of two groups differs significantly or not.

Based on the results of the same variance assumed, it was found that the toot was 2,267. The t-critical value is observed using the table of critical values of the t-distribution. Based on the table, the value of dft-critical value170 is 0.444. Then, the comparison between tobs and cv is 2,267> 0.444. Because the tobs value is higher than tcv, it can be concluded that the null hypothesis is rejected (Ho) and the alternative hypothesis (Hα) is accepted. This means that there is a significant difference in reading comprehension of first grade students between students taught using Big Books as a medium and students taught by conventional media.

Discussion

Based on the previous discussion, there are three factors that make the Big Book as a media have a better effect on students' reading comprehension than conventional media. First, teaching reading using Big Book as a teaching medium makes students more active during reading class activities than students taught by conventional media. Big Book is effective because students become more active in the teaching and learning process. This supports the results when using Big Book as a teaching medium, students who are usually less active in class become enthusiastic in every activity because students are involved in the learning process from the beginning to the end of the activity. It makes students more active in class, especially when students share their opinions about stories and sometimes they ask about difficult words they find from Big Book. This is in line with the statement of Fahmi, Suhartono, & Arifin (2013) which states that one of the benefits of Big Book increases student participation in class reading activities.

Second, the Big Book as a medium of teaching attracts students' attention and encourages students to read more. According to Yuliana (2003), Young Learners are learners aged 5 years to 12 years. At the age of 5 years to 12 years old children are in the golden age position. As the subject of this study, students are still categorized as young students because students are still 7-9 years old and they are in the golden age. Furthermore, according to Brendon (2012), children as young students respond well to language through concrete things (visual things), not abstract ones and children as young students will be enthusiastic if they are taught to use fun or engaging activities in activities. Related to that, Big Book as a teaching media received a good response from students. This can be seen from the results of this study that students are very enthusiastic in each activity because the Big Book as a teaching medium provides fun activities for students who make students involved in the learning process from the beginning to the end of the activity. This is in line with the statement, Big Book is a large version of children's books and the Big Book is considered as one of the most effective ways to involve young people with printed material (Strickland and Morrow, 1990).

Third, Big Book as a teaching media helps students to build the meaning of the text and directs them to have a deeper understanding of the text given. Big Book is effective as a medium for teaching because Big Book is large, colourful with illustrations that allow the entire classroom to better understand the contents of the story or even stimulate the imagination of students (Brown, 1980). It was proven in this study that the Big Book as a medium helps students to build the meaning of the text and help them to have a deeper understanding of the text given. That's because the Big Book has large images that helps students construct the meaning of the text (Karge-Bone, 1992 cited in Hall & O'connor, 2006). Furthermore, the results of the study show that students' reading comprehension is developed during the application of the Big Book. That is in line with the statement, Reading Big Book is one of the activities used to facilitate students' understanding of the stories delivered by the teacher (Rahim & Harun, 2010).

The results of this study support the findings of several empirical studies such as a study by Fahmi, Suhartono, & Arifin (2013) who conducted experimental research in improving students' reading comprehension using Big Book. The results of these results indicate that Big Book can improve reading comprehension of fifth graders. Another study

by Tatminingsih (2013), who conducted action research in improving children's reading readiness in kindergarten. He found that all children had a good improvement in their readiness to read using the Big Book. In addition, this study is also in line with three other studies. First, Mahayanti, Padmadewi, and Wijayanti (2017) found that there was a significant influence from Big Book as a medium on reading comprehension of students in the fourth grade of elementary school. Second, Mahayanti, Artini, and Jannah (2017) found that there were significant differences between reading comprehension between students treated with Big Book as media and those who were treated using conventional media in the fifth grade of elementary school. Third, Mahayanti & Asrina (2017) found that there was a significant difference in reading comprehension of sixth grade students between students taught using Big Book as media and students taught using conventional media.

Considering the results of this study, it can be concluded that the Big Book as a media has proven effective for teaching reading in the province of Bali. It was found to be effective to apply for elementary school students in grades 1, 2 and 3 in southern Bali because there were significant differences in reading comprehension between elementary school students in Bali taught by using Big Book as a medium and those who were taught using conventional media.

CONCLUSION

Based on the results of data analysis, it was found that the Big Book as a teaching medium has a significant influence on reading comprehension of first, second, and third grade elementary school students in Bali. This can be seen from the results of descriptive statistical analysis which shows that the average score of students taught by using the Big Book as learning media in grade one is 83.08 while the average score of students taught using conventional media in grade one is 79 41 and it shows that different treatments given by the experimental and control groups have a significant effect on mean results. Based on the results of inferential statistical analysis, it was found that the value of Sig. (2-tailed) in class 1 is 0.025 and it is less than the standard alpha level ($\alpha = 0.05$). Comparison of t-count and t-critical shows the same results where t-count is greater than t-critical, i.e. in class 1 2,267> 0,444. Thus the null hypothesis is rejected (H0) and the alternative hypothesis (Hα) is accepted. That means the Big Book as a medium of teaching has a better effect than conventional media on students' reading comprehension. Based on the results of descriptive statistical analysis and the results of inferential statistical analysis, it can be concluded that there is a significant effect on students' reading comprehension between first grade elementary school students, in Bali who are taught using Big Book media.

Based on the results of this study, there are several suggestions. It is recommended for elementary school teachers to use Big Book as an alternative in teaching English to improve students 'reading comprehension skills because this media has an unusual size that can attract students' attention in the learning process and influence students to read more. In addition, the Big Book can also stimulate students' active participation in their implementation in the classroom. In addition, this study provides empirical evidence related to the importance of using Big Book media in helping elementary students' reading comprehension. However, due to the limitations of time and subject of this study, further

research is recommended to be done using more detailed research methods so that the results can be more generalized.

ACKNOWLEDGEMENTS

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THE POPULAR AND THE ACADEMIC: PERFORMING ANALYSIS ON DISNEY'S *BEAUTY AND THE BEAST* (2017)

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Abstract: While literature is believed to bring many benefits for EFL/ESL classrooms, questions sometimes arise among students as whether or not it is possible for students not majoring in literature to perform an academic research on literature and its film adaptations. The present study responds to these questions by elaborating how a study on film adapted from fairy tales was performed to reveal the postfeminist characterization of the main female character. Purposefully taking Disney's reproduction of *Beauty and The Beast* in 2017 as the subject of the study and Belle's characterizations as the object of the study, the present study combined Miles and Hüberman's (1994) model of qualitative research with McKee's (2003) model of textual analysis, the study developed a research procedure that allows the study to perform data collection, data analysis, and conclusion drawing in a cyclic process that was initiated with observing the text through streaming, followed by breaking the text into sequences as units of analysis, selecting the sequences that reveal Belle's characterizations, categorizing these characterizations into postfeminist traits, and analyzing those sequences both in narrative and from the decoupage of their mise-en-scenes, followed by conclusion drawing. Not only these steps were repeated several times to create snowball effect, each of the steps also include revisits to each of the other steps to ensure that every steps in the data collection, the data analysis and conclusion drawing included as many possible data, if not all, from the text. These cycles helped revealing how the text portrays Belle as postfeminist not only from the verbal description of the main character, but also from the uniqueness of film as a medium of the story, thus effectively answered the research question of whether or not the main character of this film was a postfeminist.

Keywords: literature, ESL/EFL classrooms, qualitative research, textual analysis, film, characterization, postfeminism.

INTRODUCTION

Literature is considered as the strength of any nation because it plays essential role in creating new generation who are capable to develop their culture and it helps students to see the world through others eyes by observing human values and a different kind of living as well as discovering others living in different societies (El-Helou, 2010).This is even more relevant in EFL/ESL classrooms where it is believed that literature can enrich students' language since it provides many distinctive qualities that can enrich Students lives in many ways (Floris, 2004).She argues that literature can enrich the students' language since the language used in literature is richer and more varied compared to the language sample in the textbooks because literature provides a variety of formation of sentences and provides different ways in connecting the ideas. Thus, Floris insists, by having literature in the classrooms, students will be encouraged to familiarize themselves with different language used, forms or conventions and eventually they will be able to appreciate the richness and variety of the language and become more sensitive to the features of it (2004: 2). Floris also believes literature can enrich the students' cultural understanding toward the target language because it helps students to understand and appreciate the cultures and ideologies which are different from their own (2004:2).Therefore, they will understand and become broadly aware

of the social political, historical, cultural events happening in the society. Furthermore, Floris argues that literature offers universal themes that are relevant to students' own experience and as students relate the ideas, events, and things with their own lives, then it will help to stimulate the imagination of the students, to develop their critical abilities, and to increase their emotional awareness to develop their reading proficiency (2004:3).

With such benefits offered by literature for students of EFL/ESL, literature has always been part of the curriculum in most EFL/ESL classes even when they are not majors in English Literature. However, such students often feel overwhelmed when it comes to writing or analyzing literature because they feel that they do not know enough about literature to write about it(McGee, 2001), as is the case with departments of English Education. Students often question whether or not it is possible for students not majoring in literature to perform an academic research on literature and its film adaptations, as films are also considered as a form of literature (Kusumaningrum, 2013), especially those that are adapted from literary works (Cartmell and Whelehan, 2007).

The present study will try to respond to this question by elaborating the research procedures taken during the analysis of a film adaptation by Disney in 2017, entitled *Beauty and the Beast*. The original study was focused on revealing the ideology of postfeminism represented through the characterization of Belle as the main character of 2017's Disney's *Beauty and the Beast*, by combining Miles and Hüberman's (1994) model of qualitative research with McKee's (2003) model of textual analysis. Both models were combined to create a research procedure that suited the purpose of the research.

DETERMINING THE SUBJECT AND OBJECT OF THE RESEARCH

Any research should be done on a research subject to discuss about a certain object. So, the first step in designing analysis on literature and its film adaptations is always to determine the research subject and the aspect of the subject that is going to be analyzed. As simple as it sounds, the choice should always be supported with academic reasoning to support the arguments as to why an analysis needs to be conducted on the literary works, or in this case on the film adaptation. These reasonings include the questions: why this film? Why now? What for? What are the implications of doing this research, academically and socio-culturally? These questions are intermingled forming a conceptual framework that connects the subject and the object of the research with the context of the study.

In the original study, Disney's 2017 adaptation of *Beauty and the Beast* was chosen as the subject of the study because this was most recent adaptation of the fairytale of the same title from the Grimm Brothers' collection (Saraswati, 2014). The reason why the study was conducted immediately after its release was because of responds toward the film adaptation was instantly critical in terms of the feminist characterization of Belle as the main character as what has been done by Elizabeth (2017), Gray (2017) and Lewis (2017).This was intriguing because just when the issues of postfeminism becomes more and more prominent in the 21st Century, Disney's remake of the fairytale seems to dwell on how Belle was so effortlessly beautiful while being smartly self-determined, challenging the traditions of her time at every turn. Thus, the study decided to focus on the representation of these postfeminist ideologies in the characterization of Belle as its object of the research. Thus, conceptually, the study made connections between (1) Disney's film adaptation of Beauty

and the Beast, (2) by focusing on the characterization of the female main character, taking into accounts (3) the postfeminist contexts of the film's production and consumption.

With this conceptual framework, further questions came into considerations. The first question concerns with what film is and why film adaptation. According to Golden (2007), film is a combination of cinematic, theater and literary elements. This argument is supported by Bordwell and Thompson (1993) who stated that like all artworks, film also has its form which is the overall system of relations among the elements in the whole film. Film can be seen from two aspects, both from narrative elements such as plot and story, and stylistic elements such as mise-en-scene, cinematography aspect, editing, and sound (Bordwell and Thompson, 1993: 55). Film adaptation is a film from another work such as novel, short story, play, or biography (Boggs, 1991). Adaptation can also be seen as an interpretation, the choices about what elements should be used such as the characters and scenes, and decision on how to reveal these elements through the image and sound (Ştirbeţiu, 2001). Boggs (1991:430) further added that the adaptation itself could be categorized into two types: adaptation which is very similar to the original work and adaptation with alterations whether it will omit or add some elements from the original work. Thus, this film adaptation is chosen because of the possibility of Disney's *Beauty and the Beast* (2017) to reflect the postfeminist ideologies of its production and consumption contexts.

The next question was about how to determine the unit of analysis of this study. As film is a narrative delivered in complex combinations of pictures, movements, songs, and dialogues (Golden, 2007), it is important to break the film into smaller units to enable access to the data. Thus, the narrative was then broken down in segmentations that broke the whole plot into smaller units of narrative called sequences. A sequence consists of a group of related scenes (Phillips, 1999). The data will be collected from these sequences, in which only sequences that include revelations of Belle characters are considered as the data.

The questions arisen in this first stage of the research requires extensive reading to provide the answers that will guide the research not only to answer the questions, but also to build arguments for the background of the research, to identify the problems of the research, to choose which problem to focus on the research, to determine the purpose of the research and to predict the significance of the research. Further readings would be required to provide theoretical and empirical reviews that would support the research.

DESIGNING THE RESEARCH

After the subject of the research, the object of the research, and the unit of analysis are determined, the next step of the research is to determine the research design. It starts with looking for the research models that would inspire the designing of the research, and then to design the step-by-step procedure of the research, that would help answering the research questions in focus and to achieve the purpose of the research. As the purpose of this study is to identify Belle's characterizations and to decide whether or not those characterizations reflect postfeminist traits, then the research is a qualitative one. Thus, the present study took the model of qualitative research by Miles and Hüberman's (1994) with its three concurrent flows of data reduction, data display, and conclusion drawing. Data reduction includes every process of selecting, focusing, and simplifying data. Data display helps the researcher to understand what is happening and to do something either to do further analysis and to

perform the analysis. Conclusion drawing includes the process of making decision towards the data that was displaying in order to find the result of the study. These three processes, according to Miles and Hüberman (1994) happen simultaneously and repeatedly during the research, until the three processes reached a final conclusion that is in sync with the data and the analyses.

Further, since the purpose of the study also include an interpretation on whether or not Belle's characterizations revealed any postfeminist trait, the present study could be categorized as interpretive qualitative research as it deals with philosophical and methodological ways of understanding reality (Bhattacharya, 2008). In this case, because the effort to understand how postfeminist ideology is reflected in the film, thus the interpretive study was also based on postfeminist theory,

Because the subject of the research is a film that can be considered as a text as one of the sources of data in qualitative research (Ballinger, 2008), McKee's (2003) textual analysis was also taken into account. Textual analysis according to McKee (2003) is a methodology of a data gathering process for those researchers who want to know how other human beings make sense of the world and this method is done by interpreting text which includes book, television programs, film, magazine, a piece of furniture or ornament. Frey, Botan and Kreps (1999) also stated that the purpose of textual analysis is to describe the content, structure, and functions of messages that contain in the texts. In addition, textual analysis does not attempt to identify the correct interpretation of a text, but is used to identify what interpretations are possible and likely (Saldaña, 2008).

Thus, the design of the research is interpretive qualitative, in the perspective of postfeminism. The postfeminist theory used in this research was Brooks' (1997) who views postfeminism as a new form of feminism which is focusing on empowerment, independence and personal choice

Data Collection

After the research design had been decided, the next step would be to determine the method for collecting the data. This is very closely related to the nature of the research subject and the research object, along with the purpose of the study. The research subject was a film, the research object was the characterization of the female main characters and the purpose of the research was to determine whether or not the main character was revealed as a postfeminist. Thus, the data collection was conducted through observation or in this case by watching the film. This film streaming was conducted several times, even before the film had not decided as the research subject and as soon as there was consideration to study this film. But after the research design is determined, the streaming becomes official. Thus the "first" several streaming were conducted in order to watch the films somehow objectively to determine the segmentation of the film's narrative. And then, segmentation was conducted, in which the narrative was then broken down into sequences. These sequences were the units of analysis. The process of breaking down the narrative into sequences takes repeated watching and repeated adjustment of the segmentation to get the most effective yet most comprehensive sequences. A table was used to record the segmentations, as displayed bellow.

Table 1: The Segmentation of Beauty and the Beast (2017)

No.	No. sequence	Description

After the segmentation was considered final, the data were then collected by choosing the sequences that includes scenes that revealed Belle's characterization. The sequences were chosen with the considerations of both the narrative and the mise-en-scéne in order to cover both the plot development and how the plot developments are staged in the film cinematographically. In this case, the position, angle, and movement of the camera, the background, the movement and facial expression of the character, the costume and hairdo, the music and the sound, the lighting and the shades, were all taken into considerations. A table was used to record this data collection as follows.

Table 2: Sequences that Reveal Belle's Characterization

No.	Sequence	Summary	Characterization	Technique of Character Revelation
1.	2a	Belle's appearance was naturally beautiful and boyish as she's out from her cottage's door with a book in her hand	Beautiful + Bookish	Direct method: appearance and action
2.	2e	Belle was assumed as an odd girl by the villagers because she was intelligent girl who preferred to read book in a quiet place rather than being in a crowd talking to people	Bookish	Direct method: action
3.	2d	Belle was a loving girl since she was willing to feed a horse that she met in the way to the library	Kind	Direct method: action
4.	11c	Belle's plan to escape by making a makeshift rope of fabric which already hung out of the window in the given room	Adventurer	Direct method: action
5.	11d	The rejection of Belle toward the Beast's dinner invitation because of her anger toward the Beast's treatment on her and her father	Argumentative	Direct method: speech

When the sequences revealing Belle's characterization were identified, the data were then classified into sub characterizations of Belle's characters. In this case, the sequences that

revealed Belle as beautiful went to a table, while sequences that revealed Belle as independent went to another, and so forth. The following is an example of table that was used to record sequences that reveal Belle as intelligent.

Table 3: Sequences that Reveal Belle as Intelligent

No	Character	Sub Character	Sequence	Frequency
	Intelligent	Bookish	2c, 2h, 2e, 2i, 2f, 3d, 5b, 17a, 17b, 17c, 17d, 17e	12
		Inventive	4a, 6a, 5a, 5b, 11e, 13d, 19b	7
		Educative	5b, 19b, 17b, 17c, 17d, 17f	6
		Argumentative	2h, 2e, 3c, 4b, 6a, 6b, 8b, 8c,9c, 11d, 12a, 15a, 17a, 17f, 18d, 18g, 19b, 19d	18
		Curious	2c, 2e, 2i, 2f, 3c, 3d, 4a, 5a, 6b, 8a, 8b, 9b, 9a, 13a, 15a, 15c,17a, 17b, 18c	19

With this classification, the first data collection for answering the first research question about Belle's characterization was finished. The next step would be to identify which of Belle's characterizations reflected Belle as a postfeminist. Thus a further data collection was conducted to identify which of Belle characterizations were postfeminist. The following table was used to record the sequences that revealed Belle as postfeminist.

Table 4: Sequences that Reveal Belle as Postfeminist

No.	Character	Sub Character	Frequency
1.	Intelligent	Bookish	12
		Inventive	7
		Educative	6
		Argumentative	17
		Curious	18
3.	Independent	Adventurer	17
		Responsible	17
		Fearless	24
4.	Masculine+ Feminine	Beautiful	16
		Boyish dress & unfashionable	17
		Girly dress	6

		Romance	13
5.	Friendly	Kind	7
		Thoughtful	5
		Empathetic	6

With this step, the first cycle of data collection was complete, but not ended, as the data collection would be reviewed again and again during the data analyses, data displays, and the conclusion drawings.

Data Analysis

Textual analysis was conducted to analyze the data that had been collected in the previous step. There were two stages of data analyses in this study, namely the analysis on the sequences that revealed Belle's characterization and the analysis on the sequences that included Belle's characterization as a postfeminist.

Analysis on Belle's Characterization

The first data analysis was analyzing the data gathered in the first stage of the data collection, which resulted in the characterization of Belle as the female main character in Disney's *Beauty and the Beast* (2017). In this data analyzes the sequences that were identified as including scenes that revealed Belle's characterization were elaborated. The elaborations covered the revelation of the characterizations from the narrative and from the mise-en-scene.

The analysis based on the plot development concerned more with how Belle behaved and reacted toward other people in terms of cause-and-effect relationship. For example, how Belle reacted when Belle was mocked for being unfashionable by Claudette, Laurette, and Paulette in sequence 2j. The analysis based on the mise-en-scene concerned more on how that plot development was staged in the mise-en-scene. For example, from the same sequence 2j when Belle was mocked as being unfashionable, Belle's facial expression and her movement, her costume and her hair, the position and the movement of the camera, her speech and how she inhaled and exhaled, the angle of the lighting and the shadow it casts, the shape and color of the background, were all taken into account as how all of those aspects shown in the scene affect Belle's characterization.

Analysis on Belle's Characterizations as a Postfeminist

The same process happened in the second data analysis that was focused on the elaboration of the sequences that revealed Belle as a postfeminist. The analysis took into account both the plot development of the narrative and how this plot development was staged in the mise-en-scéne. However, this analysis was conducted by taking into account Brooks' (1997) perspectives on the traits that should be reflected in a postfeminist woman. This is to ensure that the analysis would lead to a valid conclusion theoretically. Thus, each time a characterization was under analysis, the characterization was compared with Brooks' perspective. This included not only how Belle acted or reacted upon a situation, but also her

facial expression, her makeup and hairdo, her costume and how she wore it, the position of the camera and the movement of the camera, the dialogues and the background sound, the lighting and the background settings, all were taken into account.

For example, when Belle was depicted as watering the plants in her garden in sequence 7d, in narrative she may be considered as doing domestic work which was a postfeminist choice if Belle decided that she liked it. But her facial expression showed how little care she gave to the wellbeing of the plant, while the way she dressed showed that she was actually ready to do the job. Thus the juxtaposition between the interpretation of the narrative and the mise-en-scéne invited a further invitation to a deeper understanding that Belle was not trapped in domesticity as she rebelled against the limitation of the housework by converting them as a source of living by performing the work in practicality through her costume rather than doing work in feminine devotion.

These analyses went back and forth with the data collection, in the sense that each time a characterization was under focus, all of the sequences would be reviewed again whether to see if all of the sequences that include that characterization were already included. The same process also happened when a certain sequence was being analyzed. The sequence would be reviewed and reviewed again to see all the characterizations that were possibly revealed in that particular sequence.

Conclusion Drawing

Conclusion drawing is the stage where temporary conclusions for each analysis are determined, and how each of the temporary conclusions then formed a general conclusion that concludes the study. This process goes back and forth to the data analysis and the data conclusion, to make sure all that enough data support the conclusion; that all the data have adhered to the conclusion; and that the conclusion has summarized all the analysis.

In this case, after the analyses were finished, conclusions about Belle's characterizations and Belle's depiction as a postfeminist were determined. And then, the data and the analyses were reviewed again, whether the conclusion was correctly drawn, in the sense that whether the conclusion on Belle's characterization had been supported by all the necessary sequences; whether all of the sequences that include Belle's characterization had been included in the data and the data had been analyzed properly, and whether the conclusion had covered all the analysis on Belle's characterization. The same process was applied for concluding Belle's characterization as postfeminist.

MODEL OF RESEARCH PROCEDURE

It is important to be reminded again that the stages of data collection, data analysis, and conclusion drawing take place simultaneously with the design for Data Display in Miles' and Huberman's (1994) model. This means that even from the beginning of the data collection, all of the other process of data analysis, conclusion drawing and data display also takes place. In other words, how the data are listed, how the data are classified, how the analysis are conducted, how the data and the analyses are presented, are constantly under considerations from the beginning until the end of the research. The same thing applies for

conclusion drawings, which is ever present from the beginning of the data collection and throughout the data analysis. At the very beginning, there is this preliminary conclusion that forms the hypothetical conclusion that might be drawn from the preliminary data, which direct the data reduction in terms of which unit of analysis would be included as data and which one are excluded. But further data collection and more thorough analysis in each cycle of the process would revise the conclusion, as the conclusion would also demand further revisits on the data collection and data analysis. Such simultaneous and cyclic process is expected to ensure that the data has reached its saturated stage and the internal validity of the research has been achieved.

The following figure will describe the step-by-step procedures conducted during the research for elaborating Belle's characterizations in Disney's 2017 adaptation of *Beauty and the Beast* and whether or not Belle's characterizations depicted her as a postfeminist as a reflection of the context of the film's production and consumption.
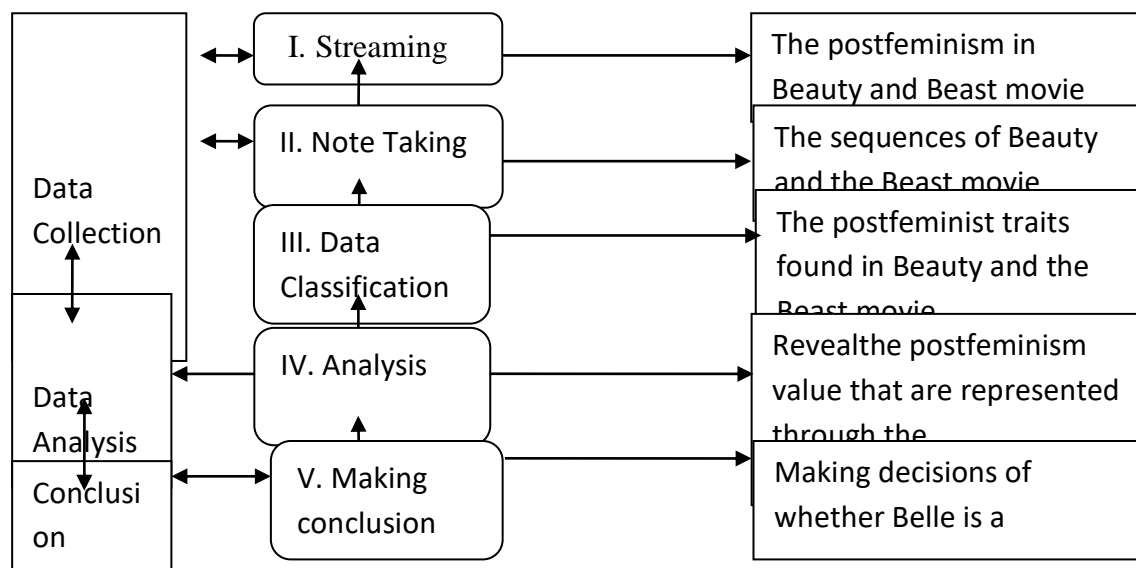
Figure 1.1 Research Procedures

In general, there are five procedures that were being conducted during the study namely, streaming, note taking, data classification, data analysis and conclusion drawing. Firstly, the movie was watched several times in order to understand the movie in general as well as to gain the insight of feminism value in *Beauty and Beast*. It also helped to understand the character, characterization, setting, and the plot of the movie. Secondly, the note taking process in which the movie was divided into some sequences in which every sequence included some incidents in it which was called segmentation to know which sequences that showed the representation of feminism.

Thirdly, the data in note taking was removed to data display by making the data classification to review the sequences that are included in the characterization of Belle as the main character that show the feminism value, setting and the plot development that show Belle's journey as a part of feminist. Fourthly, the data that have been classified in the previous step will be analyzed textually. Then, it will reveal the feminism values that are

represented through the characterization of Belle as the main character. There are 6 aspects that would be analyzed to find the characterization of Belle such as appearance, speak, thought, attitude, dialogue and action. The last, based on the analysis in the previous step, conclusion would be drawn related to the representation of feminism in the characterization of the main character of Beauty and the beast, and the representation of feminism in the setting and plot development of Beauty and the Beast. After the conclusion is drawn, it continued to provide evidence to support the conclusion that would be taken from the movie to deepen the analysis and to support the conclusion.

CONCLUSION

With sufficient reading, research on literature and its film adaptation is possible to be conducted academically. As qualitative research demands, the data in research on literature and its film adaptations need to be elaborated qualitatively to enable the research a valid conclusion drawing.

The process above showed that the research can be conducted systematically, without exposing itself to unnecessary complications as long as it has a strong the conceptual framework. It is also found that by combining both Miles and Hüberman's (1994) model of qualitative research with McKee's (2003) model of textual analysis, the step-by-step research procedures has led the research to answer its research questions and to achieve its research purpose with internal validity with trustworthy conclusion.

Emphasis needs also be put on the importance of conducting the process in a simultaneous cyclic process. During the research, the steps were not only repeated several times to create snowball effect, yet each of the steps also include revisits to each of the other steps to ensure that every steps in the data collection, the data analysis and conclusion drawing includes as many possible data from the text. Therefore, these steps could eventually help revealing the portrait of Belle as postfeminist. In addition, these steps are not only showing the verbal description of the main character, but also the uniqueness of film as a medium of the story, thus effectively answered the research question of whether or not the main character of this film was a postfeminist.

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SCHOOL PRINCIPALS' PERCEPTIONS OF IN-HOUSETRAINING PROGRAMS TO DEVELOP ENGLISH TEACHERS' PEDAGOCICAL AND PROFESSIONAL COMPETENCE

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Abstract: This qualitative study aims to address the current issues on in-house training for English Teachers to develop their Professional and Pedagogical Competence, in Jambi Province, Indonesia. The study conducted in-depth interview with three school principals in three different districts. The findings reveal that there are several challenges for teachers to develop and improve their pedagogical competence. Based on the challenges that teachers might accounter, then the school principal participants proposed a number of appropriate in house trainings. The study indicates that there must be a breakthrough to overcome the problems and to change the challenges into opportunities to move forwards. In-house training such as Lesson Study (LS), Teacher Professional Development (TPD), and MGMP were considered effective ways to help teachers develop their professional and pedagogical skills. Those trainings offer opportunity for teachers to develop themselves in the areas such as instructional design, teaching methods, assessments and evaluation. Teachers also must be well trained in using teaching media based on information and technology devices.

Keywords: English Teachers, Pedagogical Competence, Professional Competence, Teachers' Challenges

INTRODUCTION

Questions regarding what teachers should know and be able to do have been explored by many scholars. For example, Shulman and Shulman (2004) described an accomplished teacher as someone able to understand what must be taught and how to teach it. This is what they referred to as the quality of teachers—it is stated in terms of what they know and are able to do. When examining pre-service ESL teacher education programs, Day (2012) identified two aspects that can be used as assessment. The first is the knowledge base for teachers to teach, and the second is the ways that knowledge is delivered to the students. This section discusses and presents models of a language base for EFL teachers that can be used as a framework to underpin the discussion of language knowledge and language teaching skills for new teachers.

Drawing on Shulman's (1987) PCK framework, Day and Conklin (1992)pointed to four types of knowledge base for language teachers. First is content knowledge of the subject matter, which refers to the language knowledge that ESL or EFL teachers teach. Second is pedagogic knowledge, which refers to knowledge of generic strategies, or of the ways that teachers teach. Third is PCK, which refers to knowledge of how to present content knowledge in various ways that students can understand, as well as knowledge of what problems they might encounter and how to overcome these. Fourth is support knowledge, which is knowledge of the various disciplines that inform teachers' approaches to teaching

and learning English.Nearly three decades ago, Shulman (1987) proposed that the knowledge base for teachers consists of content knowledge; general pedagogical knowledge; curriculum knowledge;PCK; knowledge of learners and their characteristics; knowledge of educational context; and knowledge of educational ends, purposes and values, and their philosophical and historical grounds. Shulman further explained that, among those categories, PCK is the knowledge base that brings together subject matter specialists and pedagogy specialists. Teachersmust have this knowledge in order to blend what they know of subject matter knowledge with how to deliver that knowledge to students.

The knowledge base for teachers proposed by Shulman (1987) and Day and Conklin (1992) is very similar. However, Day and Conklin's (1992) formulation is particularly focused on language teachers, and includes support knowledge, which refers to knowledge of the various disciplines that inform approaches to teaching and learning English, such as psycholinguistics, linguistics, second language acquisition, sociolinguistics and research methods.The knowledge base models proposed for teachers by Shulman (1987), Day and Conklin (1992) and Day (2012) underpin the analysis of the data in my study regarding language teachers' knowledge and teaching skills.

Richards (1998) proposed six major domains of knowledge for language teachers, encompassing knowledge of theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge. He further explained that the teaching skills of teachers include procedural and managerial aspects of teaching, such as lesson planning; rules and routines for classroom management; strategies for creating grouping and seating arrangements; ways to open and close lessons; and techniques for effective questioning, and eliciting and giving feedback. Further, in a more recent article, Richards (2010) proposed the dimensions of teacher knowledge and skill that are at the core of expert teacher competence and performance in language teaching. According to Richards, there are 10 dimensions of teacher knowledge and skill. The first is the language proficiency factor of the teacher. There are several language-specific competencies that a language teacher needs in order to teach effectively, such as the ability to comprehend texts accurately, provide good language models, and maintain use of the target language in the classroom. Richards pointed out that a teacher's level of language proficiency will determine the level of that teacher's confidence; thus, teachers who perceive themselves as weak in the target language will have reduced confidence in their teaching ability.

The second dimension is the role of content knowledge. According to Richards (2010), content knowledge is what teachers need to know about what they teach. Similarly, Day and Conklin (1992) stated that content knowledge of the subject matter is the language knowledge that language teachers teach. Content knowledge for language teachers includes what teachers know about language teaching, and constitutes knowledge that would not be shared with teachers in other subject areas. Interestingly, in explaining the role of content knowledge, Richards (2010) proposed what he called disciplinary knowledge and PCK, in his effort to distinguish between theory and practice issues in language teaching. Disciplinary knowledge is a specific body of knowledge considered essential for the language teacher.

This knowledge is acquired by special training and is part of a teacher's professional education. It does not translate into practical skills. An example of this is knowledge about second language acquisition and sociolinguistics. In contrast, PCK is knowledge that provides a basis for language teaching, which can be applied in different ways to resolvepractical issues, such as curriculum planning, assessment, reflective teaching and classroom management. While Shulman (1987) defined PCK as teachers' understanding of what should be learnt and how it should be taught, Freeman (2002) added that teachers should have mastery of the content to teach and the methodologies to teach it.

The third dimension of teacher knowledge is teaching skills. Richards (2010) stated that teacher training involves developing a great number of teaching skills. These skills can be obtained by observing experienced teachers, and often by having practice teaching in a controlled setting, using activities such as microteaching and peerteaching. Richards further explained that having opportunities to experience teaching in various situations with different kinds of learners, and teaching different kinds of content, is how a repertoire of basic teaching skills is acquired. According to Richards (1998), teaching skills may include procedural and managerial aspects of teaching, such as lesson planning, rules and routines for classroom management, strategies for creating grouping and seating arrangements, ways to open and close lessons, techniques for effective questioning, and eliciting and giving feedback.

Similarly, Faez (2011) advocated four domains of the knowledge base for second language teachers: content knowledge, pedagogic knowledge, PCK and support knowledge. These domains were designed for EFL or ESLteacher education programs in Canada. This framework for teacher knowledge was formulated from the work of Day (1993), Day and Conklin (1992) and Lafayette (1993). Faez (2011) also pointed out that content knowledge of language teachers encompasses knowledge of English as the subject being taught, while pedagogic knowledge is teaching practice knowledge.

Freiberg (2002) points out that the teachers need instructional strategies. Instructional strategies are usually considered in the form of either teacher-centred or student-centred learning. The former refers to the teacher's role during teaching and learning activities, where they are the source of knowledge, while the latter refers to student-focused activities, such as role play and reflective enquiry, which depend more on students being positioned as the sources of knowledge. According to Freiberg, effective teachers can assess both students' learning and their own professional learning.

This study aims to potray school principals' perspectives on the challenges that teachers might have in their teaching practice and appropriate trainings to overcome those challenges. Some recommendations also proposed from the findings of the study for the betterment of teachers' pedagogical competence which in turn may affect their ways of teaching and instructional activities in their English classrooms.

RESEARCH METHODOLOGY

In achieving the purpose of the study, the researcher held a qualitative study involving semi-structured interview involving three school principals from different districts in Jambi province, Indonesia. The interview took around 60 to 75 min each depending on the development of the topics and delivered in Bahasa Indonesia to get best understanding of what the participants revealed during the discussions. The researcher asked some questions, focused on the main topics: What teachers encounter in their efforts to improve the quality of their pedagogical competence and what ways that might work to support teachers' development of ther teaching skills.

Every school principal completed a form giving their permission to participate in this study. The video-tapings of the interview were available and the audios were transcribed manually. For anonymity purposes, the participants were identified using their Interview number and the order of seating in the interview. Mack, Woodsong, Macqueen, Guest, & Namey, (2005) stated that the dignity of all participants in research has to be appreciated and this principle encompasses that people will not be used simply as a tool to obtain research objectives. Interview participants were represented by a code to protect their identity. For example, the code SP#1 was used to represent school principal 1.

In the data analysis parts, analysis across and between the data continued until no more thematic patterns were identified. Even though the participants came from different districts, the data were implemented in equal manners without analyzing specific dissimilarities of how school principals perceived teachers' pedagogical competence. The analysis encompassed on identifying themes in relation to participants' experiences and opinion. All the data transcripts were computerized, printed, read and re-read, translated, and presented. Notes were recorded in some margins to identify prospective themes. These were then collated, reviewed, and examined for connections and redundancies. The data were analyzed by manual coding thematically (Boyatzis, 1998; Creswell, 2003; Kvale, 1996).

FINDINGS AND DISCUSSION

There are three emergent themes from interview data presented in this section. The themes were related to in-house trainings that teachers need to have to improve the quality of their professional and pedagogical competence. The findings were presented together with the discussion to provide a comprehensive elaboration among the themes.

Lesson Study

To improve and maintain quality with EFL teacher competence in Indonesia, programs such as lesson study and teacher professional development could be useful for teachers to undertake. Lesson study is considered an effective approach for professional development and school improvement in Indonesia (Suratno, 2012). A school principal 1 (SP#1) points out that a lesson study is a good way for teachers to develop their skills.

In addition to that, school principal 2 (SP#2) stated that:

A lesson study provide an opportunity for the teachers to learn together with their colleagues and share their teaching practice. Teachers can observe each other's classroom practices. An effective training which provide teachers with specific skills in instructional design, teaching methods, assessments and evaluation is very crucial for teachers.

According to Perry and Lewis (2009), lesson study is a cycle of instructional improvement that involves teachers in active learning about the teaching content. It is an intensive, collaborative and practice-based activity that strengthens the professional community and improves use of teaching and learning resources. In the lesson study program, teachers observe each other's classroom practices and work together to refine individual lessons in order to build strong connections between teachers' learning about content and students' learning outcomes (Suratno, 2012).

In relation to EFL teachers' professional competence, Cahyono (2014) conducted research examining the implementation of lesson study in Indonesia. The lesson study in Cahyono's investigation sought to improve EFL teachers' pedagogical content competencies in teaching and learning with senior high schools in Southern East Java. It focused on how EFL teacher training and EFL supervision programs could be implemented to improve pedagogical content competencies. In this manner, the lesson study served as a supportive vehicle for teacher learning. The findings showed that lesson study was useful in helping teachers develop their PCK. Moreover, the participants of the study argued that teacher training and EFL supervision helped them better understand how to apply PCK to design and implement instructional materials. Cahyono's study suggested that language teachers should and can improve their pedagogical content competence continuously in order to help students meet curriculum requirements. It emphasised the importance of lesson study as a platform for sustaining teachers' learning in order to develop and improve pedagogical content competence. The implication to be drawn from the study findings is that teacher professional development and teacher learning activities must affect teacher quality and student learning.

Teacher Professional Development

Data from the interview show that school principals suggested teachers need to have professional development where they can improve and update skills for the betterment of their teaching. As mentioned by school principal 3 (SP#3):

Teachers need to develop their skills as they have big responsible to teach students with appropriate approach and methods so that the students can take benefits from their leraning. More over, as professional teachers, they should not stop learning. Long life learning and education are essential for their future career.

Based on the response, it shows that programs for teacher professional development are considered essential to improving teachers' competence. According to Richards and Farrel (2005), from an individual teacher's perspective, improving teaching skills to develop confidence regarding the teaching material will lead to better results for students. They stated

that areas for teacher professional development include subject matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of the curriculum and materials, and plans for career advancement.

The scope and implementation of teacher professional development in Indonesia has been investigated by several scholars. For example, Irmawati (2014) proposed that models of EFL teacher professional development must be linked to visions for EFL teacher professionalism in an Indonesian context. While 'teacher professional development' is a term used to describe the continuing process of teacher improvement, in the context of EFL teachers, the term is specifically used to refer to the process in which teachers increase their English skills and propositional and procedural EFL knowledge sets. As explained earlier, the position and use of English by teachers in the EFL classroom is the essential source of expertise and knowledge for students to learn and practise the target language. Thus, the role of the teacher in contributing to students' success in learning the target language in this EFL context is crucial (Irmawati, 2014; Mbato, 2013; Sulistiyo, 2009; Yuwono, 2005). In response to this essential role of EFL teachers, models of teacher professional development proposed by Irmawati (2014) must cover two areas: First, propositional knowledge—encompassing the content subject that teachers teach, such as the English materials they use. Second, procedural knowledge—related to the processes, procedures and strategies that help teachers perform teaching tasks.

One specific model of teacher professional development includes implementing a 'critical friends group', which involves teachers as researchers working with material development activities, where experts are invited into school contexts to join these training and development programs (Irmawati, 2014). All these proposed models seek to help teachers build English competence and English-teaching skills. They also aim to create a change in mindset in relation to strengthening teachers' identity as English teachers by implementing these models of professional development.

Irmawati (2014) also stated that models that involve colleagues giving feedback and suggestions to each other benefit teachers in many ways. First, teachers gain more objective feedback to enable reflection on their teaching practice, and this objective feedback broadens the ways they can think about how to teach more successfully. Second, teachers can share ideas related to applicable techniques to use more effective and interesting materials during their teaching practice. Having teachers conduct research—particularly action research—is useful because it enables them to identify problems that occur in their own classroom contexts. They are able to build skills and knowledge regarding ways to solve their students' problems during the learning process. Additional benefits to those from implementing actions following reflection include improved writing skills gained from reporting their research in written form.

Another study that investigated teachers' professional development occurred in South Kalimantan, Indonesia, conducted by Rahayu (2014). This was undertaken in Hulu Sungai Selatan district with 35 English teachers from several Islamic secondary schools, who completed a questionnaire and took part in an in-depth interview. This study investigated three categories of teacher professional development:(i) ongoing development, (ii)

development through reading and further study and (iii) further skill development. First, in terms of ongoing development, the English teachers completed activities to enhance their professional expertise through personal reflection and collaborative discussion with colleagues. During this collaborative discussion, they undertook informal conversations with their colleagues to share problems and discuss possible solutions to these problems. Most teachers described the benefits as feeling more comfortable in finding a solution to problems and exploring new teaching ideas. Other ongoing development activities—such as peer observation and collecting student feedback—were not undertaken. This was because peer observation was not school policy and they felt uncomfortable with its potential for criticism.

Second, in undertaking teacher development through reading and further study, there were many difficulties to overcome. The participants revealed that, while they read materials related to English teaching, there were limited reference books available. Moreover, internet access was limited and other activities—such as continuing further study and joining a workshop—were difficult to complete due to funding and time problems. Third, further development of teachers' professionalism activities—such as joining a professional association, sharing techniques and methods, writing in academic journals, undertaking action research, and conducting comparative studies—was not undertaken, except for teachers joining professional associations. However, they did not attend meetings regularly because they were busy with their teaching rosters.

Englis Teacher Working Group (MGMP)

Maximizing English Teacher Working Group (MGMP) is another way to improve the quality of English teachers in terms of their professional and pedagogical competence. MGMP is a program that provide teachers with new updated information about teaching and learning issues. It also provides various training in relation to curriculum, Language assessment, classroom management and so on and so forth. Currect practice of MGMP is not optimum due to some obstacles that this organization might have. Less support from school authority is also another factor affecting the performance of this organization. All the participants in this study agreed that MGMP need to be carried out in an effective way so the member of this organizations can take benefits from its activity. School principal 1 (SP#1) says:

> **MGMP is a profeesional organization as a good place for teachers to improve their quality especially related to their teaching and their subject matter knowledge. It is a medium for teachers to share the newest approach and methods of teaching as well.**

In similar vein, school principal 2 (SP#2) mentions that:

> **Instead of attending the routines, the activities in MGMP needs to be improved focusing in peer works among the teachers to evaluate their own performance in teaching. The feed back from the colleagues are realy needed to enrich their experiences as well as their knowledge of pedagogical skills.**

While school principal 3 (SP#3) points out that:

There are two skills that teachers can improve by attending MGMP meeting, namely: their teaching skills and their content knowledge. However, the activities set up in the program are not optimally helping them improve those skills. The coordinator of MGMP need to design meaningful and fruitful activities so that teachers can take some benefits from it.

In investigating the roles of English teacher working groups to support teacher professional and pedagogical skills in Pontianak municipality, Barella (2014) found that this teacher association has contributed greatly to the development of junior high school English teacher professionalism in developing the syllabus, annual and semester programs, lesson plans, teaching methods, innovative learning modes, use of teaching media and evaluation systems. In addition, it improved general teacher competence. Thus, these activities undertaken by the association contributed greatly to increasing the ability of English teachers to perform their teaching tasks.

CONCLUSION AND SUGGESTIONS

In summary, in EFL teaching and learning contexts, teacher competence is essential to facilitating successful English exposure and learning during classroom activities. A number of Indonesian scholars are aware of this importance—for example, Soepriyatna (2012) identified the domains of EFL teachers' competence in Indonesia. These domains can inform teacher education programs to design the curriculum in ways that align with the needs of EFL teachers during their classroom preparation.

There is a need to provide EFL teachers with training to improve their teaching and performance in other roles when working with students in. This can be most directly addressed by carrying out in-service training to expand and update their teaching approaches and understanding of what is most appropriate for preparing students with successful learning.

This study has revealed that, among other things, English teachers need to become better role models for students through the effective demonstration and modelling of concepts and the practical aspects of learning and teaching. In-service training can address several identified aspects of what teachers need to know and be able to do to provide 'learning' to students. This can be done by exposing them to new pedagogies for EFL teaching and to new educational theories and knowledge.

In-house training is an approach to improving and updating teaching skills. schools can arrange workshops on new teaching approaches and methodologies. This can be done, for example, by inviting senior teachers or experts from other schools in Indonesia or even from overseas. Maximizing English Teacher Working Group (MGMP) is another way to improve the quality of English teachers in terms of their professional and pedagogical competence.

The study also recommends to relevant parties such as Ministry of Education and Culture and school principals need to organize an effective training focusing on instructional

design, teaching methods, assessments and evaluation by inviting experts or professional tutors. Teachers must be well trained in using teaching media based on information and technology devices. And, the step must be taken to optimize the role of English Teacher Organization (MGMP) to develop teacher professional development.

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BLENDED LEARNING IN EFL CLASSROOMS WITH SLOW INTERNET: INSIGHTS FROM TEACHERS AND STUDENTS

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Abstract: Learners who are actively involved and engaged in the learning process have long been known to be learning better than those who learn in a traditional method where they function as passive listeners. In the era where smart phones are part of students' main communication tool, schools are expected to make use of technology and use blended learning as a way to accommodate students' needs and engage their interest in the learning process. This research aimed to explore teachers' and students' insights and perspectives on whether the use of technology in their classroom was a hindrance or a helpful tool in a school and environment where only very limited internet connection was available. Interviews with four teachers and four students were done as primary data source and were analyzed and categorized using thematic analysis. The data show various problems encountered by the teachers and students as well as benefits they got from using blended learning in the language classroom despite the slow internet access.

Key words: blended learning, slow internet, technology

INTRODUCTION

Learners who are actively involved and engaged in the learning process have long been known to be learning better than those who learn in a traditional method where they function as passive listeners (Parker, Maor, and Herrington, 2013). Learners need to have opportunities to construct their own knowledge and recognize how certain decision is the right decision to take or whether a certain solution will solve the problem during the process of learning as part of a rehearsal for the real life work (Bransford, Brown, and Cocking, 1999). In the era where smart phones are part of students' main communication tool, schools are expected to make use of technology and internet as a way to accommodate students' needs and engage their interest in the learning process by implementing blended learning. By applying blended learning, students will be exposed to various authentic materials and be engaged in real life communication. Authentic materials are crucial elements in the learning process as they are interesting and convey real messages to the audiences (Freeman& Holden 1986). More importantly, they are widely known as a good strategy to enhance students' motivation (Cross 1984; Hill 1984).

However, it appears that there is a gap between the theory of such effective learning in the digital era and the actual practices in the Indonesian EFL classrooms where learning relies mostly on teachers and students typically only listen to their teachers' lectures during the class (Zainuddin and Kemala, 2018). Students, especially low-level students, are rarely engaged in the classroom learning and pay attention to the learning process (Carini, et.al,

2006) which results in boredom and anxiety during the process of learning (Freeman, et.al, 2007).

The use of technology in language classroom has long been regarded as a helpful tool to engage students' interest. A study by Gikas and Grant (2013) revealed how technology and social media provide opportunities for real interaction among the students and offer them chances for collaboration. A similar study was also conducted by Tur and Marin (2015) to find out students' perspectives on using social media as a learning tool. It was revealed that students were willing to use Twitter and were excited to use it as part of their learning media. The use of technology, internet and social media have changed the method and teaching as well as the way students learns. As technology has become part of the students' daily life, schools and governments in various levels have tried to incorporate the use of internet and smart phone to help students more motivated in the learning process in the classrooms.

However, not all of these incorporations bring out advantages. Some classroom practices turned out to be far from effective due to various problems occurring in the classroom, for example, slow internet access in the school area where students were supposed to work on their tasks or projects.

Such occurrence was the main subject of this present research which was conducted in State Polytechnic of Malang, University of Muhammadiyah Malang, and SMA 3 Malang. These universities and school have provided free internet access for the students. Nonetheless, the access provided were hardly enough for the number of students learning in the university. As a result, students and teachers had very limited access to the internet and blended learning planned by the teachers often result in unsuccessful attempts. The present research aimed to find out the obstacles and advantages in applying blended learning, ways to deal with slow internet connection, and the types of activities, mobile apps, and websites which can be used in the process of learning.

METHOD

Research Design
The present research used qualitative design. Using purposive sampling, semi-structured interviews with four lecturers and four students were done to collect the data. To analyze the data, the results of the interviews were categorized according to their theme using thematic analysis (Braun & Clarke, 2013).

Setting and Participants

The study was conducted by interviewing four teacher participants and four student participants. The teacher participants teach in three different institutions (as seen in the table below). Student participants are from the same institutions and major (State Polytechnic of Malang/ Business Administration) and are taught English for Specific Purposes for four semesters. All the participants were selected using convenient sampling due to the time limit of the research.

Teacher participants

Participant	Age/Sex	School/University	Subject taught
Participant A	26/Male	SMA 3 Malang	General English
Participant B	30/Female	State Polytechnic of Malang	ESP for Business Administration students
Participant C	25/Female	State Polytechnic of Malang	ESP for Business Administration students
Participant D	27/Male	University of Muhammadiyah Malang	Listening

Student participants

Participant	Age/Sex	University/Major	Students' level of proficiency
Participant E	21/Male	State Polytechnic of Malang/ Business Administration	B2
Participant F	20/Female	State Polytechnic of Malang/ Business Administration	B1
Participant G	21/Female	State Polytechnic of Malang/ Business Administration	B2
Participant H	21/Male	State Polytechnic of Malang/ Business Administration	B1

Data Collection Method and Analysis

For this present study, semi-structured interview with four teachers and four students were conducted. The data were then analyzed using thematic analysis (Braun and Clarke, 2013). he The important categories were coded after engaging in the specifics and details of the data being used (Sarantakos, 1998). The data were then presented in tables followed by discussion which relates the results of the research to the current literature reviews.

The data were discussed in five parts, namely: 1). Obstacles in applying blended learning in classrooms, 2). How to deal with slow internet connection while using blended learning, 3). Advantages gained from implementing blended learning in the classroom, 4). Classroom activities done with the incorporation of technology and internet, and 5). Mobile apps and websites used in the classroom activities.

FINDINGS AND DISCUSSION

Findings

To make it easier for the readers to view the data, the results of the interviews were presented in two sections which were broken down into two tables; teacher participants and student participants.

Teacher participants

Teachers were asked five questions regarding the use of technology and internet in classrooms with slow internet. The table below shows the results of the interview with the four teachers.

Categories	Participant A	Participant B	Participant C	Participant D
Obstacles in applying blended learning in classrooms	a. Slow or no internet connection, b. some students do not bring mobile phone and laptops, c. some students have problems with using the technology during the process of learning.	a. slow internet connection. b. too complicated platform even for tech-savvy students	Unstable internet connection	More time spent on designing the materials, exercises, and instruction to be easily understood by the students
How to deal with slow internet connection while using blended learning	Classroom activities are mostly used for instruction. Students will accomplish their tasks when they are outside the class and they have more stable internet connection.	Online learning is used as additional learning outside the classrooms	Students are aware to use their own mobile hotspot	Tasks are given as homework to be done when students have more stable internet access
Advantages gained from implementing blended learning in the classroom	a. Students are more involved in the learning process. b. Students enjoy the learning process ore than when they are in the	Various resources which can benefit the students and the teachers (teachers do not need to spoon-feed the students)	a. Students were more engaged in the tasks b. Class can be more interactive c. Teachers incorporate more varied	a. Students get more engaged in the learning process b. Students can set their own learning pace which does not happen often in the traditional

			media	classrooms c. easier archiving process
	traditional classrooms. c. Students are more motivated to learn.			
Classroom activities done with the incorporation of technology and internet	Writing hortatory text collaboratively	Various responses and answers students get from different media can be sources of interesting discussion	a. Online quizzes b. Supplementary reading materials	a. Online extensive reading b. Online test
Mobile apps and websites used in the classroom activities.	Google docs (platform)	Neo LMS, Google Classroom (platforms)	a. Neo LMS, b. Google Docs	a. Google Classroom b. Commonlit (website) c. Examenglish (website)

Student Participants

Students were asked five questions regarding the use of technology and internet in classrooms with slow internet. The table below shows the results of the interview with the four students.

Categories	Participant A	Participant B	Participant C	Participant D
Obstacles encountered by students in the implementation of blended learning in classrooms	a. slow internet connection b. students cannot use the platform due to their limited knowledge and skill in using the technology	a. students easily got distracted	a. to finish the assignment on time	**a.** technical problems
How students deal with slow internet connection while using blended learning	a. using hand outs to make it easier for the students to understand the instruction	a. provide more internet access (use personal mobile hotspot instead of	a. using personal mobile hotspot	a. using personal mobile hotspot

	b. students can share their internet access with other students c. the task can be used as homework	using Wifi)		
Advantages gained by students from the implementation of blended learning in the classroom	a. easy access for learning materials, homework, and tasks b. easy access to share opinion among students 3. easy access to view score	a. students are more motivated to learn b. it is more difficult for the students to copy another students' work	a. more enjoyable b. creative learning materials	a. student and teachers do not have to meet face to face
Classroom activities done with the incorporation of technology and internet	a. doing online homework b. accessing learning materials online b. share opinions with other students	a. online quizzes b. online grammar exercises	a. doing daily online homework b. uploading works and sharing with friends c. learning through varied materials like video and websites d. correcting works through Ms. Word	a. homework and quizzes can be done at home, without being present at class
Mobile apps and websites used in the classroom activities.	a. Neo LMS (platform) b. Edmodo (learning platform) c. Type and Speak (mobile apps) d. Online	a. Neo LMS (learning platform)	a. Neo LMS (learning platform)	a. Neo LMS (learning platform)

	English dictionary			

Discussion

Having mentioned the findings of the research, themes were coded and categorized. The categories were discussed in the following points:

 Obstacles in Implementing Blended Learning

1. Dealing with Slow Internet Connection

Limited internet access is a major concern in implementing blended learning (Garrotte Jurado, et.al., 2010). Teachers and students have similar perspectives on how to deal with slow internet connection in the classroom. For example, making the tasks given as homework instead of traditional face-to face meeting at class so that students can do their tasks when they have more stable connection outside the classroom. This method is typically chosen by the four teachers since providing more stable connection in the classroom would not be possible. Fortunately, students were more aware of this situation, and provide their own mobile hotspot. Another strategy used by the teachers is by not uploading media which require more bandwidth, like videos, to enable students with limited internet connection to access the task and the materials.

2. Technology Know-How for Non Tech-Savvy Students

Teachers also shared how they used very detailed instruction to make it easier for the students to access the online classroom. Although some platforms have used very simple user interface, students sometimes get problems when accessing the online classroom. To solve this problem, some teachers chose to give detailed instruction in the form of handouts, and then explain how to access the homework during the offline classes. This way, students can ask questions when they feel confused or press the wrong buttons.

Advantages gained from Blended Learning

1. More varied materials and resources

By having online class, students were exposed to more varied materials and resources, like Youtube videos, and various websites. These resources help students to be engaged in more interesting materials and more updated information. As a result, students gave more varied answers and responses to the tasks given to them, providing more rooms for discussion among their classmates. Varied resources also helped students to be exposed to authentic materials which helped them understand the use of a particular language structure in real communication (Freeman& Holden 1986)

2. More motivated students

As students were engaged in more varied situations and authentic materials, students found learning more enjoyable and interesting (Peacock, 1997). This is one of the main benefits of using internet for learning process, since students can access materials they find more fun where the traditional classrooms could not provide. Students were also more motivated because they could learn with their own pace, something they find it difficult to do in traditional face-to-face classrooms. This is especially useful for low-level students. They can provide themselves more time to understand the materials and finish the homework in a more flexible pace. Students were also more involved in the task as they need to accomplish the task individually.

Classroom activities done with the incorporation of technology and internet

In the present research, teachers and students shared their experience of doing classroom activities in online classroom. The following activities were done successfully despite the slow internet connection, which can be good recommendation for teachers and future researchers.

1. Online Discussion

With more varied materials and resources, also responses and answers from the students, online discussion is one interesting activity to be done in online classrooms (Xie, et.al., 2006). Online discussion provides students with opportunities to share their opinion with less tension (Horwitz, et.al., 2006), since they are online. Online discussion also provides more time for the students to understand the topic of the discussion, to look for related materials, so that they can offer more critical opinion and ideas which makes it different and often more interesting than offline discussion (Jewell, 2005). Teachers also find it easier to check students' participation and understanding through their archived opinion on the platform. Giving scores is also easier done through online platform as their responses are all recorded in the system.

2. Collaborative Writing

Writing through online platforms allows students to get more ideas and more help to edit and revise their work, for example by making use of Ms. Word editing service, by accessing online dictionary, and by reading various materials related to the work they are writing. Online writing task also allows students to do collaborative writing with their peers or with the guidance of their teachers. This method will help students to minimize their grammatical mistakes and expose them to the right use of a particular language structure since multiple authors will contribute to all aspects of writing including content, structure and language (Storch, 2005).

3. Extensive Reading

Giving students selected reading materials can be boring for the students since students do not have the opportunity to choose their own learning materials according to their liking. By assigning them extensive reading through online websites, e book, and filling in online

journal, students can choose their own favorite piece of writing and therefore can boost their motivation to get exposed to English books and texts and results in better English mastery (Horst, 2005). Online extensive reading helps students develop conscious decisions about reading strategy and dictionary use, as well as grow their motivation and self confidence (Arnold, 2009).

4. Doing Online test

Sometimes students need to find out their level of proficiency in order to pass a certain qualification or to be able to enter a particular program. Doing mock-up international testing is beneficial for the students to prepare themselves for the real test. They can also find out their English mastery by trying out this online test. Another per of doing online test is that teachers no longer need to score and asses the students since the website and the platform have done this work for them.

Mobile Apps, Learning Platforms, and Websites for Online Language Learning

The following mobile applications and learning platforms are used by the teachers and students to help their online language learning. Since the students are mostly from the same university, they use the same learning platform.

1. Google Classroom

Google Classroom provides students and teachers with simple user interface, allowing teachers to upload various learning materials for the students, ranging from videos, files, and pictures for free by simply setting up a Gmail account. Google classroom also make it easier for the students to upload their works and view their score (Iftakhar, 2016). The only limitation this online learning platform possesses is its limited space, making it hard for teachers to give video assignments or other space-consuming file types.

2. Neo LMS

 This learning platform is not available for free and should be purchased, usually by the institutions. The main advantage of using this platform is its simple design and user interface, followed by beautiful design and easy access, although this platform is not much different from Google Classroom (Garote Jurado, et.al., 2013). Depending of how much space the user subscribes, students and teachers will be able to do their works through this platform with over 20000 teachers use this platform for their online classrooms.

3. Google Docs

Students need a program to make writing easier for them by giving them corrections and suggestions. Google Docs offer this opportunity, along with a chance to collaborate with their peers by giving virtual space to to contribute to evolving texts (Hadjjerouit, 2011; Woodrich & Fan, 2017). The experience of writing collaboratively and given direction and suggestion are crucial for the students to know where they make mistakes and what they should do to correct the mistakes. This technology also allows students who cannot meet with their peers, to meet virtually and work together to build their texts (Davey, Bozan, Houghton and Parker, 2016).

4. Commonlit

Commonlit.com provides students and teachers with various texts along with questions to test students' understanding of a particular topic. Designed with easy access, students can apply their reading strategy and find out whether their strategy works or not by answering questions available at the end of the texts.

5. Examenglish.com

This website provides various online English proficiency test for free, including IELTS, TOEFL, PET, TOEIC, and others. Students can find out their proficiency level by simply doing the test and get their score. This website is also good for students who learn English to pass a certain placement test.

6. Online English Dictionary

In traditional classrooms where students and teachers meet face to face, holding phones to search meaning on online dictionary may offend teachers since the use of smartphone itself is often claimed as distraction in the class. However, doing online test or other online activities with the help of online dictionary can make huge difference on students' English mastery since students can access the dictionary easier (Hunt & Beglar, 2005).

CONCLUSION

Implementing blended learning has been regarded as bringing more fun and creativity to the classroom. However, some practitioners often enc0020ounter technical problems and slow internet connection which slows down learning process. The present research revealed how students and teachers dealt with slow internet access by making the task as homework and let the students do the task when they have more stable connection. Another proposed way to deal with bad connection is by setting up mobile hotspot. Students and teachers also talked about advantages gained by having blended learning despite technical problems and slow connection, such as more varied resources and materials and more motivated students. Teachers also shared learning platforms, mobile apps, and websites they often used during the class, such as Google Docs, Neo LMS, and Google Classrooms, all of which have contributed to more engaging learning process.

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CHALLENGES ENCOUNTERED BY INDONESIAN PRE-SERVICE ENGLISH TEACHERS IN THAILAND

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Abstract: Teaching English as Foreign Language in the country which has different mother tongue is always harder than the practice in the home country. Moreover, teaching in Thailand, a country which is labeled as a very low English proficiency country, is more challenging. To investigate the challenges faced by five Indonesian pre-service English teachers during the overseas teaching experience for a month in southern Thailand, a descriptive qualitative research design was adopted. The result of the individual interview and participants' document analysis namely, report of teaching practice and observation were analyzed through the model proposed by Miles and Huberman (1994). The results of data analysis indicated that several challenges were experienced, these include among others: insufficient time allotment (50 minutes for each teaching period), students' lack confidence, the distraction of smart phone on students' attention, low English proficiency, gender diversity and different sexual orientation, inadequate teaching practice (one-week independent teaching practice), and class domination by cooperative teacher.

Key Words: Challenge, pre-service English teacher, TEFL, Thailand

INTRODUCTION

Teaching practice gives the pre-service teachers opportunity to integrate the theories learnt into practice in the real school setting. As it was remarked by Kiggundu and Nayimuli (2009), this opportunity can be used to expose the actual teaching practice and try the various art of teaching before actually getting into the real world of the teaching profession. In view of this, Haigh (2001) argues that teaching practice is considered as one of the most foremost aspect of pre-service teacher education in 21st century era. Therefore, today, it is considered as the important program to be conducted to prepare the future teacher equipped with teacher competencies as also highlighted by Chaouche (2016), EFL teachers are increasingly urged to develop teachers' competencies, intercultural competence, and professionalism to prepare the future teachers in dealing the challenge with the various students' background and culture.

Moreover, with increased demands for prospective teachers to meet the needs of diverse students, the teaching practice which is commonly conducted in the home country, now it has been started to conduct overseas teaching practice to experience different working culture. Experiencing different educational system and teaching overseas students is important for English language teacher to increase cultural awareness in this rapidly globalized world because many EFL teachers have not been aware of the essential of cultural awareness and have not developed it yet. The teachers only emphasize the English

proficiency in the communication, whereas, an effective communication is not limited to linguistic competence and language proficiency. Apart from enhancing communicative competence, cultural competence can also lead to empathy and respect toward different cultures (Willard-Holt, 2001).

In responding to the needs above, EFL teachers are not only demanded to have a good knowledge about the subject matter, in this case the English, but there is great demand for educators to experience other cultures while understanding their own culture as well (Ateşkan, 2016). Hence, it is certainly necessary to prepare the future teachers with the experience of cultural diversity. Pre-service teachers need to have the experience of working in contexts which are culturally different from those they have before. As regards, the program which is able to accommodate the future teachers' needs to deal with all the condition, change as well as increasing participants' knowledge about the world and cross-cultural understanding is international teaching practice. International teaching practice is important to enrich pre-service teachers' insight about educational method and approach. Moreover, Kabilan (2013) stated that experiencing another culture bring a useful effect for the professional and personal development of pre-service teachers. It provides future teachers with the "real world" of classrooms to improve their teaching skills (Yang, 2011).

Despite the enriching experiences during overseas teaching practice, several challenges were also experienced by Indonesian pre-service English teachers. Teaching in the home country which has similar culture and national language even still experiences some challenges, moreover teaching in another country which is certainly different in terms of educational system, culture, school management, and environment, it must be more challenging. As the teaching practice conducted by 5 pre-service English teachers in Thailand for one month, the challenge is not only faced in terms of culture and educational system, but Thailand has been labelled as the "very low English proficiency country".

Comparing to others ASEAN Country, Thais' English proficiency is relatively low. Based on the result of TOEFL test conducted 2010, it revealed that Thailand was placed in 116th rank from 163 countries with the average score 75, which was a little higher than the average scores of Cambodia, Laos, Vietnam, and Myanmar, but was trailing far behind other ASEAN countries such as Indonesia, Malaysia, the Philippines, and Singapore (Noom-ura, 2013). It is due to a number of factors influencing the low English proficiency in Thailand namely: unqualified and poorly-trained teachers, poorly-motivated students, learners of mixed abilities in overly large classes, educators' inadequate English dialect abilities and social learning, moreover rare opportunities for student exposure to English outside of class time (Dhanasobhon, 2006). Furthermore, the obstacle also come from the interference of local language which influence the English accent, lack practice, especially practice of speaking, unchallenging English lessons, being passive students who are shy to speak and communicate with foreigners (Wiriyachitra, 2002).

In addition to the challenge of teaching English in Thailand, nowadays research on educational field has focused on challenge encountered by pre-service teacher and how they affect numerous aspects of teacher education. Based on this, Pomeranntz and Pierce (2004: 55) also support this study by revealing the challenges that were experienced by pre-service teachers in the "real world", and to what degree the "courses that has been learnt and prepared them for those challenges". This is to suggest that the theory and micro teaching

done in classroom context does not manifest itself as easy as it seems to be. What have been learnt in the micro teaching sometimes are different from the real teaching and learning in the school, the actual thing lies in the teaching practice itself.

Above all, this research is significantly conducted regarding the result of this study is necessary for undergraduate students who will participate in the similar program in the following years as the guidance of international experience, especially for those which related to teaching English and the challenge. As it is stated by Broadbent (1998), teaching practice is the most challenging experience for student teachers in the teacher education program. Furthermore, it is more challenging when it takes place in the low English proficiency country, Thailand. It is great matter to teach low proficiency students with high anxiety considering different mother tongue, thus as an alternative, sometimes the pre-service teacher should consider the teaching strategy and technique used and the challenge of using body language to deliver a simple and understandable material. In view of this challenging and nature of teaching practice, this research, then, aims to answer the following question:

What are the challenges encountered by Indonesian pre-service English teachers during teaching practice in PSU. Wittayanusorn Surtahani school Thailand?

RESEARCH METHOD
Research Design

Descriptive qualitative research was employed in order to investigate the challenge encountered by pre-service teacher. The document written by participants namely report of teaching practice and school observation were also analyzed to support the interview data.

Participants

The participants of this research were five undergraduate students of English Language Education consisted of 3 females and 2 males who have joined the overseas teaching practice in Thailand for four weeks started from the 1st of July – 29th of July 2017. The participants have been selected by Ganesha University of Education through administration with minimum GPA 3.20, TOEFL, and interview test to join this international teaching practice.

Instruments

The instrument used was the interview guide. The interview guide was used to collect the data on the challenge encountered by Indonesian pre-service teachers. The interview items grounded from the theory and framework of the benefits of international teaching practice proposed by Kabilan (2013). The interview guide was validated primarily to measure the content validity by using two expert judgements giving their agreement and disagreement on the interview items. The result of the judgements was calculated using Gregory formula. The content validity of the interview covering 30 items was 1.00 which indicates that the interview items had very high content validity.

Data Collection

The data were gained through interview and document collection of final report of teaching practice and observation report written by pre-service English teachers. Semi-structured interview has been conducted with 5 participants. The interviews were in the format of an individual interview considering the small number of participants.

Data Analysis

The model of Miles and Huberman (1994) was adopted to analyze the data. It included four steps of systematic activities, such as; data collection, data reduction, data display, and conclusion drawing, lastly verification. The data from the interview were transcribed and coded then coding the interview result and document into some codes and grouping the supporting statements into some topics and followed by filtering the needed data which support the research question.

FINDINGS AND DISCUSSION

Challenges that the Pre-Service English Teachers Encountered During the International Teaching Experience in Thailand

To answer the research question of this study about the challenges that Indonesian pre-service English teachers encountered during the international teaching experience in Thailand, the result obtained from both the semi-structured interview and document analysis are presented in this phase. After the data had been sorted by coding the appropriate answers and eliminated the unused ones, the answers were grouped into some categories in order to make the researcher easier to analyze and elaborate them. The categories could be formulated as insufficient time allotment (50 minutes for each teaching period), students' lack confidence, the distraction of smart phone on students' attention, low English proficiency, gender diversity and different sexual orientation, inadequate teaching practice (one-week independent teaching practice), and class domination by cooperative teacher
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1. Insufficient time allotment (50 minutes for each teaching period)

Although the participants benefited and learned a lot from the international teaching practice, there were some challenges faced during the teaching and learning process in the class, particularly in terms of the difference educational system. Differences in educational system and practice also became an obstacle in international teaching practice as well as the short time allotment. The significant difference of teaching practice between Indonesia and Thailand was in terms of time allotment, teachers in Indonesia get used to teach 2 x 45 minutes, meanwhile, in Thailand only 50 minutes. The pre-service teachers expressed that it was hard to teach in 50 minutes while they had to explain slowly and frequently used body language or non-verbal language in order to make them understand better the lesson. Furthermore, when the students seemed confused, the cooperative teacher would translate the English explanation into Thai language. This translation process consumed a lot of time. Whereas, there were many contents ought to be delivered in inadequate time allotment. These can be illustrated in the following final report of teaching practice:

Citation # 1

"Insufficient time allotment; In PSU Wittayanusorn Suratthani School, each lesson was engaged for only 50 minutes long. This thing was quite different from Indonesia where each lesson usually was engaged for 90 minutes. For the author (pre-service teacher), this thing could be an obstacle since it required sufficient time to make the students understood the learning material, especially in English (R1:M)."

Citation # 2

"The most significant challenge was the time allotment, it was only 50 minutes, meanwhile I had to struggle with my body language. Moreover, the language was big deal, they sometimes did not understand with my explanation and it needed to be translated by my cooperative teacher (R5;F)."

The citations above emphasize that the differences in educational system and practice also became an obstacle in international teaching practice, as well as short time allotment in each teaching period. In Thailand only allocated 50 minutes to teach with sufficiently dense material (Kuwinpant, 2002; Dhanasobhon, 2006). Besides the language challenge, the translation from English to Thai language was still a hindrance. Thai students needed to translate literally from Thai language into English and vice versa. This was due to lack practice of speaking (Kuwinpant, 2002). Therefore, the cooperative teacher needed to translate English explanation into Thai language as well as non-verbal language usage to facilitate communication. So that, 50 minutes was considered as the insufficient time of practice Chepyator (2007).

Hence, it can be concluded that the time allotment became a matter because the process of delivering material to the students who had difference mother tongue and low English proficiency. Furthermore, short time allotment was great deal because the students were not accustomed to listen English explanation, meanwhile the pre-service English teachers should struggle with body language and interpretation process from English to Thai language.

2. Students' lack confidence

In addition to inadequate time allotment per each teaching period, the issue found was in terms of students' lack confidence. Students' confidence also influenced the teaching and learning process. Pre-service English teachers felt that most of the students were reluctant to express themselves and had lack confidence, especially in speaking English. It was mentioned that this was one of the challenges to make them active in the class, particularly, in additional English class which emphasized on speaking skill because many students suppressed to speak English. As can be seen in the following citation written by the pre-service teachers:

Citation # 3

"Students were lack of confidence in English. The author found that mostly students at M2 (2nd grade of junior high school) were not confident with their own ability in English, especially speaking. It could be seen through their attitude or body language that were not dare to gaze at their mates whenever they had to speak English in front of the class. In addition, they tended to speak quietly and difficult to be heard (R1:M)."

Citation # 4

"Most of students had limited ability in English, the students tended to be passive and did not have a courage to express their opinions (R2:F)."

As it has been mentioned in the citations above that students in this school were still passive and lack confidence in speaking English, it had also been revealed by Kuwinpant (2002) that he stated the students were embarrassed and afraid to speak English regarding grammar was emphasized to pass the English proficiency test in Thailand. Thus, lack of confidence in speaking English could be caused by fear of making grammar mistakes, as it was found that rare opportunities for student exposure to English outside of class time (Dhanasobhon, 2006).

In short, students' confidence in speaking English became the challenge for pre-service teachers to teach in additional English class which emphasized on speaking skill, it also became a confusion for pre-service teachers whether they were understand or not the material regarding no response given or passive, as an illustration when a pre-service teacher asked question, only the same person or even no one would like to raise their hand to respond the questions. This is a challenge yet an important skill to be learned by pre-service teachers to deal with passive students.

3. The distraction of smart phone on students' attention

As the matter of students' attention, the regulation of allowing the students to bring their mobile phone to the class had affected their attention during the class. This regulation gave negative effect on students since smart phone could distract students' attention from teachers' explanation in the class. Moreover, the policy of allowing smart phone to the class became more challenging for pre-service teachers when this school has been applying the active learning approach and the students should use the smart phone to support the learning process but the fact they were actively used it for others purpose, as an illustration for social media. Some of the moments that had been experienced by pre-service teachers dealing with smartphone were when some students at the back row did not listen to the explanation because they secretly played the smart phone. As written in the teaching practice report:

Citation # 5

"The use of smart phone in classroom; the author gained information that school allowed the students to bring their own smart phone to school.

Although teacher had reminded the students in question, some of them seemed not listen to the teacher and silently played their smart phone when teacher did not notice (R1;M)."

In addition, some of pre-service teachers also mentioned that the students openly operated their smart phone while the teacher and pre-service teacher were explaining the lesson. Pre-service teachers felt that it was not their authority to ban or even scold the students not to play the smart phone because the Thai teachers did respect the students and gave the freedom to express themselves.

Citation # 6

"The students played smart phone in the class and I could not prohibit them because student was like a king here, it might be because this was private school, it was different from Indonesia sometimes teachers would punish the students (R3;M)."

Hence, the policy of allowing mobile phones to the classroom also impacted students' attention. As a result, some students ignored the teacher's explanation and engrossed in playing mobile phones behind. With active learning that was implemented in this school by giving priority to the students' freedom to learn, so it was not easy to prohibit the use of mobile phone in class (Ampra & Thaithae, 2000).

The case is different from the school in Indonesia which also allows the students to bring the smart phone in the school, some regulations in Indonesia schools has put in order to ban the smart in the class and it has distinct consequences and punishment who break the rule like phone restraint, but not in this school which only reminded by words. As the result, the students sometime playing the smart phone in the class and it has distracted students' attention. The misappropriation of the use smart phone in the class had impacted the students' attention while learning in the class.

4. Low English proficiency

Based on the final report of international teaching practice written by the pre-service teachers, there were some challenges encountered during the overseas teaching experience. It was said that the language became the barrier in communication among the students, school staffs, teachers, and local people. As also found by the previous research that the language became a barrier in communication in international teaching experience (Adriana, 2015). It was also mentioned that the pre-service English teacher had less interaction with local people regarding their English proficiency. Thai, particularly the staff and non-English teachers avoided to communicate with Indonesian pre-service teachers because Thai were bashful and afraid that they could not speak English. As can be seen in the following citations, the perception of pre-service English teachers towards the challenge encountered in terms of language.

Citation # 7

"The only challenge that I found was the school staff that were too shy to talk with us. It was issued that they were unconfident to talk with us in English (R1;M)."

Citation # 8

"The main obstacle that should be considered was language. Since people in Thailand do not use English as their official or second language, then it would affect and limit the communication between the author (pre-service teacher) and students, especially, in teaching learning process (R2;F)."

Citation # 9

"In the first phase, we were asked to collect the data about the school, such as, the facility, the human resource, etc. I needed to ask the staff about the data but they seemed to avoid us and did not want to talk with us or when we came to their room, they would hurriedly call the Thai English teacher to translate English into Thai and vice versa (R4;F)."

As the result of the interview and supported by the teaching report written by Indonesian participants, the pre-service teachers mentioned that the native language was the barrier of the way Thai speak English. The interference of local language which influenced their pronunciation and accent made the local people were hard to communicate in English and so did the pre-service teachers, they struggled to understand the meaning because their pronunciation was still influenced by the native language accent and dialect. As it has been revealed onto the following citation:

Citation # 10

"The main challenge was, they could not understand what I meant and vice versa. It was because their English pronunciation and accent were still influenced by their Thai language, so it was hard for me to understand them. As an illustration: They meant friendly, but they pronounced it as "feli" (R4;F)."

So that the lack of interaction with Thai was due to low English proficiency. It was found that there were several factors which influenced the low English proficiency in Thailand, such as: the interference of the local Thai language (Snodin & Young, 2015), this is also supported by the fact that Thailand is the country which gives priority to their local language (Hayes, 2014; Wiriyachitra, 2002). Furthermore, Thailand was 53rd the world's second-lowest rank (above only Libya) with an average score of 43.36 and labelled 'very low English proficiency' (O-Net. 2012). Local people, staff, students, and teachers were reluctant to communicate with pre-service teachers and even avoided face to face because of lack confidence and ability of speaking skill.

In short, the challenge of language, particularly the mother tongue differences and low English proficiency which affected the accent and pronunciation made the Thai especially the staff and teachers were reluctant to speak English. So, this became a barrier in communication and interaction.

5. Gender diversity and different sexual orientation

From the interview that was conducted with 5 pre-service English teachers, the challenge faced during the cultural immersion was specifically about the Thai's culture in gender acceptance. Some culture shock occurred when dealt with the students in the school who bravely stated their sexual orientation to the pre-service teachers. It was mentioned that the matter was, as educator, pre-service teachers were confused to give expression and response towards the different sexual orientation because it was something taboo in Indonesia but commonly happened in Thailand. Here are the statements dealing with cultural differences.

Citation # 11

"I was shocked when my student told me that she was a lesbian, he was a gay, they directly said that. In daily class, they even labelled each other by judging one another as a gay or lesbian etc. It woke me up that it was common thing in Thailand about gender diversity (R5;F)."
Citation # 12
"About the differences in gender, they did appreciate the ladyboy, at the first time I saw that it was something strange to see this phenomenon yet as time went by, I could get used to the existence of ladyboy (R3;M)".

The citations above imply that pre-service teachers dealt with the gender diversity. During the cultural immersion with the Prince of Songkla University students, the pre-service teachers also interacted and communicated with some ladyboys. During the immersion, pre-service teachers learned to appreciate the gender diversity and treated them normally as Thai always did, yet the challenge is how to react and accept them normally because some of them were sensitive and the Indonesians participants were awkward to be approached and seduced by them.

In brief, besides the challenge of language, cultural differences also became new thing that was experienced by Indonesia pre-service teacher, there were some culture shock experienced, like self-habituation on gender difference and openness of sexual orientation by gay and lesbian students, considering Thailand is the country which appreciate gender diversity (Chepyator, 2007; Centikaya, 2013). Above all, they expressed that it was only the matter of time in adapting new culture and to get accustomed to the diversity.

6. Inadequate teaching practice (one-week independent teaching practice)

The challenge also occurred in international teaching practice schedule which had been arranged by university institution. Overseas teaching experience for 1 month was considered not enough for pre-service teachers. Based on their experience, from 4 weeks short-term international teaching experience, it was only 1 week used to have independent teaching practice. The first week was used for school and class observation, second week was for cooperative teaching, and third week was used for independent teaching and the last week it should be used for independent teaching but it was used for students' final test because it had been scheduled by the school to conduct the final test. As the result of the students' final test, besides the minimum time duration for independent teaching, it also impacted the teaching and learning process regarding the Thai teachers should have covered all of the materials in that semester before the final test was begun within next week. It is considered that one-week independent teaching is not enough to implement the theory of teaching into practice.

Citation # 13

"I just got one-week independent teaching in third week because the fourth week was used as the students' final test. It was matter for me because previously in the one-week cooperative teaching I could not satisfyingly teach my students and I need more experience as teaching practice in the home country it is conducted for 3 months (R2;F)."
Citation # 14
"I only had one week for independent teaching practice and it was not purely independent because my cooperative teachers still joined to my class in order to translate from English to Thai language. Although a week before independent teaching I had cooperative teaching, still, I think It was not enough time for me to practice my skill (R4;F)."
Citation # 15
"It should be the institutions consider the timing to have teaching practice in Thailand, they should avoid the students' final test so then we can teach one more week in PSU (R5;F)."

Based on the challenges that have been stated above dealing with the time for teaching practice. Thus, coordination between these two institutions for the timing is appropriate for the smooth running of short-term international teaching practice as also stated by Barkhuizen and Feryok (2007). According to Yang (2011), coordination of both countries was important in cross cultural cooperation both micro and macro level was truly essential, in the macro, it was not easy to deal with different institution with different culture of both countries, On the other hand, at the micro level within the host institution in target country.

7. Class domination by cooperative teacher

Some of pre-service teachers mentioned that their cooperative teacher dominated the class to reach the targeted materials for final test in which that was actually the time for pre-service teachers to have a teaching practice. The cooperative teacher dominated the class because it seemed that the students, particularly the first grade of junior high school students, were confused and could not catch the materials up during the pre-service teachers practice. This challenge was stated by the pre-service teacher, as the result of the interview as follows:

Citation # 16

"When my explanation was not working well and students did not understand the material while too much material should be delivered, hence my cooperative teacher took and dominated the class and she told me that she had to cover the material, so, she needed to explain many materials faster because the final test was coming next week. As the result, I only had little time to have teaching practice because the class was dominated by my cooperative teacher's explanation. It was only for the first grade but for the fourth grade (first grade of senior high school students) the mentor had given me chance to teach because the students could understand better my explanation (R5:F)."
Citation # 17
"In the week of our teaching practice was the week for final test preparation, so when the students were confused with my explanation, my cooperative teacher abruptly took and dominated the class because she had to cover the material soon (R3:F)."

To sum up, the matter was not only the limited teaching practice but also the materials that should be covered to prepare the students' final test. Moreover, the ability of students in listening English explanation was still low, hence, the pre-service teachers' explanation needed be translated by the cooperative teacher into Thai language. Furthermore, the struggle of using body language to make the students understand the lesson better made the 50 minutes time allotment in a week independent teaching practice was not enough.

CONCLUSION

Based on the finding and discussion above, it is quite complicated challenges that were faced by Indonesian pre-service English teachers during overseas teaching practice in Thailand. The challenges arise were not only in terms of culture but more to the students' ability. The low English proficiency students influenced teaching and learning process, even more when it is allocated short time teaching period. The different educational system in terms of time allocation and school regulation also contributed as challenge in overseas teaching practice. Moreover, students' final test preparation also gave impacts on teaching practice, particularly on class domination and teaching intensity. In view of this, these researchers think that the placement of student teachers in schools at that time on July is not

such a good idea because this is a critical time for the host teachers and their learners to be used as students' final test. Therefore, there must be good coordination of both country institutions about the exact time to have teaching.

ACKNOWLEDGEMENTS

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ENHANCINGCROSS CULTURAL UNDERSTANDING THROUGH LITERATURE

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Absract: This paper discusses how to enhance the Cross Cultural Understanding through Literature. In this era it is easier for people to communicate to each other eventhough they are not from the same country and do not speak the same language. The most populer language they use to communicate is English. Thus this language does not just belong to British or America anymore. It is the language of the world with variety since it is influenced by local colour which can not be avoided. Moreover people realize that the ability of using English is crucial to live in the global era especially in developing career. Learning English is therefore learning the behaviour of its target society and cultural customs. Literature – short story, novel, drama and poetry- can give contribution in providing students with the language use. It is about stories in which the characters use language in purpose, function and suitable to the social context. There are two ways at least to enhance the cross cultural undestanding through literature. First, by exposing the students to variety literary works from different countries through reading and listening. Second, by encouraging the students to express their thought through discussion (speaking) and creative writing.

Key words: Cross Cultural Understanding, Literature.

INTRODUCTION

Era Globalization brings the big changes in every aspects of life especially in using language for communication among the people from different country and culture. They tend to choose English when they interact (to) each other eventhough they are not from British or America. People from China, for instance meet Indonesia or Iranians meet Korean, they use English to communicate. Thus this language does not just belong to British or America anymore. It is the language of the world now but surely with the variety since it is influenced by local colour based on their own culture which can not be avoided. English is not homogen anymore but it is very heterogeneous. As Lewis says quoted by Ningsih (2018 .p.1) that when people learn another language, they implicitly learn the behaviour of a given society and its cultural customs – norm,value and attitude. Then Fadeeva and Klineen (2012: p 145) say that successfull communication requires not just excellent foreign language skills but also cross cultural understanding. However the culture contains several aspects of life that should be understood especially in using language since it is the product of their thought and behaviour which develop among their own society. Ideally the culture should be learned from the native speakers, but it is not easy if the language already belongs to the world. Therefore the students should be provided with the materials in which they can grab linguistic as well as cultural competence. It is surely not easy to find the material which fulfil all the skills they need. The teachers certainly was challenged to find out so that they can help students with the skills. These can be found in the literary text.

Literature is a work of creation based on imagination however it can serve as the mirror to understand the life of people in a certain culture. The characters in the text use language based on the function, has a purpose as well as suitable to the social-context. In fact, literary works are not simply the creation of the authors, they bring multiple meaning and value. Guerin et.all (in Ningsih 2008. p.4) mention that literary work is a creation by someone at some time in history, and it is intended to speak to other human being about some idea or issue that has human relevance. Moreover the authors write to communicate their insights to the readers, in the hope that the readers will recognized aspects of their thoughts and experiences in their work. They tend to choose the words or phrases that make the readers feel they are in that situation. They implicitly is influenced by their own culture when they write. Every country with its own culture has a good writer to reflect the life of its people – such as behaviour, norm, value and attitude hold by the group in which the readers can understand them. Thus literary works can help the teachers in providing the material for teaching language usage and use as well as for enhancing cross cultural understanding. This is what the paper is going to discuss. (please make the purpose explicit.)

RESEACH METHOD

This is an action research, called diagnostic (?). It is done by the lecturer in order to improve their teaching-learning process as well as the ability of students (?). Burns (2010 p.2) says that the central ide of the research is to intervene in a deliberate way in the problematic situation in order to bring changes, even better improvements in practice. One of them is diagnostic which dealt with the situation the lecturer faced in their teaching process. The participants were 25 students of the S1 program for Cross Cultural Understanding Course at the third semester of English Department, UNP. The objective of the research is to enhance the ability of students in Cross Cultural Understanding through literary works. It was done for two cycles during the semester. The students worked in a permanent group consisting of 3 members they already chosen by themselves. Each group has to read the literary works provided by the lecturer collaboratively outside and inside of the class. They had the responsibility to present what they read and discuss the text based on the questions deal with the culture from the lecturers in the class. The discussion in the class is led by the lecturer collaboratively. The improvement the students made was measured through their scores of the presentation in the class, two individual projects of writing, the mid-term test, and the final test. The data for this research were collected through observation during their presentation, their own projects, and tests. The data were analyzed qualitatively and were presented descriptively. The score of the final test is better than the mid Test. Thus the result of the research shows that there is an improving ability of students in cross cultural understanding through literary works.

FINDING AND DISCUSSION

The results of the research shows that there is a changing in students performance and skills. They are eager to talk and give their opinion openly during discussion. The awarenes

of students towards CCU also increase. They can appreciate the opinion of their friends. It also can be seen from the choice of words they use in speaking and writing. This is probably can not be separated from the following points.

a. Cross Cultural Understanding

Culture can not be separated from the life of people. They grow up and develop their mindset within their own society. It is the culture that forms how they react to something influenced by their norm, value and belief . Brita and Ningsih say (2017. P.7) Culture is a way of life and an understanding about life for a particular group of people. It is complex. complete, organized, learned uncounsciously controled by their belief, norm and value. It is constantly changing. According to Browaeys and Price in their book *Understanding Cross-Cultural Management* (2014.p3) the fundamental aspect of culture is what people learn in one way or another not what they inherit. They learn a code of attitudes, norms and values, a way of thinking within their social environment. Furthermore they say that the national culture and the particular region which people live in also help to shape a person's cultural profile. These elements are reflected through the way they use language. The way they choose the words or expressions are influenced by their attitude, norm and value they have. It is family as the smallest unit of society form the code and determine how people see the world then social environment – school, friend and works. Understanding the culture of the speakers during interaction will help the communication run well.

b. Literature as a reflection of the culture

Literature is the creative works based on the imagination of the authors. The works surely reflect the daily life of people in particular culture since the authors come from different culture in the world. The language they used may touch the sense and emotion so that enable the readers to visualize and experience the events. The texts seem to give detail even more than what people think and expect. Gillespie (in Ningsih 2008 p.4) says that reading literary text means to travel to the world beyond the readers own, engage in a conversation among cultures, explore unfamiliar traditions and evaluate human relationship in an attempt to better understand the meaning of community from the pluralistic society. The following quotations are taken from short stories / novels written by several authors from different country that implicitly reflects the cultures what the characters hold in their life. These surely deal with their belief, norm and value they have to run their life.

1." And will you settle with you son here in Australia?" said the Cypriot.

" I'll stay six months," said the man from Crete. " Then I'll go back to my village. You see I live with my daughter. She has four children and I'm missing them so much. You know the old poem, " The child of my child is twice my child and sweeter to me than honey."

" hasn't you son any children?"

"Only one – a fine lad of thirteen. But my daughter –in –law is a difficult woman. I'm not at ease in their house."

(Kosta's Story by Zeny Giles 2006.p.107)

The quotation above shows that the culture of people from the Crete is different from other country. They have extended family in which a family does not consists of parents and children only, but they also have relatives – grandparents, uncle or aunty and cousin or niece. They are close and help each other in growing the children which is different from the West culture. The Character feels comfortable staying wirh his daughter rather than his son. It can be seen from the sentence, *I'm not at ease in their house."* This is different from patriachal system where parents tend to live with their son rather than their daughter. The parents do not stay with their own children if they already married. The utterance   *You see I live.....*is not really perfect in English style. It is influenced by the local colour. However they still can continue their interraction. The sentence *The child of my child is twice my child and sweeter to me than honey."*is the proverb that shows their thought influenced by the norm, value and belief they hold. That is the way they run their lives. Their culture nearly the same as the Asian especially Indonesian

Another quotation is taken from the sort story written by Rose Hsu Jordan, (2000)

> 2. "My mother once told me why I was so confused all the time. She said I was without wood. Born without wood so that I listened to too many people. She knew this, because once she had almost become this way.
>
> " A girl is like a young tree," she said. " you must stand tall and listen to your mother standing next to you. That is the only way to grow strong and straight. But if you bend to listen to other people, you will grow crooked and weak. You will fall to the ground the ground with the first strong wind. And then you will be like a weed, growing wild in any direction, running along the ground until someone pulls you out and throws you away..
>
> By the time she told me this, it was too late. I had alrady begun to bend. I had started going to school, where a teacher named Mrs Berry lined us up and marched us in and out of rooms, up and down hallways while she called out," Boys and girl follow me," And if you didn't listen to her, she would make you bend over and whack you with a yardstick ten times...
>
> Over the years, I learn to choose from the best opinions. Chinese people had chinese opinion. American people had American opinions...................

(*Without Wood* byRose Hsu Jordan,2000.p.191)

Unlike the quotation above, this is about how norm and value bind the life of a woman. Each woman in Chinese culture learns the norm and value from their mother, and it is done from

generaton to generation. The text also shows how they keep their own culture though they are far away from old country. The daughter must obey whatever her mother says and there is no space for her to stand by herself. It is the norm that the woman should have. This is supported by the utterance, *A girl is like a young tree,........ you must stand tall and listen to your mother standing next to you.* The mother is the one who knows everything to form her daughter. No wonder she can not make decision even for herself, though when she is adult she can see and think the different of Chinese from America. The sentence *I was without wood* is a proverb that reflects the way of their thinking. They treat the woman to be strong and decide what they should do for her life yet it is still bound to their culture.

The next quotation is taken from the collection of short story written by Izzeldin Abuelaish 2008.

> *3." Gaza was a short distance away from Houg; it was the closest safe place for the family to go and had been designated as a location for Palestinians. The other refuges, known as the West Bank and located on the Jordan river, was foreign to my family, unfamiliar. So they went to Gaza. But the music of our former life in Houg played like a theme song throughout my childhood. There was always the promise, always the message that we were the Abuelaish family – the one who took care of others, who gave to guest, who belong to the land. My father never gave up the ownership papers of his farm. Even today, though the land at Hough is known as Sharon Farm and Ariel Sharon is listed as the owner, the deed and the tax papers stay with me. I don't keep them in order to make a case to get the family land back in some international treaty, but because failing to acknowledge what went on when the land changed hands is like a missing piece of a puzzle that remains unfinished.*

(I SHALL NOT HATE by Izzeldin Abuelaish 2008.p 14)

The text reflects the mindset, norm, value and belief as the Palestinians. They don't even want to leave their country. The words *There was always the promise, always the message that we were the Abuelaish family--* are very strong commitment to keep their own identity. They are not going to change their identity easily whatever happen to their life. They keep belief that they are the one who should keep their own country eventhough they have nothing. They even live in a camp in their own land. That is very tragic. They keep in their mind that they are Abuelaish, Palestinian who own the land. They strive to keep their own culture. They know there is something lost in theirs that is not easy to get it back. This utterance *like a missing piece of a puzzle that remains unfinished,* shows the wound in their heart. This will take time to recure it, however they are sure that they can get it back. Now whoever read the text can understand why Palestinians were brave enough to defend their own land. This becomes the hot topics for discussion in the classroom since the event is actual, and viral in the world.

The three above are the representative of the culture that the students can learrn through litterary works. These are going to enhance their understanding on cross culture. Ismael, in his article,(2010) quoted by Ningsih (2016 p.2) says that the students can gain insight into literature by gaining entrance to a world familiar or unfamiliar to them due to the cultural aspects of works, and taking a voyage from literary text to their own mind to finds meanings for ideas, leading to critical thinking. Thus it will be better for the lecturers/ teachers to use the literary works for teaching –learning Cross Culture Understanding.

c.   **Enhancing the Cross Cultural Understanding**.

Referring to the discussion above there are two ways for lecturers, at least, to enhance the ability of Cross Cultural Understanding that should be hold by EFL students. First is through reading the literary text. They can get the variety of cultures through reading the works such as poetry, prose ,and drama that can not be found in non- fiction text. The lecturer provides the students with the text to read. They work in the group outside of the class. Then they have to present what they found in the text dealing with the culture – norm. value and belief, including taboo. This is not in one meeting, but several meetings which focus on each of the elements systematically. They may give different opinion about what they read. They also has to compare with their own in order to find the similarities and differences. According to Ibsen (in Ningsih 2005, p.65) literary texts represent a valuable source of civilization knowledge and the very nature of literature with its ambiguity can easily provide a stimulus for expressing different opinion. These are going to prompt the students to be able to speak up in what ways theirs are different from others.. The lecturer may give some questions to promt the ideas such as*, What norm, value or belief can you find in the text, Why do you think it deals with norm, value or belief, What is the taboo in that society? In what ways are they different from yours?* The difference among the culture is good point to understand and get along not to hate each other. While the similirarities make them feel they have brotherhood. Loh in her article (2014 p. 6) mentions that reading diverse Literary works from their own country and others country in the world it can be knowledgeable and wise about their nation and the world around them so that they can live peacefully.

Second is through telling story and creative writing. At the beginning the students are led to tell and write their own experience dealing with the culture that causes misunderstanding during interaction.This is also done in group so that they can help each other. This certainly help them to learn how to express their own feeling and ideas about anything matter to them. Then ask them to explore what events occur around them that dealing with the belief, norm or value reflected in using language. They may take it from TV program like talk show, entertainment, conversation among the people they heard etc and bring them to the class for discussion. Before the students are able to write creatively they should be provided with variety of text that motivate them to think about the event they like to share. It is supported by Cruz quoted by Ningsih (2017) who believes that literature as aesthetics creation is rich source of authentic material since it conveys language in use and represent the spoken and written language within a certain cultural context. These ativities are surely expected to make them aware for Cross Cultural Understanding. Besides, the students can develop their language competence and the skills of using language. Loh (2014) in her

article mentions that reading multicultural literary works that is full with differences and similiarities make students understand, appreciate and learn how to get along. It can be truly knowledgeable and wise about the people in the world around us in order to live peacefully. Therefore choosing the suitable literary text is challenging for the lecturers since they have to read and select the passage they are going to bring into classroom discussion.

CONCLUSION

Facing era globalisation, especially in having communication among the different nation in the world, people should have the skills of of using international language as well as the skills of Cross Cultural Understanding. This is compulsory skills that should be mastered in order to avoid misunderstanding when they do interaction with foreigners even with the people from the same culture. Thus the skills should be tought to the EFL students. The best materials to develop the cross cultural understanding is through literary text since it is a mirror of the culture and full of authentic language. The activities through reading, discussion (speaking), telling the story and creative writing done in this study really help students master the skills to use language for communication.. All the activities done by students in goup work collaboratively. Their language skills and Cross Cultural Understanding increase. However the lecturers should control the materials they give as well as the way they students work in their group and in the classroom.

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EXPLORING EFL STUDENTS' EPISTEMIC BELIEFS, METACOGNITIVE AWARENESS, CLASSROOM ANXIETY IN RELATION TO ENGLISH ACHIEVEMENT

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Abstract: Learner beliefs, learning strategies, and apprehension, as complex learners' characteristics, greatly impact the English as a Foreign language (EFL) learning process and its outcomes; an issue yet to be investigated is the relationship between several learners' characteristics, such as epistemic beliefs, metacognitive awareness, and anxiety and their English achievement. The exploration among them represents an emergent paradigm that spread English learning in diverse setting, where learning is situated in authentic contexts to face immersive experiences in order to accomplish meaningful learning. With the aim at disseminating such a revolutionary arena, this preliminary analyses discloses reviews on their natures and applications in relation to English achievement. The conclusions reveal the obtained results may help EFL lecturers and educators to bear in mind the benefits of investigating their learners' characteristics prior to developing teaching materials or media and opting teaching techniques when dealing with enhancing English achievement.

Keywords: EFL, epistemic beliefs, metacognitive awareness, classroom anxiety

INTRODUCTION

Learning English becomes important because language functions as a communication tool. Sumardi (1974, quoted from Wardah, 2016) states that whatever goals a person who learns a foreign language wants to achieve, the ultimate goal is that he can use the language both verbally and in written correctly, fluently, and freely to communicate with people who use the target language. This is also strengthened by the fact that learning a foreign language, especially English, gives more value to the quality of students. In university level, English is taught as a compulsory general course in non-English study programs. While in the English study program, English gets a very large portion of the language of learning. As a target language, students are exposed to more English.

During their study in the college, students may suffer to attain the desired learning outcomes due to some demographic effects, specialization phobia, depression, anxiety, stress, and uncomforting due to the teaching, administrative, life-style and environment factors (Hajizadeh, 2014). Accordingly, these factors may cause undesired learning resulting students frustration and then leaving college or low-skilled graduates. Therefore, there is a strong need to identify the main factors affecting the attainment of college learning outcomes for the purpose of choosing the fitting strategies help to cope and/or reduce the negative factors to boost the confidence of the students.

As English is not the first language and is used daily, many students who learn English as second language (L2) or foreign language feel afraid or anxious to learn this foreign language. Anxiety is a form of individual emotion that is related to the feeling of being threatened by something, usually with objects that are not so clear. (Sudrajat, 2008).

Anxiety with a reasonable intensity can be considered to have a positive value as motivation, but if the intensity is very strong then this can affect the individual's self-concept and if the anxiety is negative it will actually cause harm and can interfere the physical and psychological state of the learners.

In relation to the anxiety, metacognitive awareness also has the role on students' learning achievement. Metacognition can be defined as the ability to think about and control one's own learning and mental processes (Amzil & Stine-Morrow, 2013). It is widely argued that metacognition plays an important role in learning because it enables learners to reflect on and guide their learning (Schraw, 1994; Sperling, Howard, & Staley, 2004; Young & Fry, 2008). The relationship between metacognition and learning has been widely researched in the field of cognitive psychology, educational psychology, and classroom pedagogy. In general, metacognition has been investigated from two main perspectives: (1) the extent to which knowledge and regulation of cognition relate to achievement, and (2) the malleability of metacognition and impact of interventions on metacognitive skills and academic achievement.

In the following paragraphs, we focus our discussion on the first perspective which is central to the present study (Amzil & Stine-Morrow, 2013).

Another approach to discuss is epistemic beliefs. Epistemic beliefs is individuals' beliefs about knowledge and knowing (Hofer & Pintrich, 1997). They function as a lens through which a person interprets materials and learning demands, and influence learning and instruction processes (Rebmann, Schloemer, Berding, Luttenberger, & Paechter, 2015). A variety of studies report their impacts on motivation, achievement, text comprehension, learning strategies, teaching conceptions, and additional constructs (e.g., Mason, Boscolo, Tornatora, & Ronconi , 2013; Paechter et al., 2013; Saeed, Reza, & Momene, 2014). These findings emphasize the relevance of epistemic beliefs for understanding learning phenomena.

CONTENTS
Epistemic Beliefs and Achievements

Beliefs are forcible factor that regulate one's thoughts and behaviours. Therefore, educators should examine many type of beliefs such as self-efficacy belief, belief toward intelligence and belief toward learning in the context of teaching and learning. One of which is the necessity of considering epistemological beliefs that are essential in the learning-teaching process since they are influential to students' learning strategies and vice versa. Deryakulu (2004) analyzed the effect of epistemological beliefs on learning strategies, academic achievement and level of understanding mathematical texts in which the results showed that the epistemic beliefs influences the students' achievements.

Epistemic beliefs generally become one of the important belief that affect to students' achievement. In a research Madjar et al (2017) has found students' epistemic beliefs to predict their achievement goal orientations. This research is aimed to find out the relationship between particular independent dimensions of epistemic beliefs with different achievement goals. The authors adopt an alternative conceptualization of epistemic beliefs, which considers epistemic beliefs and achievement goals as orthogonal to each other, and which favors a profile-centered approach to researching their relations. They hypothesized

that while a variable-centered analysis would identify relations between epistemic beliefs and achievement goal orientations, The authors indicate that epistemic beliefs and achievement goals influence differently from one to another person and they also disclose distinctive individual learning strategies. Braten et al (2004) state the same idea which they examined the relative contribution of epistemic beliefs and implicit theories of intelligence to the adoption of mastery, performance-approach, and performance-avoidance goals, respectively. They used 80 Norwegian student teachers as a sample to investigate an innovative, co-operative instructional context with little emphasis on grades and performance evaluation. Epistemic beliefs about the speed of knowledge acquisition predicted achievement goals. The result shows that epistemic beliefs has big domination in goal achievement than implicit theories of intelligence.

Another research was proposed to identify the relationship between teacher candidates' epistemic beliefs and academic achievement showed that the teacher candidates' epistemic beliefs bear no resemblance based on major (Arslantaş, 2016). The participants of the study were 353 teacher candidates studying their fourth year at the Education Faculty. In addition, it was found that there was a statistically significant relationship between epistemological beliefs and academic achievement. Thus, epistemic beliefs play an important role in one's achievement since they are strongly related.

Metacognitive Awareness and English Achievement

Metacognitive awareness is also one factor which is predicted affecting English achievement. Kumina & Rahman (2010) conducted a study to determine the relationship between the use of metacognitive strategies and achievement in English among students in Universiti Kebangsaan Malaysia using a set of questionnaire which also try to investigate if there are differences based on gender, ethnic and achievement in Malaysian University Entrance Test (MUET). Results show that there are no differences in the use of metacognitive strategies based on gender and ethnic groups; while there are differences in the use of metacognitive strategies among proficient and less proficient English language learners. Wafa (2003) has reviewed the use of metacognitive strategies on the achievement of English language in the context of English as a Foreign Language. It shows that there is a positive relationship between the use of metacognitive strategies and achievement in English. The research finds that students who take specialized courses in English from An-Najah University, Palestine use more metacognitive strategies compared with other learning strategies. Students with high achievement in English use more metacognitive strategies than students of low achievement in that language. Her findings show that high achievers are highly aware of their needs and seek more opportunities to practice English. In other words, students who achieve better in English achievement use metacognitive more than low achievers since they know what they want to achieve and obtain in the English teaching and learning.

In addition, Yang (2009) also finds that there are differences in the metacognitive strategies used by English listeners. She focused on metacognitive strategy in listening skill. In accordance with other research, her research shows that students with low achievement in English language use less metacognitive strategies peculiarly directed attention, functional planning and self-management strategies. Therefore, knowing that metacognitive strategy

can help students in achieving better in English achievement, it is proposed for English language teachers to encourage students to use metacognitive strategies to improve their performance in English language learning. In conclusion, metacognitive awareness contributes to students' English achievement in term of students with high achievements use more metacognitive than those with low achievements; accordingly, English teacher need to stimulate students to use metacognitive awareness to get better achievements.

Anxiety and English Achievements

Second or foreign language education has expanded rapidly during the last few decades in Indonesia and many English language courses are offered from primary to advanced levels at many schools, institutions and universities. Many English language learners in Indonesia and around the world still have difficulty in comprehending and employing English language skills due to anxiety in learning process. Thus, many researches have conducted research to determine the relationship between language anxiety and achievement in the target language. Anxiety is one of the most well documented psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioural characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible (Ying, 2008). Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.

Previous research findings on language anxiety have revealed the fact that anxiety can impede foreign language performance and its production. In most of the time, the language learners are facing some kinds of problems in learning a new language. Language anxiety has long been recognized as an obstacle in second language learning. Anxiety experienced in learning English language can be debilitating and may influence students' achievements of their goals. In the other words, anxiety is one of the most significant factors affecting language learning. High level of language anxiety is correlated with poor performance in language learning. The experience of language anxiety varies from learner to learner. Although many researchers have examined the effects of anxiety on second language learning in recent years, the specific sources and effects of language anxiety have not yet been clearly established (Yan and Horwitz, 2008). Moreover, few studies have specifically examined anxiety from the learner's perspective. Although previous interview and diary studies have pointed to a number of interesting relationships between anxiety and other variables, conclusions have been based on the researchers' personal interpretations of learner statements. The present study examines learners' perceptions of how students' anxiety works together with other variables in influencing language learning. Twenty-one students with varying levels of anxiety were interviewed for this study, a theoretical model was generated, and a sequential order of influence among the major affinities was indicated.

Another study conducted by Sadiq (2017) done to 100 college students at Princess Nora University in the Kingdom of Saudi Arabia aims to investigate the level of foreign language anxiety among English language learners. This study was carried out with a quantitative research design using a survey methodology to collect data about the participants' language anxiety. The result of the research showed that language anxiety as a specific aspect of language acquisition has occupied a great body of research for the past few decades. Pao and Cragie (2010) also conducted a research on anxiety. They investigated the effect of foreign

language anxiety on Taiwanese university students' English achievement. To understand the perplexing nature of foreign language anxiety which Taiwanese students may have, this study aims to contribute to the limited literature examining the psychological reactions to language anxiety in Taiwanese undergraduate English-major students. This study employed a survey design that involved the collection of quantitative data to answer the research question to 101 undergraduate English-major students. The result of survey data is divided into 3 groups, they are named group A, B, and C. Results of the present study suggested that Group A students (the students whose English achievement fall in the top 1/3 of all participants) experienced lower levels of foreign language anxiety than Group B students (the students whose English achievement fall in the middle 1/3 of all participants) and Group C students (the students whose English achievement fall in the bottom 1/3 of all participants), while Group B students had less foreign language anxiety than Group C students. The results highlighted that foreign language anxiety is an important predictor of university English-major students' English achievement. This study also presented an insight for foreign language educators to further understand students and help them through their anxiety. It is hoped that increasing and extensive knowledge of foreign language anxiety will help both university EFL instructors and EFL learners in overcoming the anxiety during language teaching and learning.

From previous researches, it can be drawn a conclusion that anxiety influence students' language learning, it mostly affected negatively toward English achievement. It also supported by Amiri & Ghosoonly (2015) who conducted a research in educational settings points out that some affective factors influence the students' performance positively or negatively. Anxiety, considered as one of the factors affecting the students' achievement, includes levels of communicative anxiety, fear of negative evaluation, test anxiety, and anxiety of English class or classroom. Hence, the purpose of this study was to investigate the relationship between English language anxiety and the students' achievement in their examinations. To this end, 258 freshmen majoring in different fields of medicine at Gonabad University of Medical Sciences were involved as the study participants. Two instruments were employed to collect data, they were The first one was the Persian version of Foreign Language Classroom Anxiety Scale questionnaire (FLCAS) completed during the semester to determine the anxiety level on a five-point Likert scale, and the second was an achievement test administered at the end of the term. The results showed that high anxiety affected the students' achievement. Moreover, the English classroom anxiety proved to be much more significant than other anxiety levels. Nonetheless, the mean value of fear of negative evaluation was higher than those of other FLCAS components. Finally, since anxiety influence negatively toward students achievement, some implications and suggestions were set forth for teachers/students to take into account so that they might reduce English learning anxiety in classrooms.

CONCLUSIONS
Based on the explanation above, it is expected that the future research could reveal the relationship between epistemic belief, metacognitive awareness, and anxiety with English achievement. It is suggested to the lecturers to conduct this study to map the students' epistemic beliefs, metacognitive awareness, and anxiety level in order to relate it with the

students' achievement. Besides, the result of the future study is expected to be useful for the lecturers to create teaching preparation including teaching materials and media to improve students' English achievement.

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ARE THE WOMEN REALLY STRONG?
AN ANALYSIS ON THE CHARACTERIZATIONS OF THE FEMALE MAIN CHARACTER IN MURTI BUNANTA'S "SERI WANITA PERKASA"

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Abstract: This study aimed at identifying the characterization of the female main characters in Murti Bunanta's retelling of five Indonesian folklores in "Seri Wanita Perkasa" 2001, 2005, 2008, namely Princess Jasmine, Princess Kemang, Princess Mandalika, Senggutru, and Topitu, The Angel from Heaven. Through textual analysis, it was revealed that the five female lead characters were paradoxically dependent and independent, intelligent, and friendly. Princess Jasmine is revealed as small-built, sickly, reliant, and un-contentious. The other hand, she became independent because of her adventure, bravery, and responsibility. She was also ingenious and inventive as well as kind and loving. Princess Kemang was described as independent woman seen from her adventure, bravery, responsible actions, excellent in martial weaponry, ambition, and individualism. In some cases, she was stubborn and reliant but she was very friendly who was kind and loving. Princess Mandalika was characterized as responsible and decisive woman but in some cases, she was indecisive. She was also clever, authoritative, and thoughtful as well as kind, sympathetic, and loving. Senggutru is portrayed as small-built and helpless but she became independent because of her responsibility and bravery. Moreover, she was ingenious, kind, and loving woman. Topitu is presented as helpless and indecisive woman but in the other occasion, she was decisive and responsible. In addition, she was ingenious and skeptical as well as kind and loving woman. From this analysis, it can be concluded that Princess Kemang, Princess Mandalika, and Topitu were the strongest women among the five main characters, while Senggutru was less strong, and Princess Jasmine was described more as a weak woman than a strong one. Thus, it can be concluded that while the five stories are retold in a series entitled "Strong Women Series", not all of the female main characters are depicted as strong women.

Key Words: Indonesian folklore, strong women, main character, characterization, textual analysis

INTRODUCTION

In every inch of human life, there is always local wisdom. Local wisdom values have been proven to determine the progress of the societies even it becomes their identity. It is because local wisdom itself is a process and a product of human culture in which it is used to sustain life consisted of thinking, attitude, and behavior, which are closely related and cannot be separated, or underestimated (Wagiran, 2011). Local wisdom can be interpreted as a thought of life based on a good mind, clear reasoning, and positive things, and is usually understood as deep feelings and the work of reason included attitudes, thoughts, action in language, and literature as well as human intelligence possessed by certain groups obtained through experiences (Fajarini, 2014). In general, local wisdom is divided into two categories, namely, tangible and intangible. Tangible local wisdom is a form of local wisdom included values, procedures, traditional buildings, cultural heritage objects, and etc. while intangible

local wisdom is a form of local wisdom included traditional values, advices delivered verbally from one generation to the other generations as well as in the form of noble ideas to build oneself, prepare a wiser life, and noble character. In this case, folklore is one of intangible local wisdom in which it contains values or advices told from one generation to the other generations.

Every nation has its own various folklores as its identity. It is same as Indonesia with its many cultural treasures in Indonesia. Folklore has an important role in maintaining a local wisdom in each region. It can be seen from the functions of folklore in which through folklore, the societies can get many benefits such as knowing their culture, getting some values and increasing their awareness or their consciousness (Bronner in the Analytical Essays of Alan Dundes, 2007). In this case, Bronner in the Analytical Essays of Alan Dundes (2007) described four functions of folklore, namely, folklore serves as a form of entertainment or amusement; folklore plays in validating culture; folklore plays in education intended to teach the young generations about manners, beliefs, and customs. Through folklore, the local wisdoms can maintain to support the stability of the language and the culture. Therefore, folklores must be respected and maintained, and to be preserved so the folklores and the local wisdoms that they contain are not lost, thus they can be become a legacy of the future generations. It is the responsibility of the present generation to preserve the local wisdoms and the folklores that contain them.

However, in this 21st century, technology creates wide gap between young and old generations where young generation is more excellent in mastering technology, while the older generations and their collections of folklores often stay on the other side of the development. It gave a big challenge for the young generation in the era of technology and communication in which they face many alternatives as an option and they are expected to be good in determining quality without forgetting or putting aside the locality and the wisdom. It means that the existence of technology will have an impact on the occurrence of cultural erosion as well as begin to diminish and the loss of the indigenous of local wisdom in each region (Surahman, 2013). By considering that situation, societies need to find out the way to maintain and conserve the local wisdom especially folklore as a form of intangible local wisdom. In this case, it can be overcome through education, which means that education is an alternative way to maintain and conserve the local wisdom especially in term of folklore.

Education is a process of teaching, training and learning (Oxford Dictionary) in which by education, it can maintain the local wisdom. It can be seen from Permendikbud RI No. 64, 2013 included attitude, knowledge and skills competencies especially in knowledge competency is about "Comprehending and applying the knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related phenomena and visible events) in which the knowledge competency learning uses folklore as a teaching materials." It means folklore has become a part of the subject matter seen from the examples of folklores used as a teaching material such as Sangkuriang, Toba Lake, and Surabaya. This is in line with Bascom's (1965) opinion that folklore is as an education tool for children in order the norms of societies will be achieved and adhered by them. Therefore, by putting folklore into the curriculum, it will directly and indirectly maintain and conserve folklores

itself. In addition, by including folklore into the curriculum as a subject matter, many writers take this opportunity to retell or rewrite folklore. Because folklore needs to be retold and re-narrated by its society to maintain their identity (Bronner in the Analytical Essays of Alan Dundes, 2007).   Related to this effort, Murti Bunanta retold five Indonesian folklores in "Seri Wanita Perkasa" 2001, 2005, 2008, namely *Princess Jasmine, Princess Kemang, Princess Mandalika, Senggutru,* and *Topitu, The Angel from Heaven*.

The title of the series suggests a cultural identity that is related to depiction of strong women from different ethnicities in Indonesia, because the words "Wanita Perkasa" literally means "strong women." However, further readings of the series indicate varying degrees of "strengths" attributed to these women, with extreme strength and extreme opposite of strength among the five female main characters. At first reading, Princess Jasmine for instance, is a lonely, sickly, literally the size of a jasmine flower, and did not utter a single words in the course of the plot development. On the other hand, Princess Kemang is more like female Hercules who went hunting into deep forests all by herself. These inconsistencies raise questions whether the title of series really represents the content of the series; or whether the female characters of the series are really strong as indicated by the title of the series. The present study will explore these questions by doing textual analysis on the five folklores retold by Murti Bunanta in her "Seri Wanita Perkasa" in order to reveal the characterizations of the female main characters in the five folklores.

METHOD(S)

This part explains about how to conduct this research using the appropriate research design for this study, method of data collection and data analysis, and the procedures how to analyze the data in order to get the authentic data. It will be explained clearly as follow.

The research design used in this study was qualitative research where it was characterized by its aim which is related in understanding some aspects of the social life as well as its method generated words rather than numbers as the data for analysis (Patton and Cochran, 2002). It can be said that qualitative research concerns on the experiences, opinions, and feelings so then the data are used to develop the concepts and theories in order to understand the social world. Moreover, qualitative research involves the use of qualitative data in order to understand and explain social phenomena, namely, interview, focus group, observation, and textual data (Young and Darko, 2017). In this occasion, observation was done in five folklores in Murti Bunanta's "Seri Wanita Perkasa" to achieve the goal of this study.

Therefore, in collecting the data, observation was used in this study in which it would help the researcher to enable the researcher to learn what is actually taken for granted in a situation and to discover what is going on (Young and Darko, 2017). Observation that was done in five folklores in Murti Bunanta's "Seri Wanita Perkasa" is expected to enable the researcher to find out the authentic data which was done steps by steps. Moreover, the observation was done especially when dividing the story into smallest part in order to be able in making the sequences where it would be analyzed latter on. Then, in analyzing the data,

textual analysis would be used. Textual analysis is a communication method used by the researcher to describe and interpret the characteristics of a recorded or visual message and the purpose of textual analysis is to describe the content, structure, and function of the message existed in the text (Frey, Botan, and Kreps, 1999). In here, textual analysis was used to describe narrative elements in which the element here refers to the character/characterization in order to achieve the goal of this study that is identifying the characterizations in each character and whether those characterizations describe the character in each folklore as a strong character or not as well as those character would show which character is the strongest and the weakest of the five characters in five folklores in Murti Bunanta's "Seri Wanita Perkasa".

There were the procedures needed by the researcher when analyzing the data in order to get the exact data in reaching the purpose of the study. Those procedures can be drawn as the following:
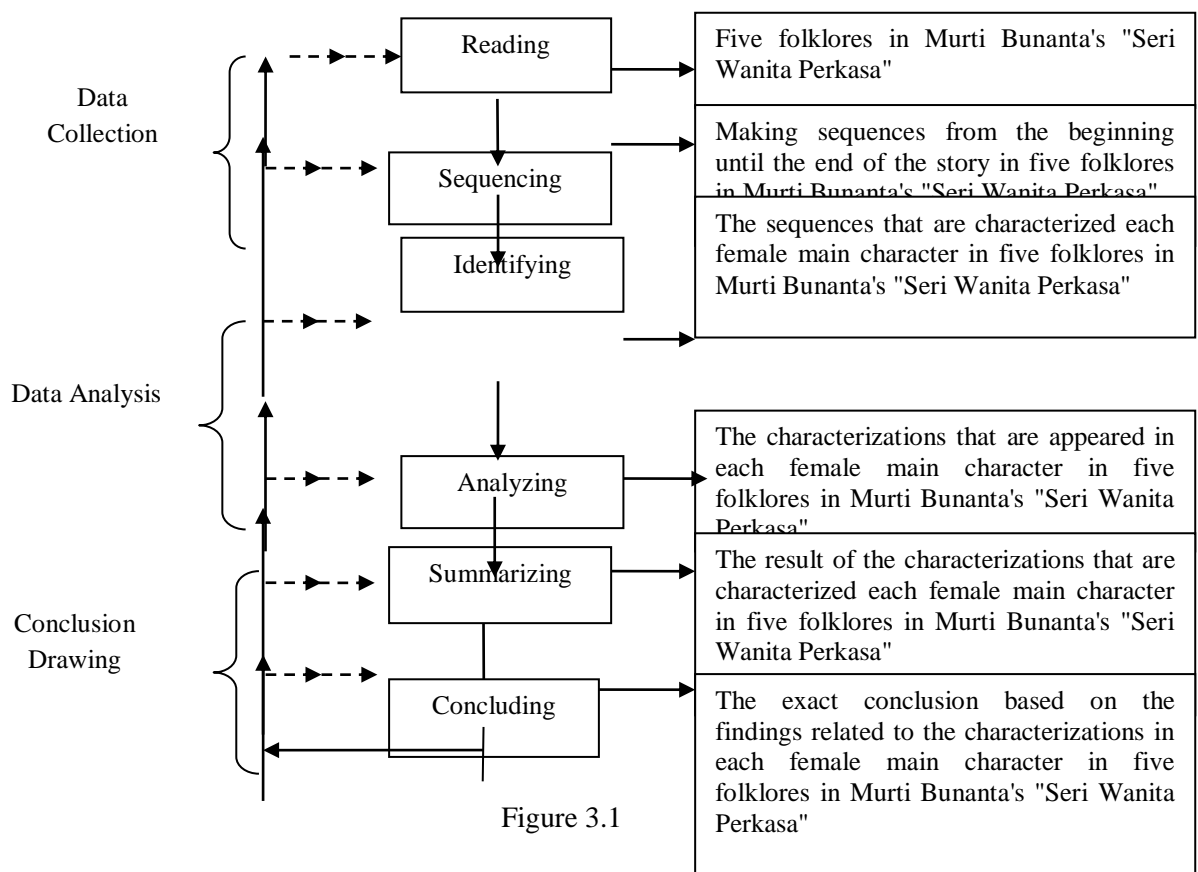
Figure 3.1

Illustration of Data Collection

Those steps were done step by step and in the cycling way. First, reading those five folklores was done in order to be able in making sequences in each folklore. Close reading was done to make the researcher is easier in sequencing in the detail way. After reading and sequencing were done, those sequences that are characterized each female main character in five folklores were identified so then it would be able to analyze the characterizations that were appeared in each female main character. The last, after analyzing was done, the result of

the findings were written as well as the exact conclusion was made based on the findings related to the characterizations in each female main character in five folklores in Murti Bunanta's "Seri Wanita Perkasa".

FINDINGS AND DISCUSSION

This part explains about the findings of conducting this research and those findings will be discussed clearly in order to show the object of this study. By using the method above, it was found the characterizations of female main character in five folklores in Murti Bunanta's "Seri Wanita Perkasa". The characterization will be explained per story in which each story has its own female main character. Those female main characters that represent each story are Princess Jasmine, Princess Kemang, Princess Mandalika, Senggutru, and Topitu in which each character has her own characterizations. Those characterizations were carried out from the sequences that already have been made. Moreover, from the characterizations, it shows whether the character in each folklore as a strong character or not as well as it will be known which character is the strongest and the weakest of the five characters in five folklores in Murti Bunanta's "Seri Wanita Perkasa". In addition, it was revealed that the five female lead characters are both dependent and independent, intelligent, and friendly. Those characterizations are explained specifically as follow.

The Characterizations of Princess Jasmine

Princess Jasmine is categorized as both dependent and independent, intelligent, and friendly woman. She is described as dependent woman because she needed someone or something else for support or help; decided or controlled by something else (Merriam-Webster dictionary). In this case, her dependence was showed by four sub-characterizations namely small-built, sickly, reliant, and un-contentious. Small-built is categorized as dependent character because someone who has small-built means that she has little size in body and lacking strength to do something (Merriam-Webster dictionary). It is same as Princess Jasmine who had small body which made she could not fulfill her needs by her own self so then, she needed her mother's help. Moreover, sickly is also categorized into dependent character where she was not healthy (Merriam-Webster dictionary) which means that she needed someone else (traditional doctors) to help her to cure her. Then, she was reliant where depended on somebody or needing someone for help (Merriam-Webster dictionary) such as accompanying her to the riverbank or preparing the provisions. The last, she was un-contentious where she did not like to argue (Merriam-Webster dictionary). In this case, Princess Jasmine was not willing to argue in order she was controlled by Tuntung Kapur.

The other hand, Princess Jasmine was independent person where she was not requiring or relying on something else; not depending on another for livelihood (Merriam-Webster dictionary). Princess Jasmine's independence can be seen from these sub-characterizations namely adventurous, brave, and responsible. Princess Jasmine was an adventurous person who was not afraid to do new and dangerous or exciting things (Merriam-Webster dictionary) such as sailing the boat, covering a long distance, following a

winding stream and passing through steep rapids. In addition, she was also a brave person where she was willing to do things which are dangerous in order to achieve something (Oxford dictionary) like sailing along the river using banana trunk to go to the overseas to meet with the prince. In addition, she was responsible person in which she was having the job as well as she was able to be trusted to do the thing that was expected to do (Merriam-Webster dictionary). In this case, Princess Jasmine had a job to go to the overseas to meet with the prince as well as she was able to be trusted to do thing that was expected to do by her mother, that was getting married with the prince in order her parents felt happy about it.

Moreover, Princess Jasmine is presented as an intelligent woman who had or showed the ability to easily learn or understand things or to deal with new or difficult situations; having or showing a lot of intelligence (Merriam-Webster dictionary). Her intelligence can be seen from these sub-characterizations, namely, ingenious and inventive. She was an ingenious woman that had a lot of clever new ideas (Oxford dictionary). It can be seen when sailing the boat, there was no wind in order she could not sail and at that time, she had a clever idea to call the wind by singing a song in order to sail off; when she wanted to go to the overseas and she was thinking of the way how to go to the overseas, suddenly small banana trunk fell into the river so then she got the idea to use that banana trunk as her boat; as well as she had a clever idea to use banana trunk as her boat when Tutung Kapur did not allow Princess Jasmine to sail off with herself using a real boat. In addition, Princess Jasmine's intelligence showed by sub-characterization that was inventive. She was an inventive woman that was having or showing the ability to design or create something new or that did not exist before (Oxford dictionary) seen when she wanted to go to the overseas but she did not know how to go there so then, she was able to create something new by using banana trunk as her boat.

The last, Princess Jasmine is portrayed as friendly woman who was kind and helpful; showing kindly interest and goodwill (Merriam-Webster dictionary). In here, Princess Jasmine was as friendly person seen from these characterizations namely kind and loving. She was a kind person in which she liked to do good things and to bring happiness to the others (Merriam-Webster dictionary). Her kindness can be seen from her treatment to the others such as respecting to Lily even though she did something bad to her; obeyed her parents' and everybody's wish, and etc. Moreover, Princess Jasmine was loving person in which it has two meanings namely beautiful or attractive person as well as deserving love from the others (Merriam-Webster dictionary). Princess Jasmine was beautiful and had a power to attract someone's attention by a bright beam from her beauty. Then, she was deserving love from the others which means she well-loved by her parents, prince and king.

The Characterizations of Princess Kemang
Princess Kemang is described as independent person where she was not requiring or relying on something else; not depending on another for livelihood (Merriam-Webster dictionary). Her independence can be seen from these sub- characterizations namely adventurous, brave, responsible, excellent in martial weaponry, ambitious, and individualistic. Princess Kemang was an adventurous person who was not afraid to do new and dangerous or exciting things (Merriam-Webster dictionary) such as hunting, fishing,

hiking the woods, rafting across many rivers, and etc. In addition, she was also a brave person where she was willing to do things which are dangerous in order to achieve something (Oxford dictionary) such as walking from one meadow to another and from one hill to another; climbing kemang tree; skinning a tiger, and etc. Then, she was responsible person in which she was having the job as well as she was able to be trusted to do the thing that was expected to do (Merriam-Webster dictionary). In this case, she was able to be trusted to come back to fulfill her promise to pick up Kemang tree (Prince Kemang); able to be trusted to be a queen of her father's kingdom; and etc. Moreover, she was excellent in martial weaponry such as sword fighting, bow and arrow, and spear. Her excellence in using those martial weaponries can be seen when Princess Kemang was successful to shoot the deer. After that, Princess Kemang is described as ambitious person where had a desire to achieve a particular goal (Merriam-Webster dictionary) in which she showed her ambition by running to chase the deer, climbing kemang tree and shot her arrow to the deer when she wanted to kill the deer. The last, she was independent because she was individualistic. Princess Kemang was as individualistic person because she was independent in action (Merriam-Webster dictionary), which means she did not need someone else to accompany her when she went for hunting.

Besides being independent, Princess Kemang was also reliant and stubborn woman. She is described as reliant woman who needed someone for help (Merriam-Webster dictionary) especially when she wanted to meet with Prince Kemang to fulfill her promise so then she needed the old man's help to accompany her to meet with Prince Kemang. Moreover, she was a stubborn person who refused to change the ideas or to stop doing something (Merriam-Webster dictionary) seen when Kemang tree gave advice to Princess Kemang not to kill a deer, she just ignored it and refused to stop to kill the deer, as well as she was stubborn in order she said rude to the crocodiles "Thank you stupid crocodiles!".

Princess Kemang is also presented as friendly woman that was kind and helpful; showing kindly interest and goodwill (Merriam-Webster dictionary). Here, Princess Kemang was friendly who was kind and loving. She was a kind person in which she liked to do good things and to bring happiness to the others (Merriam-Webster dictionary). Her kindness can be seen when she wanted to make friend with Kemang tree, having a good communication with the old man, obeying her parents' wish; and etc. Then, she was also as loving person in which she was deserving love from the others (Merriam-Webster dictionary). In this case, Princess Kemang was well-loved by her parents as well as Prince Kemang in order the prince wanted to marry her as well as her parents celebrated her wedding for seven days and seven nights and gave her kingdom to Princess Kemang.

The Characterizations of Princess Mandalika
Princess Mandalika is portrayed as independent woman who was responsible and decisive but in some cases, she was indecisive. She was also intelligent that was clever, authoritative, and thoughtful as well as friendly where she was kind, sympathetic, and loving woman.

Princess Mandalika is presented as independent woman who was not requiring or relying on something else; not depending on another for livelihood (Merriam-Webster

dictionary). Her independence can be seen from these sub- characterizations namely responsible and decisive. Princess Mandalika was a responsible woman that had a job or was able to be trusted to do the things that are expected or required (Merriam-Webster dictionary). Here, Princess Mandalika was able to be trusted to be a queen as a queen she was responsible to rule her societies wisely and take care to her societies' prosperity. Moreover, she was independent because she was decisive where she was able to make choices quickly and confidently (Merriam-Webster dictionary). She was decisive seen when there was chaos in her kingdom after Princess Mandalika's father passed away so then the chiefs proposed Princess Mandaika to be a queen and she was able to make choice confidently to be a queen to save her kingdom and societies from that chaos; she made a choice to reject the Kings' proposal of marriage because she knew the risks of her acceptance of the Kings' proposal of marriage that was there would be a war; she made a choice to accept the two king's proposals; as well as she was able to make choices quickly and confidently when she did not want to tell her dream to surrender herself to her societies because she did not want her societies felt worry about that.

The other cases, she is also categorized as indecisive person where she was not able to make choices quickly and confidently (Merriam-Webster dictionary). It is seen when she would surrender herself so then she asked the two Kings to come on the tenth month with their own societies. By surrendering herself, it did not mean her societies would get prosperity ever after and the problem would be stopped there so then she was as a queen needed to be able to make the appropriate choice to solve the problem as well as when she fulfilled her promise to surrender herself to the two kings and the societies by standing on the stone and washed away by the wave means that she was not able to make choice confidently so that she was as a queen needed to find the other way to avoid the war.

In addition, Princess Mandalika was an intelligent person who had the ability to easily learn or understand things or to deal with new or difficult situations; having or showing a lot of intelligence (Merriam-Webster dictionary). Her intelligence can be seen from these sub-characterizations namely clever, authoritative, and thoughtful. Princess Mandalika was clever to rule the societies in order her societies were prosperous. Then, she was also authoritative who had a power to give orders or make decision or likely to be respected and obeyed (Merriam-Webster dictionary). It can be seen when she had a power to ask the two chiefs, to invite the two kings to come with their own societies to her kingdom which means that Princess Mandalika as a queen had an authority to invite everyone to come to her kingdom; had an authority to make decision of something in which she made decision to accept the two king's proposal; and she had a power to ask the two kings with their own societies to come on the tenth month to her kingdom. Moreover, Princess Mandalika was thoughtful person where she was serious and quiet because she was thinking (Merriam-Webster dictionary) especially when she was thinking seriously of the result of her own refusal of the kings' proposal of marriage because she was considering about the advantage and disadvantage of her own decision; she was thinking about the fate of her kingdom and her societies in which a war would be happened and people would be suffered if she made wrong decision; and was

thinking about the societies' feeling if she discuss about her dream to surrender herself to her societies in which the societies might feel worry about that.

Then, Princess Mandalika was a friendly person seen from these characterizations namely kind, sympathetic, and loving. She was a kind person in who liked to do good things and to bring happiness to the others (Merriam-Webster dictionary). Her kindness can be seen when she took care of her societies' prosperity; obeyed the two chiefs to be a queen and overcome the chaos happened in her kingdom, and etc. Moreover, she was a sympathetic person who had feeling or showing concern about someone who was in a bad situation or the feeling that she cared about (Merriam-Webster dictionary) especially when she cared about the fate of her kingdom and her societies. The last, Princess Mandalika was loving person in which it has two meanings namely beautiful or attractive person as well as deserving love from the others (Merriam-Webster dictionary). Princess Mandalika was beautiful and had a power to attract someone's attention by a shine from her beauty. Then, she was deserving love from the others which means she well-loved by her societies, kings, and father in order her father held for all people for seven days and seven nights to celebrate her birth.

The Characterizations of Senggutru

Senggutru was portrayed as both dependent woman who was small-built and helpless but she became independent because of her responsibility and bravery. Moreover, she was ingenious, kind, and loving woman. She was dependent because she needed someone or something else for support or help; decided or controlled by something else (Merriam-Webster dictionary). In this case, her dependence was showed by these characterizations namely small-built and helpless. Small-built was categorized as dependent character because someone who had small-built means that had little size in body and had lacking strength to do something (Merriam-Webster dictionary). It was same as Senggutru who had small body which made she could not fulfill her needs by her own self so then, she needed her mother's help as well as she was lack strength to do something other than moving from one thing to the other thing when the giant came. Moreover, she was helpless which means that she was not able to defend herself or inability to act (Merriam-Webster dictionary). It can be seen when she could not do anything when the giant came other than looking for a hiding place.

The other hand, Senggutru was independent person where she was not requiring or relying on something else; not depending on another for livelihood (Merriam-Webster dictionary). Senggutru's independence can be seen from these sub- characterizations namely responsible and brave. Senggutru was responsible person in which she was having the job as well as she was able to be trusted to do the thing that was expected to do (Merriam-Webster dictionary). In this case, she was able to be trusted to take care of herself by hiding herself somewhere under the household equipment or utensils found in the house whenever the giant came as well as she was responsible to help her mother. In addition, she was also a brave person where she was willing to do things which are dangerous in order to achieve something (Oxford dictionary) like jumping into the giant's stomach, climbing the upper part of the giant's stomach and stabbing the giant's liver, and etc.

Moreover, Senggutru was presented as ingenious woman where she had a lot of clever new ideas (Oxford dictionary). Her ingeniousness seen when she had a clever idea to hide herself somewhere under the household equipment or utensils found in the house whenever the giant came; when the giant came, she always move from one thing to the other thing (food cover/tudung saji, rice steamer/kukusan, frying pan, etc.); she had a clever idea to look for a hiding place quickly when she knew the giant came; had a lot of clever new ideas in order when she jumped into the giant's stomach, she immediately groped where the giant's intestine was; she got a brilliant idea to defeat the giant by climbing the upper part of the giant's stomach and stabbing the giant's liver.

The last, Senggutru was a friendly person who was kind and helpful; showing kind interest and goodwill (Merriam-Webster dictionary). In here, Senggutru was as friendly person seen from these characterizations namely kind and loving. She was a kind person who liked to do good things and to bring happiness to the others (Merriam-Webster dictionary). Her kindness can be seen when she helped her mother as well as helped the societies to loss their fear by killing the giant. Moreover, she was also a loving person who deserved to be loved (Merriam-Webster dictionary). In this case, Senggutru deserved to loved by her mother as well as the societies in her village because she succeeded in killing the giant.

The Characterizations of Topitu

Topitu was presented as dependent woman that was helpless and indecisive woman but in the other occasion, she was independent who was decisive and responsible. In addition, she was ingenious and skeptical as well as kind and loving woman. Topitu was dependent who needed someone or something else for support or help; decided or controlled by something else (Merriam-Webster dictionary) because she is categorized as helpless and indecisive woman. Topitu was helpless means that she was not able to defend herself or inability to act (Merriam-Webster dictionary). It can be seen when she just cried and did not try to find out her dress when she lost it in order she was trapped to live in the earth as well as she was not able to act (go back to heaven) other than going to the man's house and became man's wife. In addition, Topitu was also indecisive person where she was not able to make choice confidently (Merriam-Webster dictionary). In here, Topitu was not able to make choice to look for her dress rather than crying; she was not able to make choice confidently in order she just followed the man to go to his house and became his wife; and when her husband got angry, she needed to decide to reduce the tense atmosphere by calming her husband rather than being silent.

The other hand, Topitu was independent person where she was not requiring or relying on something else; not depending on another for livelihood (Merriam-Webster dictionary). Her independence can be seen from these sub- characterizations namely decisive and responsible. She was decisive where she was able to make choices quickly and confidently (Merriam-Webster dictionary). It can be seen when she left the man to the heaven. In addition, she was a responsible person in which she was having the job as well as she was able to be trusted to do the thing that was expected to do (Merriam-Webster dictionary) like she was responsible to give advice to her husband to take care of their daughter.

Topitu was also an intelligent woman where she had the ability to easily learn or understand things or to deal with new or difficult situation; having or showing a lot of intelligence (Merriam-Webster dictionary). Her intelligence can be seen from these sub-characterizations namely ingenious and skeptical. Topitu was ingenious person where she had had a lot of clever new ideas (Oxford dictionary). It can be seen when she wanted to make sure whether the man was her husband or not, she got a clever idea by asking him to climb up the stairs in her house; and when she wanted to make sure whether the man was her husband or not. She had a clever idea to find out her room where she slept in the night so then she believed that the man was indeed her husband. Then, she was a skeptical person who had doubt about the truth of something (Merriam-Webster dictionary). In here, she was doubt about the truth of her husband so then she asked the man (her husband) to climb up the stairs in her house and if the man was successful to do that, she would believe that the man was her husband; as well as she asked the man to find her room where she slept in the night so then she believed that the man was indeed her husband.

In addition, Topitu was a friendly person who was kind and helpful; showing kindly interest and goodwill (Merriam-Webster dictionary). Topitu was as friendly person seen from these sub-characterizations namely kind and loving. Her kindness can be seen when she advice to her husband to take care of their child; obeyed her husband's wish, and etc. Moreover, she was also as lovable person in which she deserved the loves from the others (Merriam-Webster dictionary). In this case, Topitu was well-loved by her husband and her child in order the man looked for her to the heaven.

CONCLUSION

It is important to read folklores to learn about the local wisdom they contained, in which values of character educations, norms, and beliefs are usually delivered through the characterizations of its main characters in terms of how they behave, speak, think, and treat other people. In this study, five folklores retold by Murti Bunanta in "Seri Wanita Perkasa" were analyzed in terms of the characterizations of the female characters in order to decide whether the title "Seri Wanita Perkasa" is really reflected on the female main characters. Through close reading, the analysis revealed that in Murti Bunanta's "Seri Wanita Perkasa", not all of the female main characters are depicted as strong women. On one hand, Princess Jasmine was revealed as dependent woman who was small-built, sickly, dependent, and un-contentious. The other hand, she became an independent woman who was adventurous, brave, and responsible. She was also intelligent where she was ingenious and inventive as well as kind and loving. Then, Princess Kemang is described as independent woman who was adventurous, brave, responsible, excellent in martial weaponry, ambitious, and individualistic. In some cases, she was stubborn and reliant but she was friendly, kind and loving. Princess Mandalika was characterized as independent woman, responsible and decisive but some cases, she was indecisive. She was also intelligent, clever, authoritative, and thoughtful as well as kind, sympathetic, and loving. Senggutru was portrayed as dependent woman because she was small-built and helpless but she became independent because of her responsibility and bravery. Moreover, she was ingenious, kind, and loving

woman. Topitu was presented as dependent woman who was helpless and indecisive but she was decisive and responsible. In addition, she was ingenious and skeptical as well as kind and loving woman. Thus, it can be concluded that not all of the female main characters in five folklores in Murti Bunanta's "Seri Wanita Perkasa" are depicted as strong women where Princess Kemang, Princess Mandalika, and Topitu were the strongest women among the five main characters, while Senggutru was less strong, and Princess Jasmine was described more as a weak woman than a strong one.

SUGGESTIONS

From the results of this study, there are several suggestions for the further study. For the students, they could bring this study to carry out the moral values existed in those five folklores in Murti Bunanta's "Seri Wanita Perkasa". Moreover, it is suggested for the further researchers in which they could make the other study by using different theory or using feminism even they can deconstruct the female main characters as strong women through feminism.

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AN ANALYSIS OF JARGON USED BY RECEPTIONISTS IN FRONT OFFICE AT VILLA SEMANA RESORT AND SPA UBUD

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Abstract: This study aimed at identifying and describing the linguistic forms, the meanings, and the functions of jargons used by receptionists in front office department at Villa Semana Resort and Spa Ubud. The jargons used by the receptionists were analyzed respectively using Allan & Burridge's (2006) theory which is supported by Yule's (2006) theory, and Chaer & Agustina's (2010) theory. This study was conducted in qualitative method. The front office jargons were investigated in their spoken and written forms. The subjects of this study were receptionists of the front office department at Villa Semana Resort and Spa Ubud. The methods of data collection were observation, interview, and documentation. This study found that 186 types of jargon were used by receptionists in front office department. It was found that the jargons were in the form of noun phrase with the total number of 60 items (32.3%), noun 40 items (21.6%), abbreviation 29 items (15.6%), verb 13 items (7%), borrowing 12 items (6.5%), affixation 8 items (4.3%), adjective 6 items (3.2%), clipping 4 items (2.2%), acronym 3 items (1.6%), coinage 3 items (1.6%), preposition phrase 3 items(1.6%),conversion 2 items(1%), verb phrase 2 items (1%), and blending 1 item (0.5%). The meanings of 186 jargons were identified by investigating technical meaning. Besides, this study found that there were two functions of the jargons. First, it provides a technical specialist language to make communication more efficient. Second, it encourages group solidarity.

Keywords: jargon, receptionist, front office department, villa

INTRODUCTION

Communication process is an important aspect that cannot be separated from human beings. Lunenburg (2010) states that communication is the process of transmitting information and common understanding from one person to another. It means that, people need to make a communication each other to fill their necessity as a society. Through communication, people can express their minds, ideas, thoughts, and intentions. Communication can be conducted if there is a medium used to express people's intentions or messages. Therefore, people use language as an appropriate medium to make communication process.

Language is the basic aspect of human life to make communication. It has an important role in the process of social interaction. It is used in giving information, establishing, and maintaining relationship with other people. Thus, language is a tool used by people to make interaction to each other by making communication in daily life. It is used to do activity more easily and to convey minds, ideas, and intentions from one person to another in such a way to make an acceptable communication.

Language is the key of communication and communication is used to make an interaction towards society. Since language is an instrument for humans to communicate each other, it grows and develops through humans' creativity, innovation, and novelty by exchanging and transferring their experiences in society (Mahadi & Jafari, 2012). Thus, language has strong correlation with society. The study of the relationship between language and society is called sociolinguistics. According to Jendra (2001), sociolinguistics is a branch of linguistics which is concerned with language as a social and cultural phenomenon. It provides a wealthy information about the way people use language in different social contexts as well as the way language works to make a social relationship in a community.

Sociolinguistics has strong relationship between language and society. It concerns the relation between language and society to identify the social function of language. As stated by Wardhaugh (2006, p. 13), sociolinguistics is concerned with investigating the relationship between language and society with the goal of getting a better understanding of the structure of language and of how language function in communication. It indicates that sociolinguistics views language as a communication system in society and culture. If there is no language in society, there will be no communication. Otherwise if there is no society, the language will be useless.

Every society may have its own language which is different from the language of another society. It is called language varieties among societies. Wardhaugh (2001, p. 219) states that language variety is related to social status, age, sex, job, or the environment and function. Besides, Holmes (2001, p. 11) defines variety as a sociolinguistic term referring to language in context. It is a broad term including different accents, different linguistic styles, different dialects, and even different languages which contrast with each other for social reason.

In society, there are many language varieties called sociolects. There are many language varieties which describe the changes of meaning in certain situation. One of the language varieties is jargon. According to Allan and Burridge (2006, p. 56), jargon is a specific vocabularies used in certain circumstances such as profession or other group. It means that jargon deals with a limited field in which speakers share a common specialized vocabulary, habits of word usage, and forms of expression in spoken or written form. For examples, jargon is used in some job fields such as military, pilot, hotel, medical field, nursery, etc.

Villa is one of the places that often use jargon as a communication. Considering that villa must deal with good and professional services to the guest, the staffs must use jargon in order to make an effective communication and to avoid misperception among staffs. Thus, jargon is important in the operational of villa. There are some departments in villa namely; housekeeping, front office, food and beverage, security, engineering, etc. In order to do their job cooperatively, each department should use the same language as a communication tool. Therefore, they need some terms of communication to express their idea or intention. As a hospitality department, front office becomes a department that has high frequency in using jargon. In order to keep their cooperation well, they need jargons in communication. The front office jargons have been developed over time based on the needs of situation and condition. Most of the jargons used by front office department are derived from English words that are in some cases different in meanings from those in common English. The use of

jargons in front office department might frequently cause misperception and misconception toward people from other fields.

Villa Semana Resort and Spa Ubud is one place which has front office department. It is located in Banjar Semana, Singakerta village, Ubud, Gianyar Regency. Considering from the location, it is a strategic place to conduct the research because it has good access for tourist to some tourism places in Ubud. Thus, there must be some tourists choosing this place to stay. Besides that, Villa Semana Resort and Spa Ubud is a famous villa which has certificates as the best travelers' choice in 2015 and 2016 in tripadvisor with 5 stars rating and certificate of best travelers' choice in 2015 in Booking.com. Therefore, Villa Semana Resort and Spa Ubud is an interesting place to conduct the research in order to list and to observe the jargons used in the front office department of the villa.

In this research, the researcher this study focuses in three main problems namely

The linguistic forms of jargons used by receptionists in front office department at Villa Semana Resort and Spa Ubud, the meanings of jargons used by receptionists in front office department at Villa Semana Resort and Spa Ubud and the functions of jargons used by receptionists in front office department at Villa Semana Resort and Spa Ubud.

The significances of this study can be described theoretically and practically. Theoretically, this research was expected to be useful as alternative resources to support other researchers in conducting research in the same field, especially the use of jargon. Besides that it can enrich science and knowledge, especially those related to language and society. Practically, this research was expected to give some benefits to the lecturers of English Education Department as an example of language variation in social community and also as a reference material for teaching ESP (English for Specific Purposes), especially as a receptionist in front office department and hotel management. Besides, this research will give benefits for students of English Education Department to add knowledge on linguistics especially language varieties which is used by society. It is also intended to enrich student's knowledge in learning ESP since it deals with a specific area of work or interest in various fields of society.

METHODS

This research was conducted in a descriptive qualitative method to describe the linguistics forms, meanings, and functions of jargon in front office department at Villa Semana Resort and Spa Ubud. According to Flick (as cited in Nirmala, 2014) qualitative research is mainly concerned with the production and analysis of text, such as transcripts of interviews or field notes and other analytic materials.

In addition, according to Creswell (2012, p. 211), qualitative research often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants. Therefore, this study was focused on the conversation which contain jargons between staffs of the villa with a permission to obtain natural condition. Thus the data will be valid and reliable.

By using this method, the writer was able to describe the linguistics forms, meanings, and functions of jargon in front office department at Villa Semana Resort and Spa Ubud. The object of this research was jargon used by the receptionists in front office department of Villa Semana Resort and Spa Ubud. Jargon was selected in this study because jargon was a

phenomenon that can be regarded as important and interesting to be analyzed. The jargon was investigated by using theories that were written in the literature review. In this research, there were three methods used for data collection. The three methods were observation, interview, and documentation. The researcher used those methods to collect the authentic data from the subjects. In order to obtain the data, the researcher used seven steps of research procedures. The steps were preliminary observation, further observation, recording the conversation, transcribing the conversation, analyzing the conversation, conducting interview, and finding front office's files. This study used qualitative method by using interactive analysis model. In data analysis, this study was conducted based on flow model (Miles and Huberman, 1994, p.12). The researcher analyzed the data continuously until the data were saturated enough to answer the statements of the problems of this research. There were four steps of data analysis used to analyze the data namely, data collection, data reduction, data display, and conclusion or drawing verification.

FINDING AND DISSCUSION

Based on the procedures of data collection, the researcher found that 186 jargons were used by receptionists in front office at Villa Semana Resort and Spa Ubud. The jargons used had been analyzed and classified based on their types that can be seen in the table shown in the appendix 3 of data display. They can be regarded as jargon considering from the theories of jargon included in the review of literature section. Moreover, each jargon found in front office department at Villa Semana Resort and Spa Ubud was investigated based on word formation process, technical meaning, and its function. The result of data collection was described in table 3.

From the table, it was found that 186 types of jargon were used by the receptionists in front office at Villa Semana Resort and Spa Ubud. Related to the linguistic forms, it was found that the jargons were formed from some processes namely, abbreviation, acronym, affixation, blending, borrowing, clipping, coinage, conversion, word, and phrase. The researcher found that the total amount of noun phrase was 60items (32.3%), noun was 40 items (21.6%), abbreviation was 29 items (15.6%), verb was 13 items (7%), borrowing was 12 items (6.5%), affixation was 8 items (4.3%), adjective was 6 items (3.2%), clipping was 4 items (2.2%), acronym was 3 items (1.6), coinage 3 items(1.6%), preposition phrase was 3items (1.6%), conversion was 2 items (1%), verb phrase was 2 items (1%), and blending was 1 item (0.5%).It can be concluded that noun phrase places the most frequent one from the others because some jargons are constituted from phrase.

In term of the meaning of the jargon, it was found that the meaning of jargon was investigated based on technical meaning instead of lexical meaning. The meaning was collected from staffs' interview and it is supported from some sources such as front office's documents and dictionary. Allan and Burridge (2006, p. 56) define jargon as the language weird to particular context like a trade, profession or other group. It is a language used in a body of spoken and written text, dealing with a circumscribed domain in which speakers share a common specialized vocabulary, habit of word usage, and form of expression.

Tabel 3. The result of data based on linguistics form

No.	Linguistic Form	Amount	Percentage
1	Abbreviation	29	15.6%
2	Acronym	3	1.6%
3	Affixation	8	4.3%
4	Blending	1	0.5%
5	Borrowing	12	6.5%
6	Clipping	4	2.2%
	Coinage	3	1.6%
7	Conversion	2	1%
8	Noun	40	21.6%
9	Verb	13	7%
10	Adjective	6	3.2%
11	Noun Phrase	60	32.3%
12	Verb Phrase	2	1%
13	Preposition phrase	3	1.6%
14			
	TOTAL	186	100%

In this study, there were found 186 types of jargons which were used by receptionists in front office at Villa Semana Resort and Spa Ubud. Furthermore, the jargons had been classified and investigated based on linguistic forms and word formation processes. The word formation processes involved abbreviation, acronym, affixation, blending, borrowing, clipping, coinage, conversion, word, and phrase. In investigating the linguistic form of each jargon, the researcher used some theories from Yule (2006, pp. 52-92).

Furthermore, to identify the meaning of jargon, the researcher investigated the technical meaning instead of the lexical meaning of jargon. Moreover, the meaning was collected from staffs' interview and it is supported from some sources such as front office's documents, and dictionary. Thus, the linguistic form and the meaning of jargon used by receptionists in front office department at Villa Semana Resort and Spa Ubud are abbreviation, acronym, affixation, blending, borrowing, clipping, coinage, conversion, word and phrase. Abbreviation is a process of reduction using initialization of words. Yule (2006, p. 55) defines that another reduction process of words is the use of initialization or called abbreviation. The researcher found jargons in terms of abbreviation with amount 29 items (15.6%). Acronym is word formed from the initial letters of a name or combining initial letters of a series of words. According to Yule (2006, p. 57) acronym is the result of forming a word from the first letter or letters of each word in a phrase. It is one of the abbreviations or shortening process and it can be pronounced into a single new word. The researcher found 3 items (1.6%) consisting of acronym. Yule (2006, p. 54) states that affixation is a process of adding derivational or inflectional affixes (prefix, infix, and suffix) to the root of word in order to fashion new word. An affixation added in the front of root is called a prefix while an affixation added in the end of root is called suffix, and an affixation added in the middle or within a root is called infix. After conducting his research, the researcher found jargons in terms of affixation with 8 items (4.3%). In

some ways, words can be combined each other to form a single new word. According to Yule (2006, p. 55) when two separate forms of words are combined to produce a single new word is called blending process. In this study, the researcher found 1 jargon (0.5%) in term of blending. Borrowing is one type of word formation processes by absorbing vocabularies or words from other languages to create new words. Yule (2006, p. 54) said that a language sometimes adopts a huge number of loan words from other languages. In other words, borrowing is a loan word from other languages. In this study, the researcher found 12 jargons (6.5%) in terms of borrowing. Clipping is a process of forming new words by shortening the polysyllabic word or by removing one or more syllables or a word (Yule, 2006, p. 55). Sanap (2014) states that there are three types of clipping namely back-clipping, fore-clipping and middle-clipping. Back clipping is a process of removing one or more syllables in back of the word. For example: *gymnasium* into *gym.* Fore-clipping is a process of removing one or more syllables in front of the word. For example: *telephone* into *phone*. While middle-clipping is a process of removing one or more syllables in the middle of the word. For example: *influenza* into *flu*. In this study, there were found 4 jargons (2.2 %) in the form of clipping process. Yule (2006, p. 53) states that coinage word is the invention of totally new terms. Coinage happens when speakers coin a new word by inventing a new sound sequence and pairing it with a new meaning. For example people in Bali often call all brands of mineral water as Aqua, even the brand can be Cleo, Spring, Fontana, etc. It is because Aqua is the famous mineral water in Bali. In this study, there were found 3 jargons (1.6%) in term of coinage. Yule (2006, p. 56) explains conversion as a change of the function of word without any reduction of the spelling as well as the pronunciation. In this study, the researcher found 2 jargons (1%) in term of conversion. Word is a speech sound or combination of sounds having meaning and it is used as a basic unit of language and human communication. It consists of noun, verb, adjective, and adverb. In this study, there were found 59 jargons in term of words. Those had been classified as 40 nouns (21.6%), 13 verbs (7%), and 6 adjective (3.2%). The last is phrase. According to Yule (2006, p. 72) a phrase is a group of words which form a grammatical unit having a main word that is called a head. It is the only word that must occur in the phrase. A phrase does not contain a finite verb and it does not have a subject-predicate structure. The modifier that is put before the head is called pre-modifier. In other hand, the modifier that is put after the head is called post-modifier. There are five kinds of phrase namely; noun phrase, verb phrase, adjective phrase, prepositional phrase, and adverbial phrase. In this study, the researcher found 65 jargons in terms of phrase. Those were divided into 60 jargons (32.3%) of noun phrase, 2 jargons (1%) of verb phrase, and 3 jargons (1.6%) of prepositional phrase.

Alan and Burridge (2006, p. 58) propose two functions of jargon. Firstly, a jargon functions in providing a technical or specialist language for efficient communication. The jargon makes communication more effective since it offers a word in which the scope is limited to a particular field and it carries a specialized meaning called as technical meaning. The second function is encouraging in-group solidarity. People who belong to the same field will have a harmonious situation using jargon in their communication.

The researcher investigated 186 jargons based on their functions in research field. The data analysis reveal two functions of jargon, first it was providing a technical language for efficient communication with 37 items (19.9%) and the second function was encouraging in-

group solidarity with 149 items (80.1%). One of jargon's function is providing a Technical Language for Efficient Communication. Technical communication is very useful for front office staffs to communicate each other. It is used to make an efficient communication and to avoid misconception or misperception among the staffs. In this study, the researcher found 37 (19.9%) jargons were used to make a technical language for efficient communication. The second function is encouraging in-group solidarity. People who belong to the same field will have a harmonious situation using jargon in their communication. In this study the researcher found that the function of jargon was encouraging in-group solidarity with 149 items (80.1%).

CONCUSION AND SUGGESTION

This part is divided into three sections. They are conclusions, implications, and suggestions.

In this research, the conclusion of the study could finally be built. This conclusion was derived from the study that had been done for several weeks in Villa Semana Resort and Spa Ubud. This research was intended to answer three problems concerning the linguistic forms, meanings, and functions of the jargon used by the receptionists in Front Office at Villa Semana Resort and Spa Ubud. Related to the linguistic forms, the jargons were investigated based on word formation process such as abbreviation, acronym, affixation, blending, borrowing, clipping, coinage, conversion, words, and phrase.

It was found that the jargons which were in the form of noun phrase were 60items (32.3%), noun were 40 items (21.6%), abbreviation were 29 items (15.6%), verb were 13 items (7%), borrowing were 12 items (6.5%), affixation were 8 items (4.3%), adjective were 6 items (3.2%), clipping were 4 items (2.2%), acronym were 3 items (1.6), coinage were 3 items (1.6%), preposition phrase were 3 items (1.6%),conversion were 2 items (1%), verb phrase were 2 items (1%), and blending was 1 item (0.5%). The meanings of the 186 jargons were identified by investigating technical meaning. Besides, this study found that there were two functions of the jargon: (1) providing a technical or specialist language to make communication more efficient and (2) encouraging group solidarity.

Noun phrase places the most frequent one with 60 items (32.3%) because some jargons are derived from phrases. Allan and Burridge (2006, p. 58) state that the characteristic of jargon can be seen from its syntactical marker, in which jargons contain a large number of noun phrases.

Identifying the meaning of jargon in this research was conducted by investigating technical meaning instead of lexical meaning. The meanings were collected from some sources such as villa front office's document, front office staff interview and dictionary. Therefore, the meaning of the jargo 78 scribed clearly to make the reader understand more about the jargon in front office.

Regarding with the functions of jargon used by front officers at Villa Semana Resort and Spa Ubud, the data analysis revealed that there were two functions of jargon. They are (1) providing a technical or specialist language for efficient communication with 37 items (19.9%) and (2) encouraging in-group solidarity with 149 items (80.1%).

Based on the conclusions, the researcher proposes some implications are in relation to the three research problems, in terms of form, the jargon which was most frequently used by the front officers in front office at Villa Semana Resort and Spa Ubud was noun phrase with 60 items (32.3%). It implies that most jargons are formed from noun phrase in specific technical terms. In terms of meaning, which was elaborated from lexical meaning and the context where the jargons were used, it can be stated that the jargons have technical meaning and are likely similar or different from the ones used by front officers in other villas or hotels. In terms of function, most jargons were used to encourage in-group solidarity. It implies that in using the jargons, the receptionists in front office at Villa Semana Resort and Spa Ubud were able to maintain the team spirit and confidence because other people regard the receptionists to have unique and specific technical terms. The front office jargons became technical term at Villa Semana Resort and Spa Ubud and they were created for communication purposes. They were used based on the agreement between the staffs in front office department including the FOM (Front Office Manager), Supervisor, GSA (Guest Service Assistant), and bell boy. They were presented in particular pattern in order to avoid the misunderstanding among receptionists. People in any work field should realize the variation of languages around them. They must have sufficient understanding on language because they concern the context and the situation when the language is used. Besides that, lecturer of English Education Department should expand more knowledge about the language variation and front office jargons particularly in English for hotel accommodation under English for Specific Purpose (ESP) domain. Also, students of English Education Department who take English for Specific Purpose (ESP) study program should realize that they also need to know more kinds of language variation in a work field, particularly in a hotel or villa to enrich their knowledge and to improve their skill in communication since ESP deals with language variation.

Based on the result of the study, some points can be suggested to the some parties, that is Students of English Education Department. The students of English Education Department are expected to have better understanding on language variation and front office jargon in a hotel or villa. Their understanding might improve their competence in learning ESP and Sociolinguistics, especially in terms of language variation.

Second is lecturers in English Education Department. This research is expected to serve as a teaching and learning resource or material in relation to language variation and ESP course. Third is the front office department. This research is expected to be a resource for receptionist as well as management board of an international class villa in relation to develop the villa service and accommodation. The last is other researchers. This research is also expected to provide alternative resources to support other researchers in conducting research in the same field; sociolinguistics discipline, especially in language variation. Other researchers are suggested to dig deeper cases concerning the sociolinguistics in language variation. They are also suggested to dig deeper data concerning the jargons used in particular group.

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THE EMERGENCE OF CODE-MIXING IN THE TEACHING AND LEARNING

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Abstract: The objective of the study is to identify the expression of code-mixing in teaching and learning process. The method of the research which is used in this study is descriptive qualitative. In this study, there are few code-mixing cases found by the writer during teaching and learning English. The students used code-mixing on their communication with the lecturer or friends. The code-mixing mostly occur when they speak with their friends. There are some examples of code-mixing found by the writer, such as sentence mixed by word "okay" and sentence mixed by word "English". The word "okay" is the most used when they were doing the conversation.

Keywords: language, code-mixing, teaching-learning process

INTRODUCTION

In multilingual communities, more than one language is used. It means that people living in this situation may speak more than one language. Thus, they can have linguistic repertoire. When interacting with others, they can choose a code which is appropriate with participants, topic, and location. These factors are known as domains of language use.

The study of language which pays attention to the social aspects of language is commonly called sociolinguistics. The term sociolinguistics is used to discuss the relationship between language and society.

The person who can speak more than one language is referred to as bilingual or multilingual. Bilingualism is a part of sociolinguistics, where a person who has some functional ability in the second language. An ideal type since few people is regarded as being able to reach this standard. Otherwise, a bilingual may be anywhere on a continuum of skills.

A part of bilingualism is code-mixing. Code-mixing usually used in the daily conversation. The code-mixing is used to refer a more general form of language contact that may include cases of code switching and the other from contacts which emphasizes the lexical items.

Myers-Scotton (1998) cited in Coulmas (2005: 110) states that a code in this sense can be a language or variety of language. It means that code-mixing is one of the variety in language which occur in the society and it used by people to express the feeling in different ways.

The use of various codes in teaching and learning process was investigated by Suarcaya (2005). The study found that codemixing and codeswitching occurred during the teaching and learning interactions. Additionally, the writer also observed that many of the students used an expression in English as they mixed it with their native language. The use of the code mixing often occurs on their daily conversation. It means that they have an effort to learn English by using it even still in code mixing.

Here, the writer chooses this condition as an object of the research. The formulation of the research question is "what are the expression of code-mixing in teaching and learning process?" The objective of the research is to identify the expression of code-mixing in teaching and learning process.

LITERATURE REVIEW

A. Sociolinguistics

Sociolinguistics is the study of language in use (Biber and Finegan, 1994). Its focused on the relationship between language and society, and its principal concerns address linguistics variation across social groups and across the range of communicative situations in which women and men deploy their verbal repertoires.

While Chambers (2002: 3) in Wardaugh (2006: 11) states that sociolinguistics is the study of the social uses of language, and the more productive studies in the four decades of sociolinguistics research have emanated from determining the social evaluation of linguistics variants. It means that sociolinguistics is a language that used by society. Different society has different language to deliver human idea too.

B. Bilingualism

Bilingualism is using two languages or two codes of language (Chaer and Agustina, 2010: 84). But, Bloomfield (1933: 55) states that bilingualism is a situation where a speaker can use two languages as well. So, bilingualism is a term used to describe a learner who uses two or more languages to communicate.

A bilingual individual, generally, is someone who speaks two languages. An ideal or balanced bilingual speaks each language as proficiently as an educated native speaker. This is often referred to as an ideal type since few people are regarded as being able to reach this standard. Otherwise, a bilingual may be anywhere on a continuum of skills. There are classifications of bilingualism:

1. Classification according to the age of an individual:
   a) Early Bilingual

   This group can be further subdivided into simultaneous bilingual and sequential bilinguals. Simultaneous bilinguals are both languages are acquired simultaneously. While, sequential bilingual is when second language (L2) was acquired after the first language (L1).

   b) Late Bilingual

   It is refers to bilingualism when the second language is learned after the age of 6 or 7, especially when it is learned in adolescence or adulthood. Late bilingualism is a consecutive bilingualism which occur after the acquisition of the first language

(after the childhood language development period). This is what also distinguishes it from early bilinguals, with the first language already acquired, the late bilingual uses their experience to learn he second language.

2. Classification according to skill

There are four classifications according to skill, such as
a) Balanced Bilingual, is individuals who are fully competent in both languages.
b) Dominant Bilingual , is bilinguals who are dominant in one language
c) Passive or Recessive Bilingual, is bilinguals who are gradually losing competence I one language, usually because of disuse. And the last but not least is
d) Semi lingual or Limited Bilingual, is bilinguals who appear to have limited level proficiency in both first and second languages, has dominated some discussions on the issue of degree of bilingualism.

The four categories can be attributed by the four stages of languages skills; first is listening comprehension, this is minimal competence a bilingual will have in both of languages. A passive bilingual is one who can only open with this skill in the second language; second is speaking comprehension, that is capability you can generally expect a dominant and a balanced bilingual, as well as in an equilingual to posses; third is reading comprehension where dominant bilingual often drops out for his second language, but not inevitably; and then the fourth is writing comprehension, it's a capability which can be expected from the balanced bilingual (maybe with a reduced proficiency) and the equilingual.

The person who can speak more than one language is referred to as bilingual or multilingual. Bilingual has a different kind, and the most traditional kinds were given by Weinreich (1963) as follows:
1. Co-ordinate bilingual

Are those people who have learn both languages in different environments. The languages would most probably be used for learn Britain, and then he will be called a Co-ordinate bilingual. Such people in their mind. So, the words and concepts of each language will be taken kept in mind separately.
2. Compound bilingual

Are those people who have learned both languages from the same environment. The languages would not have separate system in the mind, but they will have one system. The concepts would be kept words will be different for both languages.
3. Subordinate bilingual

Are those people who have learned a second language and cannot understand it without the help of their first language. Such people will translate the words of second language in their mother tongue , then they would be able to understand them.

C. Code-Mixing

The concept of code-mixing is used to refer a more general from of language contact that may include cases of code switching and the other from of contacts which emphasize the lexical items

According to Maschler (1998: 125) code-mixing is using two languages such that a third new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern. While Chaer (2004: 115) states that when there are clauses or phrases in the sentence, and they are consist of mixed phrases (hybrid clause, hybrid phrase), and they did not support the each function is called code-mixing.

In code-mixing, bilingual speakers seem to apply some foreign words of phrases (pieces of language smaller than clause) while the other language (code) function as the base. Bilingual speaker are said to mix codes (but no switch from to another) when there is no topic that changes, nor does the situation.

METHOD OF THE STUDY

1. Strategy of The Study

   The strategy of the study which is used in this research is qualitative. The strategy tries to solve the problem in this time which has actual characteristic. As Bogdan & Biklen said that one of the characteristics of qualitative research is to have the nature setting as direct source of data and the researcher is the key of the instrument (1982: 27). This research identified the phenomena by collecting the data, arranging the data, and interpreting the data.

2. The Source of Data

   The source of data is the subject where the data can be taken (Arikunto, 1998: 102). While Sutopo (2006: 56) states that the data source is a data that be received by using a method, such as human, artifact, or documents. In this research, the source of the data was in the teaching and learning classroom (?).

3. Data Collection

   Data are information, evidence or facts gathered through experiments or studies which can be analyzed in order to better the understanding of a phenomenon or to support a theory (Richards and Schmidt, 2010: 154). Furthermore, Sugiyono (2012: 193) states that collecting data can be done in many settings, sources, and manners. In this study, the researcher observes the teaching learning classroom.

4. Data Analysis

   Bogdan in Sugiyono (2012: 334) states that data analysis is process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to able you to present what you have discovered to others.

   After the researcher get a classroom over, then make an review about the situation in the classroom.

DISCUSSION

There are some examples of code-mixing found by the writer, such as sentence mixed by word "okay", sentence mixed by word "English", and so on. The word "okay" is the most used when they the people doing the conversation. For further explanation is as follows:

a. Sentences mixed by word "ok/okay"
1) "Ok mam!" (CM/01)
   The sentence use word "ok" to change word "baiklah" in Indonesian. The sentence means that
   someone accept something task or work to do.

2) "Ok bu, akan saya informkan ke temen-temen" (CM/08)
   The sentence use word "ok" to change word "baiklah" in Indonesian. The meaning of the sentence
   is someone accepts messages from the lecturer.

3) "Ok say, nanti aku ditunggu ya!" (CM/16)
   The sentence use word "ok" to change word "baiklah" in Indonesian. The meaning of the sentence
   is someone is make an appointment with another else to wait in the chosen time.

b. A sentence mixed by word "inform"
1) "Ok bu, akan saya informkan ke temen-temen" (CM/14)
   The sentence use word "ok" to change word "baiklah" in Indonesian. The meaning of the sentence
   is someone accepts messages from the lecturer.

c.   Sentences mixed by word "share"
1) "Yes mam, nanti kita share ke yang lain" (CM/12)
   In this sentence, word "share" does not meant as "dibagi" but "disebarkan" in Indonesian. The
   meaning of the sentence is someone accept to give such information to the other friends.

2) "segera di share di grup dong!" (CM/18)
   This sentence, word "share" does not meant as "dibagi" but "disebarkan" in Indonesian. The
   meaning of the sentence is someone accept to give such information to the other friends through
   social media.

d. A sentence mixed by clause "I love you"
1) "I love you mam!" (CM/17)

"I love you" in this sentence express an amazement of someone, not on denotative meaning that

someone love other person. The meaning of the sentence is someone expresses his/her amazement

to someone, not that he/she loves that person.

e. Sentences mixed by words "please"
   1) "Aduh bu, please deh…" (CM/06)
      "Please" in this sentence means "tolong", but the usage of "please" here not to ask someone to help

   other person. "Please" here means that the speaker disagree with others.

   2) "Pinjemin tip-ex nya please" (CM/07)
      "Please" here means "tolong". And the sentence means that someone request for something.
   3) "jangan bilang-bilang ya bu, please…" (CM/11)
      "Please" here means "tolong". And the sentence means that someone forbid the hearer to did not

      say to anybody else.
   4) " Please deh yoga…!" (CM/04)
      "Please" here means "tolong". But the usage of "please" here not to ask someone to help other

      person. The sentence means that someone want to make Yoga really understand his/her busy

      condition.

f. A sentence mixed by word "friends"
   1) "Hai Friends!" (CM/02)
      In English, word "friends" means people in a group or classroom. But, in this sentence the word

      "friends" is the way to call the speaker's friends.

g. A sentence mixed by word "ending"
   1) "Hhmmm…. mesti endingnya suruh ngerjain deh!" (CM/13)
      The word "ending" of this sentence means "akhir". The sentence means someone tell about the

      end of the session.

h. A sentence mixed by word "instant"
   1) "Maunya yang instant mam" (CM/15)
      The word "instant" be translated as "segera", but in this sentence means something that go

      directly and quickly.

i.   A sentence mixed by pyhrase "have fun"
   1) "Have fun ya!" (CM/05)
      In this sentence, phrase "have fun" means "selamat bersenang-senang". Here, the phrase has
      same meaning with "selamat bersenang-senang".   This sentence means the speaker give an
      expression to other to enjoy the activity.

j.   A sentence mixed by word "bye"
   1) "Bye mam!" (CM/03)
      The using by word "bye" has the same with the phrase "selamat   tinggal" in Indonesian. The
      sentence is an expression before separated someone.

k.   Sentences mixed by word "sorry"
   1) "Sorry mam, saya terlambat" (CM/09)
      "Sorry" here has the same meaning with "maaf". Here the sentence means that someone require
      apology for being late. So in this sentence express an apology.

   2) "Ehh… sorry.. sorry… mas" (CM/10)
      "Sorry" here has the same meaning with "maaf". And the sentence means that someone express
       an apology to another else.

l.   A sentence mixed by word "feeling"
   1) "wah… feeling saya kok gak enak ya bu… ha…ha…ha…" (CM/19)
      The word "feeling" here has   denotative   meaning. Here, the meaning of the word "feeling"   could be translated as "perasaaan" in Indonesian. The sentence means that the speaker's feeling says about the information that he/she got.

m. A sentence mixed by word "English"
   1) "use English ya bu?" (CM/20)
      The word "English" has the same meaning with "Inggris"   in Indonesian. It doesn't mean
      "negara" but "bahasa" .

CONCLUSION
      Based on the discussion above, there are 20 expression of code-mixing. That are three sentences mixed by word "ok", a sentence mixed by word "inform", 2 sentences mixed by word "share", a sentence mixed by word "I love you", four sentences mixed by word "please", a sentence mixed by word "friends", a sentence

mixed by word "ending", a sentence mixed by word "instant", a sentence mixed by clause "have fun", a sentence mixed by word "bye", two sentences mixed by word "sorry", a sentence mixed by word "feeling", a sentence mixed by word "English" .

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INVESTIGATING INDONESIAN LEARNERS' MOTIVES IN GROUP PEER-ASSESSMENT ACTIVITIES IN THE EFL WRITING CLASSROOM

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Abstract: This research article aimed to investigate students' motives to participate in group peer-assessment activities in the EFL writing classroom. The participants in this case study were three Indonesian tertiary students. They were Sarah, Daniel, and Susan (pseudonyms). This study analyzed the students' motives for taking part in group peer-assessment, and the extent to which these motives influenced the revision of students' writings. Multiple sources of data were collected, including classroom observations, semi-structured interviews, stimulated recalls, and students' writings. The finding revealed two main points. First, the three students showed different types of motives for participating in group peer-assessment. Several factors seemed to affect the students' motives, including personal beliefs, peer-assessment experiences, and previous learning history. Second, the students' motives appeared to influence the quality of students' writing revisions. It was indicated by the percentage (over 60%) of their revisions was labeled as "better". The pedagogical implications of this study were to provide insight to EFL teachers into how learners' motives should be considered when implement peer-assessment, and to inform EFL teachers with some suggestions to carry out effective peer-assessment to benefit writing activities.

Keywords: Peer-assessment, learners motives, EFL writing

INTRODUCTION

Over the last three decades, several studies (Hu and Lam, 2010; Hyland and Hyland, 2006) have examined the effects of peer-assessment on L1 and L2. However, recent research have more focused on investigating the benefits of peer-assessment on the development of students' writing by analyzing several aspects of peer-assessment including cultural factors in peer-assessment, technology-mediated peer-assessment, and cognitive process of peer-assessment (Rahimi, 2013; Woo, Chu and Li, 2013; Zheng, 2012). During peer-assessment process, students played the main roles. However, studies regarding student motives for taking part in peer-assessment practices have remained underexamined. Jin and Zhu (2010) argued that students' motives can influence their performances or reactions to peer-assessment practices. Therefore, it is necessary to examine students' motives so as to plan or prepare strategies to optimize the value of peer-assessment.

All types of human activities, including peer-assessment practices, are driven by motives. In this case, Leon't ev (1978) highlighted that activity always goes along with motives. He further argued that "non-motivated activity is not activity without a motive, but activity with subjectively and objectively hidden motive". It can be clearly stated that motive tells the reason why someone is doing something and why someone is conducting certain behaviors in doing something. The present study explores students' motives from social, cultural, and

historical contexts. Furthermore, this study investigates student motives in the practice of peer-assessment and to what extent their motives influence the quality of their writing revision.

Several studies (Min, 2008; Nelson and Murphy, 1993) have examined the relationship between student motives and their stances. The purpose of these studies was to better understand students' participation in peer-assessment practices. In addition, Zhu and Mitchell (2012) conducted a study from activity theory perspective. They associated students' stances to students' motives for taking part in peer-assessment practices. The finding suggested that student motives play a significant role in leading students to perform in peer-assessment practices. Additionally, Jin and Zhu (2010) also conducted a study by taking activity theory as their framework. They explored student motives for taking part in computer-assisted peer-assessment in an ESL writing classroom. The finding revealed that the two participated students were driven by heterogeneous motives which were influenced by the students' experiences in using technology.

The aforementioned studies mostly focused on peer-assessment from activity theory perspective. How socio cultural contexts shaped students' motives were underexplored in the previous studies. Therefore, to deal with this issue, it is necessary to examine the factors which potentially affect student motives for peer-assessment practices. It is also essential to analyze how students' motives influence their revised draft. Moreover, all of the previous studies examined students' motives for peer-assessment involving dyadic interaction. Thus, it is important to investigate student motives related to group peer-interaction while performing peer-assessment. To fill these gaps, the presents study investigates three students' motives in the EFL writing classroom in the context of Indonesian tertiary education.

To sum up, two research questions which form the focus of this study are outlined below:
1. What are the students' motives for taking part in group peer-assessment?
2. To what extent do the students' motives influence the revision of their writings?

METHODS

Setting And Participants

This case study was conducted at the language centre of a university in Indonesia. The participants were three Indonesian EFL tertiary students. They were Sarah, Daniel, and Susan (pseudonyms). Based on the class record gained from their writing teacher, these three students possessed similar English proficiency level (pre-intermediate). It was supported by the students' average score of 500 – 550 on TOEFL-ITP.

Data Collection Methods

Classroom observations were carried out to collect the data regarding the students' performances in group peer-assessment practices. The three students were observed for two sessions on a regular basis. Each session lasted for hundred minutes, resulting in about two hundred minutes of data for the three students. Video-recordings were also made to capture classroom interactions in each session. The second instrument was semi-structured interviews, conducted to explore participants' motives for taking part in group peer-assessment practices. Each interview lasted for about 40 to 60 minutes. All participants were interviewed in the native language (Bahasa Indonesia) so as to facilitate natural communication. The third instrument was students' writings, carried out to analyze the quality of their revisions upon participating in group peer-assessment activities.

Data Analysis

The classroom observations and interviews were firstly transcribed and translated where appropriate. They were then coded and analyzed on four separate occasions to ensure the consistency of the identified codes. After that they were compared with another data (observation notes) to check the similarities. Meanwhile, students' writings was analyzed by examining the number of comments provided by peers, the number of subsequent revisions made, and the quality of revisions (revised version better, original version better, or unchanged).

FINDINGS and DISCUSSION

What are the students' motives for taking part in group peer-assessment?

The data gained from interviews and stimulated recalls revealed that the three students shared different types of motives for participating in group peer-assessment. When asked about this, Sarah argued:

I do believe that peer assessment is a very good way to enhance learning. I can learn from my peer by reading their reviews. Thus, it can improve my writing. I can also help my peers if necessary. In other words, peer-assessment provides us with some opportunities to gain mutual progress. (Interview)

I know that two students in my group are low students. I mean, their English proficiency level, particularly writing skill, is lower than mine. I have noticed this from our previous writing tasks. I think I can help them improve their writing through peer-assessment practice. (Stimulated recall)

Similar with Sarah, Susan showed her strong motivation for participating in group peer-assessment activity. She commented:

In my opinion, peer-assessment is beneficial especially for those who never experienced peer-assessment like me. I learn a lot by reading my peer essays. Something I like most from peer-assessment is I can confirm what I don't understand whenever I want, even outside the class. (Interview)

Since I was at primary school, I have never experienced peer-assessment practice, especially in English class. This one is my first time, and I find it very useful. I love doing this activity. (Stimulated recall)

Daniel, in contrast, showed his rejection to group peer-assessment practice. When asked his opinion, he said:

Honestly, I am not interested in taking part in peer-assessment. My main reason is that I mistrust my peer comments. I have experienced peer-assessment in my secondary school. When I read my peer comments, I found they were very inaccurate. Therefore, I think I prefer teacher feedback rather than peer feedback. (Interview)

I like doing my tasks independently. Well, I don't mind working with others as long as I truly believe their knowledge or skills are higher than mine, or at least the same as mine. (Stimulated recall)

The data gained from interviews above revealed that the three participants have different motives in peer-assessment. In the case of Sarah and Susan, peer-assessment was highly appreciated. It was supported by video-recording data during classroom observations. Both Sarah and Susan were actively engaged and communicated with their partners all the time. In this case, Sarah and Susan showed their excitement in peer-assessment by employing different language functions (i.e. giving comments and suggestions, asking for confirmation, and seeking explanations or answers). Nevertheless, Daniel seemed to avoid peer-assessment. It was evidenced by his answers during interviews and supported by video-recording data during classroom observations. He did not give much eye-contact with his partner. His facial expressions were not very excited.

To sum up, the three students showed different reactions during peer-assessment activities regardless similar English proficiency level. Leont'ev (1981) argued that students can engage in different peer-assessment activities because of different motives they possessed. In the case of Sarah and Susan, their group peer-assessment practices were characterized by collaborative patterns driven from their high motivation. Active engagement can result in providing students with opportunities for learning. (Zheng, 2012). Meanwhile, in the case of Daniel, opportunities for learning can be very limited since he was not much engage in peer-assessment practices (Storch, 2004). The findings of this study confirmed previous peer-assessment studies (Jin & Zhu, 2010; Zhu & Mitchell, 2012). However, the present study extended those previous studies by examining the influence of students' motives in their revised writing drafts.

To what extent do the students' motives influence the revision of their writings?
The following table indicated the percentage of students' revisions, including number of comments received, number of revisions made, and quality of their revisions.

As shown by table 1, it can be clearly seen that Sarah received 15 comments for her essay (233 words); 4 comments about content, 6 comments about grammar and vocabulary, and 5 comments about language form. In the revised version, Sarah made 18 revisions by incorporating all the 15 comments received and adding 3 other revisions which focused on language form (i.e. preposition and article). From the total of 18 revisions made, 14 revisions (77.8%) of the revisions were labeled as "better" by the raters. Meanwhile, 2 revisions (11.1%) were deemed inferior by the raters, and 11.1% were unchanged.

In the case of Susan, she received 18 comments for her essay (248 words); 6 comments about content, 5 comments about grammar and vocabulary, and 7 comments about language form. In the revised version, Susan made 20 revisions by incorporating all the 18 comments received and adding 2 other revisions which focused on grammar (i.e. tenses). From the total of 20 revisions made, 15 revisions (75%) of the revisions were labeled as "better" by the raters. Meanwhile, 2 revisions (10%) were deemed inferior by the raters, and 15% were unchanged.

On the other hand, Daniel received 14 comments for his essay (221 words); 4 comments about content, 4 comments about grammar and vocabulary, and 6 comments about language form. In the revised version, Daniel made only 8 revisions by incorporating a small number of comments received. From the total of 8 revisions made, 5 revisions (62.5%) of the revisions were labeled as "better" by the raters, and 3 (37.5%) remained unchanged.

Table 1. Students' Revisions

	Sarah	Susan	Daniel
Number of comments received: 1. Content 2. Grammar & Vocabulary 3. Language form	15 4 6 5	18 6 5 7	14 4 4 6
Number of revisions made: 1. Content 2. Grammar & Vocabulary 3. Language form	18 4 6 8	20 6 7 7	8 2 3 3
Quality of revisions: 1. Revised version "better" 2. Original version "better" 3. No changes	14 (77.8%) 2 (11.1%) 2 (11.1%)	16 (80%) 1 (5%) 3 (15%)	5 (62.5%) 0 3 (37.5%)

To sum up, driven by different types of motives, the three students were involved in different peer-assessment performances which lead to different attitudes towards their revisions. Both Sarah and Susan showed high motivation in peer-assessment by seriously took their peer comments and did several self-revisions. As a result, over 77% of their revisions were considered to have improved the quality of their revised drafts. In contrast, Daniel was less interested in peer-assessment. He mostly kept silent and elicited few comments. He occasionally showed a defensive reaction when his peers criticized his essay. Finally, Daniel was less engaged in revisions. Consequently, only 60% of his revisions were deemed as successful by the raters.

These findings revealed that student motives could affect their willingness to take part in peer-assessment performances, and their revision activities. Due to different types of motives, the three students engaged in different systems of peer-assessment (Leont'ev, 1981). The findings of present study aligned with those of Yu and Lee (2014). They found that the two students participated in the study showed totally different motives in group peer-assessment activities. These motives influenced the students' reactions during classroom interactions which affected the quality of their revisions.

CONCLUSION

The present study aimed to explore students' motives to take part in group peer-assessment activities in the EFL writing classroom. The finding revealed two main points. First, the three students showed different types of motives for participating in group peer-assessment. Three main factors had affected the students' motives, including personal beliefs, peer-assessment experiences, and previous learning history. Second, the students' motives

appeared to influence the quality of students' writing revisions. It was indicated by the percentage (over 60%) of their revisions was labeled as "better".

Several limitations occurred in this study such as small sample of data and small number of participants. Future research may apply the same methods on a larger scale, or in different educational contexts. Despite these limitations, several implications can be clearly seen. For example, this study provided insight to EFL teachers into how learners' motives should be considered when implement peer-assessment, and to inform EFL teachers with some suggestions to carry out effective peer-assessment to benefit writing activities.

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SPEECH ACTS: UNCOVER THE MEANING OF DIRECTIVE ILLOCUTIONARY ACTS IN THE MOVIE *PRIDE AND PREJUDICE*

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Abstract: Language as a system of communication plays a crucial role in every aspect of human life. Through language we can express our ideas in our mind and confess our feelings in order to interact with other people or even society. When we have conversation with others, we do not only produce an utterance, but also perform or expect actions through the utterance in the process of communication, which is called as speech acts. The utterance is differentiated into direct and indirect speech act. Direct speech act is uttered in a simple way. Indirect speech act is uttered in more complicated way. For example, the speaker uses interrogative when giving command in order to disguise the command. It is called illocutionary act. It is very interesting to analyze because the complexity of the meaning delivered by the speaker through utterances. The interesting phenomena in illocutionary act is directive illocutionary act. Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. This research aims at finding out the types of directive illocutionary acts used by the characters in Pride and Prejudice movie and discovering the intended meaning of each utterances. The data were taken from Pride and Prejudice movie. The data were collected by using observation method and note-taking technique. The data were then analyzed by using descriptive qualitative method. They were analyzed by using theory of speech acts and presented by using informal method.

Keywords: directive, illocutionary acts, meaning

INTRODUCTION

Language as a system of communication plays a crucial role in every aspect of human life. Through language we can express our ideas in our mind and confess our feelings in order to interact with other people or even society. When we have conversation with others, we do not only produce an utterance, but also perform or expect actions through the utterance in the process of communication. Yule (1996) believes that when someone is producing an utterance that person is not only uttering something but also doing an act, which called illocutionary act.

Austin (1962: 108) mentions three types of speech acts; they are locutionary act, illocutionary act, and perlocutionary act. From those three types of speech act, illocutionary act is considered quite complicated since it has been discussed by many previous studies and an illocutionary act refers to type of function the speaker intends to fulfill, or the type of action the speaker intends to accomplish in the course of producing utterance.

Based on Searle (1976), illocutionary acts can be divided into five general classifications, such as declaration, representatives, expressive, directives and commissive. One of the interesting phenomena in illocutionary act is directive illocutionary act. Searle (1979:13) explains that the directive illocutionary act is an illocutionary act that makes addressees doing something. Moreover, directives illocutionary acts are intended to produce some effect

through action by the hearer. Yule (1996, p. 54) also argues that the directive illocutionary act is an act which is used by speakers to get someone else to do something.

Movie is one media that reflects the social life of human. Movie is a motion picture with series of images which are constructed of multiple individual shots joined to another in an extended sequence. One of the important aspect mostly occurred in movie is the conversation among the characters. The characters speak each other and there will be illocutionary act. Directive illocutionary act was chosen as the topic in this study because the complexity of the meaning utterance utter by the speaker was interesting to discuss. Specifically, this research aims at finding out the types of directive illocutionary acts used by the characters in Pride and Prejudice movie and discovering the intended meaning of each utterances.

METHOD

The data were taken from the conversation among characters in Pride and Prejudice movie. They were collected by using observation method and note-taking technique. The data were then analyzed by using theory of speech acts proposed by Searle and Vanderveken (1985) in descriptive qualitative method. The analysis is presented in informal method.

FINDINGS AND DISCUSSION

Our findings show there are five types of directive illocutionary act found in *Pride and Prejudice* movie, such as asking, requesting, requiring, telling and urging. It shows that directive speech acts can be expressed in various ways and carried hidden meaning. The example of each type of directive illocutionary acts can be seen in the following discussion.

Requesting Acts

A request is a directive illocutionary act that allows the option of refusal. It differs from "direct" only in the rather polite mode of achievement which is expressed in English by the modifier "please" (Searle and Vanderveken, 1985, p. 199).

May I have the next dance, Miss Elizabeth?

    Mr. Darcy   : *May I have the next dance, Miss Elizabeth?* [00:38:22]
    Elizabeth   : *You may*

The conversation above happened when Ms. Elizabeth and Charlotte want to find some beverage after dancing. There came a man named Mr. Darcy and asked Ms. Elizabeth to dance with him. She agreed and they danced together on the next music. The utterance of Mr. Darcy above has intention to request since the speaker requires something from the hearer to do something in a polite way. The performative verb in the speaker's utterance is stated explicitly. It is a kind of direct speech acts. Then, the politeness marker "may" above indicates that utterance is included to requesting act.

Besides, the speaker's utterance has to be felicitous to achieve his purpose by uttering that utterance. Therefore, the speaker's utterance has to fulfill the felicity condition that has been developed by Searle and Vanderveken (1985). The components of felicity condition are illocutionary point, mode of achievement, propositional content condition, preparatory condition, sincerity condition, and degree of strength of sincerity condition. The illocutionary point of the speaker's utterance above is the speaker wants to dance with Ms. Elizabeth. It means that the speaker makes the hearer to do something. It shows that the speaker's utterance has directive point.

When the speaker requests Ms. Elizabeth, he leaves the refusal option for his hearer. It means that his hearer has an option to fulfill the speaker's request or ignore it. The speaker's utterance represents a future action that will be done by his hearer. It means that the speaker's utterance will influence his hearer's action. That action is, Ms. Elizabeth will dance with him. The speaker who requests his hearer to do something assumes that his hearer is capable to do that action. He thinks that Ms. Elizabeth will dance with him because he can talk more during that activity. Moreover, in last meeting with her, Ms. Elizabeth told that dancing is one of encourage affection. It means that when he requests his hearer to dance, she will exactly do his request

Asking Acts

Asking a question is to request the hearer to perform a future speech act that would give the original speaker a correct answer to his question. (Searle and Vanderveken, 1985: 199).

Elizabeth : *Do you deny it, Mr Darcy? That you separated a young couple who loved
        each other, exposing your friend to the center of the world for caprice and
        my sister to it* [00:38:22]
Mr. Darcy: *I do not deny it.*

The conversation happened when Elizabeth refused Mr. Darcy proposal. Elizabeth cannot accept his proposal because she knows that Mr. Darcy did something bad to her beloved sister. He separated two young couple because of their differences and Mr. Darcy admitted it. He was shocked since he believes that she will approve his proposal. Elizabeth's utterance is categorized as asking act because the speaker inquires the hearer about something in order to get an answer or action as a response from the hearer. Moreover, the question mark (?) shows that the speaker's utterance is asking question to the hearer. The speaker used high intonation and also strong stress in her utterance.

When the speaker utters her utterance, she wants a right answer for her question. It means that the speaker only needs her hearer to do exactly what she wants. This proves that the speaker's utterance fulfills the mode of achievement. Besides that, the speaker's utterance will bring future action when she utters it. In this case, Mr. Darcy admit that he separated Mr. Bingley and Jane Bennet. The speaker who asks her hearer believes that her hearer is capable to give an answer to her question.

Urging Acts

"Urge" has an assertive use, but it is primarily a directive and as such to urge is simply to advocate a course of action. (Searle and Vanderveken, 1985: 200).

Jane, he danced with you most of the night and stared at you for the rest of it.
But I give you leave to like him. You've liked many a stupider person.
Now, you're a great deal too.to like people in general, you know.
All the world is good and agreeable in your eyes.
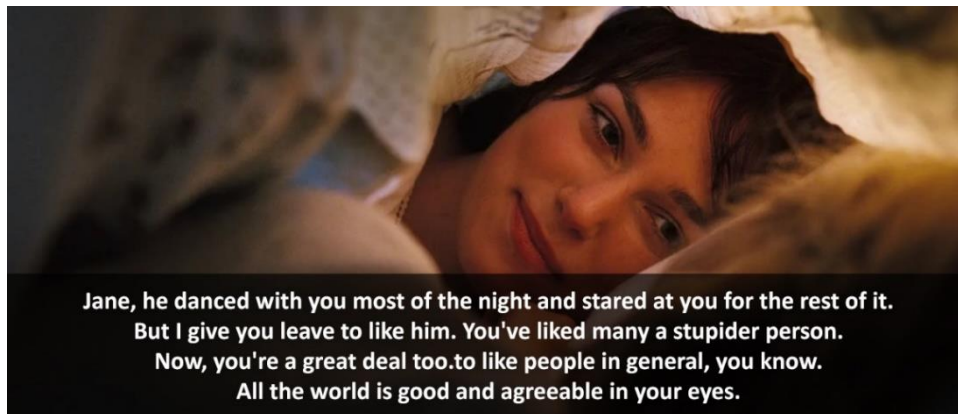
Jane   : *Do you really believe he liked me, Lizzie?*
Elizabeth : ***Jane, he danced with you most of the night and stared at you for the rest of it.*** *But I give you leave to like him. You've liked many a stupider person. Now, you're a great deal too to like people in general, you know.* ***All the world is good and agreeable in your eyes.*** [00:13:45]
Jane   : (GIGGLING)

The conversation happened when Jane asked Elizabeth about Mr. Bingley. Jane spent her time dancing with him in the ball but she was not sure that Mr. Bingley fell in love with her. Elizabeth ensure that Mr. Bingley fell in love with her at the first sight. The utterance of Elizabeth above is urging act because the speaker strongly advise and try to persuade the

hearer to do a particular thing. She gave strong explanation that Mr. Bingley loves her and he spent almost his time with her.

When the speaker is uttering her utterance, she wants Jane to trust her feeling. It proves that the speaker's utterance fulfills the mode of achievement. Besides that, the speaker's utterance will bring future action when she utters it. That future action will be done by her hearer that is the hearer agrees about Lizzie's statement. Jane smiles with happy face because now she believes that her love is not unrequested.

Telling Acts

Telling a hearer to do something is to direct him in a manner which does not give him the option of refusal. Tell (to) different from "request" and "ask" in that it is more peremptory and less polite, and this difference derives from the fact that "request" and "ask" allow the possibility of refusal while "tell (to)" does not allow such a possibility. (Searle and Vanderveken, 1985: 200).

Mr Collins, I am perfectly serious. You could not make me happy and I'm convinced I'm the last woman in the world who could make you happy.

Mr. Collins   : *I know ladies don't seek to seem too eager...*
Elizabeth   : ***You could not make me happy and I'm convinced I'm the last woman in the world who could make you happy.*** [00:48:58]

The utterance of Elizabeth above refers to telling act because the speaker gave information that she cannot accept his proposal because she does like not him. The speaker puts high intonation in her utterance to make clear her statement. Since the directive point is the point which is used to make someone to do something. In this, the speaker talked about her feeling and the hearer must accept it. Knowing that, Mr. Collins stops talking and speechless. This proves that the speaker's utterance fulfills the mode of achievement. Elizabeth expressed her emotion in high intonation and impolite words in order to make Mr. Collins understand that she does not like him. It is stronger than a request.

Requiring Acts

Requiring or demanding of someone is telling him to do something and has an additional preparatory condition of need that it be done. Normally there must be a specific reason for requiring the act (Searle and Vanderveken, 1985, p. 201).

Mr. Bennet : *I hope, my dear, you've ordered a good dinner today. I have reason to expect an addition to our family party*. [00:48:58]

The conversation happened when Mr. Bennet received a letter from his cousin, his Mr. Collins. He requires the hearer to do an act which is preparing a good dinner to welcome him. There is no signal of performative verb in the speaker's utterance showing that it is a requiring act. The illocutionary point of the speaker's utterance is he requires his wife to serve a good dinner because his cousin will join with them. It means that the speaker only needs his hearer to do exactly what he wants. Mrs. Bennet and her daughter went to the market afterward to buy some foods and other stuffs. This proves that the speaker's utterance fulfills the mode of achievement.

CONCLUSION

  People may have a way in expressing their desire, which lead them to producing directive illocutionary acts. Directive illocutionary acts have some sub categories which is used differently depend on the speaker need. The speaker performs directive illocutionary acts because of several reasons. First, they have strong reason to make their hearers do something. Second, the speaker wants the hearer do certain action that the speaker allows or not allow to do that. Third, the speaker requires something need to be done by the hearer. The last, they have power to make their hearers to do something. When the hearer achieves their purpose to do something, this is as the result from the felicity condition on their utterance. When the speaker performs indirect directive illocutionary act, they show the performative verb implicitly. Therefore, the hearers have to recognize the context around them. Besides, the context the hearers have to look at the intonation and the word order in the speaker's utterance to find the additional meaning in the speaker's utterance. The speakers choose to utter their utterance indirectly because of several reasons. First, the speakers lack of knowledge background. Second, the speakers believe that the context is strong enough to make the hearers know their intention. There is a similarity between the speakers who produce direct directive illocutionary force and the speakers who produce indirect directive illocutionary act. The similarity is all of them achieve their purpose to make the hearers to do something. This is as the result from the felicity condition on their utterance.

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GENDER CONTRIBUTION ON STUDENTS ACHIEVEMENT OF NURSING PROGRAM IN STIKES BULELENG

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Abstract: This research was carried out to describe gender contribution toward students' achievement of nursing program in Stikes Buleleng. This research analyzed strategy preferences of four Clinic II lecturers who taught in third semester in Nursing Program. This research was designed as a descriptive study by applying seven Killen's teaching strategies that adapted content analysis technique to reveal and verify the needed data. The data collection was done through observation, questionnaire, and interviewing male and female Clinic II lecturers. The results showed that male Clinic II lecturers used four of seven Killen's teaching strategies in teaching Clinic II to their students. The strategies were direct instruction, discussion, group work, and performance activity. While female Clinic II lecturers also preferred four of seven Killen's teaching strategies used for teaching Clinic II in the classroom. The reasons of male and female lecturers used certain strategies because those strategies made students actively participate in the class. They could share their knowledge, ideas or opinion in discussion session or in group work with their partner or their group. However, in the implementation of the results of learning on female lecturers showed higher values compared with male lecturers, students argued that teaching done by female lecturers were more fun compared with male lecturers, because female lecturers were more using emotions or feelings when teaching in the classroom compared with male lecturers, it caused the students enjoyed the lessons and worked on activities or tasks that are given by the lecturers in class.

Keywords: teaching strategy, gender, clinic II

INTRODUCTION

Learning as an activity to achieve the goals, types and procedures of its activities require the right set of thoughts. The right set of thoughts is needed to ensure that the types and procedures of selected and determined activities will have a high functional value as a means to achieve educational goals. Moreover, the factors involved in learning activities are very diverse, then the precision is needed to form the coherence of relationships among these factors in order to run synergistically in achieving its goals in the future. In addition, learning is also a complex process in the learners and is associated with various aspects within themselves and outside themselves. Educators as a facilitator of learning facilities are required to have the ability to choose and apply learning strategies. With these capabilities the educator can carry out the function of providing the facility well so that learners can do learning activities effectively. This ability is one of the requirements of professional educator's ability.

Many opinions expressed by the experts regarding the selection of instructional strategies are applied to learners.The selected learning strategies naturally needs to be considered in some aspects given that the context of learning is different for each learning that be taught. Beside that, the various known approaches, methods, techniques, and models of learning that expressed by some experts encourage educators to choose one or more that suits the conditions of learning. Keep in mind also that some of the strategies that experts

offered have no guarantee the existence of one of the best learning strategies. Each type of strategy has strengths and weaknesses and matches the usage of each.

In University or college level, one of the duties of educator or better known as lecturer in *Tri Dharma Perguruan Tinggi* is teaching. This led to a demand for each lecturer to be able to answer the question of how to teach. In other words, every lecturer is required to have innovative teaching competencies. Lecturer activities related to the search, selection of types and procedures of activities as well as other things that can support the learning activities are usually called the selection of learning method. Learning method is a presentation technique that is mastered by lecturers to teach or present instructional materials to the students in the classroom, either individually or in groups so that the lesson can be absorbed, understood, and used by students well. Learning method is also as a tool to achieve learning objectives that have been determined. This encourages lecturers to find the right method in the delivery of the material to be well absorbed by the students. Teaching effectively depends heavily on the selection and use of teaching methods.

In the implementation, lecturers must necessarily refer to the competence of lecturers, especially professional competence related to the learning process. In line with technological developments and learning theories, the lecturers are also required to master and choose the right method of learning, thus making students active, creative and learning in a happy and effective atmosphere. The method is an effort to implement the plan that has been arranged in the real activity for the desired goal is achieved optimally. Thus, the method in the series of learning systems holds a very important role. Success in the implementation of learning strategies depends largely on the way the lecturer uses the method of learning, because a learning strategy may only be implemented through the selection of learning methods.

In the classroom, every lecturer has different qualities to teach learners or their students and it is caused by gender. The term gender refers to the social construction of the identity of women and men. This can be defined as more of a biological difference between men and women, it includes the ways in which the differences, whether real or not, have been appreciated, used and relied on to classify men and women to assign roles and wishes to them. Differences between men and women can affect their performance in their work. Male and female lecturers different in talents, skills and behaviors, as well as the use of language in teaching. Eckert and Mc.Connell (2003) found that many studies show significant differences in male and female verbal behavior. Therefore, in terms of language selection, their differences will arise regarding the language features they use. Similarly, in approaches to students, both male and female professors have their own way of choice as well as depending on the condition or situation of the students themselves. It also impacts on the choice of teaching methods, which makes male and female professors have different ways of choosing effective strategies when teaching students.

It also occurs in the selection of teaching methods at Stikes Buleleng especially undergraduate study program of Nursing in Clinic II course conducted by men and female lecturers who teach that subjects. Clinic II consisting of Integumentary and Endocrine sub material is part of medical surgery which will be taught in third semester at student of Nursing S1 Stikes Buleleng. The course has a load of three credits, where each year the results of student evaluations show less satisfactory results. This is caused by the amount of material that must be memorized by students related to the human organs and diseases where

in it mostly use Latin so students should study it more deeply. Another factor that causes student learning outcomes is less than the maximum in the manufacture of nursing care that contains about how to care for patients with certain diseases. Looking at the phenomenon that occurs, the lecturers of Clinic II subjects want to use teaching methods that aim to increase students' learning desire, thus making them more eager in the learning process, and feel more interested and understand the material taught by the lecturers, Thus, the results evaluation of learning can show satisfactory results. This study aims to identify the preference of male and female lecturers in determining the method of learning teaching subjects Clinic II.

METHOD(S)

Research Design

The method used was observation, where researchers observe the lecturers of Clinic II in the classroom using video and also recorder to know the method used to teach students. Interviews were used to find out the reason of male and female lecturers in choosing the methods used to teach in Clinic II courses. Researchers also distributed questionnaires to lecturers to find out the situations and conditions experienced by the lecturers while carrying out the lessons in the classroom. In addition to questionnaires for lecturers, researchers also provide questionnaires to students in the third semester as respondents to determine the response of students to the way of teaching or teaching methods of lecturers while teaching Clinic II. To see the increase or decrease in student learning outcomes after teaching using lecturers' choice method, there is pre test and post test for the students. This research was carried out on campus STIKes Buleleng on S1 Study Program of Nursing, period of time of March 2017 - December 2017. Variable in this research is the result of students' learning. The number of population in this research is 100 students of 3rd semester of Study Program at STIKes Buleleng. Data analysis is done qualitatively and quantitatively. Qualitatively by describing the teaching methods used by male and female lecturers, knowing the reasons for choosing such methods as well as to know the teaching methods favored by students.

FINDINGS AND DISCUSSION

Findings

Based on the division of subjects and educational specifications in the nursing program, there are four lecturers who joined in the team of lecturers Clinic II of which are 2 female lecturers and 2 male lecturers. To maintain the confidentiality of lecturers data and respect the privacy of lecturers in teaching, then the data of the 4 lecturers are made with the coding classification to facilitate in analyzing the data that have been obtained. Lecturer data can be seen as below.

Table 1. Code of Lecturers' Data

Lecturers' Data	Code
Female Lecturer 1	FL1
Female Lecturer 2	FL2
Male Lecturer 1	ML1
Male Lecturer 2	ML2

From the learning process, learning outcomes will show the students' learning progress. From the tests conducted by the lecturers during the learning process, both pre-test and post-test results obtained improved student learning after the lecturers apply several methods in the process of teaching and learning in the classroom. The results can be seen in the following figure:
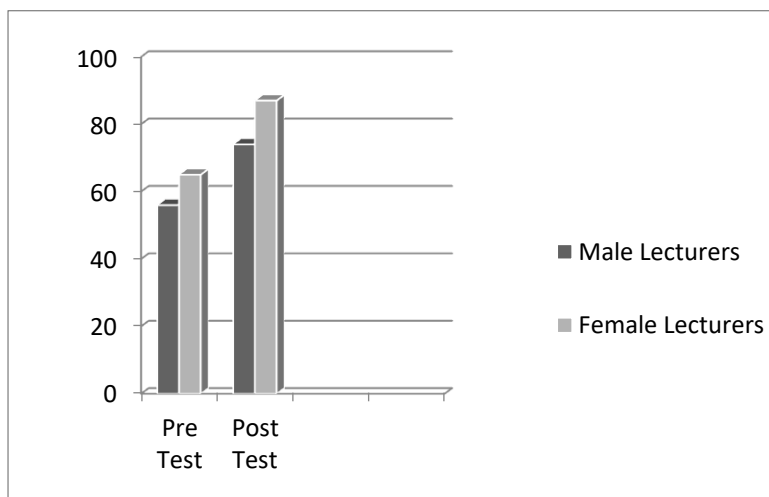
Figure 1. Pre and Post test result of teaching strategies by male and female lecturers

Discussion

Data collection conducted to find out what methods used by male and female lecturers is done by distributing questionnaires to the team of teaching lecturers Clinic II. Data from all the questionnaires that have been filled by the lecturers are then collected and analyzed one by one to find out the preferred method of lecturers who are often used when teaching Clinic II. Based on the theory used according to Killen (1996), there are 7 teaching methods that can be applied by lecturers, such as direct instruction, discussion, group work, cooperative learning, problem solving, performance activity, and student research. From seven existing strategies, not all can be applied in clinical IIcourse.The lecturers choose strategies that match the topic or material given to the students. The results obtained from the observations were the two female lecturers (FL1 and FL2) and Lecturer Men 1 (ML1) both used four of the seven Killen methods, namely direct instruction, discussion, group work, activity performance of performance activities. But another male lecturer (ML2) only uses direct

instruction in classroom teaching.The results of interviews conducted by researchers on the reasons for using the chosen method to get the result that by using some strategies in teaching is very helpful for students in understanding teaching materials. In addition to direct instruction, where the lecturers explain the material in advance, during discussion sessions and group work can stimulate students to issue ideas of their thoughts, opinions about the topic of discussion. They can dig a lot of information between people or even from various sources that can enrich their knowledge.In the figure above we can see that there is a significant increase in the value of learning outcomes in the students on Clinic II course either by male or female lecturers. However, in the implementation of the results of learning on female lecturers showed higher values compared with male lecturers, it is obtained from the distribution of questionnaires that researchers give to students who argue that teaching done by female lecturers more fun compared with male lecturers, because female lecturers are more use emotions or feelings while teaching in the classroom compared to the more rigid male lecturers, it causes the students to enjoy lessons and work on activities or tasks assigned by lecturers when in class.Starting from here where the purpose of learning will be achieved. To achieve the required skills and changes in student attitudes in learning. Specific skills and attitudes that are needed and must be possessed by the students include teamwork in the group, lead skills, opinion of others, adept at recording the results of discussion, critical of information, independent learning and able to use each learning resource effectively. Giving pre-test at the beginning of each meeting of learning topic of clinical skills expected students have studied in advance the material discussed. In addition, students will be more in-depth understanding of the material provided. Pretest requires students to be more active in learning. Students must actively read, write, discuss, and together with a group of students to translate the instructions in the manual.

CONCLUSIONS

Based on the results obtained can be concluded that: methods used by lecturers according to Killen is direct instruction, discussion, group work, activity performance to improve student learning outcomes. The implementation of the results of learning on female lecturers showed higher values compared with male lecturers, it is obtained from the distribution of questionnaires that researchers give to students who argue that teaching done by female lecturers more fun compared with male lecturers, because female lecturers are more use emotions or feelings while teaching in the classroom compared to the more rigid male lecturers, it causes the students to enjoy lessons and work on activities or tasks assigned by lecturers when in class.

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THE SYMBOLIC RELATION OF *ALA AYUNING DEWASA* BASED ON *PAWUKON*

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Abstract: This paper is entitled *The Symbolic Relation of Ala Ayuning Dewasa Based on Pawukon*. It aims at 1) describing the sign types of *Ala Ayuning Dewasa* based on *Pawukon*, 2) describing the meaning relation between the signifiers and the signifieds of *Ala Ayuning Dewasa* based on *Pawukon*. Shortly, *Ala Ayuning Dewasa* is an article of belief of Balinese Hindu society in considering time. *Ayuning Dewasa* is good time to do something meanwhile *Ala Dewasa* is bad time to do something. *Pawukon* is a timing system which consists of seven days in Balinese Hindu Society. This paper is qualitative descriptive. The object of this research is verbal data in the form of the signifiers and the signifieds of *Ala Ayuning Dewasa* based on *Pawukon* in Caka Bali Calender. In collecting the data, a method of referring is chosen and assisted by note taking technique. Intralingual equivalent method is chosen in analysing the data. Then, in presenting the results of this study, informal method is used. The results show that the relation of the signifiers and the signified of *Ala Ayuning Dewasa* based on *Pawukon* in Caka Bali Calender is symbolic. The meaning types found between the signifiers and the signified of *Ala Ayuning Dewasa* based on *Pawukon* in Caka Bali Calender are denotation, connotation, and denotation-connotation.

Keywords: Symbolic Relation, Meaning, *Ala Ayuning Dewasa*, *Pawukon*

INTRODUCTION

Balinese society is a religious society influenced by Hindu philosophy. As a religious Hindu society, they are very obedient to do what is recommended and prohibited by its belief. The things they are recommended will be always followed and applied, otherwise the things they are prohibited will be avoided. One of the basic considerations to determine what to do and not to do is *Wariga Dewasa*. The article of *Wariga Dewasa* is compiled in a form of holy book called *Kitab Wariga Dewasa*. The article of *Wariga Dewasa* contains about what is good and bad to do at certain times. It has various guidelines. They are *wewaran*, *pawukon*, *penanggal-pangelong*, *sasih*, and *dawuh*.

As mentioned above, one of the guidelines for determining Ala Ayuning Dewasa is *Pawukon*. In terminology, Pawukon is derived from the word *wuku*. Wuku is part of a time cycle in Javanese and Balinese calendar, which last for seven days (one week). There are 30 wuku in Bali Caka Calender, each of which consists of 7 days so that one wuku cycle is 210 days, and each wuku has a name. The word *Pawukon* means consideration of good days, bad days, characters, etc. Every wuku has seven days. The combination of wuku and the days influences the goodness and badness to do or start something new.

Here are the names of Wuku in the order:

1. Sinta
2. Landep
3. Ukir
4. Kulantir
5. Toulu
6. Gumbreg
7. Wariga
8. Warigadian
9. Julungwangi
10. Sungsang
11. Dunggulan
12. Kuningan
13. Langkir
14. Medangsia
15. Pujut
16. Pahang
17. Krulut
18. Merakih
19. Tambir
20. Medangkungan
21. Matal
22. Uye
23. Menail
24. Perangbakat
25. Bala
26. Ugu
27. Wayang
28. Kelawu
29. Dukut
30. Watugunung

Here are the names of the seven days:
1. Redite = Sunday
2. Soma = Monday
3. Anggara = Tuesday
4. Budha = Wednesday
5. Wraspati = Thursday
6. Sukra = Friday
7. Saniscara = Saturday

To study *Ala Ayuning Dewasa* based on *Pawukon*, Balinese people can open *Kitab Wariga Dewas*a (the holy book). However, mostly Balinese are not able to get this holy book because this holy book has sacred value. In addition to the sacred value, the problem for Balinese to access this holy book is the difficulty of the languages used. The languages used are: Balinese, Old Javanese, and Sanskrit. Thus, it is only learnt by *pemangku* (Hindu priest), *pinandita* (Hindu priest), and scholars who want to exploreWariga Dewasa. As a simplification form, the Bali Caka Calendar adapted the contents of *Wariga Dewasa* as one of the interesting an article served to the general readers, especially Hindus who need information about the good and bad days.

Adaptation of the contents of *Wariga Dewasa* into the Caka Bali Calendar, practically, will help provide information about Ala Ayuning Dewasa (good and bad days) to Hindu society. This is important because Balinese people in doing or starting something new are always looking for a good day, and avoiding bad days. The information provided in the Bali Caka calendar in general is sufficient, in other words, those who can read the calendar can glance at Wariga Dewasa according to their wishes. For example, if Hindus want to find Ala Ayuning Dewasa to start doing or making a dam, then they will find *Dewasa Ayu* called *Banyu Urung*. According to Marayana (2018), *Banyu Urung* is a good day to make a dam and stem water, but Banyu urung is also a bad day to make seed germination and a well. What is the importand consideration in seeking *Wariga Dewasa* based on *pawukon* is that one day can contain good day for a certain activity, and contain bad day for the other activity, and or contain good day for certain activity and bad day for the other activity too.

Furthermore, the examples of terms and meanings of Ala Ayuning Dewasa based on Pawukon can be seen in the table as follows (Swastika: 2015):

From the two examples of the terms and meanins above there is something very interesting to study further. The terms and meanings interpreted from the terms needs reseaching. In this case the term like *kala rebutan* and *kala raja* according to de Saussure) concept is called a signifier (Berger: 2015. While the meaning of the two signifiers is called signifieds. Next, according to Pierce (Danesi: 2004), there are three types of sign: icon, index, and symbol. To give an identity from the beginning about the Wariga Dewasa and Ala Ayuning Dewasa, this article is entitled *The Symbolic Relation of Ala Ayuning Dewasa Based on Pawukon*. This article focuses on the field of linguistics, especially semiotics and assisted by semantics. Semiotics is a branch of linguistics that studies about the relation between sign and language; Semantics is a branch of linguistics that focuses on studying meaning.

No	Terms	Meaning	Time
1	Kala rebutan	(+) Good day to make a business, a tool for trapping fish, and bee hive	Soma-Ugu
2	Kala raja	(+) Good for all works, appointing or inaugurating a official and a leader.	Wrespati-Dukut

An interesting issue to be analyzed is the term or signifier existing in *Ala Ayuning Dewasa* based on *Pawukon*. The signifiers in the form of terms have good and bad meaning to do things. Here researchers want to know: 1) the type of sign found in *Ala Ayuning Dewasa* based on *Pawukon*, and 2) the meaning relation between the signifiers and the signifieds based on *Pawukon*. From the sign system in *Ala Ayuning Dewasa* based on *Pawukon*, the researcher wants to find the relation between the signifiers and signifieds. The relation meant is the semantic relation through semantic features of the sign component. By the wish, the society can think rationally about the relation of the the components of the sign.

On the other hand, the convincing idea for the researcher choosing this topic is that the *Ala Ayuning Dewasa* based on *Pawukon* has not been touched by other researchers from the language perspective, especially the study of semiotics. For this reason, this topic was raised into a writing with the hope that there is a new discovery or enlightenment useful for Balinese society in general and especially for *penibak dewasa* (a priest showing good and bad day to do something) and people who need it. In the end, people understand about certain signifiers and signifieds in accordance with de Saussure's theory.

METHODS

Research Design

In a scientific research, an approach is needed to distinguish whether the research is classified as quantitative, qualitative, or mixed (quantitative-qualitative). The approach in this study is a qualitative approach because there are several indicators that characterize that this study uses a qualitative approach. The indicators are using qualitative and descriptive methods. In qualitative research data analysis is not in the form of numbers, but in the form of words or descriptions of things. This approach describes the sign types and the symbolic relation between the signifiers and signifieds of *Ala Ayuning Dewasa* based on *Pawukon*.

Setting And Participants

The primary data of this study is verbal data in the form of terms and their meanings of the article of *Ala Ayuning Dewasa* based on *Pawukon* in the three different Caka Bali Calendar edition 2016. Because the research data is taken from the signs in Bali Caka Calendar, this research is classified as library research. The data taken from this data source is complex, consisting of complex sign elements that are composed of coding of wuku and day, so the researcher needs a supporting data sources obtained from experienced priest. The priest is from Kintamani Subdistrict, Bangli Regency.

The research subject is *Ala Ayuning Dewasa* based on *Pawukon* on the Caka Bali Calendar written by: 1) Marayana in 2016, 2) Rawi and his sons in 2016, and 3) Gina and Suthanegara in 2016. The object of the research is the signs or of *Ala Ayuning Dewasa* based on *Pawukon*. The terms in the *Ala Ayuning Dewasa* become a population in this study. The signs meant are like: 1) *banyu milir* and 2) *kala sor*. While the signifieds of the signifiers is 1) a good day to make a pond, open the waterway, and tap the sap, and 2) Bad to do a work related to the land, farming, making tunnel, and burning brick.

Data Collection Method And Analysis

Method of collecting data

The data collection method used in this study is the reading method, while the data collection techniques used are note-taking techniques. The reading method is a method used to obtain data by reading accurately to the use of language (Mahsun, 2005). The steps can be described in the data collection in this study as follows. First, read: 1) the sign types contained in *Ala Ayuning Dewasa* based on *Pawukon*, 2) the relationship between signifiers and signifieds of *Ala Ayuning Dewasa* based on *Pawukon*. After careful reading to the signs and the relation betweensignifiers and signifieds, the next step is to note the data in a worksheet that has been provided before. After noting the existing data, the researchers proportionally sampled the data. Of all the data, 15 data will be selected as representative. This data sampling activity aims at selecting data that can represent the description of signifiers and signifieds of *Ala Ayuning Dewasa* based on *Pawukon*. The signifiers and signifieds of *Ala Ayuning Dewasa* based on *Pawukon* selected are the data in this study.

Data Analysis Method

This study uses intralingual equivalent method. According to Mahsun (2005: 118) the method of intralingual equivalent is a method of analysis by means of comparing lingual elements, either in one language or in a different language. Data analysis can be done if the research data has been selected and classified.

The data analysis activity in this study was preceded by the identification of the data, namely the data identified into two categories: 1) the types of sign and 2) the relation between the signifiers and the signifieds. Each signifier is accompanied by a signified. Since the signs in *Ala Ayuning Dewasa* based on *Pawukon* are conveyed in several languages such as: Balinese, Old Javanese, and Sanskrit, the next step is to translate or terms into English as a standard language as the meaning or the signifier is delivered in English as well. After the signs were translated into English, there was a match between the language of the signifier and signified of *Ala Ayuning Dewasa* based on *Pawukon*, the next step was to categorize the

sign types according to the relevant theory. Furthermore, the researcher describes the relation between the signifier and signified of *Ala Ayuning Dewasa* based on *Pawukon* in accordance with the relevant theory as well.

FINDING AND DISCUSSION

Finding

In accordance with the research problem above, namely about the types of sign and the meaning relation between the signifiers and the signifieds of *Ala Ayuning Dewasa* based on *Pawukon*, associated with the main and supporting theory, the following research results can be found. The type of the sign found in *Ala Ayuning Dewasa* based on *Pawukon* is a symbol. Whereas, the meaning relation between the signifiers and signifieds of *Ala Ayuning Dewasa* based on *Pawukon* shows denotation, connotation, and denotation-connotation (mixture) meaning.

According to Pierce in (Sobur, 2009: 41) that the sign can be divided into three namely icon, index, and symbol. The icon is a sign that is similar to the object it represents. Index is a sign that has a causal relation to what it represents. While the symbol is a sign based on convention, regulation, or agreement that are mutually agreed upon. A new symbol can be understood if someone has understood the meaning before. In connection with the signifiers and the signifieds of *Ala Ayuning Dewasa* based on *Pawukon*, one will not be able to understand the meaning of signifiers or terms if there is no previous context. Here the signifiers and signifieds are symbolic. Based on *Dewasa Ayu* (good day) and *Dewasa Ala* (bad day) then agreed upon by Dewasa user in past times to be called or confirmed by certain terms (signifiers). Agreements on certain terms or signifiers then are called in terms of convention.

Meanwhile the meaning relation between signifiers and signifieds has three significations, namely denotation, connotation, and denotations (mixed). The denotation relation is that the meaning is indicated by words and has direct relation. Meanwhile the relationship of connotation is a meaning that leads to cultural meanings. Because there is a signifier of *Ala Ayuning Dewasa* that carries more than one meaning of allowed and prohibited activity, some signs have denotation-connotation meaning (mixtures).

As an example of a relation between signifiers and signifieds classified as denotation is *Kala Wong*. *Kala means time Wong* means human. It is a bad time to do activity related to people or humans (holy sacrifices for human). The relationship between signifiers and signifieds is a direct and clear relation through the word *wong* "human".

The connotation relation is found more in the terms of Ala Ayuning Dewasa. An example is that *Kala Brahma* which means (+) Good time to make a kitchen, oven, or start burning tiles. Brahma means hot, so it is suitable for making kitchens, oven, or burning tiles. This meaning relation is indirect between the signifier kala Brahma and their meanings.

Meanwhile denotative-connotative (mixture) relation is found in the terms such as: *kala ketemu*. *Kala ketemu* means it is good time to meet or have meeting This signifier is good time to hold a meeting, and a good time to set an animal trapp. The meetings held will meet their goals or objectives as what is expected. In this case *Ketemu* has a direct meaning with meeting held. Meanwhile, this signifier also has a connotation relation that it is good time for

setting an animal trap. The trap that is set will meet its prey. Setting an animal trap and *kala ketemu* have an indirect relation, namely the meeting between the trap and the prey. So, in this case signifiers and signifieds have denotation-connotation or mixed relationships.

From the total data analyzed, it can be specified that the meaning relation between the signifiers and signifieds of *Ala Ayuning Dewasa* based on *Pawukon* are as follows:

Table. 5.1 Signification Details of Signs

No	Meaning Relation	Frequency	Percentage
1	Denotation	2	13, 33 %
2	Connotation	10	66, 67 %
3	Denotation-Connotation (mixed)	3	20 %
Total		15	100 %

Discussion

The following data is about the signifiers and signifieds of Ala Ayuning Dewasa based on Pawukon. From the total number of signifiers and signifieds, some data are discussed as representative.

Denotation:
1) Kala wong "Time for Human"
Signified   : (+) A bad day to hold a holy sacrifice for human.
Day   : Wednesday-Medangkungan.
The relation between Signified and Signified: This sign shows direct relation between wong and human. *Kala* means time, and *wong* means people or humans. In this case, *kala wong* refers to the prohibition time for holding a holy sacrifice related to humans. The type of sign in this term is a symbol. Signified and signified have a denotation relation.

2) Tutur Mandi " An EfficaciousAdvice"
Signified   : (+) A good day for giving advice.
Day   : Thursday-Ukir / Julungwangi / Pujut / Medangkungan / Matal / Perangbakat.
The relationship between signified and signified: This signifier is a good day for giving advice. *Tutur* means advice (speech), and *mandi* means efficacious. The advice or speech given by the speaker will be well received as an advice. In this time the advice given is very efficacious The type of the sign in this term is a symbol. Signified and signified have a denotation relation.

Connotation:
3) Banyu milir "Water flows"
Signified   : (+) A good day to make a well.
Days   : Sunday- Kulantir, Monday- Wayang, Wednesday - Sinta, and Friday - Langkir
The relation of signifier and signified: This signifier is a good day to make a well. *Banyu* means water, and *milir* means flowing. If a well is made on this day, the well will flow water.

The type of the sign in this term is a symbol. These signified and signified have connotation relation.

4) Banyu urung "Unflowing Water "

Signified   : (+) A good day to make a dam. (-) A bad day to make a well.

Days   Sunday -Sinta, Monday -Sinta, Monday -Landep, Monday -Wariga, Monday - Sungsang, Monday -Krulut, Monday -Merakih, Monday -Medangkungan, Monday -Uye, Tuesday Tuesday -Sinta, Tuesday-Tolu, Tuesday-Medangsia, Tuesday-Pahang, Monday-Krulut, Tuesday -Merakih, Tuesday-Matal, Tuesday-Menail, Wednesday-Tolu, Wednesday-Sungsang, Wednesday-Tambir, Wednesday-Matal, Wenesday-Kulawu, Thursday-Tolu, Wudapati-Gumbreg, Wraspati- Pujut, Wraspati-Tambir, Wraspati-Medangkungan, Wraspati-Uye, Thursday-Prangbakat, Friday-Gumbreg, Friday-Dedak, Friday-Pujut, Friday-Krulut, Friday-Kulawu, FRiday-Dukut, Saturday-Kulantir, Saturday-Wariga, and Saturday-Tambir.

The relationship between signified and signified: This signifier is a good day to make a dam because if it is made on this day the dam will function properly and be sturdy and able to stem water. *Banyu* means water and *urung* means unflowing. Meanwhile, this signifier is also a bad day to make a well because it is believed that the well made will not flow water or only release a little water. This sign is symbol. The signified and signified have connotation relation.

5) Kala Angin "Time for wind"

Signified   : (+) A good day to train cattle.

Day   : Sunday- Klurut / Bala / Klawu

Relationship between signifier and signified: This signifier is a good day to train cattle to pow field. *Kala* means time and *angin* means wind. The characteristics of winds contains light elements so that the good day is suitable for training cattle such as training to plow so that the cattle feel light and understand quickly. The type of the sign in this term is a symbol. These signified and signified have connotation relation.

6) Kala Awus "Leaking Time"

Signified   : 1) (+) A good day to make a webbing, 2) (-) A bad day to make a building.

Hari   : Wednesday- Klawu

The relation of signitier and signified: This signifier is a good day to make a webbing. *Kala* means time and *awus* means leaking. A webbing is a plait used to clean rice and corn from other objects and this webbing requires air or wind power to to clean rice or corn. Meanwhile, this signifier is also a bad day to build because the building built is believed not to be sturdy and strong. The type of the sign in this term is a symbol. The signified and signified are connotation relation.

Kala Demit " Stingy Time"

Signified : 1 (+) A good day to put boundary pole, and prohibition signs. 2 (-) A bad day to submit proposals.

Day : Saturday-Ukir

The relationship between signified and signified: This signifier is a good day to put boundaries pole, ie no one will enter the boundaries. Kala means time and demit means stingy. In other side, this signifier is a bad day to submit proposals. They will not be realized. The type of the sign in this term is a symbol. Signified and signified have connotation relation.

7) Kala Guru "Teacher's Time"

Signified : (+) A good day to make ropes and rules.

Day : Wednesday- Landep

The relation of signifier and signified: This signifier is a a good day to make ropes and rules. *Kala* means time ang *guru* means teacher. A teacher is usually a person who should be praised and imitated through his actions of giving guidance, giving rules and giving what is appropriate and inappropriate. These teacher's actions have the same characteristics with the ropes and the rules that is to guide what is good and bad. If the ropes and regulations are made this day, they will always be used as guidelines in acting or functioning as a teacher in life. The type of the sign in this term is a symbol. Signified and signified have connotation relation.

8) Kala Keciran "Gurgling Time"

Signified : (+) A good day to make or open waterways, to tap the sap, and to make all kinds of sharp weapons.

Hari : Wednesday-Gumbreg

The relationship between signified and signified: This signifier is a good day to make or open waterways, to tap sap, and to make all kinds of sharp weapons. *Kala* means time and *keciran* means gurgling. The characteristics of *kala keciran* is gurgling as the water gurgling. This day is suitable for making sharp weapons because basically a sharp weapon is used for slicing and of course what is sliced out, it flows water. About tapping sap it will come out sap. The type of the sign in this term is a symbol. Signified and signified have connotation relation.

9) Kala Macan "Tiger's Time)"

Signified : 1) (+) A good day to make scary things and charms. 2) (-) A bad day to hold a meeting.

Hari : Thursday-Tambir

The relationship between signified and signified: This signifier is a good day to make scary things so they will make the other feel scared or they function of being feared. And for the charms made in this day, they will be respected as the tiger is. *Kala* means time and *macan* means tiger. This animal is a wild animal and is feared. Meanwhile, this signifier is also a bad day to hold meetings. If a meeting is held today, the meeting will be chaotic. The type of the sign in this term is a symbol. Signified and signified have connotation relation.

10) Kala pegat "Time to break up"
Signified   : 1) (+) A good day for slicing or looking for palm wine. 2) (-) A bad day for welcoming a holy sacrifice and traveling.
Day   : Saturday-Ukir / Merakih
The relation of signifier and signified: This signifier is a good day to slice or look for palm wine. To slice the palm wine, the seekers usually cut the branches of the coconut or palm fruit so that it will come out of the palm wine. This signifier is also a bad day for welcoming a holy sacrifice or travelling because this signifier has characteristics of break up. If the holy or ritual sacrifices are broken up, it is not something expected. People do not choose this day as welcome a holy sacrifice. The type of the sign in this term is a symbol. Signified and signified have connotation.

11) Kala Siyung "Parrot's Time"
Signified   : (+) A bad day to hold a meeting.
Days   : Sunday-Landep / Matal, Monday-Sinta / Sungsang / Bala / Dukut, Wednesday-Sinta / Medangkungan, Thursday-Perangbakat / Ugu, Friday-Klawu, Saturday-Pujut / Klurut

The relations of signifier and signified: This signifier is a bad day to hold meeting. *Kala* means time and *siyung* means parrot bird. Parrot bird has wild and ferocious characteristics so its relationship with the signifier is that it is not suitable for holding a meeting. The type of the sign in this term is a symbol. Signified and signified have connotation relation.

Denotation-Connotation (Mixture):
12) Kala Ketemu"Time to meet"
Signified   : (+) A good day to hold meetings and to set an animal trap.
Days   : Sunday-Sinta / Julungwangi / Pujut, Monday-Ukir / Tolu / Klurut /, Tuesday-Durangi / Pahang / Tambir / Watugunung, Wednesday-Tolu / Wariga / Langkir / Dukut, Thursday-Sinta / Julungwangi / Pujut, Friday-Ukir / Klurut, and Saturday-Tolu / Duntungan / Tambir / Wayang.

The relation of signifier and signified: This signifier is a good day to hold a meeting, and to set an animal trap. Kala means time andketemu means to meet. The meetings that begin on this day will meet the goals or objectives according to what is expected. The animal trap that are set will meet their prey. The phrase kala ketemu has denotation meening for a good day to hold meeting since it has direct interpretation. To the second signifier this signifier has connotative meaning since it has indirect interpretation. The type of the sign in this term is a symbol. Signified and signified have a denotation-connotation relation.

13) Kala Pagar"Time to make fence"
Signified   : 1) (+) Ayu makes a fence or wall. 2 (-) A bad day to travel.
Hari   : Thursday-Wariga
The relationship between signified and signified: This signifier is a a good day to make a fence or a wall. *Kala* means time and *pagar* means fence or wall. The fence or wall made will function as expected. Meanwhile, this signifier is bad for traveling. If traveling on this day

there can be a barrier or something bad happens during the travelling. The type of the sign in this term is a symbol. Signified and signified have a denotation-connotation relation.

14) Kala Pati "Time to die"
Signified : 1) (+) A good day to eradicate pests. 2) (-) A bad day to start a business.
Days   : Sunday-Landep / Sungsang, Anggara-Gumbreg / Medangsia / Sungsang, Buda-Landep / Sungsang / Ugu, Wrespati-Gumbreg, and Saniscara-Klurut.

The relation of the signifier and signified: This signifier is a good day for eradicating or killing pest. *Kala* means time and *pati* means dying or eradicating. This day is suitable for pest eradication activities. Meanwhile, this marker is also a bad day to start a business because there is a destructive or dead effect. The type of the sign in this term is a symbol. Signified and signified have a denotation-connotation relation.

CONCLUSION
Discussing the data above, some conclusions can be stated; first about the type of sign and second about the relation between the signifiers and signifieds of *Ala Ayuning Dewasa* based on *Pawukon*. The types of signs contained in this study is symbols. The are symbols that the relation between the signifiers and signifieds is conventional or agreement. The meaning of good or bad days are agreed upon by people who understand *Ala Ayuning Dewasa* and they are termed in certain words or phrases such as: *banyu urung, jiwa maganti, kajeng kipkipan, kala alap, kala angin, kala cakra, titi buwuk*, and so on. In other words, someone who wants to know the meaning of a signifier or a term must first know the context before or at least he has a prior understanding about the signifier.

The second conclusion regarding the relation between the signifier and the signified (signification) is that there are denotation, connotation, and denotation meanings. Denotation relation shows that between signified and signified shows direct and implicit meanings through words in the signifying terms. The connotation relation shows the meaning that is indirect or explicit and there is cultural influence. Whereas, denotation-connotation (mixed) relation indicates that the meaning of a signifier in one side has direct interpretation, and in the other side has indirect interpretation.

From the 15 data samples in this study, all types of signs found are symbols. While the meaning relation between signifier and signified was found that 2 signs were denotation or 13.33%, 10 signs are connotation or 66.67%, and 3 signs are denotation-connotation (mixed) or 20%.

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PREPARING 21ST CENTURY STUDENTS BY USING DRAMA TEACHING METHOD (DTM) IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

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Abstract: English as a foreign language is taught from primary school level until secondary school level in Indonesia for preparing 21st century students. Although it is not a new concept, there are several challenges that might be faced by teachers such as; mother tongue use, lack of student's motivation, short class-time, and big number of students in EFL classroom. In 2013 curriculum that being implemented in Indonesia, students are expected to be able to process and compose a text and able to express themselves and their knowledge in English fluently. Thus, a teacher in EFL classroom must be able to implement creative, innovative, fun and suitable strategies in delivering materials and must be able to help students in preparing themselves as 21st century students. One of the suitable teaching methods to answer this issue is drama teaching method (DTM). This teaching method has various teaching techniques/strategies. Drama games is the most complex teaching strategy that can help students in improving their learning and innovation skills. Each steps of this strategy has power to build student's critical thinking, communication, collaboration, and creativity. In addition, drama games has several positive implication for students such as can improve student's creativity, develops initiate, responsibility, and ability work in a team, it also helps students to improve oral communication skills and to facilitate use. This strategy is also recommended because it can be conducted in big number of students such as in EFL Classroom in Indonesia. It can be concluded that drama teaching method (DTM), especially drama games is a helpful strategy in preparing 21st students for EFL classroom.

Keywords: Drama Teaching Method (DTM), English as a Foreign Language, Learning and Innovation skills, 21st Century Students

INTRODUCTION

As English cements its position as the world's lingua franca, many of people around the world are learning English to oil the wheels of communication in the worlds of business, trade, education, and tourism (Chong, 2016). To enable learners becoming better communicators, teachers must go beyond grammar, vocabulary, and pronunciation, and look at helping the learners communicate effectively in international settings. In Indonesia itself, English is one of a foreign language is taught from primary school level until secondary school level in Indonesia. The main purpose of foreign language teaching is to learn to communicate and overcome the language barrier.

Traditional education models have often focused on learning identified content for subject areas and then assessing the knowledge with quizzes, and tests at the end of a chapter or learning module. However, in 21st century, students are expected to implement learning and innovation skills. The learning and innovation skills include creativity and innovation, critical thinking and problem solving, communication, and collaboration. As educators, teachers are determined to help all students reach their full potential. Thus, teachers in EFL classroom must implement creative, fun, and suitable teaching strategies to prepare 21st century students that should possess strong content mastery, as well as critical thinking, communication, collaboration, and creativity. Although, teaching and learning in the 21st

century is filled with challenged and opportunity, especially when teaching students from who English is a new language.

One of the biggest problems that may be faced by an EFL teacher is dealing with a passive student. It might be happened because of the students are not confidence in speaking English, or do not have chance to express their ideas or opinions because the class activities are dominated by active students. Another problem is class activity is boring for students, and mostly the activity focus on lecturer, teacher lacks of creative teaching strategy. Thus, students do not have any chances to improve their learning and innovation skills, however those skills are needed by students in 21st century.

Teaching and learning English can be considered to be an integral part of Indonesia educational system. English is being used for following technological and scientific improvements and also for better job opportunities. TEFL is important to be conducted in schools in Indonesia to prepare students in facing globalization era. It can be seen; nowadays English has been taught in school from primary level until secondary level. However, there are several challenges in teaching English as a foreign language in Indonesia, such as;

1) A restrictive curriculum and students who need encouragement to use English are two challenges in teaching English as a foreign language in Indonesia.
2) Mother tongue of EFL learners is very strong and it has a big influence.
3) Lack of motivation is believed as one of the primary problems of English language learning, it may be because of students' perception toward English is difficult.
4) The class-time is often very short. In Indonesia English is taught once or twice in a week which is the time is less in delivering subject matters. Thus, the teacher fail to reach the objectives that have been set before.
5) The number of students in a classroom also being a big challenge in teaching EFL. It will be difficult for teachers to carry out activities where students can improve their communicative skills because it is not possible to personalize teaching.

According to the introduction above the issue that being emphasized on this article is how drama teaching method (DTM) help ELF students to improve their critical thinking, communication, collaboration, and creativity as well as 21st century learning and innovation skill?"

CONTENTS
EFL Curriculum In Indonesia

A curriculum is essentially a plan for learning and combines educational goals and cultural goals with language goals. It reflects the societal trends as well as the linguistic ideas, and it contains a statement of goals, specific objectives, the selection and organization of content and program evaluating (Hasman, n.d.). Step by step in designing EFL curriculum are; 1) diagnosing the needs of learners and teachers; 2) translating the information from the needs assessment into realistic goals and short-term objectives for the program; 3) selecting and organizing the content and how it is presented; 4) selecting the learning experiences or methodologies used; and 5) evaluating the curriculum by seeing its goals and objectives.

2013 Curriculum is the recent curriculum used in Indonesia. In TELFIN, according to Kemdikbud 2013, there are several objectives that need to be achieved by students, as follows.

1. Students are expected to read and understand the meaning of texts and to summarize and present it in their own language.
2. Students are accustomed to organize systematic, logical, and effective through text drafting exercise.
3. Students are expected to be able to process of composing the text.
4. Students are accustomed to be able to express themselves and their knowledge in English spontaneously.

21st Century Learning Skills

Framework for 21st Century Learning or well known as P21 Framework was developed a unified, collective vision for learning to help practitioners integrate skills into the teaching of key academic subjects. With input from teachers, education experts, and business leaders, P21's framework defines and illustrates the skills and knowledge students need to succeed in work, life and citizenship (www.P21.org/Framework). This framework describes a blend of content knowledge, specific skills, expertise and literacy. Within the context of key knowledge instruction, students must also learn the essential skills such as critical thinking, problem solving, communication, and collaboration. The following figure shows the components as fully interconnected in the process of 21st century teaching and learning.

Figure 1: P21 Framework for 21st Century Learning

(Source: www.p21st.org/Framework)

According to National Education Association, Four Cs is needed in preparing 21st century students for a global society. Using the Four Cs as new tools is imperative to support classroom teachers and education, and engage students. This learning and innovation skills also need to be integrated into classroom, schools, and districts to produce citizens and employees adequately.

Critical Thinking

Learning critical thinking leads students to develop other skills such as a higher level of concentration, deeper analytical abilities, and improved thought processing. This skill can be defined as; use system thinking to analyze, make judgments and decisions, and solve problems in conventional and innovative ways.

Creativity And Innovation

P21 defines creativity and innovation as elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts; work creatively with others that can be seen by develop, implement, and communicate new ideas to others effectively; and act on creative ideas in which the innovation will occur.

Communication

Communication is another important skill that needs to be mastered by 21st century students. Communication in P21 framework can be defined as communicate the ideas and thought clearly using oral, written, and nonverbal communication skills. Able to use multiple media and technologies also can be defined as the criteria of good communicator.

Collaboration

21st Students are expected to demonstrate ability to work effectively and respectfully in diverse teams. They also must be able to share responsibility for collaborative work and value the individual contributions made by each team member.

Applying Drama Teaching Method (DTM) In An EFL Classroom

Using drama as a teaching method in EFL classroom is not a new concept. Drama provides an excellent platform for exploring theoretical and practical aspects of English language (Whiteson, 1996). According to Zyoud (2010) drama is an appealing teaching method which promotes cooperation, collaboration, self-control, goal oriented, and learning as well as emotional intelligence skills.

> *"Putting on plays for an audience is not what is meant by using drama in the classroom. The goal is not to teach acting and performance skills. The goal is to teach the core curricular areas using drama." (Moore, 2004)*

There are several techniques in drama teaching method that can be implemented in EFL class in the process of building a performance, such as;

1. Warm-up
   The step warm-up is basically in preparing the learners for the lesson. It is necessary to develop a climate of trust, awareness, and co-operation in which creative collaboration can occur. A fun warm-up raises energy levels. It also produce relaxed, and less inhibited students.

2. Pantomime (Mime)
   This technique can be defined as an informal drama in which students use mimes, gestures, and all body language to express thoughts. In pantomime, there is no verbal communication, only non-verbal communication is used. Pantomime is an excellent way

to begin creative drama, because students will practice facial expressions and bodily movements.

3. Role-Play

Role playing/simulation is an valuable technique to encourage thinking and creativity. Through this technique also can develop behavioral skills, practice new language, and improve motivation for EFL students. Family scenes, school life, and playground incidents can be the setting of role-play activity. Exchanging roles is a good way to put oneself in the shoes of another in order to understand that person.

4. Simulation

Simulation is a problem-solving activity where the students bring his own personality, experience, and opinions to the task. Discussing a problem is involved which the topic may come from the teacher or students. Normally, the students bring their own experience to the portraying of the roles in simulation, thus the situation need to be a real life situation.

5. Improvisation

Improvisation is a dramatic situation where the speakers interact without any special preparation, demanding a high degree of language proficiency and imagination. The situation has to be clear stated, easy to act out and to have dramatic story twist. This technique could involve an entire class of learners or smaller groups. In addition, this technique can be done with various age levels, although the backgrounds of the players will determine the appropriateness.

6. Drama Games

Drama activities engage multiple intelligences which mean it develops a lot of skills in general. In this activity, students can plan costumes, sets, props that support their performance. Students should be free to explore and experience their script and performance in ways that foster their creative thinking and personal growth. Four elements that should be emphasize in using drama games for EFL, as follows.

    a) A drama game involve students' action

    b) A drama game exercises the imagination of students, so they can go beyond the instructions and creatively arrange the performance.

    c) A drama game involves both learning and acquisition. Students will do discussion about what can do using all the things they have learnt.

    d) A drama game permits the expression of emotion, linguistically and paralinguistically. It means students use their emotions and body language to present their performance.

7. Puppetry

Through puppetry, it can serve as an excellent source of language acquisition in the EFL classroom. In ELT, puppet can be used to teach greetings, to teach comparatives and superlatives, and to teach dramatize dialogues. Students also can write their own story and create their own puppet, later they can perform it in front of the classroom.

8. Poetry

By using poetry in English class, students can find out linguistic and conceptual views of the written material without focusing on the structure of the language. The communication becomes real, because students not only use verbal aspects as rhythm

and stress, but also non-verbal aspects as gestures and body language while they are acting out the poems.

9. Hot Seating

Hot seating is one of fun activity that can be conducted in EFL classroom. This can be done as a whole-class activity. Through this activity, every student in the role of hot seat can express their deep feelings, thoughts, conscience, super-ego that they can not reveal in real life. Besides that, students may not feel worry of making errors while speaking English and it is very helpful to develops their self-confidence to use the target language.

10. Readers' Theater

Readers' theater is an instructional technique that suggested by Kerry-Moran in 2006. This is a kind of interpretive drama in which students present a story or a text by a group of students that allow students to use their voice, develop reading comprehension, fluency in speaking, and expressing what they think in the target language.

According to Burns in 2012, teaching English through drama develops real communications skills: involving ideas, emotions, feeling, appropriateness, and adaptability of students. It also gives many chances for students for being active during the class, because there are many options for learner-centered activities in the classroom. He also states that students gain confidence in using English in and out of class, develop fluency, improvisation, and public speaking practice.

Athiemoolam in 2013 states drama in education has the potential to improve oral communication skills and to facilitate use, because students are actively engaged in the lessons. In addition, he also states that by implementing this technique, students will be motivated to speak in public and will feel comfortable to present their opinions and views in the class.

In addition, Kuimova and Polyusko in 2015 describe the use of drama in teaching EFL students are;

1. Drama is forms key competencies that consist of linguistics communicative, cognitive, socio-cultural, strategic, and social
2. By implementing this method, it develops memory, imagination, speech, thinking skills of students.
3. It also can improve student's creative ability.
4. Drama develops mutual understanding and mutual support for students.
5. It also develops initiative, responsibility, and ability work in a team.

Alvarado in 2017 also states that drama is a power tool in English class. Some of the reasons presented as follows.

1. Drama is an ideal way to encourage learners to communicate for real-life purpose.
2. Drama is a powerful tool to make language learning an active motivating experience.
3. It can helps learner to gain the confidence and self-esteem needed to use the language spontaneously.
4. It can bring the real world into the classroom.
5. Drama also can make language learning memorable through direct experience.
6. By implementing this method, it can stimulate learner's intellect, imagination, and creativity.

7. And finally, it develops students' ability to empathize with others and thus become better communicators.

Based on those theoretical perspectives, it can be concluded that using drama as a method in teaching English as a foreign language gives positive impacts for students and teacher itself. Through drama, students can practice their speaking and can communicate for real-life situation. It also can improve student's creativity, self-esteem, confidence. This technique also emphasize on student centered-learner, thus it can help students to improve their learning and innovation skills in English class.

Among ten techniques and activities in drama teaching method (DTM), the researcher found that drama games is the most complex teaching strategy that used by the teacher in EFL classroom in order to help students to improve their learning and innovation skills. By implementing this strategy in EFL classroom, it gave various benefits for students such as;

1. Drama games encourages students to be creative and spontaneously use the target language
2. It promotes communicative competence
3. It is a fun learning activity
4. It focuses on grammar communicatively
5. It is a student-centered activity
6. Teacher acts only as facilitator and observer
7. It encourages whole class participation and promote healthy competition among the students
8. This activity is suitable for all age level and student's interest
9. It utilizes all four skills (listening, reading, speaking, writing)

There are several steps that can be done in EFL classroom. It is important to underline that the steps can be modified according to the level of students and students' needs. Step by step that can be implemented in using drama games for EFL classroom that suggest by the researcher to improve student's learning and innovation skills, as follows.

Preparation stage

In the beginning of the activity, teacher can ask the students to choose and read a book. It can be a story or an issue book depends on students interests. Student's critical thinking and creativity can be built in this activity. Students will be encouraged in choosing a story book creatively and will use their critical thinking about the story of a book. After students finish read their story books, the teacher will ask the students to divide themselves into several groups. In this stage, students will be practiced to be collaborative with their friends in a group. The teacher will ask the students to sit together with their group and discuss and share about the book that they have read. They also are allowed to give their opinions and comments about other students' book. The way of students in discussing and sharing their experience towards the book that had been read will improve student's communication skill. Each student will participate actively because each student have even chances to share their ideas and opinions.

Production Stage

Next, the teacher gives task-based activity that is drama games. Before it, teacher explains the instruction that students must follow. The teacher can also discuss with students about the criteria that being assessed on the rubric assessment. *(The rubric assessment can be seen in the appendices).* It is better if the teacher doing assessment in three sections; preparation, process, and performance. Student's critical thinking will be built up in this activity. They will think what criteria they want to be assed. After that, each group decides what story they will perform. And do some preparation such as divide the characters, write and modify the story into dialogue, design costumes/music background/props. Students will show their teamwork in this phase. They will work collaboratively and use their creativity in arranging a good drama performance.

The activity may be not done in one session, because the students need time to make preparation such as costumes, props, and music background that can support their performance. During the process, teacher can observe and facilitate the students and help the students if needed. Finally, students will perform their drama in front of the class. By performing the script that they have prepared with their group, students will show their communication, collaboration and creative skills.

Reflection Stage

At the end of the performances, other students from other groups can give some feedbacks towards the performance. The teacher also can ask the students to do peer assessment based on the rubric that have been discussed together among teacher and students. Based on what they have watched, students will communicatively express their opinions and comments towards others performances. At the end of the drama games, teacher's comment and feedback also needed. And the teacher also may ask the students to write a reflection towards their drama games activity. Students will use their critical thinking in reflecting themselves and their group's performance, so in another chance they can do better than before.

CONCLUSION

Preparing 21st century students is a big project for teachers. Teachers must be able to implement fun, creative, and suitable strategies that can help students to achieve the learning objectives and support the students to be able to master the learning and innovation skills, includes critical thinking, communication, collaboration, and creativity. Although there are many challenges for teacher in EFL classroom in doing it such as the mother tongue of students is very strong and it has a big influence. Lack of motivation of students also becomes a big challenge for students in teaching English, because students may think that English is complicated and difficult to be learned. The class-time for English also is very short, thus the teacher lack of time in delivering the materials. Number of students in a classroom is also being a challenge for teacher.

However, in 2013 Curriculum, students are expected to be able to read and understand the meaning of texts and to summarize and present it in their own language. Students also are expected to be able to process of composing the text, and they are accustomed to be able to express themselves and their knowledge in English spontaneously.

Thus, a teacher in EFL classroom must be able to implement creative, innovative, fun and suitable strategy in delivering materials and must be able to help students in preparing themselves as 21st century students. One of the suitable teaching methods to answer this issue is drama teaching method (DTM). This teaching method has various teaching techniques/strategies. Drama games is the most complex teaching strategy that can help students in improving their learning and innovation skills. Each steps of this strategy has power to build student's critical thinking, communication, collaboration, and creativity.

In addition, drama games has several positive implication for students such as can improve student's creativity, develops initiate, responsibility, and ability work in a team, it also helps students to improve oral communication skills and to facilitate use. This strategy is also recommended because it can be conducted in big number of students such as in EFL Classroom in Indonesia. It can be concluded that drama teaching method (DTM), especially drama games is a helpful strategy in preparing 21st students for EFL classroom.

Although Drama Teaching Method (DTM) is one of suitable teaching methodology that can be implemented by EFL teacher in Indonesia, it is highly suggested for student, educator, teacher, or policy maker to conduct follow up research in 21st century skills areas such as; they way 21st century skills integrate into EFL classroom, or integrating English and other subjects for preparing 21st century students.

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CHARACTER-BASED EXTENSIVE ENGLISH READING MATERIALS DEVELOPMENT OF ENGLISH TEACHERS AND STUDENTS OF SECONDARY EDUCATION IN BALI: NEEDS ANALYSIS

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Abstract: Some reading problems are still faced by Indonesian citizens, especially Indonesian students. Reading has not been a part of their daily life. One way to solve those problems is extensive reading. Extensive reading is a kind of reading in which the readers read books for pleasure. There are not forced to find specific information when they read a reading material. This study was aimed at investigating students and English teachers' needs toward an extensive reading material. This study was done in 5 junior high schools in Tejakula Sub-district involving 5 librarians, 7 English teachers, and 148 students. The data were gained through interview and distributing questionnaires. Interview was done with 5 librarians to find out the book collection in those 5 libraries. It was found that all the libraries involved in this study do not have any storybook collection. Investigation was continued to find out students and teachers' needs toward a storybook by using questionnaires. The results of data analysis showed that students and teachers needed a storybook which (1) is written in simple English, (2) contains character education, (3) introduces Balinese local culture, and (4) provides some interesting illustrations. Based on the results, it is suggested to other researchers to develop an English storybook as what are needed by teachers and students.

Keywords: extensive reading, storybook, need analysis

INTRODUCTION

In Indonesia, reading has not been a part of people's daily life yet. Reading is still seen as a difficult process since they consider reading class as a passive class compared to other skills (Royani, 2013). In addition, students perceive that reading is a monotonous, difficult, and uninteresting activity. Besides those problems, there are some other reading problems faced by students in Indonesia. They relates to reading comprehension, reading strategies, vocabulary mastery, bad habits in reading, regressing to read, reducing the speed reading when the sentence they read is the main idea of a text, accelerating the reading speed when they read the supporting sentences of a text, and searching for key words and main idea (Soemantri, 2011).

There are some ways to solve those problems and one of them is extensive reading. Chen, Chen, Chen, and Wey (2013) had investigated the effect of extensive reading on students' reading comprehension, reading attitude, and vocabulary. Their study showed that extensive reading has significant effect on students' reading attitude, comprehension, and vocabulary. It was shown by the experimental group showing better reading attitude, reading comprehension, and vocabulary rather than the control group.

Palmer, the first prominent in applied linguistic who used the term extensive reading in 1936, defined extensive reading as reading book after book that is done rapidly and the readers' attention should be on the meaning, not the language of the text (Tamrackitkun, 2010). When doing extensive reading, readers should not be stressful when they face some unfamiliar and difficult words in the text, they just need to understand the whole meaning of the text. Extensive reading also expects readers to read as many books as possible and it

should be done rapidly. The readers should read large amount of reading materials or books. Renandya, Jacobs, & Yu (1998) also noted that extensive reading is a reading program, that is done individually and the readers read large quantity of reading materials for pleasure or information. This is in line with the notion of extensive reading proposed by Palmer above. In extensive reading program, the readers read books or reading materials that they like and they want to read. It means that reading is personal's responsibility in which each reader reads different kinds or topics of reading. In the case of classroom setting, teachers do not give any intervention to their students in reading. The students are free to choose and pick the book or reading material they want to read. Then each student will read different topics of reading. The readers commonly read as many book as possible. When they finish reading a book or reading material, they will continue to read another book or reading material. By reading rapidly, they read large quantity of books or reading materials. In extensive reading, students read passages for enjoyment and it is aimed to develop student's general reading skill (British Council, 2007). The readers are not forced to find specific information in the reading passage, instead they find pleasure and joy while they are reading. Kirchhoff (2013) defined extensive reading as an approach to teach reading in which the reading materials or books are understandable and meaningful for the learner to help them understand the reading materials and help them to read large quantity of reading materials. It shows that the reading materials used in extensive reading are appropriate and suitable for the readers' level. When they are able to understand the reading materials well, they are also able to read many reading materials. Extensive reading material can be in many forms and one of them is a storybook.

Prowse (2002) proposes 10 principles of extensive reading. Those are (1) extensive reading provides a lot of reading materials or books, (2) the reading materials used in extensive reading are easy and enjoyable, (3) the reading materials should involve readers' emotions and the readers can engage with the text, (4) there are no comprehension questions in extensive reading since extensive reading expects the readers to involve their emotions and feelings in the reading process, (5) extensive reading is an individual responsibility and it is done silently, (6) in the reading process the readers should not use dictionaries since the readers are expected to guess the meaning of some words by analyzing them based on the context where they are used, (7) the range of genres or topics of reading materials is very wide, (8) sometimes it is important to let the readers listen to certain listening materials that are in line with the reading materials to introduce the sounds and pronunciation of some words, (9) extensive reading does not use any kind of formal tests, instead the test are inserted in the reading process, and (10) teachers should participate a lot in extensive reading as role models, discussion partners, and facilitators. Extensive reading is useful to enhance students' language development. Extensive Reading Foundation (2011) mentions several reasons why teachers, especially English teachers, need to apply extensive reading. Those reasons are (1) helping students to enrich their vocabulary, (2) helping students to build their reading fluency, (3) allowing students to meet how a language used in natural context, (4) building students confidence, motivation, and enjoyment in reading. Waring (2012) argued that there are 5 advantages of using extensive reading in English language teaching.

a. In extensive reading, students read at their reading level. The reading materials used in extensive reading are suitable and appropriate with the readers' age and level of learning. It makes them are able to understand the reading materials or books easily. The suitable and appropriate reading materials allow students to process words faster. It also helps students to build automatic word recognition.

b. Extensive reading helps students to build confidence in reading and motivation to read more. It is closely related to the suitable and appropriate reading materials used in extensive. When they read a reading material that is suitable with their level, they will not

find any difficulties in reading. It motivates them to read more and more. It also builds their confidence in reading.

c. Extensive reading helps students to build reading habit. One of the characteristics of extensive reading is students or readers read large amount of reading materials or books that helps students to build reading habits. By reading large amount of reading materials or books, they get used to read.

d. Extensive reading provides opportunity for students to notice new language and patterns. This advantage has strong correlation with the implementation of extensive reading English language learning. Reading materials that are presented in English give chances for the students or readers to notice the vocabulary and grammar used in English. It enriches students' ability to use English.

e. Extensive reading helps students to enrich their vocabulary since they read amount of reading materials. The possibility to notice new vocabulary of a second language is increasing when the readers read large amount of books that are presented in the second language. Extensive reading provides the chances to notice new vocabulary of a second language through reading materials that are written in the second language.

Regarding to the principles of extensive reading; there should be various kinds of reading materials so the students may choose the books they want to read, the researcher conducted an investigation to find out the book collection in the libraries in 5 junior high schools in Tejakula Sub-district. The investigation was done by interviewing the librarians in those school libraries. The results of the interview revealed the book collection of those libraries. The book collection of all those 5 libraries is dominated by the textbook used by students in learning process. The second book collection is kind of manual books in which students can get information how to do thing, such as how to plant a seed, how to breed a pet, how to make a simple furniture, and so on. But those school libraries are lacking of storybook whereas students visiting library to read story. The librarians admitted that most of students love to read storybook. The only storybooks they have are in form of folklore presented in Indonesian Language. In term of English, the school libraries do not have any English book, except dictionaries and English textbook.

According to some experts, storybook brings positive effects to students in term of their learning development as well as their characters. Collie and Slater in 1991 (Pardede, 2011) argued that story in English language teaching provides four benefits. They are as follows.

a. It provides authentic learning material

Language and story are being two things that cannot be separated. Story is presented through language and it uses language in a real context. Story can be an authentic learning material for language students, especially English language learners. Story that is presented using English exposes students to the use of English in real context. Through story students can see how English is used. Students become more familiar with some different forms and conventions in using English.

b. It enriches students' cultural understanding

Story is not only useful for language learning only, it is also useful for building students' cultural awareness. Story provides cultural information about target language and it helps students to learn a new world, see the world from another point of view, find different kind of living and different society. Understanding cultures where the target language is spoken has positive impacts to students' language learning.

c. It advances students' language

Since that story exposes students to the real use of language, story empowers students' four language skills. They are familiar with forms and conventions of English through reading story process. Then students are able to use grammars and vocabulary they get from reading process in other language skills, such as writing, speaking, and listening.

d. It helps students to improve their personality

Students' personal growth is related to the second advantage of using story in English language teaching. Students' cultural understanding leads them to be more critical in thinking and to be more respectful.

The latest study on the effectiveness of extensive reading and storybook in EFL learning had been done by Beyhaghi, Zolfagharkhani, & Zareian (2016). They conducted the research in order to investigate the effect of short story on students' creative writing ability. Sixty eight junior students (58 females and 10 males) of literature at a university in Khorasan Razavi, Iran were involved as participants of the research. The research was designed as mixed methods research. The participants were given a pretest of creative writing task. Pretest was done to find out students' creative writing ability before they were given a treatment. Then they were treated by using short stories in teaching creative writing. It was given for 12 sessions during 4 months. After being treated by using short story, there were given a posttest to find out whether their creative writing ability increased or not. The result of qualitative method revealed that using short stories has significant effect on their creative writing ability, especially in the use of language and language devices. Meanwhile as a qualitative research, the researchers conducted an interview with the students to find out their views toward the use of short stories in creative writing learning. The result shows that the use of short story helped students to enjoy the class. This study described the effectiveness of using short story in learning process. The use of short story in the learning builds an enjoyable and fun learning atmosphere. It helps students to feel comfortable in learning. Later it will affect their ability in create writing.

Salimi & Bonyadi (2016) investigated the effects of reading short stories on learners' vocabulary learning. Forty ninth grade elementary-level EFL learners (20 males and 20 females) were involved as the participants of the study. They were divided into two groups, experimental and control groups. They were both given pretest, but only experimental group that was treated by using short stories. Ten short stories were given to them during the research. Meanwhile the control group was taught deductively the vocabulary items of the short stories. After the treatment, they were both give posttest. The posttest was the same test as the pretest. The result of data analysis revealed that reading short stories had significant positive effects in experimental group students' vocabulary development. It showed that the learners in the experimental group learned new vocabulary through the stories they read during the research. They did not realize that they learned new vocabulary since they only knew that they read stories.

Short stories can be used in many different fields of education. The researches presented earlier showed how short stories were used in EFL learning and proved the effectiveness to help students in learning. Short stories can be a medium of character education. The first research was done by Evy, Widyahening, Hum, Wardhani, & Hum in 2016. They investigated the correlation between literature and character education. This was designed as qualitative research in form of content analysis. The researchers analyzed the documents about literary works. The purposes of the research were (1) explaining and describing the position of character education in literary appreciation and (2) explaining and describing literary works containing the elements of character education. Data triangulation was used to analyze the data gained. The results indicate that literary works can be a medium

for character education. The character education was presented through the events and how the characters in the stories lived their life. Then the researchers described that the literary works can be in form of folklore, short stories, as well as novels. Since literary works can be a source of character education, the researchers suggested introducing students to literary works in their early age to build the characters.

Turan & Ulutas (2016) also explored the use of storybook in character education. Their investigation was to find out teachers' attitudes toward the use of short stories in character education. In exploring the roles of storybook in character education, they used descriptive review method and it was supported by two study groups; the descriptive study group and the focus interview group. There were 245 teachers involved in the descriptive study group, while there were only 24 teachers participated in the focus group. All participants agreed that character education was important for teachers and students. They also believed that using picture storybook was a helpful medium for character education. But they realized that they were not competent enough to deliver character education through picture storybook. Even though they realized that picture storybook could be used in character education, they still emphasized on the importance of role models for students in character education. They thought that teachers have essential role in character education since they are models for their students.

METHOD
The study was conducted in 5 junior high schools in Tejakula Sub-district, they are SMP N. 1 Tejakula, SMP N. 2 Tejakula, SMP N. 3 Tejakula, SMP N. 4 Tejakula, and SMP N.5 Tejakula. Subjects of this study were English teachers and Junior High School Students in Tejakula Sub-district. It involved junior high school students in Tejakula Sub-district and english teachers.

The instruments used to collect the data were interview guide and questionnaires. The interview was done by interviewing 5 librarians in 5 junior high schools in Tejakula Subsitrict. Meanwhile, the questionnaires were distributed to the students and English teachers. Data obtained in the interview were analyzed qualitatively by describing them. Meanwhile data gathered through questionnaires were analyzed quantitavely by finding the percentage.

FINDINGS AND DISCUSSION
This section presents the results of the research and relates them to the theories underlining this study.

The interview was done between the researcher and 5 librarians in 5 school libraries in Tejakula Sub-district. It was done to find out the book collection in each school library. Based on the results of the interview, the book collection of all those 5 libraries is dominated by the textbook used by students in learning process. The second book collection is kind of manual books in which students can get information how to do thing, such as how to plant a seed, how to breed a pet, how to make a simple furniture, and so on. But those school libraries are lacking of storybook whereas students visiting library to read story. The librarians admitted that most of students love to read storybook. The only storybooks they have are in form of folklore presented in Indonesian Language. In term of English, the school libraries do not have any English book, except dictionaries and English textbook. Based on

the results of the interview, it is needed an extensive reading material in form of a storybook. They love listening and reading a story. This is what was stated by Žigárdyová. Žigárdyová (2006) defined a story as something that everybody familiar with and everyone loves to listen to stories. In Indonesia, especially in Bali storytelling has been a part of culture. It is known as bed time story and it is called as *mesatua*. Since that everyone loves reading and listening to a story, the research decided to develop a storybook. When people love listening and reading stories, they will enjoy their time to read and listen to stories. Stories bring fun a joy atmosphere. People, in this case students will feel more comfortable to read.

The investigation was continued to find out students and teachers' needs towards a storybook by using questionnaires. The questionnaires were distributed to 148 junior high school students and 7 English teachers in Tejakula Sub-district. It was done to find out their needs toward the development of storybook. The questionnaires were validated by 2 experts and the validity was analyzed using Gregory Formula. Meanwhile the reliability of the data was analyzed using SPSS by finding out the Cronbach 's Alpha coefficient. The data gained through questionnaires were analyzed using SPSS to find out the frequency.

Based on the analysis, both students and teachers needed a storybook with following criteria.

a. A storybook which is written in simple English

The results of need analysis revealed that English teachers and all junior high school students in Tejakula Sub-district needed an English storybook that they can use to learn English. This idea is supported by Rossiter. Rossiter (2002) in Karabacak & Erdem (2015) defined story as educational material providing effective learning since it is related students' real life and entertaining. The effectiveness of using story in learning had been investigated by Beyhaghi, Zolfagharkhani, & Zareian in 2016. They invetigated the use of stories to help students to increase their creative writing skill. They found that the use of stories in the learning could bring fun and ejoyable classroom atmosphere. It helped the studenst to feel enjoy and happy in learning. It affected their creative writing skill. Their creative writing skill increased after they were treated by using stories. This is also stated by Erkaya (1992) that reading short story reinforces students to develop their four language skills; reading, writing, listening, and speaking. Littlewood (2000) in Handayani (2013) stated that using story as context in English language teaching enables students to have better language understanding since story provides real world experiences, relationship between society and people where the target language is spoke. Collie and Slater in 1991 (Pardede, 2011) mentioned 4 effectiveness of using story in learning. One of them is short story advances students' language understanding. It is because students are exposed to a language while reading a story. They specifically learn new vocabulary by reading a lot of stories. It was confirmed by a research conducted by Salimi and Bonyadi in 2016. They investigated the effects of reading short stories on learners' vocabulary learning. Their research revealed that reading short stories had positive effect on students' vocabulary mastery. It means that the use of short story was effective to help students to enrich their vocabulary mastery.

b. A storybook which introduces character education

Both teachers and students also needed an English storybook in which they can build and develop their character. This is suitable with the general objective of the Indonesian literacy. It is mentioned by Direktorat Jenderal Pendidikan Dasar dan Menengah (n.d.) that students are expected to build and develop their characters through reading a lot. It can be said that reading habit helps them to build and develop their character. Regarding to the

students and teachers' need as well as the objective of the literacy program, the researcher decided to develop an English storybook containing character values. Collie and Slater (1991) also emphasized on the same thing (Beyhaghi et al., 2016). They believed that stories help people to improve their personality. People find many characters in a story and they even find much more characters if they read more stories. Each character they find a story has different personalities. Those can be models for readers to build their characteristics as well as improving their personalities. The use of stories as media to build character was found out by Turan & Ulutas (2016). Through their researcher, it was found that teachers perceived that storybook is a useful and beneficial tool for character education. They found themselves were competent in delivering character education by using picture storybook.

c. A storybook which introduces local culture

Besides being a character based English storybook, the storybook developed in this research was designed as a culture based storybook. Culture in this study is defined as local culture, Balinese local culture. This is suitable with the definition of local culture according to Cortazzi and Jin (1999) that local culture or source culture refers to students' own culture (Hermawan & Noerkhasanah, 2012). The researcher integrated some Balinese local culture in the storybook. It is expected that the storybook is a medium of introducing and conservation their local culture. This is suited the goodness of using story to enrich students cultural understanding mentioned by Collie and Slater in 1991 (Pardede, 2011). Erkaya (1992) pointed out the similar view that story is a useful to introduce culture understanding. Stories provide chances for students to meet new culture. When they meet new culture, it will help them be more aware on the existence of cultures in the world, including their own local culture. They may find new things of their own local culture in the stories they read. This storybook is expected to be a medium for Balinese students to know and understand more their own local culture since they start to ignore their own local culture. The integration of local culture in English language learning was appreciated by 15 teachers of KAU Community College, Jeddah and 25 English teachers in Middle East and India. They responded the integration of local/context culture in English learning positively. Local culture in English learning led them to do better teaching since they thought that English language learning should be well connected to the local culture. That was a research done by Khan (2014). Outside the English language learning, the integration of local culture is effective to help students in science learning. The research on this field had been done by Kurniawati et al.(2017). They implemented the comic and Jember local wisdom as integrated science learning materials. Then they investigated the effect of the culture-based science learning material on students learning outcomes. It was revealed that culture-based learning materials were effective to help students improve their learning; affective, cognitive, and psychomotor domains. The students enjoyed the class since the materials were contextual which they could implement it in their daily life.

d. A storybook with interesting illustrations

The pictures in the storybook are aimed at helping students to understand the stories better. Smallwood mentioned the existence of pictures in a storybook as consideration to select a good storybook for students. A good storybook should provide pictures to help readers understand the story. This is also supported by Malu (2013) who mentioned similar idea that a storybook is a book with pictures and texts in it. They together tell the story. Pictures in a storybook help students or readers to transform their imagery world to the concrete world (Turan & Ulutas, 2016).

Those are the results of need analysis that was done by distributing questionnaires to 148 junior high school students and 7 English teachers in Tejakula sub-district.

CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis, it can be concluded that both teachers and students needed an extensive reading material in form of a storybook. The storybook should be (1) written in simple English, (2) containing character values, (3) inserting with Balinese local culture, and (4) useful to learn English.

Then it is suggested for other researchers to develop a storybook as what are needed by teacher and students.

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MOBILE LEARNING IN TESOL CLASSES IN INDONESIAN HIGH SCHOOLS CONTEXTS:
TEACHERS AND STUDENTS' PERSPECTIVES

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Abstract: This study focuses on investigating mobile learning (m-learning) implementation in TESOL classes in Indonesian high schools, particularly in Bali. It underscores in the teachers and students' perspective, as well as exploring m-learning practice in this context. This study involves 50 participants; 15 teachers and 35 students selected through random sampling from all regencies in Bali. It applies a mixed method approach and uses triangulation data collection through questionnaire and semi-structured interviews. It is obtained that both teachers and students show a consensus in addressing m-learning as an effective method to enhance students' English skills. Although it has brought many favourable leverages, some challenges also occur during its implementation. Therefore, several suggestions are also presented to improve m-learning practice in this context.

Keywords: m-learning, TESOL, teachers and students' perspective

INTRODUCTION

In line with the advance of technology development, there is a ubiquitous use of digital devices at Teaching English to Speakers of Other Languages (TESOL) class, including in Indonesian high schools. The integration of mobile technologies to support education, or what is called as 'Mobile Learning' (m-learning), has been considered as a powerful catalyst in transitioning from conventional to the modern way of teaching, that fits in the 21st – century education (Cochrane, 2013). M-learning is also believed could underscore the learner-centred pedagogy that shifts learning to be "personalised, contextualised, and unrestricted by temporal and spatial constraints" (Crompton, 2013, p.47).

This study investigates teachers and students' perspective of m-learning implementation at TESOL classes in Indonesian high schools, particularly in Bali province. M-learning implementation is one of the controversial current issues in this context. The issue raises after an oral mandate announced on January 2018 by the provincial government of Bali. The mandate is about allowing students to bring mobile devices to school, where before it was banned entirely. The government also gives flexible autonomy for school to form specific policies in managing the use of the mobile device at school. However, high schools in Bali show pros and cons reaction regarding this situation. Some of them still restrict the use of mobile devices in classrooms, where other schools utilise it optimally in supporting lessons.

Therefore, this research is conducted with two main purposes, such as:

1. To investigate the perspective of TESOL teachers and students towards the implementation of mobile learning in Indonesian high school contexts
2. To investigate the current uses of mobile learning in TESOL classes in Indonesian high school contexts.

In line with the purposes of the study, two research questions formed to obtain the data required, which are:

1. What are the perspectives of TESOL teachers and students towards the implementation of m-learning in Indonesian high schools' context?
2. What are the current uses of mobile learning in TESOL class in Indonesian high schools' context?

In transitioning education to be fitted in this 21st – century learning, the integration of digital technologies in TESOL classes is viewed to be a potential strategy in enhancing students' language skill and motivation to learn (Walker and White, 2013; Stevens and McGuinn, 2004; Hyland, 2003).

Furthermore, Fortunasari (2016) argues that the Indonesian government has supported the integration of digital technology in the education system including English subject by forming several policies in 2003, 2007, 2008, and 2009. However, the integration of digital technology in education is still unmeasurable. The result of her study shows that the Indonesian government has taken adequate steps to enhance technology immersion starting with word processing, multimedia programs, communication and social media tools (ibid).

Even though mobile learning has been implemented initially from 60 years ago (Sharples and Roschelle, 2010), it is considered as a new term that starts to be recognised in 2005 (Crompton, 2013). Along with the rapid development of technology, m-learning has been developed and ubiquitously used in various teaching and learning contexts around the globe.

The early implementation of m-learning is viewed to be limited and dominantly connected with e-learning practice rather than utilised as an independent method. It might be influenced by the limitations of early mobile device features, such as functionality, screen size, processor speed, and battery life (Crompton, 2013). Although the mobile technology was not easily accessible and intuitive at that time, the result of this study showed that successful learning should fit with various contexts including daily activities and informal learning environment.

The massive improvement of digital devices has brought positive influences on today's m-learning implementation. It could be perceived by numerous production of affordable and cutting-edge mobile devices, such as smartphones, MP3 players/ iPods, tablet PCs/iPads, and so forth. Besides, the number of educators who apply m-learning is also increasing (Cinque, 2013), as they perceive it as an effective method to enhance TESOL classes. Moreover, Holubz (2018) argues that more students also demand m-learning implementation as the use of mobile devices has become today's daily lifestyle. In other words, m-learning practice is believed to provide a channel in linking the theoretical knowledge acquired in the classroom with students' real-life contexts and evolving a lifelong learning experience that potentially suits advanced English teaching and learning.

METHODS
Research Design
This study applies a mixed method: qualitative and quantitative research. Combining two different methods within a piece of research quite often raises "question of movement between paradigms at the level of epistemology and theory" (Brannen, 1992, p.3) as each method has a different approach and data analysis. This study decided to use a mixed method to gain robust triangulation data that rich in numerical statistic and more profound insights towards the topic focused. The quantitative method is applied to attain enumerative data collection as this study aims at portraying m-learning practice in a whole Bali province.

Besides, this study also applies qualitative research as it helps in providing a well-grounded source with rich description and explanation about the topic investigated (Bazeley, 2013). Considering the research questions that embark in perspectives of the participant, qualitative research would suit in digging authenticity and the detail element of analysis. Hence, the mixed method is used to provide valid and reliable data in supporting the result of this study not only its quantity but also the quality of in-depth findings.

Setting and Participants

In choosing the sample, this study adopts a random sampling method by sharing online questionnaire with people who match on the criteria; high school English teachers and students in Bali, Indonesia. In finding a representative sampling from different situations in this context, this study has gathered the data from all nine regencies in Bali. For the questionnaire, it has selected 15 English teachers and 35 students. After reviewing their answers and confirming to be interviewees, three from 15 English teachers and three from 35 high school students are chosen to do the interview. In selecting the six interviewees, this study uses matching criteria as follow:

Teacher / *Location*	*Capital Area*	*District/remote area*
Senior teacher	*n/a*	*Yes*
Junior teacher	*Yes*	*Yes*

Table 1. Teacher interviewees criteria

Student / *Location*	*Capital Area*	*District/remote area*
Student	*Yes*	*Yes*
	yes (experienced both)	

Table 2. Student interviewees criteria

Data Collection Methods and Analysis

Collecting valid and reliable data on belief/perspectives of the teachers and students in this context requires detail and careful planning (Black, 1999). Thus, this study always reminds all participants that there are no right and wrong answers as the aim is gaining a clear portrait of how mobile learning is viewed and used in Indonesian high school context, particularly in Bali. Besides, all findings are written anonymously to avoid personal data being exposed and follow the ethics procedure. In attaining a robust result, this study applies triangulation data collection through questionnaire and semi-structured interview which are explained in the following sections.

Questionnaire

This study distributes a questionnaire in acquiring the quantitative data regarding perspective and current use of mobile learning from 15 teachers and 35 students in various high schools in Bali. Through the questionnaire, it could obtain reliable data from the representative sample as well as reach the targeted areas and community well (Black, 1999). Furthermore, it

would also offer easier access to find suitable participants for the next data collection - the interviews.

The questionnaire is distributed online using *surveymonkey.com*. The rationale for choosing this platform is it could provide the layout and structure of intended in this study. Although it is quite costly to upgrade its features, all questionnaires have been distributed well without any occurrence of significant matters. Besides, the questionnaires are provided in two languages, Indonesia and English, to give more opportunities for participants to express their opinions. Additionally, at the end of the questionnaire, a question is also added to invite volunteers to do an interview about this topic.

Both teacher and student questionnaires are designed in five sections:

Section	Form
General section includes confirmation to join the questionnaire, their school location, and frequency of using mobile learning within a particular period	Multiple choice
Purpose of mobile learning in their context	Likert scale
Their perspective regarding mobile learning	Likert scale
The practical use of mobile learning in English teaching and learning	Likert scale
Elaboration of their answer	Open-ended question

Table 3. Questionnaire section

Semi-structured interview

Besides a questionnaire, this study also conducts semi-structured interviews with selected participants in compiling a reliable data. In semi-structured interviews, the researcher should have a clear overview of the topic to infer and form suitable prominent questions in advance. Later, some branch questions could also be developed from the domain points to acquire more detailed information and clarify unclear statements from the participants during the interview.

In choosing the participants, this study uses the categories illustrated by the tables 1 and 2 in the Sampling section. Three English teachers and three high school students are selected to be the interviewees. Similar to the questionnaire, the participants are allowed to use English and Bahasa Indonesia to provide more opportunities in expressing their opinions.

Before doing a qualitative analysis, the interviews are translated and transcribed. Translation is mainly 'a boundary crossing between two culture' (Hallai, 2007, p. 345) that is needed in this particular cross-cultural research. Besides, the writer acts as a narrative researcher who more likely focuses on the whole paragraph "seeking to preserve the total integrity" of the text and flow of the interview (Bazeley, 2013, p. 75).

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In analysing the data, this study creates specific coding data, particularly for the interview results. The detailed coding is provided in table below

Code	Meaning	Location
P	Perspective of mobile learning	I1 T11(Interview 1 Turn 11)
B	Benefits, positive points of mobile learning	I2 T12(Interview 2 Turn 12)
L	Limitation of mobile learning	I3 T13(Interview 3 Turn 13)
U	Use of mobile learning (example)	I4 T14(Interview 2 Turn 14)
S	Suggestion of mobile learning	I5 T15(Interview 5 Turn 15)

Table 5. Data coding

For instance, addressing to perspective taken from interview 1 line 8 the code is *PI1T8.*

Following the ethics procedures, all participants join the questionnaire voluntarily without any pressure or tense from other parties. Borg (2010) emphasises that good ethical research should ensure that all participants are respected and causing no negative consequence. Thus, the consent form is distributed to all participants involved and all recording has been conducted under participants' agreement. Besides, the data are written anonymously by not mentioning any individual and school name to provide confidentiality of the result of this study. Participants also have the right to withdraw from the research.

FINDINGS

The Result of Questionnaire

The questionnaire involves 50 participants; 15 teachers and 35 students from 9 regencies in Bali, Indonesia. The explanation is underscored under four main aspects: (1) general information of the participants which includes the school location and frequency of applying m-learning; (2) purpose of m-learning; (3) perspective towards m-learning; (4) the practical use of m-learning in teaching and learning English.

The frequency of applying m-learning

This study takes two different ratios in measuring the frequency of applying m-learning between teachers and students. In teachers' questionnaire, this study sets 'per semester' as the ratio in measuring the frequency of m-learning applied in their English classes. Meanwhile, in students' questionnaire, it is set 'per week' as students have more opportunities to use m-learning outside of the classroom as well.

According to the data, there is a slightly different from teachers who apply 1- 3 times and more than six times within a semester. It shows that there are seven teachers (47%) that apply mobile learning 1 – 3 times, two teachers (13%) who do it 4-6 times, and six teachers (40 %) who apply it more than six times per semester. Moreover, as predicted, the students use m-learning quite often to improve their English inside and outside of school. It is reported that 20 students (57%) use m-learning 1 -3 times, eight students (23%) do it between 4 – 6 times and seven students (20%) apply it more than six times per week in enhancing their English. Additionally, none teachers or students have not applied mobile learning in their context.

Purposes of mobile learning

From the 15 teachers participated, it is shown that they most frequently apply m-learning to provide fun English classes at 87%. Besides, the percentage of using m-learning to support teachers' explanation and to help students working with the task is quite high, reaching the

same level of 80%. Another same percentage is gained in; providing personalised learning and giving homework for students, which both are 73%. Moreover, 66% of teachers also apply m-learning to arrange for English learning outside the classroom. Although teachers in this context most rarely use m-learning to do assessment/evaluation, which reaches 53%; the percentage is still considerably high.
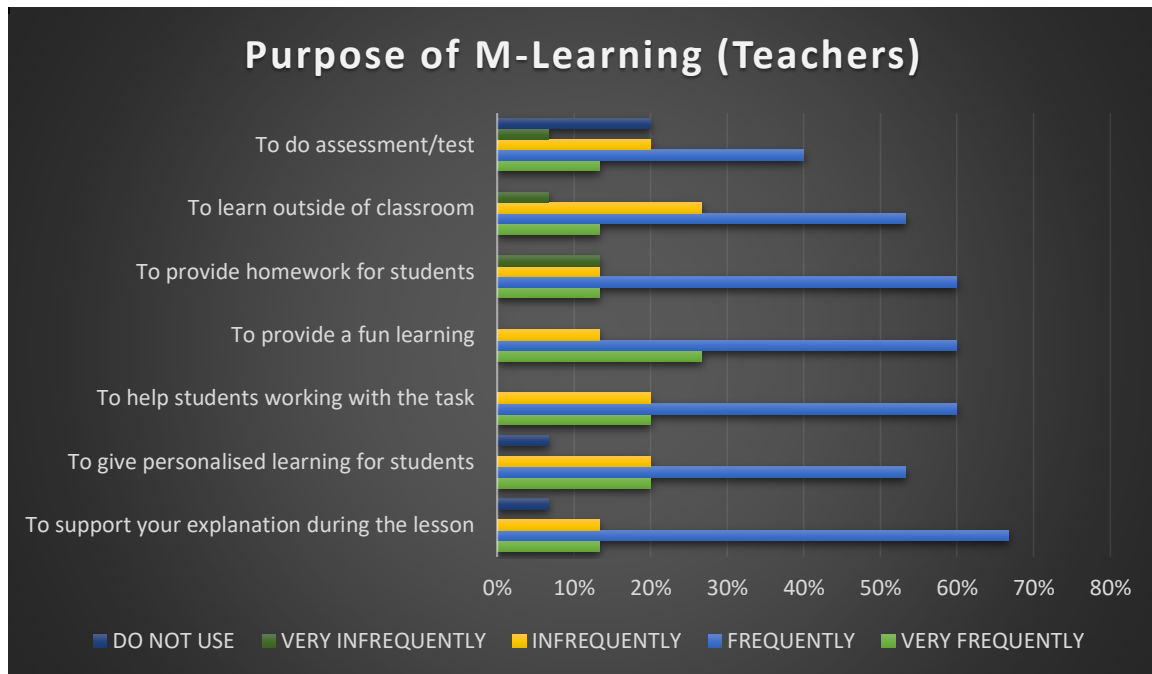
Figure 1. Purposes of m-learning (Teachers)

The students' questionnaire obtains a moderately different result from the teachers. It is reported that students mostly use mobile learning to learn outside of the classroom for 91%. The percentage of using m-learning to work with the tasks is also quite high, reaching 88%. Besides, there is a slight difference in doing m-learning to enhance understanding of the materials and to work on homework, which is 86% and 83%. It is noted that 71% of the students use it to have fun English learning. Meanwhile, only 29% of the participants have experience or do m-learning for assessment/evaluation purpose.
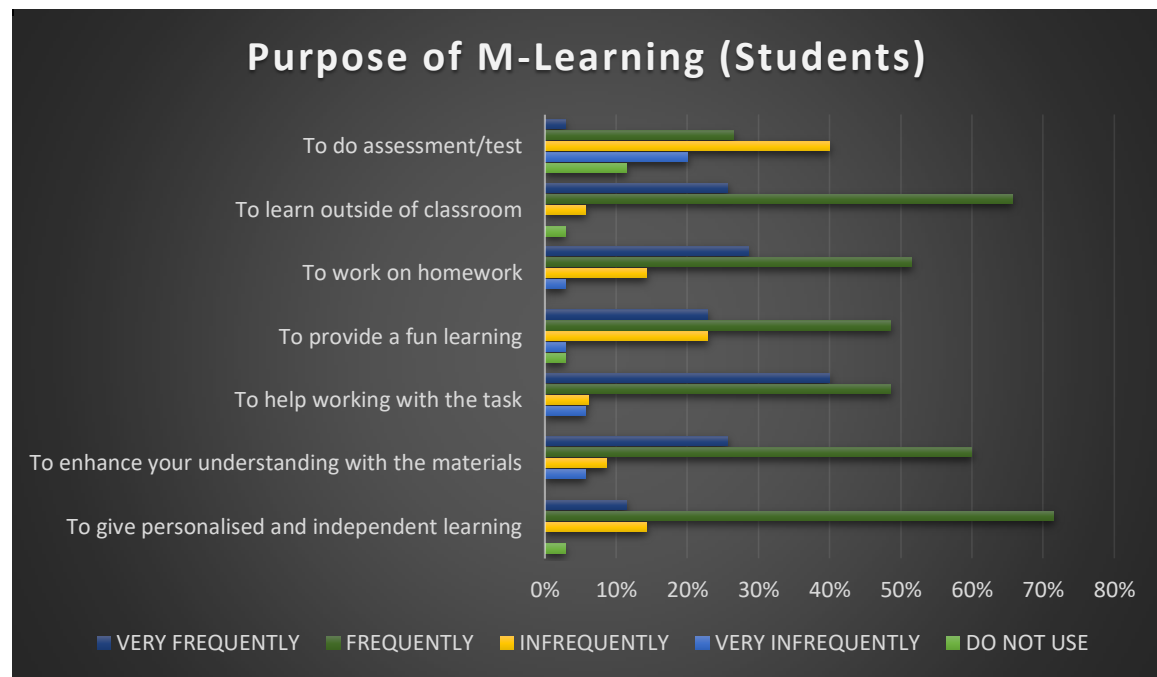
Figure 2. Purpose of m-learning (Students)

Perspective on mobile learning

Another important aspect that becomes the major focus of this study is investigating teachers and students' perspective towards mobile learning implementation. Based on the result of the questionnaire, it shows that 14 teachers (93%) agree on the importance and effectiveness of m-learning in enhancing students understanding and English skill as well as providing personalised learning for them. The result also reflects that 66% of the teachers agree that m-learning brings more benefits rather than problems in their context. The same percentage is also obtained regarding teachers' agreement in allowing students to use mobile devices to support English classes. M-learning might be significantly required as 67% of teachers believe that the textbooks cannot cover the whole materials.

Although almost all participants agree that m-learning brings more positive than negative impacts, some obstacles still occur in its implementation. It is reported that nine participants feel confident with their computer literacy, one teacher who is neutral, yet five of them are still unconfident in integrating mobile technologies in the classroom. It reflects that even though that they are aware of its advantages, some significant matters like poor computer literacy could be an influencing reason why they could not apply m-learning optimally. Another issue that occurs is limited technology facilities provided by schools. Besides, only less than half of the teachers (47%) who agree that the students have adequate skill in operating mobile devices for educational purpose and suitable with students' English level to do independent study through m-learning.
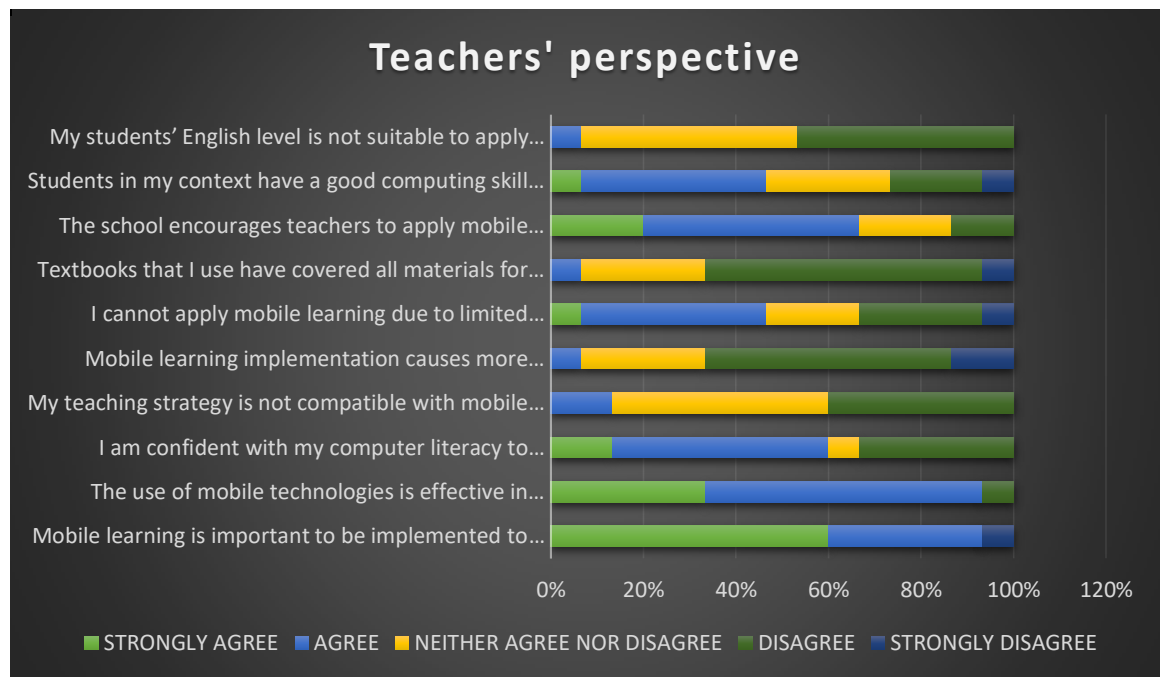
Figure 3. Perspective towards m-learning (Teachers)

Furthermore, it is found in the students' questionnaire that 92% of the students agree that m-learning is essential to be implemented in enhancing their learning skill and providing personalised learning. 86% of them also agree that the use of mobile technologies is considered to be effective in supporting their English learning. They believe that m-learning brings more benefits than drawbacks to their learning progress (71%) and encourages their motivation to learn (86%).

Moreover, 85% of students agree that the school should encourage the implementation of m-learning at school, as they feel that textbooks used in the classroom cannot sufficiently cover the materials (63%). Besides, they state that m-learning could provide learning outside of the classroom which offers more fun learning experience (69%). Even though 77% of the students feel confident with their computer literacy, only 19% of the students who agree to do an independent study with m-learning. It seems that they still require teachers' guidance in explaining the materials or helping them with the tasks.
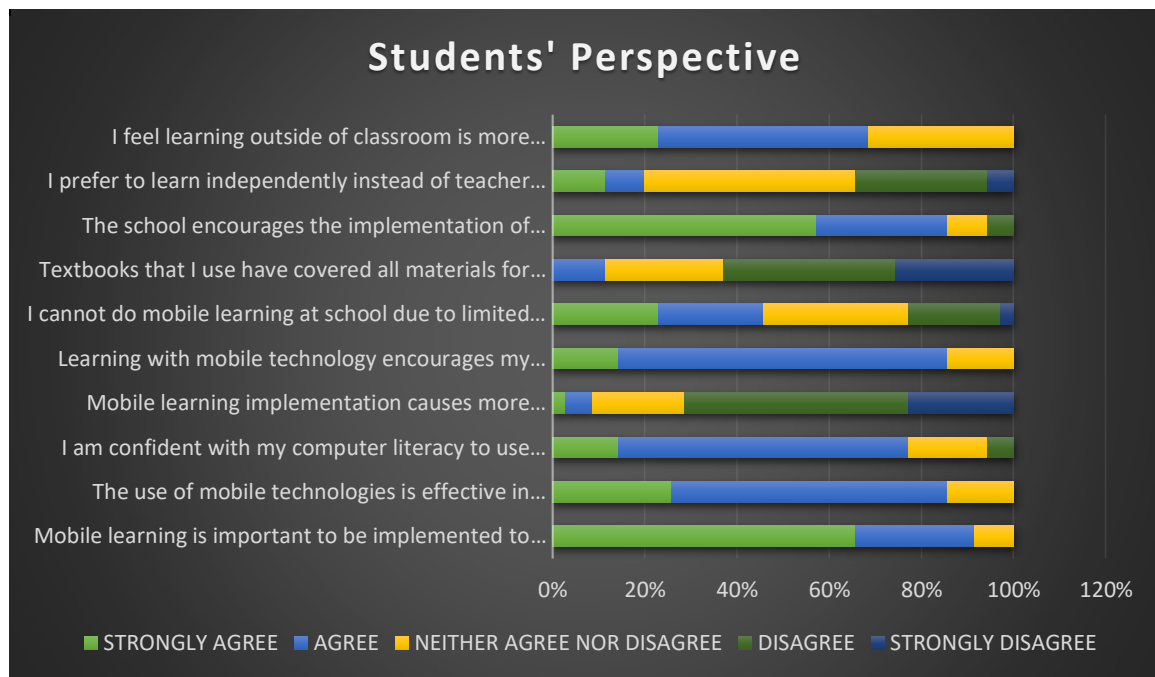
Figure 4. Perspective towards m-learning (Students)

The practical use of m-learning

This section covers some practical uses of m-learning in TESOL class from teachers and students' perspectives. The teachers' questionnaire shows that the most frequent practical example of m-learning is accessing the internet through mobile devices. They believe that easy access to the internet become a significant aspect to enhance students' accomplishment during the lesson. The second most frequent use is accessing online dictionary to translate or find the meaning from difficult words. It is faster and provides an immediate answer compared to use printed dictionary. Downloading and uploading materials are the third most frequent use in TESOL classes in this context. The next practical use of m-learning is reading online materials. The teachers feel that it is easier to share the materials online, so they do not need to print it and can be accessed anytime and anywhere.

Teachers also apply m-learning to aid students to be more independent in searching additional information to enhance their comprehension towards materials given. The integration of mobile devices into TESOL class also make teachers easier to communicate with students via email, text, or online groups. The communication purposes could also be varied; either sharing information, providing a quiz, or giving an announcement. Moreover, the use of social media and features like camera, voice note and so on, have gained a same rate. Some teachers are still in doubt in integrating social media to their English class as students might be easily distracted. Meanwhile, teachers most rarely use language learning applications (i.e. *Duolingo, Rosetta Stone*) in their m-learning practice.

Similar to the teachers' answer, the students mostly use mobile devices in m-learning to access internet and online dictionary. However, the rest practical uses from the students' perspective are quite different from the teachers' views. Based on the data, the third most frequent use is searching for more information and an explanation of the materials discussed. The students usually do this either during the lesson or outside of class to acquire a better understanding towards the topic. The next m-learning practice is the use of social media. In contrary with the teachers, the students in this context feel that social media could be a great

platform for them to communicate with a broader audience including English native speakers in enhancing their language skill.

While the teachers rarely apply it, the students rank the use of language learning applications, particularly *Duolingo*, as the fifth most frequent. This kind of application provides levels and badges that could encourage them to keep practising their English skill. The next frequent practical use of m-learning is taking note digitally. Instead of doing handwriting, it is quicker to take a photo or screenshot of an important message through mobile devices. The next use is reading, downloading, and uploading materials online. Support of mobile devices offers convenient and flexible access for them to do m-learning anytime and anywhere. The most infrequent use from the students' perspective are using mobile devices features like camera, voice note; and sending email or text.

The Interview Result
Perspective towards mobile learning

Overall, there is a linear perspective between teachers and students towards m-learning implementation in TESOL classroom. Both parties have a similar point regarding m-learning, in which they assume it brings positive impacts towards English teaching and learning. One of the teachers believes that although mobile devices are banned previously, many students are sneaky and still bring it to school secretly. He realises the situation and tries to make use of it in a positive way. After the government changes the regulation, he has more opportunities to develop m-learning practice and the students also enjoy the integration of mobile devices as media of learning in their English class.

From the students' perspective, they also convey a similar point of view. They agree with this new regulation and support the use of m-learning in TESOL class as it is considered to be useful and encouraging. However, they are aware that many students also use mobile devices negatively during the lesson. This aspect is elaborated by a student interviewee as follow:

> "Yes, I strongly agree. By bringing mobile devices to school, it allows me to do many things like getting more information about the task, searching on the internet, and many more. But, to be honest, the students don't use the mobile devices for positive usage only. Sometimes we use mobile devices to cheat on the test, search inappropriate websites, or open our social media accounts." - PI6T10 – Interview 6

Thus, it can be seen that both teachers and students have the similar consensus regarding this topic. They mostly agree and support it, yet, several actions should also be taken to avoid harmful sides of digital technology integration. It is expected to help the transition of Indonesian education, including the implementation of m-learning to enhance English teaching and learning.

Practical use of mobile learning

The result of questionnaire and interviews are quite synchronised as teachers and students mostly use to access internet and searching for difficult words. Besides, some teachers also apply m-learning to support learning outside of the classroom, such as making an online group to boost students' motivation to learn outside of school. Another teacher also conveys that students should apply the knowledge gained in the classroom in a real-life situation to create a better learning experience for them. M-learning works perfectly in supporting outdoor learning in his context.

Moreover, the students state that they have done quite various m-learning practices to improve their English skill. A student interviewee emphasises that m-learning could provide a personalised English learning based on their interest. Besides, the students also explain that the frequency and purposes might be varied depending on their situation. For instance, during assessment week, they do m-learning even more than usual. A student interviewee conveys that:

> "Last time when I have a test I applied mobile learning almost every day. For example I use Quipper and Duolingo to learn English, searching materials on the internet and watching Youtube videos. In another situation like right now when I have passed the test, I probably use mobile learning around 4 times a week, but the purpose is only for fun." UI6T20 – Interview 6

M-learning also offers flexibility in sending and receiving support and feedback. It mediates a more comfortable communication between teacher and students, despite time and space limitation. For instance:

> "In our school we use an application called Schoology, where the teachers share the materials for the next class there. Once, they have tried to give an online test there too. And we also have an online class where the teacher still can teach even though she is absent. She opens the online class, so the students can still communicate with the teacher if we have problems in answering the tasks." - UI5T18 – Interview 5

Hence, it could be reflected that there are various beneficial practices of m-learning that teachers and students could do to enhance English teaching and learning. In this digital age, the integration of mobile devices become essential in providing students with rich source of information and enhancing communication among teachers and students.

Benefits of mobile learning

After gaining some insights from the questionnaire data, this study investigates in-depth about the benefits of mobile learning practice experienced by these teachers and students.

The first essential benefit is flexible access to extensive resources on the internet. A teacher interviewee highlight that m-learning is very helpful as it could reach materials that has not been covered by the books in the classroom The student interviewee also agrees on this benefit. She mentions that sometimes the information provided on the internet is more encouraging and meet our interest rather than the one on the textbook. Thus it potentially gives another alternative to intensify their grasp towards materials given.

The second benefit underscore by the teacher interviewee is m-learning encourages students' independent and inquiry learning. Meanwhile, in line the questionnaire result, the students prefer to have balance input either from teachers or find it personally on the internet. In other words, students are still encouraged to do independent learning, yet, teachers' clarification is still necessary to avoid the occurrence of misconception or misunderstanding. The third benefit is flexibility to conduct assessment and provide feedback. A teacher interviewee states that:

> "Another benefit is let's say on the day of test, a student unable to come to the school. The student is still able to do the test by using mobile learning as they can do the test anywhere and anytime. So I don't need to reschedule for the student." -BI2T42 Interview 2

The fourth benefit is m-learning support personalised learning. A student interviewee conveys that:

> "If the materials are only given at school when we don't have any motivation or good mood to learn, it would be not effective. But with mobile learning, like myself, I like to study early in the morning. I can access the materials and study based on the time that suits me best. So I can understand the topic better." - BI6T22 –Interview 6

In other words, m-learning gives opportunities for the students to re-read and manage their pace, time, and place that suit them best. Thus, by providing personalised learning, it might improve students understanding of the material.

The last significant benefit is providing fun learning. All interviewees highlight this positive impact as it is one of the main reasons for m-learning implementation. The teacher interviewee tells that with m-learning, his students are eager to learn as the atmosphere is less tense and media use is more attractive Besides, the student interviewee also argues that using language learning applications is fun, challenging, and encouraging to keep practising her English. Thus, it can be assumed that m-learning has brought positive leverages on English teaching and learning for participants in this context.

Limitations of M-Learning

Despite its benefits, there are several challenges faced by teachers and students. Between city and rural area, they mostly have similar issues, either from internal or external factors. One significant internal issue faces by the teachers is inadequate computer literacy. A teacher interviewee argues on this point as follow:

> "As a teacher, I actually interested in applying mobile learning. The problem is I do not master the internet, so I cannot use computers properly, and I only know the basics." LI1T60 – Interview 1

On the students' side, the internal issue perhaps relies more on their mindset. They feel that m-learning is still rather new for them and it needs time to do transition and adaptation from conventional to the modern way of learning. Besides, many students still rather view mobile devices as entertainment or communication purpose instead of media of learning. This kind of mindset also becomes an influencing factor that distracts students' learning progress.

The interviewees add that ethical problem, particularly plagiarism as another drawback. They could easily copy and paste information obtained from the internet or cheat on their tasks. Firm action towards this issue and more exercise to reference and paraphrase are required to reduce the occurrence of ethical problem in m-learning practice.

Moreover, the external factors could be varied. There is a situation where most of the students are coming from low financial family, and they probably cannot afford to buy mobile technologies like laptop, smartphone, tablet, and so on. It could be worse if the school also cannot support adequate technology facility for the students.

Besides, the technical issues also become the main obstacles, particularly poor internet connection. The students also face this situation outside of the classroom. The student interviewee conveys that even one of her friends who lives in a rural area needs to go to the centre of town to get a better signal. The poor connection could also be a huge problem during online test. A student interviewee elaborates that:

> "When the signal is bad. It is very frustrating especially in doing the online test. We might get problem in answering the test or even worst we have to redo the test due to poor connection." - BI5T32 – Interview 5

Classroom management also becomes a pitfall for teachers. The teachers admit that they face a significant challenge in controlling students as they have opportunities to access unrelated/inappropriate information during lesson and become easily distracted by their mobile devices. Moreover, the student interviewee also conveys a similar point, in which using mobile devices require high concentration, otherwise, it could distract the learning process Thus, the students are demanded to commit and use mobile devices wisely during teaching and learning process.

Suggestions to Enhance M-Learning Practice

Reflecting on the challenges of mobile learning practice conveyed by all participants, three prominent aspects are highlighted based on the interview results. Firstly, providing training/workshop for the English teachers to improve not only their teaching strategy but also their computer literacy. All interviewees underpin this point. The teacher interviewee states that:

> "My suggestion is the teacher should be trained or given a workshop for TESOL class because not all teacher, mostly the older one which are over 50s most of them do not know how to operate the mobile devices and use the internet. It will be better and great if you can train all the teachers by asking the government to have a workshop or seminar for applying mobile learning." SI1T58 – Interview 1

This point is not only highlighted by the teachers but also from the students' side. They also add that students require socialisation to adopt m-learning optimally, considered it is quite new for them. The students' mindset should be changed to make them realise about the advantages that could be brought by m-learning.

The next suggestion offered by the teacher and student interviewees is providing equal technology facility. It is essential, particularly for schools in rural area where many of their students coming from low financial family. The last suggestion is forming a school policy that could manage the use of mobile devices at school. It is necessary to prevent the occurrence of the ethical issue like plagiarism, access to inappropriate websites, or cyberbullying.

It can be concluded that their suggestions focus on three prominent aspects, which are conducting more workshop for teachers and giving more m-learning activities for students to change their mindset; providing adequate technology facilities; as well as forming school policy to manage the use of mobile devices at school. It is expected that these suggestions could be followed up by related parties such as school committee or provincial governments, in escalating m-learning practice in each school.

DISCUSSION
This study highlights some significant correlations between the teachers and students' perspectives in this context. Teachers are suggested to be more selective in choosing materials and design the activities for students' m-learning. For example, sending a bunch of presentation slides through the school's application is still not fully productive. Although

having flexible and mobile access is essential, this kind of lesson is considered not encouraging enough. In other words, providing digital materials would not only the most crucial aspects in doing m-learning, yet, the lesson should also be appealing to link theoretical framework with a real-life goal (Kim et al., 2013) in enhancing students motivation and English skills.

Besides, teachers are required to possess adequate computer literacy in facilitating students' m-learning. This would hugely influence the teaching strategy implied, activities arranged, and substantial materials shared in TESOL classes. While, students are expected to use mobile devices wisely (Burns and Lohenry, 2010), particularly during the lesson and in the school area. They are encouraged to use the digital devices for educational purposes, in this case improving English skill and avoid doing activities that might distract their concentration.

This study also found that many students in this context are not fully ready to do independent and inquiry learning. It might be quite challenging to be reformed as the teacher-centred learning has been applied for decades in this context. Besides, the Indonesian government has started various ways to develop the education system to fits in this 21st – century learning Fortunasari (2016). Thus, avoiding the use of mobile devices at school might not be the best solution to reduce its negative impacts. In this senses, m-learning could be a powerful catalyst in transitioning from conventional to the modern way of teaching (Crompton, 2013) that should be applied to prepare students for the digital era. Besides, independent and inquiry learning is crucial to augment their critical thinking rather than teachers mostly spoon-feed with the information. As the suggestion, teachers could facilitate m-learning practice to set continuing learner-centred and independent learning in the classroom. Training students to do paraphrasing and referencing would be another significant skill that required to prevent plagiarism and ethical issue.

CONCLUSION
The study finds that both teachers and students in this context believe that mobile learning is an effective method to support their TESOL class. Both have also applied it for various purposes and frequency. Although it has brought multiple benefits, some challenges still interfere with m-learning implementation. Therefore, some suggestions are also presented to enhance m-learning practice in Indonesian high schools context.

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THE IMPLEMENTATION OF TALKING CHIPS TO IMPROVE STUDENTS' SPEAKING SKILL AT ILMU AL-QUR'AN AND TAFSIR (IAT)

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Abstract: The objectives of the research are to find out whether or not Talking Chips improve students' speaking skill and to describe the situation when Talking Chips is implemented in the IAT-2 speaking class (this was conducted in two cycles). In the first and second cycle there were two meetings each. The research indicated that there was an improvement in students' speaking skill and situation of the class. The students gained more opportunities to speak and their involvement during the teaching and learning process subsequently improved too. It is therefore recommended that an English teacher implements the Talking Chips to ensure that students do not get bored. As a result, the teaching and learning process can operate well and the objectives can be achieved.

Keywords: Speaking Skill, Cooperative Learning Model, Talking Chips, Classroom Action Research

INTRODUCTION

English is an international language and it is therefore vital for people to learn and understand it. By learning English as a second language or learning English as a foreign language, students are expected to absorb and keep updated with the development of science, technology and art. The four main language skills include, listening, speaking, reading and writing. Speaking is arguably the most important skill because it is often associated with carrying out oral conversations in the language (Nunan, 1998:39). By mastering the speaking skill, learners can engage, carry out conversation with others, give ideas and change the information with interlocutor.

Furthermore, from the observation, the lack of students' speaking skill is the biggest problem. The problems with speech highlighted that they did not speak fluently and accurately. Firstly, some students found it difficult to speak English well and they could not deliver some English words or phrases; this was because they did not know how to pronounce it. Secondly, students were shy of being criticized by others. Thirdly, students did not know how to use grammar effectively when speaking. Fourthly, the students did not get any opportunities to train their speaking skill in the classroom. It aligns with Harmer (2007: 121) who confirms that the two elements of speaking, fluency and accuracy, is a problem for students. Based on the explanation above, it can be concluded that speaking is a process that demands fluency and accuracy. Speaking fluent can be summarized as the ability to express oneself with the automatic usage of units and patterns of language accurately and by considering the speed of handling utterances appropriately; while speaking accuracy is the use of language by controlling the language system consisting of grammar, vocabulary, and phonology exactly.

To overcome the students' problem with speaking, the teachers' role becomes important in the teaching and learning process especially when deciding and implementing the best teaching strategies and materials. For example, the teacher should apply an appropriate strategy for teaching oral speech in the class, with the provision of activities to encourage students to grow in confidence and have the opportunities to learn and speak

fluently and accurately. This in turn should decrease the dominant member in group discussions and ensure that other students get the chance to share their ideas. Based on the identified problems that students had with their speech, it is very important to find a solution to improve students' speech in the classroom. The researcher proposes the implementation of Talking Chips, specifically to improve the students' ability to speak.   Talking   Chips   is an alternative technique which involves group participation by using several chips in the procedure. Dave (2010:217) states that Talking Chips is a technique that makes the value of everyone's contribution tangible and gives the opportunities to speak. By doing so, all students have the same opportunity in the classroom to speak. For example, if one student has two chances to speak, the others will also have an equal opportunity to speak twice in the classroom.   Moreover, Kagan (2009:3) mentions that each student receives one more "talking chip". A Talking Chip simply refers to a chip. The chip that is used in this technique could be a game token, a pen, pencil, eraser, sheet of paper, or any other tangible items.

In Talking Chips, students participate in a group discussion, and they receive chips. The objective of this technique is to ensure equitable participation by regulating how often each group member is allowed to speak. Since this technique emphasizes full and even participation from all members, this technique encourages passive, low achievers and less-fluent students to be able to speak out confidently. Talking Chips is useful for helping students to discuss controversial issues and is valuable to solving communication or process problems such as dominant or clashing group members.

The procedures of implementing Talking Chip are as follows: 1). Teacher provides a topic for discussion 2). Students commence the discussion, placing his/her chip in the center of the team table. 3). Students with a chip continues discussion, using his/her chip. 4). When all chips are used, the team collects all their chips and continues the discussion using their talking chip. 5). Whilst the students speak about their chosen topic, their fluency and accuracy of speech will be observed. 6). Besides, in evaluation, the students will be assessed based on either fluency or accuracy.

RESEARCH METHODOLOGY

The design of this study is classroom action research which was completed in Class IAT-2 Faculty of Ushuluddin, Adab, and Humaniora IAIN Jember. The number of the students learning English classroom are 40 students. It begins with the problem faced by many students with regards to their speaking ability and the questions raised about the classroom experiences, and how to engage and improve students' speaking skills through the use of Talking Chips. It is a reflective process which helps the researcher to explore, examine, implement and improve aspects of the teaching and learning process.

The classroom action research utilized in this study is based on a model developed by Kemmis and McTaggart (1998) in Burns (1999: 32) who state that action research takes place through a dynamic and complementary process consisting of four fundamental steps in a spiral process. Furthermore, this action research was conducted in cycles in which each cycle consists of four stage activities. They were planning the action, implementing the action, observing the classroom, evaluating and reflecting the action. Each cycle was conducted in two meetings (each meeting was completed in 90 minutes).

The research was conducted in steps, the detail explanation is as follows: (1) Identifying the problem, the researcher as the lecturer in this research identified the problem. The problem refers to the students speaking skill that was still low; (2) planning the action in which the researcher prepare a lesson plan which covers the standard competence, the basic competence, the indicators, the objectives, the teaching methods, the instructional procedures, the sources, and the assessment; (3) implementing in which the researcher implemented the activities written in the lesson plan; (4) observing in which the researcher recorded the

important circumstance during the teaching learning process after the lesson; (5) reflecting in which the researcher evaluated the process and the result of the implementation of talking chips in teaching speaking.

The action research was considered successful where approximately 75% of students (the object of the research) are able to (1) speak generally at normal or varying speed to convey their intended meaning and feeling; (2) make only some grammatical errors that obscure meaning or few which do not interfere with the message (3) use sufficient and more varied vocabulary to explore their idea(s) and feeling; (4) pronounce familiar or unfamiliar words correctly and comprehensively. Moreover, the scoring rubric of the students speaking was as follows:

Table 1. Scoring Rubrics of Speaking Skill

No	Indicator	Criteria	Score
1	Fluency	Students utterances was hesitant and incomplete	1
		Students made long pauses and too much fillers	2
		Speaking generally at normal speed	3
		Varying speed to convey intended meanings and feelings	4
2	Grammar	Students made occasional grammar slips and sometimes unable to sustain coherence in longer utterances	1
		Making many grammatical errors which obscure meaning	2
		Making some grammatical errors which obscure meaning	3
		Making few grammatical errors which do not interfere with the message	4
3	Vocabulary	Using very limited vocabulary to express ideas and feelings	1
		Using basic vocabulary to express ideas and feelings	2
		Using vocabulary sufficient to express ideas and feelings	3
		Using more varied vocabulary to express ideas and feelings	4
4	Pronunciation	Pronouncing familiar and simple words incorrectly and incomprehensibly	1
		Pronouncing familiar and simple words incorrectly but comprehensibly	2
		Pronouncing familiar and simple words correctly and comprehensibly	3
		Pronouncing for both familiar and some unfamiliar words correctly and comprehensibly	4

The data collected used both quantitative and qualitative methods. The qualitative data was collected from observation, questionnaire, and photographs. While, the quantitative data was collected from the students' speaking test scores (pre-test, post-test 1 and post test 2).

FINDINGS

In the first cycle, the researcher conducted Talking Chips based on the planning that had been made before. When this technique was implemented in the classroom, the researcher observed students. In the first cycle, the researcher identified some problems. Those problems were: (1) Some students were still confused about the technique and the researcher re-explained the Talking Chips. (2) The class was loud, they were making noises, and the

researcher encouraged the students to adopt a soft tone and sit close with one another. (3) Some students were passive, and the researcher appointed each student a role in doing the task. (4) Some students did not ask the speaker questions and the researcher asked all students prepared the questions. (5) Majority of students made mistakes in pronouncing words. (6) Majority of students made grammatical errors. (7) Several students still lack in terms of their vocabulary in relation to the topic. (8) There were several students that were still ranked low, the rest tend to gain medium and the researcher encouraged them to speak out. (9). The researcher still encouraged them to build their self-confidence as a result of not producing 50 words or more, per minute. (10). Several students produced silent pauses, fillers 'uh/um' and the researcher informed the students to focus their mind before they engaged in any form of speech.

The research findings in the second cycle showed that both students' speaking skill and the class situation improved as a result of the implementation of the Talking Chips. Firstly, Talking Chips is able to improve students' speaking skill. The improvements of students' speaking skill in this research are as follows: (1) Talking chips improves students' fluency. The research findings highlighted that the students were able to speak fluently. They were able to minimize their pauses and uses of filler. It was proven through their improved scores from pre-test to the post-test. (2) Talking Chips improved students' grammar. The research finding identified that the students made fewer mistakes in grammar. It is shown through their ability to identify the correct use of grammar. (3) The results highlighted that students' pronunciation improved and this was seen from their improved score results. (4) It was identified from the research that Talking Chips improved students' vocabulary. Secondly, Talking Chips are able to improve situations during speaking classes. In the teaching learning process, the students participated when implementing the Talking Chips in speaking classes. The improvement of situations in the classes covers two areas: (1) Talking Chips improve students' interest and engagement throughout English classes. It was proven by students' who seldom complained when they were asked to work collaboratively and never left the class either. (2) The research highlighted that students' became more active as a result of the Talking Chip technique. They were able to answer the teacher's questions and shared their idea immediately. They were able to give some contributions in the class. (3). Talking Chips improves students' behavior during the teaching and learning process. The observation results of field notes (supported by an interview with students and some photographs) show the difference of students' enthusiasm and attitude before and after the implementation of Talking Chips. After the researcher conducted the second cycle, he interviewed the students. When the researcher asked how the students felt, the majority highlighted that the Talking Chips is a fun activity in speaking class. Most students participated and showed more attention to working collaboratively. By doing so, the situation of the class became more conducive and made the students enthusiastic in comprehending and participating during their speaking classes.

DISCUSSION
The implementation of Talking Chips was completed at IAT-2 of IAIN Jember. This technique was conducted in two cycles and students improved from Cycle 1 to Cycle 2. Based on the activities and the mean score of each cycle, it can be stated that students' speech improved from Cycle 1 to Cycle 2. Those improvements can be seen in the mean score of each cycle. In Cycle 1, the mean score of students' speech was 58.44. In cycle 2, the mean score improved to 70.94. Next, several problems could be solved even though there were some problems related to the fluency and accuracy of the English language, but those problems were fewer in every cycle. The improvement of students speech was due to the

implementation of Talking Chips. It boosted all students to share their ideas actively during speaking classes.

Besides, students could be said successfully in speaking class by using talking chips because they have fulfilled the characteristics of successful in speaking activities (Penny, 1996: 120). Those characteristics were high participation, most learners contributed a lot about the topic which had been given, and students had good motivation to speak. Next, after applying this technique teaching speaking, it could be seen that group work is effective to encourage students to speak. Harmer (2007: 121) stated that working group had several advantages: increasing the number of talking opportunities, sharing ideas, corporating and active in grouping.

Moreover, these students speaking improvements were also supported by cooperative learning principles which had been implemented well in speaking class. In line with this, Penny (1996) confirms that there were cooperative learning principles like simultaneous interaction, face to face interaction, individual accountability, and equal participation. During talking chips were implemented in the classroom, all students did face to face interaction because they worked together and face to face in group. Furthermore, it also happened simultaneous interaction in group, they coorporated and interacted between one student to other students. Moreover, it happened individual accountability because every student in group must be responsible to their task or role. Finally, it also appeared equal participation because all students were given equal opportunity to speak.

The result of observation and speaking test in Cycle 1 and Cycle 2 indicated that talking chips could be applied as one of the effective technique in teaching speaking. As a conclusion, taking chips could improve the ability of the second semester students of IAT-1 Faculty of Ushuluddin, Adab and Humaniora at IAIN Jember in speaking skill.

CONCLUSIONS

The research results and discussions show that using Talking Chips improved the students'speaking ability. This is evidently highlighted with the percentage of students who achieved a score of at least 60, increased from 52.50% in Cycle 1 with 58.44 as the average score to 75.00% in Cycle 2 with 70.94 as the average score.

Besides, the use of Talking Chips also improved the students' active participation in the teaching learning process of speaking. This can be seen from the fact that the students gave high participation. Most learners discussed a lot about their topic which had been given, and students were motivated to speak collaboratively with one another. The results indicate that the use of Talking Chips managed to improve the student's ability to speak and their active participation throughout the teaching and learning process.

SUGGESTIONS

By considering the overall results, the use implementation of Talking Chips can improve the students' speaking ability and their active participation in the teaching learning process of speaking. Some suggestions were proposed to the English teacher and the future researchers.

It is recommended that English speaking teachers use Talking Chips as an alternative technique when teaching speech to improve the speaking ability and active participation of students'. Thus, the future researchers of English teachers, who are more likely to experience similar problems are suggested to conduct further classroom action research dealing with those problems to improve the quality of students' speech and active participation during the teaching learning process of speaking.

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A CLASS MAGAZINE PUBLISHING: LESSONS FROM EFL WRITING ACTIVITIES

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Abstract: EFL Writing in English Language Education (ELE) Department of Universitas Pendidikan Ganesha is one of prerequisite courses for undergraduate students. The EFL Writing itself comprises 3 writing courses namely Paragraph, Essay, and Scientific/ Academic Writing courses. In addition, students must write their research report (with 6 semester credit) and present it in an examination before graduating. Then, EFL Writing quality is important to improve through the aforementioned courses. However, it was considered that, previously, students still found writing courses not interesting and difficult since they practiced on writing segmented sentence by sentence on their notes or pieces of paper with appropriate grammar and tenses repeatedly, checking their sentences for accuracy and logic, and submitting them to be given scores by the lecturers. Considering this phenomenon, this paper aims at promoting EFL writing activities which lead students to write topics adjusted to their real life, to peer-review, to design appropriate lay-outs for their writing, and to publish their best writing pieces into class magazines. This was a case study with the subjects of 115 third semester ELE students divided into 4 different classes. The objects were students' paragraph writing works compiled in the classroom magazines. Observation, documentation, and questionnaire were used to collect the data. The result reveals that students are motivated to write; revise; and publish their magazines, a writing habit is promoted, students learn and love to design their writing lay-out, and they also build their own good characters during the process.

Keywords: activities, class magazine publishing, EFL Writing, paragraph.

INTRODUCTION

EFL Writing is one of the skills to be learned and practiced by the students of English Language Education (ELE) Department of Ganesha University of Education, Singaraja, Bali, Indonesia. There are mainly four basic EFL Writing courses namely Paragraph (Code: ING1220), Essay (Code: ING 1221), and Scientific or Academic Writing (Code: ING 1222) courses (Pedoman Studi Program Sarjana dan Diploma Fakultas Bahasa dan Seni, 2013). The present research concern was in accordance with EFL paragraph writing course.

Writing is considered as a skill which can be learned and a process of discovering ideas and constructing ideas logically for communicating and expressing them for certain purposes to particular audience or readers (Langan, 2008).

The process of EFL writing comprises prewriting or brainstorming, drafting, draft revision, writing, editing and proofreading, and presenting or sharing (Langan, 2008). In this research during one full semester, the students were given writing concepts on paragraph definition, structure, and genres through discussion and group practice sessions. Then they were assigned to brainstorm ideas related to the general themes adjusted towards their daily lives in their own group consisting of 4 members. Then they drafted their own paragraph based on the topic they had decided derived from the themes. After finishing the draft, each of them read the other members' draft and gave comments on content; organization of the ideas; language use and usage; and mechanics. Thus, each member got a draft revision from

their group members. After revising their own draft, each of the students wrote their paragraph consisting of a topic sentence; some supporting sentences; and a concluding sentence in 7-10 sentences overall. Furthermore, their paragraphs were edited and revised for final check in their own group to make sure an improvement of their writing. Finally, they were assigned to select their own best paragraph (Obeiah & Bataineh, 2016), after writing 2 or more paragraph within several meetings, and present it in front of the class, in a class conference, in order to share and obtain more comments and criticism from the audience, all members of the class including the lecturer, and promote collaboration (Farr and Tone as cited in Vangah, Jafarpour, & Mohammadi, 2016; Vangah, Jafarpour, & Mohammadi, 2016). The students also had a chance to record any criticism and revision in this activity. They could also identify their paragraph writing strength and weaknesses (Obeiah & Bataineh, 2016; Vangah, Jafarpour, & Mohammadi, 2016). In addition, this promotes students' ownership, involvement, and autonomy towards their own work (Banfi, 2003; Yang, 2003 as cited in Obeiah & Bataineh, 2016; Vangah, Jafarpour, & Mohammadi, 2016) and this leads them to have great motivation to improve their work (Farr and Tone as cited in Vangah, Jafarpour, & Mohammadi, 2016). Conferencing clarifies any misunderstanding that may happen during group discussion sessions (Kroll, 1991 in Vangah, Jafarpour, & Mohammadi, 2016).

Considering the aforementioned writing process, portfolio was implemented during the process itself in which the students were assigned to draft and write 4 genre-based paragraphs, record and save their projects in a folder, and then select the best they were going to publish in class magazines. Peer correction within workshops and group discussion gave each of the students an opportunity to share and criticize their peers' works and this helped improvement and betterment of their work. Besides, any mistakes could be minimized. The revision of the draft posters the students to share ideas, cooperate with members of the group, assist each other (Vangah, Jafarpour, & Mohammadi, 2016), self-reflect and evaluate their own paragraph writing skill (Masaeli & Chalak, 2016; Vangah, Jafarpour, & Mohammadi, 2016).

Portfolio assessment also enables teacher to share control and works collaboratively with students (Collins, 1992 in Vangah, Jafarpour, & Mohammadi, 2016), promote students' motivation and autonomous learning (Crosby, 1997 in Vangah, Jafarpour, & Mohammadi, 2016), and provide more comprehensive data of students' written works than those which are assigned with limited time and situation (Hedge, 2000 in Vangah, Jafarpour, & Mohammadi, 2016). In addition, it assists teacher to supply continuous feedback that is important for the betterment of both teaching and learning (Dysthe, 2008 in Vangah, Jafarpour, & Mohammadi, 2016).

Hamp-Lyons and Condon (2000 in Vangah, Jafarfour, Mohammadi, 2016) believe that a good portfolio should be able to assess students' progress from more than a single sample as their collection; explore their writing ability by providing a wide range of topics in different genres; consider students' experience as a vital factor; give sufficient opportunity to the students to revise their works before the final assessment; let the students select their own works for their portfolio; promote students' responsibility to learn the points from their active involvement; give a chance to self reflect their own works during the process; encourage their

written work's progress through times; and display the final result as a progress manifestation of the process and assessment.

They also add that one main characteristic of conducting an excellent portfolio assessment is mixing shared and standard criteria among raters in order to crosscheck the result of the assessment itself. It was also suggested that the construct validity of the assessment can be established if an examination of the criteria was used by different raters (*Obeiah & Bataineh*, 2016; Hamp-Lyons and Condon, 2000 in Vangah, Jafarfour, Mohammadi, 2016).

Considering the importance of process writing; portfolio as a learning process and assessment; EFL paragraph writing skill as a prerequisite course for ELE students which determines the quality of their further writing skills, Essay; Scientific; Proposal; and Thesis writing skills, before graduating and since there has not been such a research conducted in ELE Department of Undiksha Singaraja, Bali, Indonesia on identifying the benefits of the writing process conducted in several writing activities previously explained, then, it is considered important to identify whether portfolio-based EFL paragraph writing activities offer benefits to students through a class magazine publishing.

METHOD(S)

Research Design

This was a case study since the focus was specifically on identifying benefits of EFL paragraph writing activities through a portfolio-based class magazine publishing which led students to write topics adjusted to their real life, to peer-review, to design appropriate lay-outs for their writing, to share their best pieces in a class conference, and publish them into class magazines.

Setting and Participants

This research was conducted in English Language Education (ELE) Department of Ganesha University of Education, Faculty of Language and Arts, Singaraja, Bali, Indonesia. The department is located at Jalan Achmad Yani No. 67 Singaraja, Bali, Indonesia. The research subjects were 115 third semester ELE students respectively divided into 4 different classes, 32 students of class B; 28 students of class D; 27 students of class F; and 28 students of class H.

The objects were students' paragraph written works compiled in the classroom magazines. The genres of the paragraphs were descriptive, narrative, explanatory, and argument with the range of themes comprising *Life Rules, Hottest Issue, Living as a Lodger,* and *Reborn* for Class B; *Crazy Rider, Lodgers' Problems, Uniformity,* and *The Real Guru of Life* For Class D*; Idol, Easy or Difficult, Ideal Partner,* and *Easy Life If* For Class F; and *Pets, Lodgers' Types, School Bus,* and *Pure Love* For Class H.

Data Collection Method(s) and Analysis

The researcher was a participant observer in which he was the lecturer assigned to assist the 4 classes in EFL Paragraph Writing course itself. During the observation, the students in each class got involved in several workshops on drafting, revising, writing, sharing, and re-

editing their descriptive, narrative, expository, and argumentative paragraphs. Each of their draft and paragraph collections was then submitted in the end, in which all the four paragraphs were in soft copies while the two best pieces of each student were compiled in a class magazine. The soft copy compilations were then shared to all members of the class as reading materials by which they could learn, compare, and contrast their own writing with others. Besides, the compilations were also shared to exchange experience, information, and writing ideas since they had written quite different specific topics from different points of view. Thus, this effort was expected to be advantageous for their future writing skill in terms of content, organization, grammar, diction, and mechanics.

During the observation in EFL writing activities, the researcher had sufficient opportunity to talk to, discuss with, and interview all the students in their own group. Since then, the students were asked about their problems, ease, difficulties, and perception towards the activities to evaluate the writing process itself.

Before the end of the course, all 115 students were asked to respond on an instructional evaluation-oriented questionnaire in 15 aspects of assessment in order to give clear perspective on the benefits of the implementation of the portfolio-based EFL writing activities including workshops, conferences, and a class magazine publishing during the semester.

The final products were then documented as collections of students' portfolios in the forms of class magazines. This was conducted in order to identify and evaluate the quality of the products as results of the portfolio-based EFL writing activities.

When all the data were collected, they were then selected based on the research objective. The reduced data of documentation, observation, and questionnaire were then crosschecked and concluded.

FINDINGS AND DISCUSSION

Findings

During the observation towards four classes of the third semester students' portfolio-based EFL writing activities in the academic year 2014/2015, they, in each class, were divided into groups consisting of 3-4 members each after they were introduced the concept, genres, and structures of good paragraphs. They were assigned to be in groups since they were expected to brainstorm ideas, related theories or articles, data, and evidences or examples in their own group regarding every single theme assigned to them in EFL paragraph writing. In every group, they were individually assigned to write descriptive, narrative, explanatory, and argumentative paragraphs.

The themes assigned for each class were different in order to give them various issues regarding problems and phenomena they were dealing with in their own real life. This was also conducted in order to anticipate or prevent any cheating attempt to copy ideas from different classes since it was widely possible for them to communicate and share information on the themes we had launched and discussed within paragraph writing sessions in all four classes.There were two to three workshop sessions and group discussion and review for one genre (i.e. descriptive; narrative; explanatory; and argumentative).

During the workshops and group discussion sessions in each class, it was found that all members got involved in prewriting discussion and brainstorming. They exchanged ideas, facts, reading materials and experience, and opinions on the theme launched in every session. In drafting phase, every member attentively wrote their own draft in the forms of listing and mind/ semantic mapping as they were recommended to in order to easily generate, elaborate, and delete ideas before they started writing their paragraphs. All the groups were also assisted by the lecturer, in this case the researcher, when they had problems regarding the process from the beginning until the end. All they did was raising their hands when the problems occurred, the researcher came to their groups, and we discussed and solved their problems. The problems they had consulted to the researcher mainly on the content, organization, diction or word choice, and title for the paragraphs. All their problems could be solved by guiding them step by step during the sessions. Fortunately, they could solve their problems until the end of the semester.

After drafting, all of them were assigned to ask all their members to read, comment, and criticize their drafts for betterment in terms of content, organization, grammar or language use and usage, diction, and mechanics. The researcher, in the previous meetings, had also informed and shared these writing components of assessment to all students. In this phase, assistance to group problems was given in the process of criticizing their peers' draft in terms of content, organization, grammar, diction, and mechanics.

In writing phase, they all wrote their own paragraphs on their personal computers or laptops. They were also given opportunities to ask questions and share problems during the process. It was found that, in each class during the four EFL paragraph writing sessions, 18-36% (5-10) students needed the researcher's assistance since the previously conducted activities had helped and revised their paragraph drafts.

While they were writing their paragraphs, they were assigned to design decorative layout as a magazine layout. They were given freedom to use Ms Word, Publisher, Corel Draw, or Photoshop in designing the layouts for their magazine pages. They were also assigned to put their own art designs (i.e. original or downloaded pictures, sketches, or photographs) into their paragraphs. This was done in order to add more skill to all students in designing documents, to add art to their paragraphs, to motivate students to write and read, and to promote the insertion of art and craft towards language learning. Some students who had got any experience in designing and laying out documents (i.e. posters, leaflets, brochures, and invitation cards) were asked to assist their friends in the layout phase. Most students, 85.21% or 98 students, used Ms Words and Publisher; while 17 students or 14.79% used Photoshop and Corel Draw for their magazine layout design.

During descriptive paragraph writing session, in all the four classes, 24 (20.87%) students still needed intensive assistance in doing so since they had had zero experience in using the menus and sub-menus provided in both most preferably programs. However, the number of students having intensive assistance in designing class magazine layout decreased in narrative, explanatory, and argumentative sessions into 18 (15.65%) students, 14 (12.17%) students, and 4 (3.48%) students.

When they had finished with their paragraph writing and layout design, they were then assigned to ask and give comments and suggestions from their group members on the 5 aspects of aforementioned writing assessment. They were given opportunities to revise their

works before they had a class conference in each class. They were also assisted by the researcher during this phase.

Based on the observation, all members were eager to read and give comments and suggestions on their friends' paragraph writing since the paragraphs had already been laid out with particular and interesting designs (i.e. pictures, sketches, photographs, and decorative borders). One more thing they commented on was the designs their friends had put on their pages of class magazine. It was also revealed, from the interviews with all groups in each class during the sessions, that this motivated them to write and read the pieces. It was also found that the designs they had made reflected their understanding on the content as a whole since they needed to find or create relevant pictures, photographs, and the like to be added to the pages.

They were, furthermore in the sharing phase, asked to choose works, prepare, and deliver a presentation on a class conference in order to get final comments and suggestions from all members of the class and the lecturer or the researcher for a betterment of their class magazine publishing. This was also a good means of learning and assessment to practice their communication skill and to ensure the lecturer on the students' progress and mastery on what they had written in their paragraphs. This was also a good activity for the writers or presenters and all students as audience to exchange ideas, opinions, comments, and artistry in designing the pages of their class magazine. This was also a perfect means of exhibition before the class magazine publishing. All the students revised their pages after the conference.

Finally they were assigned to submit the class magazine hard and soft copies. Before that, they were assigned to decide a specific name and a cover for their magazine in each class. They were very satisfied with the final results, firstly internal used only class magazines. The magazines were entitled *Brief, Daylight, Fellas Magazine,* and *Hustle Magazine* ranging from 54 to 64 Pages.

The whole semester class magazine publishing process had taught students to think critically, work hard, appreciate others' work; art; and writing skill itself, collaborate, make decision, express ideas; opinions; and suggestions; be responsible, be creative, be artistic, be confident, be aware of social problems around them, and be punctual. A new habit occurred during the process, a writing habit, since they were continuously assigned to write paragraphs with four different genres with various themes.

Based on the result of questionnaire, it was found out that the themes they wrote for their paragraphs (item number 1) namely *Life Rules, Hottest Issue, Living as a Lodger,* and *Reborn* for Class B; *Crazy Rider, Lodgers' Problems, Uniformity,* and *The Real Guru of Life* For Class D; *Idol, Easy or Difficult, Ideal Partner,* and *Easy Life If* For Class F; and *Pets, Lodgers' Types, School Bus,* and *Pure Love* For Class H were closely related to their own real life. The data revealed that 99 students (55 strongly agreed and 44 agreed) showed positive response in relation to the themes they wrote.

In relation to paragraph structure (item number 2); organization (item number 3); and language paragraph writing practice (item number 4), 100 students (55 strongly agreed and 45 agreed), 85 students (48 strongly agreed and 37 agreed), and 92 students (54 strongly agreed and 38 agreed) showed positive response to the practice process. They directly practiced or experienced paragraph writing in terms of aforementioned aspects during the

process. Within group and peer reviews, they brainstormed ideas, drafted, and wrote and revised their paragraphs in terms of structures, organization of the ideas, and language use and usage respectively. Thus, they practiced writing for writing. They experienced real writing activities within the process with various genres and real life-related themes. This is in line with the response to item number 6 that most students, 83 students (43 strongly agreed and 40 agreed), have positive perception towards the process which exposed them with real writing practices. Furthermore, item number 5 on student-centered concern was also positively responded by the students, 91 students (43 strongly agreed and 48 agreed to the statement that the process promotes student-centered classroom sessions).

In line with the projects and writing products, the students revealed that their collections showed their hard works as consequences of any responsibility addressed to them individually, in group, and classically during the process. The choices they had made also taught them to be able to make a decision. No doubt, then, that 90 students comprising 31 strongly agreed and 59 agreed confirmed, in the questionnaire item number 7, that the EFL writing activities encouraged them to be independent or autonomous, though in some parts they were assisted by their group, peers, and lecturer through brainstorm, discussion, and conference activities.

The other activity, the artistry, had led them to be creative (a positive response by 97 students; 62 strongly agreed and 35 agreed on item number 8 about creativity) in providing and designing appropriate layouts for the class magazines and given more skills in using some Ms (Microsoft) programs namely Ms Words, Ms Publisher, Corel Draw, and Photoshop as well as the menus and submenus applications in each programs. This had offered a new experience for them in using offline technology (47 and 45 students strongly agreed and agreed towards offline IT experience, item number 9) and designing artistic layout (36 and 42 students revealed that the artistry was a brand new experience for them, item number 13). This had encouraged them to attentively get involved in every session during the EFL writing activities and motivated them to continuously write, revise, read, design the artistry for every piece and share their best pieces of paragraph writing to all in conferences.

However, still 24 students (15 strongly agreed and 9 agreed that layout design for the class magazines burdens the students; item number 14) admitted that that artistry burdened them since they had no background experience in designing though they finished and submitted their portfolios on time and complete. During the semester, they were especially guided and helped by the researcher and students who had been more advanced than these 24 ones.

For quality betterment, all their 4 paragraphs were consulted with their group members, the lecturer, and the whole class members through conferences. Before the class conference, especially, each of them revised their works in group and individually, collected works, and selected the best pieces they wanted to present. Students perceived that peer (admitted by 49students strongly agreed and 49 agreed towards peer review benefits; item number 11) and lecturer's (revealed by 64 students who strongly agreed and 39 agreed towards lecturer's feedback benefits; item number 12) reviews or feedbacks and conferences (59 students strongly agreed and 40agreed on conference benefits; item number 10) really helped their paragraphs better.

Finally, they were asked whether the final results, the class magazines, satisfied them. The response on this questionnaire last item revealed that 90 (78.26% with 47 strongly agreed and 43 agreed)) students were satisfied with the results.

The representation of the results of the questionnaire can be seen in Figure 1.

Figure 1: Students' Questionnaire Responses on EFL Writing Activities
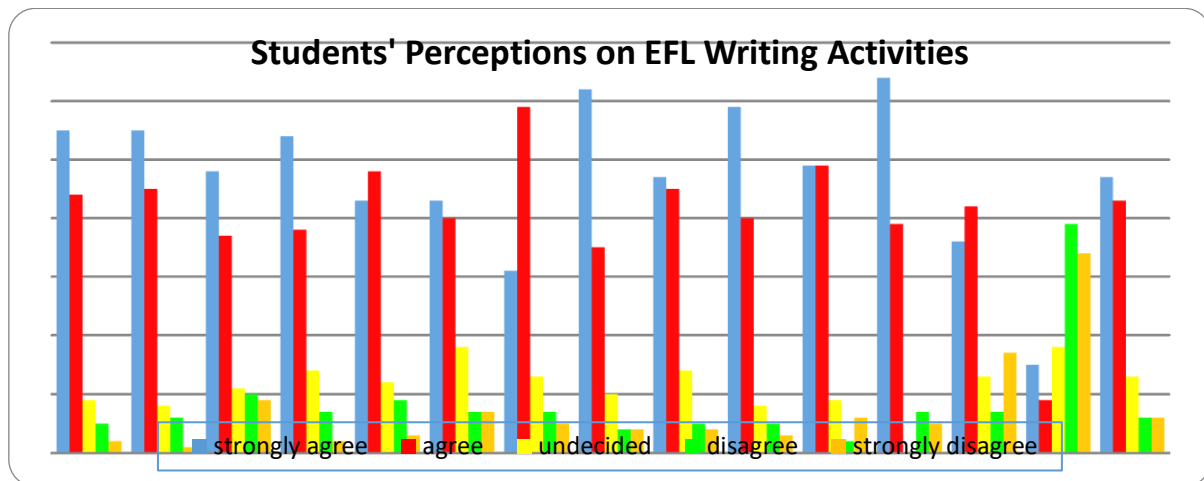
The documentation of the students EFL paragraphs and class magazines revealed that they had shown their best effort to draft, write, revise, share, and publish the magazines. They had successfully exchanged ideas, compiled, revised, and shared portfolios as well as offered alternative solutions towards social phenomena and problems they shared in common. In accordance with writing assessment criteria, there was no problem in terms of content, organization, and diction in general. However, some minor problems regarding grammatical mistakes/ errors and mechanics needed to be minimised or anticipated in their future writing assignments. The excerpts of the class magazines can be seen in Figures 2 and 3.

Figure 2. The Class Magazine Cover Excerpts

Figure 3. The Class Magazine Page Excerpts
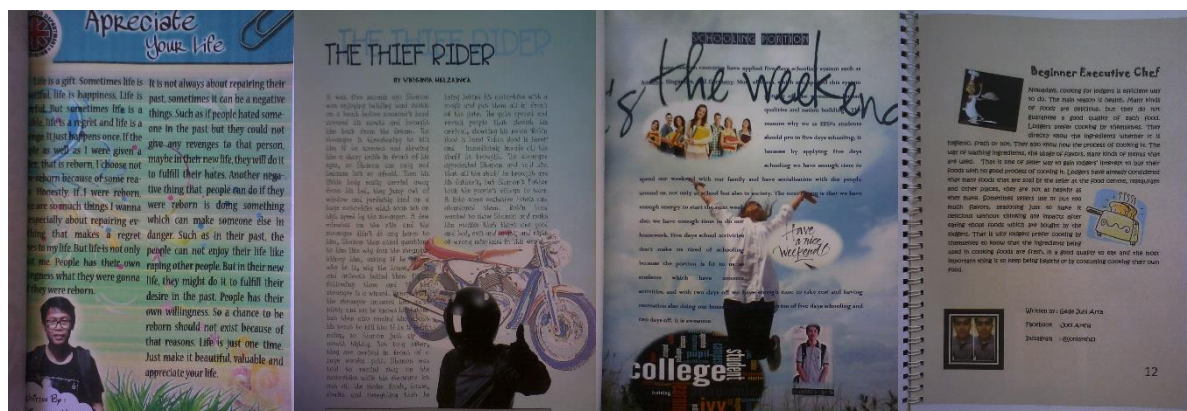
Discussion

Based on the results of observation; documentation, and questionnaire, the process of EFL writing activities comprises prewriting and brainstorming, drafting, draft revision, writing, editing and proofreading, and presenting or sharing (Langan, 2008). The writing process also adopts portfolio learning and assessment since, during the semester, the students were asked to collect their own works, select the best, and share to the class members in individual and class conferences for betterment (Batzle, 1992 in Masaeli & Chalak, 2016). The process also encourages the students and lecturer to collaborate in the classroom magazine publishing ((Batzle, 1992 in Masaeli & Chalak, 2016; Vangah, Jafarpour, & Mohammadi, 2016). The students also have a chance to record any criticism and revision in this activity. Within the process, they could identify paragraph writing strength and weaknesses (Assaggaf & Bamahra, 2016; Obeiah & Bataineh, 2016;   Vangah, Jafarpour, & Mohammadi, 2016). In addition, the revision of the draft posters the students to share ideas, cooperate with members of the group, assist each other (Assaggaf & Bamahra, 2016; Saeed, Ghazali, Sahuri, & Abdulrab, 2018; Vangah, Jafarpour, & Mohammadi, 2016), self-reflect and evaluate their own paragraph writing skill (Assaggaf & Bamahra, 2016; Azarfam, Samad, & Noordin, 2016; Masaeli & Chalak, 2016; Vangah, Jafarpour, & Mohammadi, 2016) both on global and local issues of writing (Saeed, Ghazali, Sahuri, & Abdulrab, 2018)

Furhermore, the afformentioned process promotes students' ownership, involvement, and autonomy towards their own work that they were all involved during the whole semester in the process and highly responsible towards their individual portfolio (Obeiah & Bataineh, 2016; Saeed, Ghazali, Sahuri, & Abdulrab, 2018; Vangah, Jafarpour, & Mohammadi, 2016). The process, in addition, leads them to have great motivation to improve their work since they were assigned to revise and comment each other on their works (Assaggaf & Bamahra, 2016; Azarfam, Samad, & Noordin, 2016; Farr and in Vangah, Jafarpour, & Mohammadi, 2016) in class conferences focusing on the quality of their written works (Azarfam, Samad, & Noordin, 2016; Webb, 2015; Wu & Lin, 2015) and add artistry on their paragraph pages. The conference also assists lecturer to supply continuous feedback that is important for the betterment of both teaching and learning (Assaggaf & Bamahra, 2016; Dysthe, 2008 in Vangah, Jafarpour, & Mohammadi, 2016; Webb, 2015; Wu & Lin, 2015). The artistry has led them to be creative, motivated to write continuously, explorative in using Ms Programs, collaborative in designing and helping each other, and critical in providing appropriate images; photographs; and illustrations based on the paragraph contents.

Portfolio assessment enables teacher to share control and works collaboratively with students (Assaggaf & Bamahra, 2016; Azarfam, Samad, & Noordin, 2016; Collins, 1992 in Vangah, Jafarpour, & Mohammadi, 2016; Saeed, Ghazali, Sahuri, & Abdulrab, 2018), promote students' motivation (Azarfam, Samad, & Noordin, 2016) and autonomous learning (Assaggaf & Bamahra, 2016; Crosby, 1997 in Vangah, Jafarpour, & Mohammadi, 2016), and provide more comprehensive data of students' written works than those which are assigned with limited time and situation (Hedge, 2000 in Vangah, Jafarpour, & Mohammadi, 2016).

Based on excellent criteria of portfolios proposed by Hamp-Lyons and Condon (2000 in Vangah, Jafarfour, Mohammadi, 2016) the process during the semester had assessed students' progress by asking all students to submit samples as their portfolio collections to be evaluated for quality assurance. The process had, in addition, explored the students' writing ability with various themes in four different genres (descriptive, narrative, explanatory, and argument).

During the process, the students were asked to draft, write, revise, and share their pieces of writing in order to give them real writing experience of *learning to do* and learning *to work together*. Thus, all students get equal opportunity to practice writing skill, as well as collect and select their works (Assaggaf & Bamahra, 2016; Azarfam, Samad, & Noordin, 2016; Vangah, Jafarfour, Mohammadi, 2016). This process was implemented since it comprises the other excellent portfolio criteria proposed by Hamp-Lyons and Condon (2000 in Vangah, Jafarfour, Mohammadi, 2016) that students' experience in writing is emphasized as a vital factor, the students are given sufficient opportunities to revise their works before the final assessment; students select their own works for their portfolio; students' responsibility to learn the points is encouraged through student- centred EFL writing activities ; students self reflect on their own works during the process; students work's progress is monitored through times; and they display the final result as the process and assessment products, the class magazines.

In line with portfolio assessment on students works, raters, the members of the group; the class audience in the conferences; and the lecturer, mixed shared and standard criteria among them to crosscheck the result of the assessment on students' portfolios. This makes

the writing assessment valid since students and lecturer use the same writing rubric of assessment (*Obeiah & Bataineh*, 2016; Hamp-Lyons and Condon ,2000 in Vangah, Jafarfour, Mohammadi, 2016).

Writing portfolios can be used in EFL classes as a mechanism whereby learning, teaching and assessment are linked (Vangah, Jafarpour, & Mohammadi, 2016). They can be used to improve the development of EFL students' writing ability. Students' writing performances during the term are the target of evaluation. In fact, assessment is seen as a process which helps students as they move toward their writing goals (Assaggaf & Bamahra, 2016; Azarfam, Samad, & Noordin, 2016; Vangah, Jafarpour, & Mohammadi, 2016).

Based on the results of observation and questionnaire, conferencing helps students to shape, share, and improve their writing through meaningful portfolio assessment (Vangah, Jafarpour, & Mohammadi, 2016; Webb, 2015; Wu & Lin, 2015). In this case, the discussion between the students and the teacher in classroom workshops individually, in group, and classically (Webb, 2015; Wu & Lin, 2015) clarifies any misunderstanding, problems, and doubts during the writing process the whole semester program.

Research findings also show that conferencing 1) offers a great opportunity for both the lecturer and students to exchange their thoughts for quality assurance of the students' works; 2) establishes students real involvement and ownership in learning and assessment processes which lead them towards responsibility and autonomy; 3) can be possibly done during the semester by all students; 4) helps the students recognize their strengths and weaknesses; and 5) gets the students in real life decisions by conferencing and keeping a portfolio (Vangah, Jafarpour, & Mohammadi, 2016; Webb, 2015; Wu & Lin, 2015).

In accordance with themes launched during the writing process, the students adjusted themselves easily to the themes and decided their own self-selected specific topics based on their background knowledge and experience (Bonyadi & Zeinalpur, 2014). They were familiar to the themes and this made them easy to generate ideas in prewriting and brainstorming. Thus, this helps them in writing their drafts and paragraphs. This has also accommodated students' different perspectives on approaching the themes they are dealing with during the EFL writing activities (Bonyadi & Zeinalpur, 2014).

CONCLUSION
The present research reveals that portfolio-based EFL writing activities through a class magazine publishing have made students practice paragraph writing contextually based on their own real life issues and problems in systematically-arranged workshops, revise and proofread each other for their works' quality assurance facilitated by the lecturer, design pages of class magazines with artistry which shows their understanding towards what they write and adds a brand new page layout skill. They also give a chance to keep and share the best pieces of their portfolio collections in class conferences and an *internal used only* class magazine publishing. The process, in addition, makes them become responsible, creative, cooperative, aware of social issues and problems, confident, critical thinking, work hard, be creative, be artistic, appreciate others' work; art; and writing skill itself, collaborate, make decision, express ideas; opinions; and suggestions; and be punctual. A writing habit is also established since they write mostly during the process.

It is considered that the students still commit mistakes in terms of grammar and mechanics. In addition, some of them still experience burden on the practice and implementation of the artistry and offline Microsoft programs use since these are new skills for them to deal with. Thus, further studies on helping and promoting the betterment of students' writing in terms of grammar and mechanics, artistry, and IT support use in EFL writing activities should be conducted.

Based on the benefits obtained, it is recommended that portfolio-based EFL writing activities should be properly implemented in promoting students' sustainable writing skill practice.

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THE FUN METHOD OF TEACHING ENGLISH: HAPPY LEARNING

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Abstract: Many students in Indonesia mostly cannot understand about English well, only students in city or high level can be taught English. This situation I had experienced in elementary school located in small village. My students did not know about what I said, then students didn't pay attention to me. To solve the problem, I used a media like showing the material and I translated it into English, singing the English song and giving the meaning of the words one by one, so they were interested with vocabulary. Other technique was memorizing the tenses through song. These techniques could make my students enjoy about the learning and also the first thing that I have to do is how students like English. Based on my observation between these techniques, I could see the smile on the students. However, the techniques are how to make students first love with English, so we can change their visibility of English.

Keywords: Taught, pay attention, media, visibility

INTRODUCTION

Indonesia is the country that has many ethnic group, cultures and races. More than 17.000 islands are available in Indonesia. It has more than 300 ethnic and 650 different languages. The population is at least 270 million people, Indonesia citizen has never fought in terms of different culture or something else because we have national motto "Unity in Diversity" (Bhinneka Tunggal Ika). The motto was got from Sanskrit and reputed to rulers of the Majapahit Empire (Javanese kingdom of the 14th century). All of people know the history of Indonesia that were many ways how Indonesia could receive independence. Indonesia language is one of the powerful ways to unity every people in other place. We as Indonesia people must know about the culture each place or ethnic. It could be wrong act if we didn't know the culture. Culture can be exist or lost depending on the people itself. In this 21ˢᵗ era, many countries of the world especially Indonesia receive globalization.

Globalization spreads everywhere. Many things we receive cause of globalization and people can't stop it. Globalization has two kinds, those are positive and negative. It is hard to stop the globalization due to globalization happens in every time or every second. Furthermore, it has impact in the people. The most scaring impact is the attitude that Indonesia has slowly disappear. Western globalisation is the most people accept. The habits of Westerners who have been entrenched can almost be witnessed every day. Through electronic and print media that unfortunately Western cultures are negative and tend to damage and violate our eastern norms so that our people are watching and imitating, especially teenagers who want freedom like Westerners. Good attitude in Indonesia which has been available in habit can be lost. People is busy with the phone although friend is in beside, every comments in social media could bully some people, sharing bad content in social media which can be seen by other people.

Now, Industrial Revolution has entered 4.0, that means every single globalization will be modern than before. Socialization from one people to other people is slowly disappear.

Adult people are able to prevent it because they know which globalization is good or wrong. The impact in this globalization is in teenagers and children. They easily accept globalization without thinking twice. So that, the government have to work hard to decrease or disappear the bad habit especially in the education. Education system in Indonesia is using K13. There are so many changes in developing that curriculum. K13 spreads well in the city. We have seen the progress of student itself. Even though, Gagne and Briggs (1979: 3) said that education is a system that has the purpose of helping student learning processes, which contains many designed events, well arranged to influence and support in learning process.

In fact K13 needs many changes, smart student can follow K13 but not for others. Students have to know the material, then do the presentation in front of teacher, teacher gives them question to increase their thinking. Students in city can develop their skills cause of good facility, good education, etc. in the other hand, education is not well prepared in village. Students in village are left behind, bad facilities and government doesn't care about it. I've felt this in one of the village at Jember. I found many students who have dreams. The trouble of them is they can't easily receive knowledge well. Different with students in city, teaching in village need patience. Fun method is the solution to teach students. Teacher uses song, games to teach student. Homework is not given to student because after school, students in village mostly work hard to help their parent. Teacher call it happy learning cause they teach students happily, without pressure and students can enjoy the class. Teacher also do not forget to give motivation in students, teacher hopes that the students can continue their study and become success people in future. If teacher used K13 in the school at the village, students for sure would not be school again.

DISCUSSION
Teaching Method in Indonesia

In education world, there are many ways to teach students well. Of course, teacher can be good whether the model of teacher itself. Teaching and learning activities that give birth to the interaction of human elements are as a process in order to achieve learning objectives. In teaching and learning activities, a learning method is needed to deliver the material taught by the teacher effectively and efficiently to facilitate the learning objectives to be achieved. Tardif (in Muhibbin Shah, 2011) said "the teaching method is a method that contains standard procedures for carrying out educational activities, especially the activities of presenting subject matter to students". In addition, Prof. Dr. Wimarno Surakhmad (in B. Suryosubroto, 1997) also emphasizes that teaching methods are methods of implementation rather than teaching processes, or about how technically a learning material is given to school students. Muhibbin Shah (2004) said "the teaching method is a method that contains procedures for carrying out educational activities, especially the activities of presenting material to students".

Furthermore, Sudjana (2000) explained that the teaching method is the method used by the teacher in establishing relationships with students during teaching. We can take the result that teaching methods or teaching methods are ways or tools used by teachers in giving lessons in order of knowledge, skills, or attitudes systematically so that learning objectives

and teaching goals can be achieved effectively and efficiently. To make the class is active, teacher use discussion method which can be good. Students and teacher can think together how to solve the solution. Teacher gives students about question that can provoke student's thinking. After find the answer, student explain to the teacher about it. Teacher should appreciate of brave action to the students, the fact of this method in Indonesia is teacher can be angry to students if the answer is wrong, that makes discussion activity is not good activity for students. Less motivation for student also become the effect why Indonesia students are lazy to learn English. They think that English is hard lesson in their mind. As a result, many students miss the class because they fear to fail.

Other problem in teaching English is the time. Insufficient time is another problem in teaching English. Class time is often very short; it is once or twice a week, one or two hours a day for lots of teaching material. Therefore, lesson plans not developed as programmed are the next class and often a review of the last unfinished teaching and learning process. If this situation occurs continuously, the teacher will fail to achieve the goals that have been set beforehand. To make it worse, they will also fail to recognize the problems that exist in the student's learning process. They consequently cannot solve it because it is difficult to distinguish certain students from certain learning problems in a very limited time.

In addition, the lack of resources and materials also brings complexity to the teaching of English. Resources and materials here refer to various objects that can be used for teaching such as models, cards, computers, language laboratories, and so on. They play an important role during the teaching and learning process, because they represent elements in the real world, intended to help students understand and explain reality. In the other hand, they help to transform something complex into simple. For example, when a teacher wants to teach about animals, it will be rather difficult to have students understand only with words, so that they need resources and materials. So, if the teacher provides few resources and materials, it will make complicated for students. Then how to make good teaching with many problems of it? In this paper, I will show that students have to be our priority in teaching mode. Teacher should know where the lack location of student. So, we can collect the information about it and next we use media to impress attraction of students about English.

Happy Learning in Teaching Mode

Happy Learning means how teacher makes students happy in process. We've seen that globalization changes everything, everybody is busy with their smartphone, indifferent with peers, less socialization from others. Happy learning can increase how student accept the material also how student is not bored in classroom. This method mostly can be found in village because there are many problems about education, bad statement, etc. Various problems often hinder the improvement of the quality of national education which in turn colors the educational journey in Indonesia. In a remote area there are still many conditions where children have not been served by education. Dropout rates are still high. Also the problem of teacher shortages, even though in some regions, especially urban areas the teacher supplies excess. Inadequate facilities and infrastructure. That is a simple fact that embodies the face of our education in remote areas. Nowadays, the polemic of implementing the curriculum also has warmly colored the educational news in this country. The change of

minister in this nation seems to be a habit to change the curriculum too. Not to mention the realization of the implementation was well evaluated, it had to wrestle with the new curriculum.

The curriculum doesn't mean teacher couldn't fix the education. Of course teacher can help student with their way. A teacher has a meaning that must be praised or obeyed and imitated, meaning that every teacher's behavior becomes the spotlight of the student, especially in duplicating his behavior. For example in scientific competence, a teacher should not be angry when students ask or have a different opinion because the teacher understands the teaching material that is in the curriculum and understands the relationship of concepts between related subjects. Whereas in the mental attitude the professional teacher has the attitude of attention and care. Discipline time, respect unique potential of students and create a pleasant atmosphere in class learning. Behavior or non-verbal language can provide motivation, inspiration, influence and education so that students have good attitude Act.

The spirit of student learning starts from the first impression gained from his teacher. If the teacher enters a class with emotions that are not smart, moody, irritable and unfriendly it can be ascertained that the student learning process in the class becomes "gripping". Thus, it can be ascertained that the subject matter delivered cannot be absorbed optimally by students. Therefore, in order to create a first impression that can arouse interest in students 'enthusiasm to learn as a teacher, have emotional management reflected in radiant and enthusiastic facial expressions, show your impression as a teacher who is ready to help students overcome problems of learning difficulties, build students' perceptions of your presence there is a figure of a solution provider. Trends and facts around the student's life are interesting information that can be used as a source of learning for him. Remember that all phenomena faced by students can shape perceptions and influence one's behavior including students.

Then the task of a teacher should be able to view and examine the phenomena faced by students and relate their relevance to the knowledge to be learned Thus students will be interested in learning deeper due to the principle of usefulness and scientific relevance. Among learning theories are known as thematic and integrative learning. "Open the beginning of the conversation after greeting, bringing refreshing stories or news, related to the theme that will be inspirationally learned and arouse students' curiosity. So that students easily remember the example of the real that you told related to the knowledge they learned. Strong bonding in long term memory because the memorable stories that you convey can be solved by scientific methods that are studied in a multidisciplinary manner.

The Effect of Happy Learning

In the teaching and learning process, it will be more effective if done in pleasant situations, both for students and teachers. Both are unity that cannot be separated. If the teacher teaches in a fun way, students also become happy. Conversely, if students feel happy, then learning becomes spirit. Seeing that their students are enthusiastic in learning, of course the teacher will be happy and satisfied that the learning process is successful. The learning process will be easily accepted and understood if the situation of our heart is happy. This feeling of pleasure produces love, this means that if students have succeeded arises their

sense of pleasure in what is learned, will foster a sense of love for the lessons they have learned. If you love, they will be willing to do anything to live their care. So learning is no longer an activity that must be told first, but awareness arises from itself, without any compulsion from external factors.

Making students happy in learning is a mandatory task for every teacher. This is so that what has been conveyed by the teacher does not become useless, but can be absorbed and applied by their students. Teaching students can be likened to filling water into a closed bottle. Teachers need to open the bottle cap first by creating stimuli to arouse their students' interest in learning. If the bottle cap is open, we will easily pour the contents into it with various materials as we expect. Students will be encouraged to continue learning if learning is carried out comfortably and pleasantly, so students are involved physically and psychologically. For that the teacher needs to create learning conditions that are in accordance with the interests and intelligence of students. Teachers also need to give awards to participating students. Awards can be material and reward, value, applause awards.

Whereas the purpose of fun learning itself is to fully inspire students' learning abilities, make learning fun and satisfying for them, and contribute fully to their happiness, intelligence, competence, and success as humans. With this happy learning, students are not only locked up in classroom learning, but also learning outside open spaces or auditoriums with an educational playground. Making lessons that have been abstracted to be concrete and relevant to everyday life. Teacher must make students safe, can express their opinions, and be successful in learning.

It is this hospitality that helps children enjoy learning and the teacher can strengthen this sense of joy through the creation of a more "enjoyable" class. Therefore teachers are expected not to influence students, because they feel more comfortable and pleasant in class. Besides that class arrangement can also make students feel comfortable and happy to be in the classroom.

Example the activity in Classroom
Here are some examples how happy learning build:
1. SONGS. There are some examples of the songs:
2.

TENSES
Covered by: Padhang Bulan

We read a book	(Present tense)
We am reading a book	(Present continuous tense)
We have read a book	(Present perfect tense)
We have been reading book	(Present perfect continuous tense)
It is important to every body	
Sttt… no disturbing while people is reading book	
We studied	(Past tense)
We were studying English	(Past continuous tense)
We had studied	(Past perfect tense)

We had been studying English   (Past perfect continuous tense)

It makes us clever to knowing English

Come on people, let's study English together

We will do it   (Present future tense)

We will be doing it   (Present future continuous tense)

We'll have lazed   (Present future perfect tense)

We cannot have been doing it   (Present future perfect continuous)

Keep spirit my friends, do not be lazy

Be diligent, then we will be success my friend

We would do it   (Past future tense)

We would be doing it   (Past future continuous tense)

We would had kept   (Past future perfect tense)

We would had been keeping strong   (Past future perfect continuous)

We believe while we are studying hard

Success will come to us because we study hard

This song can remain us about tenses. When we forgot the structure of tenses, we can remember the lyric of that song. The lyrics are example of each tense. Students could remember this song because it appears example of each tense, so it will be easy when we apply this song to people. That song also gives us an important message to do something.

Listen My Friend
Covered by: Disini Senang Disana Senang

Hey listen my friends

Listen carefully

Who is your friend is beside you? (They will say name of friend's beside)

Now you know the name

And listen again

Please clap your hand to a friend beside you

Lalalalalalala….. (They clap the hand)

Lalalalalalala….. (They clap the hand)

Lalalala…(They clap the hand) 2x

Hey listen my friends

Listen carefully

What is the result between two times two? (They will say the result)

Now you know answer

And listen again

Please say ha ha to a friend beside you

Hahahahahahaha…..

Hahahahahahaha…..

Hahahaha…2x

This song can interest the students when they are bored. Students can happily sing this song because the rhythm of the song is very pleasure. The instruction in the lyric can make students want to do the instruction.

3. GAMES. There are some examples of games:

DOMINO CARD: TRAIN VOCABULARY

This game is about we make a continuous line in the card. Here are some examples of the cards:

BOOK	LUPA	MENYANYI	COOK
MEMASAK	SING	FORGET	BUKU

Note: the card consists of one English word and Indonesia word. To make it interesting, better you make the card as much as you want.
How to play:
   a. This game can be played individually, group or in the classroom. (Example: 5 groups)
   b. Give 5 cards to each group. Put the other card upside down, stack up where you want.
   c. Take one card on stacked up, put in the middle.
   d. Player have to make a line of the word. Make a match from English word to Indonesia word correctly. If there is no answer, you have to take one card in stacked card.
   e. Player will win if the quantity of card is less than other player. The game can be draw when the quantity of card is same with other player.
4. Giving joke when teaching is bored.

The world of education has developed rapidly along with the changing times, modern education which is equipped with sophisticated technology facilities and learning strategies in the classroom are also increasingly varied. But along with the development of the world of education, the educator usually only focuses on the subject matter that must be pursued and focused on learning strategies that sometimes make students become bored in the classroom. With the development of education but there is one thing left by educators when the teaching and learning process in the classroom is a strategy of teaching with humor. This strategy with humor is sometimes forgotten by the educator so students feel bored in the classroom. Boredom is a very dangerous disease, including learning. If the disease is bored attacking someone, then he suffers extraordinary. People who are attacked by bored diseases most of their organs become unproductive. In fact, the brain will not want to be invited to compromise to think and process information. Once the danger of boredom is attacking students in the classroom, the teacher must repel the boredom with a humorous strategy that can cure the boredom.

It turns out that the sense of humor in the classroom is more effective in teaching and learning, on the one hand the subject matter is quickly captured by students and on the other hand students are not bored in the classroom. As Cooper and Sawat (1999) stated that the humor of a teacher encourages children to always be cheerful and happy and will not quickly feel bored or tired. Then Staton (1978) also supports this opinion that stories that are considered important or skills using the right opportunity to insert humor wisely throughout the course of the lesson will encourage students not to be tired of attending the lesson.

5. Motivation can make students understand about studying

Motivation has an important role in the teaching and learning process for both teachers and students. For teachers to know the motivation to learn from students is very necessary in order to maintain and enhance the spirit of student learning.

For students motivation to learn can foster the spirit of learning so that students are encouraged to do learning. Students do learning activities with pleasure because they are motivated. Factors outside of students who can influence learning are factors of learning methods. Besides students, the most important element in learning activities is the teacher.

Teachers as instructors who provide knowledge as well as educators who teach values, morals, morals and social and to carry out these roles a teacher is required to have broad knowledge and insight that will be taught to students. A teacher in delivering the material needs to choose which method is appropriate for the class or student's situation so that students feel interested in following the lessons taught. With a variety of methods can improve student learning activities. We must know the meaning of motivation itself, so that we can understand the meaning of motivation itself and can carry it out into our lives. What kind of motivation do we need to awaken so students are motivated? Many factors that affect learning achievement can come from within, among others, motivation to learn, while external factors that can affect learning achievement include learning methods and environmental factors. If environmental factors are in good condition it will also have a good impact on students and vice versa if the surrounding environment is not good it will have a negative effect and we as prospective teachers must know what efforts we will do to deal with such situations. If all can be overcome then we are ready to achieve the desired goals. After knowing the importance of motivation for students and teachers, it is expected that teachers always maintain their students' learning motivation. Teachers must also understand the motivation needs of their students. Because the motivation needed by each student is different.

CONCLUSION

The important of teaching method is about the teacher. We couldn't keep the curriculum because curriculum sometimes changes including the time and globalization. Students have to be enjoy with teacher in order to input knowledge from teacher to student. With those methods, it could make the references about small method in teaching

Finally, the method can be found among all of the culture and globalization. It can be drawn further to the impact of teaching. We feel the impact when students know the material

well, students can easily receive knowledge it depends on the teacher. Moral value can be got applicable in every action and society in the education world. We hope that the next generation will be better than right now through education.

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PROJECT-BASED LEARNING IN THE 21ST CENTURY: A REVIEW OF DIMENSIONS FOR IMPLEMENTATION IN UNIVERSITY-LEVEL TEACHING AND LEARNING

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Abstract: Project-based learning (PBL) is an innovative approach to learning that has recently been widespread across a breadth of disciplines in differing national contexts. This paper addresses a combination of theoretical and practical concerns over the implementation of PBL in the university-level teaching and learning context. In particular, the authors will examine to what extent PBL would benefit university-level learners in their learning. In terms of theoretical concern, the authors first look at how literature and society construct meaning for the concept of PBL. We then analyse and synthesize key features of PBL. Meanwhile, the practical side of PBL will be discussed in line with advantages of PBL in enhancing students' academic achievements, developing social skills, and promoting motivation and active learning as well as challenges in implementing PBL at university-level teaching and learning. Finally, we suggest implementation approaches associated with enacting PBL and intervention regarding improving its effectiveness in English language teaching and learning at university-level setting.

Keywords: project-based learning, academic achievements, cognitive skill, leaning motivation, active learning

INTRODUCTION
What Is Project-based Learning?

The concept of Project-Based Learning (PBL) is not new, but it has recently gained the spot light in education field. In the past decade, studies on PBL have increasingly been conducted and adopted across a diversity of educational institutions worldwide (Lehmann et al., 2008; Harmer and Stoke, 2014; Kolmos, 2009). Researchers have given a variety of definitions for PBL in which they all share several similar disciplines. In terms of its crucial functions, Stivers (2010) stated that PBL is an instructional approach which is built upon learning activities and real tasks that have brought challenges for students to solve. Bell (2010) therefore defined PBL as a student-driven (student-centred) approach to learning in which students are required to take part in a real project by developing a question or inquiry and under the supervision of teachers in order to create a project to share with the select audience (Challenge 2000 Multimedia Project, 1999). In other words, students involve designing their own inquiries, planning their learning, organizing their research, implementing a multitude of learning strategies, and evaluating their projects that have real-world applications beyond the classroom. These activities give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Railsback, 2002). When it comes to the teachers' role, Bell (2010)

also expanded the definition of PBL to an approach in which teachers act as a facilitator. Students work together under the teachers' supervision in which they oversee each of the process and approve each choice before the students embarks in a direction, toward a common goal (Bell, 2010).   In short, PBL has originally developed from the root of constructivism theory in which learning is considered as a mental construction; that is, students learn by constructing new ideas or concepts based on their current or prior knowledge. This approach empowers learners to pursue content knowledge on their own, demonstrate their new understandings through a variety of presentation modes, and gain valuable skills that will build a strong foundation for their future in the global economy.

Objectives of the Study

Despite the effectiveness of PBL, it has not been always applicable to all levels of learners. There are a lot of research conducted as secondary or high school levels. In the Higher Education sector PBL is notably widespread in engineering; for instance in Denmark, most
engineering institutions incorporate PBL to some extent (Lehmann et al, 2008, Harmer and Stoke, 2014). A review of the literature also confirms its use across a breadth of disciplines in differing national contexts, including Media and Business Studies, Geography, Environmental Science, Education, Information Technology and Sustainability. Being a lecturer of English at Ho Chi Minh University of Technology and Education, the writer acknowledges the necessity of applying PBL in developing students' subject matter knowledge, enhancing their essential skills for the future together with a wish to change students' attitudes and emotions towards active learning as well as improving their learning outcomes, she aims at

- Examine what make problem-based learning effective in university-level teaching and learning.
- Figure out essential conditions/factors to implement problem-based learning in university-level teaching and learning.
- Come across challenges when applying problem-based learning in university-level teaching and learning.
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Research Questions

This study attempts to answer the following three main research questions:

1. Why is problem-based learning effective in university-level teaching and learning?
2. What factors contribute to the feasibility and success when implementing problem-based learning in university-level teaching and learning?
3. How can teachers and students reduce challenges when applying problem-based learning in university-level teaching and learning?

LITERATURE REVIEW

Key Features of Problem-Based Learning

Several main features of PBL are identified through literature in order to differentiate the approach from similar pedagogies such as problem-based learning, inquiry-based learning. There are seven key aspects that are distinct to Project-based learning as follows:

Active learning

The core focus of PBL is the idea that learning is the most effective when learners put theory into practice (Morgan, 1983, cited in Harmer and Stoke, 2014). As Stauffacher et al (2006, 255) stated, student role in PBL changes from "learning by listening to learning by doing". He also explained that "the doing and learning are inextricable". Actually, in PBL, students involve in a process of a lot of activities in order to deal with a real life problem and bring out a product including designing their own inquiries, planning their learning, organizing their research, implementing a multitude of learning strategies, and evaluating their projects.

Real-world problems

The feature of "real-world" in PBL has been accepted and discussed across the disciplines, and the concept of "authentic content" is the key of PBL (Thomas, 2000; Bell, 2010; Hanney & Savin-Baden, 2010). This task helps promote students' interest and foster their motivation in learning under the connection between the academic purposes and external social, political, and environmental processes. "Real-world" problems are also presented in PBL when students are allowed to choose their own topics based on a current social or life situation under the facilitation of their teachers. Bell (2010) also insisted that the students' choice of a topic, based on "questioned that have piqued their natural curiosity" (p.39). This task provides the project team chance to be more responsible for choosing and structuring their projects as they research real-world questions, pose solutions to real-world problems, and design real-world products in a rigorous way.

Teachers' role as "A guide-on-the-side"

As a student-driven approach, the role of teacher or lecturer in PBL shifts from "sage-on-the stage" to "guide-on-the-side" (cited in Harmer and Stoke, 2014: 109 but original phrase from King, 1993). Teachers work as a "facilitator" or "mentor" in which they supervise learners' whole process of conducting the project, so there will be more challenges for them, requiring additional training, support and resources. As Stauffacher et al. (2006: 255) explained "the teacher's role changes from a distributor of knowledge to a process manager, helping students in their learning process by initiating reflection processes and supporting them, if necessary, on substantive matters". Students' role in PBL therefore would be more responsible for their own learning, they have to decide on topic, methods and determine their own learning needs, all of which are considered as the key characteristic of PBL.

Interdisciplinary

A further key feature of PBL is an emphasis on interdisciplinary (Otake et al., 2009; Hanney & Savin-Baden, 2013). It is the fact that in order to finish a project, students need knowledge as well as skills from across disciplines from the physical sciences to the natural and social sciences. This feature means that schools and teachers must equip students with adaptability and holistic thinking to tackle issues from different disciplines.

Cooperative learning

As a clear literature review, PBL is innovative by its emphasis on collaboration and group work which are central for the whole approach (Stivers, 2010). As Hanney and SavinBaden (2013) explained "student activity revolves around a complex series of interactions between team members over time and draws on a range of key transferable skills such as communication, planning and team working since they co-plan their learning with the support of the teacher, research the literature, and as appropriate, meet with adult experts, build prototypes and conduct surveys and experiments, among other learning activities. This approach empowers learners to collaborate in teams, mentored by their teachers. Collaboration can also include partners external to academia (Stauffacher et al., 2006; Cheung & Chow, 2011) such as community groups (Jarmon et al. 2008) or corporates (Danford, 2006), or even an overseas consulate (Korfhage Smith, 2010), resulting in the development of further professional skills, behaviours and networks. However, apart from valuable skills, group work is also considered problematic when it holds potential conflict and student dissatisfaction.

An end product

In the PBL approach, students and teacher involve in a project, so at the end, students create tangible results to represent what they have learned (Stivers, 2010). Harmer and Stoke (2014) stated that a "quality product" is a "distinguishing feature of PBL" and one which "drives the project planning, production, and evaluation.". The types of output is a significant emphasis and products vary from a standard academic dissertation or presentation, to a professional consultant report (Danford, 2006) to exhibitions such as fashion shows, reality TV shows, music videos, board games and production of a viral video for an external business client (Hanney, 2013). Danford (2004, 14) also argued that the products is usually shared, either among peers and academic staff of external audiences such as partners in the community or business sector.

Effectiveness of PBL

Incorporating projects into curriculum is neither new nor revolutionary; however, its benefits are inevitable in the process of teaching and learning. A teacher in Washington State who has used project-based instruction in his math and science classes reported that many students find meaning and justification for learning by working on project after a long period struggling in most academic settings. He also stated that by facilitating learning of content knowledge as well as reasoning and problem-solving abilities, project-based learning can help learners to prepare for state assessments and meet state standards. Brewster and Fager (2000) indicated that engagement and motivation from PBL lead to high achievement. 0 also agreed that PBL provides one way to introduce a wider range of learning opportunities into classroom. In general, there are six benefits that the author finds most significant to learners after introducing PBL in teaching and learning:

Students' academic achievement

The effectiveness of PBL in academic has been proved by many studies. Especially, PBL has improve students' test scores significantly on standardize tests of academic achievement in many schools and levels. Three elementary schools implemented PBL program in

Dubuque, and after two years, two of these schools showed gains in the Iowa Test of Basic Skills from "well below average" to the district average; the third school showed a gain equivalent from "well below average" to "well above the district average. Similarly, these improvement scores occurred at a time when the percentage of limited English speaking students increased in a middle school from 6% to 22% (ELOB, 1999a), and these gains did not level out but increased an average of 25 additional points the following year (ELOB, 1999b).

Students' understanding of subject matter

One of the most powerful designs for conducting research on instructional practices involves comparing students' performance on some criterion measure before and after an experimental treatment. One typical research of this type was conducted by Boaler (1997) in a mathematic school in three years. After the treatment, students at the project-based school performed as well as or better than students at the traditional school on items that required rote knowledge of mathematical concepts, and three times as many students under the PBL program as those in the traditional learning attained the highest possible grade on the national examination. Overall, significantly more students at the project-based school passed the national examination administered in year three of the study than traditional school students. Also, students at the project-based school outperformed students at the traditional school on the conceptual questions as well as on a number of applied (conceptual) problems developed and administered by Boaler. According to him, "Students taught with a more progressive, open, project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a range of settings."

Students' gain in understanding relating skills and strategies in 21st century

Students who are engaging in stimulating projects are exposed to and developed a wide range of skills and competencies such as collaboration, critical thinking, project planning, decision making, time management skills, social and communication skills, and problem-solving skills. With projects, students use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world. Furthermore, while some of these skills are self-reported through student surveys or other methods of evaluation, at other times the evidence for their development is not clearly stated.

Students' positive attitudes toward learning

When assessing the effectiveness of PBL, academic results are a good indicator to measure success. However, PBL also can change a variety of skills and learners' attitudes that may not be measured using standardized testing. One of the major positive attributes associated with PBL is the engagement and motivation which are represented in teachers' note on their improvement in attendance, more class participation, and greater willingness to do homework. Ames (1992) discovered that students who possess a motivational drive that focuses on learning and mastery of subject matter have a higher potential to stay focused with schoolwork than students who merely complete assigned work. Additionally, Blumenfeld et al., (1991), points out that PBL has variety, student choice and authentic problems that

promote students interest in a topic. The Academy for Educational Development (AED) looked at attendance rates and saw PBL participating schools increase attendance rates over 90 (1999). One elementary school in Cincinnati increase attendance rates from 75% to over 95% after the implementation of new programs, and a significant decrease in rates of disciplinary problems. Another group of students worth acknowledging in regards to PBL are students who have learning difficulties or learning barriers such as English language learners (ELL). Since many PBL activities are collaborative and communicative, it allows an ELL student to ask their teacher or working partner for clarification or definition. Most importantly, it gives an ELL student time to process the English barrier and focus on the content to be learned. Moreover, since PBL projects are open in nature, this allows ELL students to use multiple resources to help with their understanding and multiple methods to show the intended content as well. PBL challenges students to use resources and methods that may not have been presented by an educator. ELL students using PBL can look to challenge themselves to learn a language quicker, instead of avoiding embarrassment and remaining unheard.

Perceived changes in work habit and other PBL process behavior
Apart from these above mentioned benefits, PBL also bring positive changes in students' work habit and other PBL process behavior. It provides opportunities for students to contribute to their school or community. Students' self-esteem is also raised thanks to projects they get involved in. PBL enables students to make and see connections between disciplines as well as allow them to use their individual learning strengths and diverse approaches to learning.

Project-Based Learning In Language Teaching And Learning
Research has shown project-based learning (PBL) to be an effective learning method in many ways. Although PBL learning has been studied extensively and a number of papers have discussed the merits of implementing PBL in educational environments, greater emphasis should be given on how it can be adapted to teach language effectively in secondary education.

A research named "Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice" was conducted in Greece State Primary Schools by Fragoulis and Tsiplakides (2009). Fifteen sixth grade students and two primary teachers participated in the study with the aims at implementing project work in order to make students aware of the history of the area in which they live, and use it as a mechanism for cross curricular, and interdisciplinary work, as well as to make use of new technologies. The study emphasized on the benefits of the project work on cognitive, emotional and psychomotor aims by most students. More specifically, in relation to language skills, most learners' willingness to participate in learning activities increased. At the end of the school term, most students showed an improvement in all four language skills. Their speaking and listening skills, in particular, had the greatest improvement. In addition, students gathered a wealth of information about local history from a variety of sources (books, interviews, and the internet), learned a lot about local history, and gained in depth understanding of issues related to local history. Most students' communicative competence

developed, mainly discourse competence, their grammatical competence "knowledge of lexical items and of English Language Teaching September, rules of morphology, syntax, sentence-grammar semantics and phonology" (ibid), and sociocultural competence (using language in a social context) showed less improvement, though. And finally, their social skills and collaborative skills improved dramatically, which is consistent with findings in other studies (Coleman, 1992). After the project work students knew that being a team member entailed certain obligations, most of them developed skills for solving in-group conflicts, and learned to be responsible in relation to the roles assigned to them. Most importantly, all students, regardless of language performance, or motivational intensity seemed to have developed their cooperative skills. Also, their computer skills improved, mainly, the ability to use the internet to search for information.

Another study conducted by Astawa, Artini, and Nitiasih (2017), namely "Project-based Learning Activities and EFL Students' Productive Skills in English" put more attention to the effect of Project-Based Learning on students' English Productive Skills and how the activities influence teaching and learning process in a public junior high school in Bali-Indonesia. Twenty-eight students of the seventh grade participated in this study which is embedded mixed-method which focuses on collecting, analysing, and mixing both quantitative and qualitative data. The findings of the study were discussed in terms of speaking, writing skills, and the teaching and learning process. Especially, the findings showed that PBL could promote students' enthusiasm, confidence, creativity, self-esteem and collaborative learning ability. Students' action in the classroom shows that they enjoyed the learning process, considering on their active participation throughout the lesson. The twenty-eight participants who responded to the open-ended questionnaire showed willingness and enthusiasm to participate in the learning process. They worked in groups and create a project collaboratively. Their enthusiasm was confirmed through an interview conducted after the class. In relation to students' learning process, it was evident that students' confidence appeared as the result of the implementation of Project-Based Learning. The results also show that PBL influenced students learning process by promoting their creativity on learning. The learners were assigned to work on a project which promotes their higher order thinking skills. Students' self-esteem and collaborative learning skills are also influenced by PBL. It was evident that students were not only aware for the need to learn together as a group/team but also the initiative and responsibility for their own learning. While working in a group, the students may be involved in asking and answering questions, giving opinion about other people/group work, sharing information, evaluating other student's /group's work, expressing ideas, monitoring team work, actively interacted to make decision, etc. Individually, each student was given a chance to select and manage their own work. These activities can be expected to maximize independent and self-directed learning. From teacher's perspective, PBL promotes self-motivation and satisfaction in teaching. This research found that the teacher considered PBL as an effective strategy to teach the students and gave positive feedback to students' participation and achievement. This research also found that the English teacher had strong motivation to implement PBL in the classroom for three reasons: first, the students were fully engaged in the classroom activities so that student-centred learning came into play; second, the students showed good responses toward the

learning process; and finally, the teacher had the feeling of satisfaction as the results of positive responses of the students and the conducive learning atmosphere.

Implementing Project-based learning in University-level Teaching of Language
Project-based learning has been investigated in a great number of studies on the global scale over the last decade, but the application of this approach to teaching English as a foreign language in Vietnam is still not popular. With a view to achieving great successes in teaching and learning under the credit-hour system, training workers of the twenty-first century standard, PBL is a beneficial approach to be applied at university in Vietnam. Projects come from different sources and develop in different ways. There is no one correct way to implement a project, but there are some questions and things to consider when designing effective projects (Edwards, 2000). Aware of the importance of PBL, the author proposes the following four phases for implementing a project work in university level for language teaching and learning:

Preparation before the project
A high degree of preparation is a necessity for PBL. In order to implement a project, several aspects need to be considered and prepared well. First, it is the teachers' role to make sure the project goals are in line with the curriculum objectives. It is very important for everyone involved to be clear about the goals so that the project is planned and completed effectively. The teachers and the students should develop an outline that explains the project's essential elements and expectations for each project. The project therefore required to have clearly stated goals and to support and demonstrate content learning both process and product in order to successfully integrate the content learning. Second, a clearly defined skills as well as concepts that learners will learn during the project should be identified before the project is started. Be as specific as possible in determining outcomes so that both teachers and students understand exactly what is to be learned. Teachers should also have an organized framework, time and materials as well as offer equal opportunities for every student to develop such skills as effective collaboration, persuasive presentation, researching information and ideas, problem-solving skills. Finally, teachers should have an adequate assessment on the project based on clearly defined standards, students' reflection and revision, in which they can measure how well students complete the project and how the project's outcomes meet the learning goals in terms of students' knowledge and competencies.

Planning and organizing to start the project
At this step, the students and teacher reach a consensus on a project theme. There are many types of effective projects. Some projects can address a specific community or school need, transform existing work experiences or jobs into projects, or develop a project based on classroom curriculum. Other project can focus on career research. The projects range from structured, semi-structured, to unstructured in terms of the degree to which the teacher defines the project; the teacher therefore should work out the ways in which students can develop some sense of ownership toward the project. The possibilities for projects are endless. The key ingredient for any project idea is that it is student driven, challenging, and meaningful. Moreover, teachers do not let students become the sole decision-makers about

what project to do, nor do teacher sit back and wait for the students to figure out how to go about the process, which may be very challenging. This is where the teachers' roles as facilitator or mentor or coach play a very important part in the success of a project. The teacher will have selected the theme and brainstormed ideas with students to come up with project possibilities, discuss possibilities and options, and be ready to support them form the opening activity to the implementation process.

Implementing the project

In this step, since teachers are aware of students' levels, he/she prepares instructional activities for each of the information-gathering task. Most work is conducted by students after being provided with the language, skills, and strategy demands. They can use a variety of methods such as interviewing, questionnaire, letter writing, and library searches. Next, the teacher should help the students master the language, skills, and strategies needed to compile, analyze, and synthesize the information that they have collected the information that they have collected from different sources. Then, students start to work in groups, organize and analyze information from data they have collected, and decide to keep or discard any information that is critical or unnecessary for the completion of the project.

Completing and evaluating the project

The first thing teachers can do in this phase is to help students prepare essential language skills and activities that are helpful in presenting the final outcome of the project. The activities may concentrate on skills for oral presentations, effective written revisions and editing, persuasive debates, and the like. In order to complete the project, students are required to present their project in the ways that are already set from the preparation and planning phase and also depending on types of projects they choose to make at the beginning. Finally, teachers' assessment and students' self-evaluation are crucial in determining how successful the project is and how well students learn from the project in terms of language improvement and content learning or subject matter. Students should reflect on what they have learned and improved during the project. They are also asked to make recommendations that can be used to enhance similar projects in the future.

Challenges in Implementing PBL

The researcher, however, shows that teachers who implement PBL sometimes face challenges that can limit its effectiveness. Often, these challenges focus on subject content and more on the management of projects, especially in terms of time, scope, and quality.

Challenges for students undertaking PBL

The most significant challenge faced by learners undertaking PBL. There are many researchers reported team work as being the hardest element of their project work (Meehan & Thomas, 2006; Staffacher et al., 2006). Difficulties with group work are attributed to lack of experience and understanding of the values of collaborative work, especially among high achieving individuals. Another problem with group work might belong to cultural factors which influences team dynamics. Moreover, a lack of prior training and larger group size complicated communication and division of work. Students' difficulties with group work also

impact on staff and literature notes concerns regarding the time/resource-intensive nature of group work, particularly for staff in evaluating individual contributions in a group setting.

Challenges for academic staff

Staff members also face some similar difficulties mentioned with students. However, their new role of facilitator and time and resource needed for PBL are the two most significant aspects. Teachers who implement PBL in their classes encounter anxiety and resistance towards their new role as facilitator in student-centered PBL. Lecturers struggled with the shift from being an imparter of knowledge to one of a mentor or facilitator and recommended the input of pedagogical trainers. The literature also suggests that PBL is challenging for staff in terms of finding a balance between need for input and allowing students the freedom to explore and experiment. Similarly, teachers may be unsure about how much scaffolding to provide and a lack of staff confidence regarding choice and implementation of appropriate methods of assessment (particularly formative assessment), which sometimes meant a focus on summative assessment and consequent heavy workloads for students and staff (Graham, 2010). Cultural factors and social contexts may also play a part in teachers' beliefs about their role, with attitudes varying across national borders. Time and resource intensive nature of PBL is another significant challenge identified. It is the time taken to develop PBL module, project guidance and ongoing formative and sometimes complex combining of assessment, identifying and developing appropriate problems and projects. Furthermore, a need for significant numbers of trained facilitators and a lack of available resources such as materials equipment and teaching/project space is also noted time-intensive for teachers and staff.

CONCLUSION

Project-based learning is a key strategy for creating independent thinkers and learners. The introduction and application of PBL bring out a lot of unquestionable benefits for not only learners and teachers. In the future, students must enter a workforce that they will be assessed on their performance. They will be evaluated not only on their outcomes, but also their collaborative, negotiating, planning, organizing, critical thinking skills and others. By implementing PBL in education, especially in language teaching and learning, teachers and schools are preparing our students to meet the twenty-first century with adequate subject matter, content knowledge, preparedness and a repertoire of skills they can utilize successfully. Teachers also benefit from PBL in their professional development and chance to have deeper understanding of their own expertise and specialized knowledge. The implantation of PBL is challenging; however, if both teachers and students determine clearly their own roles and responsibilities, PBL is absolutely the best method in education.

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CRITICAL REPRESENTATION OF WOMEN'S FASHION BY COLONIALIST IN STUDENTS' LITERARY READING

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Abstract: The construction of the woman's body becomes an important issue today. The number of incidences of sexual violence has increased tremendously. This study used three novels as the subjects of research with the following titles: (1) *Salah Asuhan (SA)*, (2) *Gadis Tangsi (GT)*, (3) *Tarian Bumi (TB)*. This research was aimed at describing, interpreting, and explaining the construction of marginal women's fashion in Senior High School students' literary reading. This research used a critical qualitative approach to the object of the study that was done by using words, phrases, and sentences in the object critically. The study used document study and interview as the techniques of collecting the data. Data analysis was performed during data collection and after data collection following some stages: (1) data reduction, (2) data presentation, and (3) verification and conclusion. The results of this research showed that high school literary reading (novels) constructs beautiful woman's body in the form of superior women's body image. It is constructed through the behavior of a body in a particular fashion that is charismatic.

Keywords: Critical Representation, Marginal Woman, Student's Literary Reading

INTRODUCTION

The literary discourse contains the author's ideology, the class being championed, or the environment around the author. The situation arises because the work of literature is inseparable from the culture. In this relation, literature is viewed more as a social product than is simply seen as the crystallization of the author's personal fantasy. Language as a discourse or the language used as a medium in literature is in fact a dynamic construction that is closely related to power relations. That is, events in language-mediated literary works are a construction of the power of society or the author to convey his/her ideologies. In the context of this research, the ideologies that were analyzed were colonialism/neocolonialism.

Colonialist/neo-colonialist powers can take the form of behaviors or thoughts to dominate, discriminate, do injustice, create stereotypes, and prejudices embedded through literary discourse. The planting of colonialist/neo-colonialist ideology is done through reading the literary works. A literary reader involves cognition, memory, and affection, so that written or unwritten textual messages are stored in the reader's *long-term memory*. In that context, readers negotiate meaning based on their memory stock, and it is used to interpret their life in the world.

The readers of literary works, including high school students, also acquire that ideologies. van Dijk (2000:49) states that ideological planting by dominant groups of other groups often uses the form of stories. The story is used as a statement (premise) to say that the group is right or wrong (van Dijk, 2000:49). In fact, a story written by an author contains a relationship of hope, which always positions itself definitely in relation to his or her ideology and the reader consciously or unconsciously reads those ideologies.

One of the ideological cultivations in Senior High School students' literary reading is the ideological construction of a marginal woman's body. Marginalized people are a losing and marginalized group in power, in the context of this research are women. Marginal women are an inferior group.

The construction of the woman's body becomes an important issue today. The incident of sexual violence has a high frequency, even it has become a remarkable occurrence in Indonesia is inseparable from the problem of the body (sex). The issue of sexual violence is a growing contemporary export issue in developing countries (Azage, Abeje & Mekonnen, 2014:1). In addition, the body of woman today is becoming a matter or commodity for the capitalists. Magazines, news, photographs, art, and literature make woman's bodies an attractive material for construction. Media construction of the woman's body conveys ideologies that reinforce the feminine identity: beautiful, slim, smooth, high, white, classy, which actually strengthens the position of women as the second sex. Media construction of the woman's body can affect women's self-image of their bodies, including the forming and functioning of their bodies, because the media construct social realities as a knowledge.

In relation to the marginalization of female students in schools, a study by Hamdan (2010:23) indicates that the books used by students in schools put women lower than men. They note that women are still given a traditional role, while men are given a challenging and interesting role in student reading books. Literacy becomes biased in that context. The research of Yasa and Roekhan (2016) prove that textbooks of Indonesian Junior High School show that women have a more passive position than men. Observing this issue, teachers should be critical of classroom reading in order to create a humanist climate and justice, including critical to novels students read because novels sometimes make the reader experience abnormal emotions (neurosis) and worry/harm due to the many prejudices and stereotypes.

The novels read by Senior High School students reflect the marginal/inferior self-construction events by the superior. Self-construction is done on the oppression, denial, rejection, coercion of the marginalized by the superior. Based on observations, interview, and content analysis, three novels are popular among the school students in Bali. The novels are *Salah Asuhan [SA]* (1928) by Abdoel Moeis, *Tarian Bumi [TB]* (2000) by Oka Rusmini, and *Gadis Tangsi [GT]* (2004) by Suparto Brata. *The novel SA* (1928) describes the colonial practices of the Dutch colonial period. *SA* (1928) tells the life of European woman named *Corrie du Bussee* and an indigenous woman named *Rapiah*. Both women are described as the wives of an indigenous man named *Hanafi*. In *SA* (1928), the relationship between the characters, i.e *Hanafi* and *Corrie* characters experienced estrangement because they had different cultural backgrounds (West-East). *GT* (2004) tells the life of the Dutch soldiers (indigenous) in the life of Dutch society. This novel introduces the characters, *Teyi* and *Putri Parasi*. *Putri Parasi* teaches *Teyi* reading skill, how to wear a dress, and knowledge about people's life in the *Surakarta* Palace and West/Europe. *Putri Parasi hopes Teyi* becomes a princess in *Keraton Surakarta*. Meanwhile, *TB* (2000) tells about the life of Balinese people. These three novels address the issue of Balinese customs, such as caste (*sudra-brahmana*), intercultural marriage, and customary law.

Based on the description, the use of novels in high school literary learning is very high. The students read, understand and analyze the contents of the novels, through the language

used as the medium of the story. Directly, students are also influenced by the hidden ideology (hidden agenda) of the novels, especially the construction of the marginal women's body. The construction of a hyperrealist woman's body (full of prejudices and stereotypes), can create an inferiority in a group of students, especially female students, even causing the class to be uncomfortable.

There are some studies which are similar to this study. Maestre (2013) studied *Legenda Danau Naga Hitam* using the theory of Feminism, Stylistics, and Critical Discourse Analysis. Maestre found that (1) the portrayal of characters between girl and boy is very different. The narrator has indeed given a negative character to the girl and (2) the story of overlexicalization is proud (proud/boastful), boastful (too pretentious) and presumptuous (very arrogant, false even indifferent to the environment). These lexical words are used by the narrator as a medium to influence the reader's view of the girl's character until the reader also judges that the girl is indeed immoral. Another similar study was a study conducted by Cahyaningtyas (2016). Cahyaningtyas (2016) portraits intercultural marriage in Bali on *Tarian Bumi*. The research of Cahyaningtyas showed that (1) the caste system in Bali presents (represents) a form of stratification, of kinship and gender differentiation through marriage and male domination over women, and (2) intercultural marriage in Bali brings sociopolitical consequences.

Some of the previous studies showed the focus, theoretical design and methods, and the diverse research results that are different from this study. The previous researches have not focused on the study of construction of marginal women's bodies over the novel time, so that there has not yet been found a symbolic power network on the construction of the marginal women's bodies as a whole (from time to time/period to period) in Indonesia.

There were several objectives of this research, namely to describe, interpret, and explain the physical and fashion construction of marginal women's bodies in the literary reading (novels) of Senior High School students. Theoretically, this research can (1) exude the theory of critical discourse analysis, postcolonial theory, and postcolonial feminism theory, (2) develop the construction concept of marginal women body, (3) strengthen the statements of critical discourse analysts, postcolonialists, postcolonial feminists that theories of critical discourse analysis, postcolonialism, and postcolonial feminism require the integration of theories (interdisciplinary). In practical terms this research can provide benefits, among others (1) it can enrich the treasury of critical discourse analysis (interdisciplinary study) using Indonesian novels as the subject of study, (2) it can provide an alternative guide to the dominance and hidden violence in Indonesian novels to readers (especially students), (3) it can give some benefits to the literary learning in school.

Marginalized women are marginalized by patriarchy and colonialism. In that context, women are not really inferior naturally, but are cultured by culture: the acculturated women become inferior.

The construction of a woman's body that is inconsistent with reality as such is an unfair means of production, distribution and consumption. The production, distribution, and consumption of women's bodies have contributed to the formation of women's knowledge. Knowledge of the body of a woman that is formed includes the expression of the women's bodies through fashion rhetoric (Rogers, 1999:112-135).

Fashion can be defined as the most prevalent style or habit in dressing. Fashion is a dress code that sets style standards by age, gender, social class, and etc. (Danesi, 2004:216). Fashion code can be an ideological statement. In this case, clothing can communicate something like language: easy to be liked, offended, controversial, fun, disgusting, deceptive, or charming (Danesi, 2004:219), it even makes a group frustrated through a display of fashion from the producer actors.

Fashion reflects a person's identity or group identity. Through fashion, identity is expressed, concealed, assumed, created and reflected (Horning, 2014:297). Fashion conveys powerful messages about ownership, diversity, safety, and danger. In a colonial setting, fashion conveys ambiguity or contradiction (Horning, 2014:297).

METHOD(S)
Research Design
This research used a critical qualitative approach. This research data was in the form of words, phrases, clauses, and paragraphs that contain thought-thinking, hegemony, and domination in 8 novels.

Setting and Participants
The sources of this research data were novels that were read by students. There were several considerations of researchers in determining the subject of this study. First, the novels read by students were the novels borrowed in the school library. Second, the titles of the novels borrowed by students were the titles of novels in all sample schools. Third, the novels that the students read raise the issue of women, especially the construction of a marginal women's bodies that proportionally present the data to be examined. Based on these three considerations, the source of the data of this study were (1) *SA* (1928) by Abdoel Moeis, (2) *TB* (2000) by Oka Rusmini, and (3) *GT* (2004) by Suparto Brata.

Data Collection Method(s) and Analysis
Data collection techniques used in this study were document study techniques and interviews. Data analysis was performed during data collection and after data collection. In accordance with the opinion of Milles & Huberman (2014), this study followed three phases of data analysis, namely (1) data reduction, (2) the presentation of the data, and (3) verification and conclusion.

FINDINGS AND DISCUSSION
Construction of marginal Woman's body through fashion
Construction is an effort or act of representing the bodies of women and the social role of women through the ideology of certain groups, in this study a group of patriarchy and colonialists (neocolonialist). Senior High School students' literary reading represents the construction of marginal women's bodies. Representation of the marginal woman's body includes the way of the body is constructed through fashion.

The construction of marginal woman's bodies in Senior High School students' literary reading includes *figured worlds, significance, activity, identity*, *relationship*, to the stage of the *sign system* and *the cultivation of knowledge*.

In the novel there is a *figured world* of the ruling group (dominant, colonial, master, capitalist). The constructed woman's body created is done to represent the power of *the Self* and the weakness of *the other* or the Marginal. The representation of the woman's body as *the Self* and *the other* in the novel constructs the ideology of the readers of the novel. The choice of the author's language brings the ideology to the readers of his/her literary work. Literary works speak and participate in the practice of community communication and play an important role in influencing the worldview and social structure.

Fashion can be defined as the most prevalent style or habit in dressing. Fashion is a dress code that sets style standards by age, gender, social class, and etc. (Danesi, 2004:216). Fashion code can be an ideological statement. In this case, clothing can communicate something like language: easy to be liked, offended, controversial, fun, disgusting, deceptive, or charming (Danesi, 2004:219), it even makes a group frustrated through a display of fashion from the producer actors.

Fashion reflects a person's identity or group identity. Through fashion, identity is expressed, concealed, assumed, created and reflected (Horning, 2014:297). Fashion conveys powerful messages about ownership, diversity, safety, and danger. In a colonial setting, fashion conveys ambiguity or contradiction (Horning, 2014:297). Rogers (1999:173) states that clothing and various kinds of jewelry have made the human body look cultured. These conditions give effect to the desires of luxury in human beings. Fashion that serves as identity is also used to distinguish groups. The groups formed include dominant groups and marginal groups. The dominant group constructs itself as a group that uses the ideal fashion. Marginalized groups are constructed as an uncivilized group because their fashion is not ideal.

Fashion that determines the dominant and marginal woman's body identity can be shown in hair, face, neck, body, and hands. Senior High School students' literary reading uses fashion as a means of Discourse. The practices of dominance and fashion hegemony have structured a society as civilized or barbaric group. This fashion-induced structuring determines the behavior of the dominant group that civilizes the perceived (barbaric) group. Fashion-constructed woman's body is contained in several novels such as (1) *SA* (1928), (2) *TB* (2000), (3) *GT* (2004). In the novels, fashion is used as a discursive construction.

Discursive fashion has formed two distinct groups. First, the group that has power: *Corrie*, *Putri Princess*, *Yoko*, and *Teyi*. These women's figures are colonialist/neo-colonialist representations. Ratna (2008:340) states that the natives who were under the colonialist influence thus agreeing to everything that was planned by the colonialists were colonialists because they were colonialist extensions. In reality, they also benefit, both in material form and power (Ratna, 2008:341). *Corrie* is a representation of the Dutch (European) body. *Putri Parasi* and *Teyi* are representatives of Dutch colonialist "agency" bodies. *Yoko* and *Keiko* are representatives of Japanese colonial agents. Second, the marginalized or the powerless: *Srintil,* the women of the *tangsi* (barracks), and the women without *caste* (*sudra*).

The power possessed by the dominant group constructs the bodies of marginal women. The marginal woman formed her body in the shadow of a superior woman. Repression,

denial, and rejection of marginal women's bodies are performed by superior women. In the end, they run their agenda, which is constructing *figured worlds* on the marginal women's body. Gee (2011:97) states that *figured worlds* have similar meanings to cultural models. These cultural models can be used by individuals or groups to decide whether a culture is normal or not through discourse practice (Gee, 2011:97). In the practice of discourse, all forms of beliefs, values, and habits (traditions) are held in an effort to shape the personality and behavior of speech, way of acting, how to read, or how to communicate (Gee, 2011:97).

In the *GT* (2004), the world of marginal girls (*Teyi*) was constructed by the Dutch colonialist. She visited the *Ashashi Shop* where the owner and his/her buyer used the Dutch language. World construction *(figured world) Teyi* is created through an object of a beautiful doll like *nonik* (Dutch children).

> Teyi was fascinated to see Dutch dolls [...] her clothes were like *nonik* (Brata, 2004:62)

The dolls presented in the *GT* (2004) are objects. Objects in general cannot be considered meaningless because the objects have a marking system that reflects the structure of meaning in a culture (Danesi, 2004:236). The doll as an object in the context of the *GT* (2004) is a system of markers of the cultural structure of the ruler (Dutch colonial) used as a model of civilization of indigenous women (represented by *Teyi*). The Dutch *nonik* doll is an icon of superior women. Dolls in this context are used as a medium (technology) to construct the more modern European woman's body. The doll is nothing but a figured world or a European cultural model used to civilize marginal women' bodies (:*Teyi*).

Cultural models *(figured worlds)* construct the body of an indigenous woman, *Teyi,* done by a "colonialist agent" named *Putri Parasi*. The modern model of *Keraton Surakarta* culture combined with modernity (colonial West-Netherlands) are embedded *(sign system and knowledge)*, constructed on an indigenous woman's body. The indigenous woman's body for *Putri Parasi* is the imagined body. The imagined body is shaped according to the modeled images. The indigenous women body represented by *Teyi* in the *GT* (2004) was constructed by *Putri Parasi* through the grand palace *kebaya*, the matted fabric, and the hair ornament that displayed the royal characteristics of a princess palace.

> When *Teyi* later is able to behave and speak the refined language like Solo
> Princess, she will be a virgin teenager as the result of transformation into *Putri
> Parasi*. *Putri Parasi* is very happy...
> Her hair was oiled [...] and then dotted with various degrees of hairpins , poor
> bracelets....
> Three days later the green silk *kebaya* was re-stitched by *Putri Parasi.* Try it now!
> Extraordinary. Green *kebaya* that fits right with *Teyi*'s body. *Teyi* feels like someone
> else
> ... the fabric was tied up with a *setagen* and *kemben, Teyi* now looks elegant. *Putri
> Parasi* told *Teyi* to walk in accordance with the teachings given.... (Brata, 2004:165)

That story events show that the construction of the marginal woman's body is formed, governed, and controlled by the dominant women group, so that the governed body is obedient. Danesi (2004:214) states that the covering of the bodies is an act of obedience. Selection of clothing: silk *kebaya*, *setagen*, *kemben*, and walk and the use of the clothes are all governed by "colonial agents". The regulation and control of the marginal women's bodies are inseparable from the imagination or *figured worlds* predetermined by the agent or actor. In that context, the novel as a discourse conceals the intentions of the ruler or the dominant group.

One example is the fashion that constructs the woman's body in *SA* (1928). Women's bodies are constructed *inequalities* between the fashion of colonial women and the fashion of indigenous women. *SA* (1928) describes *Corrie*'s fashion so beautifully, but it does not describe indigenous women's fashion. SA uses setting and characters to potray indigenous women. The women's bodies of *Rapiah* and *Mariam* (*Hanafi'*s mother) are not described in *SA* (1928). In this context, *Corrie's* fashion is featured and *Rapiah's* is hidden. The beautiful and expensive fashion that *Corrie* uses has the purpose of shaping the identity of a better European woman: elegant, luxurious, and charismatic. The situation is opposite to that of the indigenous women. Fashion for indigenous women is treated as non-existent. Therefore, it is not presented. In this context, indigenous women functioned as *backgrounding* in *SA* (1928).

> Tennis costume from the woolen red thread, docked closely in the lights [...]
> Some strands of hair come out from the grip of silk [...], all that beauty
> [...](Moeis, 1928:9)

That context describes the beautiful body of colonial women. The woman's body was wrapped in a red wool suit and a silk headdress. European woman's body fashion construction is ideal. Meanwhile, indigenous women's bodies fashion construction is considered non-existent. In the absence of fashion (clothing), the colonial view of the natives never existed. The colonialist denied the existence of natives when it is attributed to clothing as human identity itself (Horning, 2014:297). Although marginal group fashion is sometimes depicted in text, the fashion displays a low score (bad), for example in *GT* (2004).

> Oh, do you want to buy something? You must wear good clothes. What is your
> name? Where are you from? (Brata, 2004:64)

The marginal group fashion construction is very much against the situation and condition when compared to the dominant women fashion group construction. *Teyi* as an indigenous woman (before she was made a "colonialist agent" by *Putri Parasi*) was depicted using a bad suit (as a grammatical construct that colonialists expected from grammar: *must wear good clothes*). In this context, the grammatical constructions use epistemic modalities. Epistemic modality is a speaker's assessment of the possibility and necessity that something is so or not; probability, necessity, certainty, and predictability. Modality *must* be a repressive discourse that obliges the marginal women's bodies to be subject to the rules of Dutch colonial women. In addition, the fashion construction of the women's bodies is also reflected in *TB*.

Wayan can only buy *kebaya* and rough cloth (Rusmini, 2000:189)

The marginal woman in that discourse describes Ida Ayu Telaga's change of identity from *brahmana* (*Ida Ayu*) into *sudra*, undergoing a fashion change. If before the change of identity, *Ida Ayu Telaga* is described as a perfect woman: beautiful, has a nice and diverse outfit, when she no longer holds a *brahmana* caste title, her body fashion has a low value: *rough and just kebaya*. The text represents marginal women as worse and weaker or inferior women.

CONCLUSION

Senior High School students' literary reading carries the ideology of dominant groups over marginal groups. The women's ideal body shape is constructed through fashion. The construction of women's bodies through fashion shows that the dominant group civilizes a group that is seen as barbaric (marginal). The literary reading of Senior High School students is constructed in the form of a superior women's body image. The superior woman's ideal body image is constructed through a *committed fashion*.

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GAMIFICATION IN ENGLISH LANGUAGE TEACHING: TABOO AND TIMELINE

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Abstract: This article aims to propose classroom activities using games which can be used as literacy tools through communicative situations using language, by expanding vocabulary, understanding meaning and concepts, developing memory and creating a reference system, as well as to involve students in the learning process as its agents. The game Taboo consists of a set of cards with words that other participants must guess, and in the same card words that players cannot say. It is noticed that in addition to the lexical work developed in the gameplay there is a need for intertextuality among the players, that is, the understanding references. In order to meet the curriculum requirements that strongly encouraging teachers to create more student-centered learning situation and provide more activity-based tasks, we also applied the Timeline game for teaching simple past and passive voice structures. As a final result students presented their games and played matches with their classmates. In addition to working the structures in a natural way, without the need to memorize formulas, there was a more diverse vocabulary development, in addition to formal work with regular and irregular verbs required by the curricula. As a result students were able to develop new bilingual and interdisciplinary games.

Keywords: gamification, ELT, teaching resources

INTRODUCTION

The objective of this article is to present strategies for English Language teaching and learning, focusing on teaching media to generate communicative situations in using language. Due to little background in teaching media, there is a big challenge faced by teachers in developing creative, innovative and effective learning situation. Some teachers feel comfortable teaching with speeches rather than involving the students directly to the lessons. By not involving the students in the learning process, teachers are not able to assess the productivity of their classes, for instance how much students have comprehended from that just listening time. Since they are not involved in the learning process, there are the less interactive learning situation, leading to fewer interested students in class. In order to overcome this condition, the government in Indonesia has transformed the previous Curriculum KTSP (2016) into Curriculum 2013. The same measure was taken in 2009 in the state of São Paulo, Brazil, when the proposal of a unified lesson plan for all the region became the official Curriculum to be followed by all the schools as stated by Fini (2008). While the Curriculum of the State of São Paulo focuses on skills and competences, Indonesian Curriculum 2013 highlights five scientific approaches in learning process; observing, questioning, associating, experimenting, and communicating as well as task-based activities that are recommended to employ in teaching and learning process. Both curricula designs also encourage teachers to use various teaching and learning strategies that can

enhance students' participation and involvement in classroom situation. One of the strategies that can be used is using board games.

The concept of board games has been approached by Wittgenstein (1986, p. 32):

> Consider for example the proceedings that we call "games". I mean board-games, card-games, ball-games, Olympic games, and so on. [...] Look for example at board-games, with their multifarious relationships. Now pass to card-games; here you find many correspondences with the first group, but many common features drop out, and others appear. [...] Compare chess with noughts and crosses. Or is there always winning and losing, or competition between players? [...] And we can go through the many, many other groups of games in the same way; can see how similarities crop up and disappear

Although the games used in this project do not use boards to keep a score of the players, *Taboo* and *Timeline* are closer to the mechanics of board games than poker or black jack, since they are played on tabletop. The most traditional board games involve the movement of pieces on the board, such as chess or checkers, but, as Wittgenstein (1986) explains, a move in chess does not consist simply in moving a piece in the board but in the circumstances that we call 'playing a game of chess', 'solving a chess problem', and so on. The problem-solving objectives of some board games and role playing situation involved can prepare students to real life situations or to research about different themes.

Wittgenstein (1986) also brings the concept of "language-games" as well as many variations of those kind of games, although most of the proposed games do not need boards or cards. In fact, the definitions is broad to all the games that stimulate conversation, practice the skill of speaking, listening and trying new words, as well as developing social skills by understanding non-verbal communication such as drawings, eye contact, body language and gestures. Despite the use of board games in English Language Teaching is still rather rare, this strategy looks interesting as Fung revealed (2016) in her study that the low-proficiency ESL learners became more actively involved in speaking activity as well as expressing their ideas. Another proof was also revealed by Phuong & Nguyen (2017). They claimed that the use of board games can help to increase students' motivation in learning English grammar. Although there are some teaching aids that are often used by teachers, claimed as 'high-tech' tools, they do little in order to involve students, such as presentations using PowerPoint, Google Slides or Prezi, and their effectiveness still depends on teachers' skills on developing and researching interesting ways to illustrate their classes. For that reason, it seems that most of the new technology is limited to bring images where there used to be blackboards and chalks, and even the use of this technology implies the presence of overhead projectors, computers and internet in classrooms, what does not agree with the reality of most schools.

Due to those reasons teachers sometimes give up on researching technological resources, expecting that all of them are related to computers and applications. There is also the factor of exclusion, since asking students to use cell phones in classroom make cause discrimination of those who do not possess a modern smartphone.

The use of smartphones with game apps and modern video games have created a distance between 21st century students and analog board games, and most middle and high-school students have never played one. Most of them, like many teachers, only recognize chess or checkers as board games. There are also cultural restrictions, like companies that focus on boys as their main marketing target, ignoring the fact that girls also are a significant number of players, and the lack of a gaming culture outside North America and Europe.

Because of the absence of most games around the world, the prices of those games rise significantly when they are imported, and this factor also retains teachers from obtaining them for the classes. Having those difficulty in mind, we aim to not only present the games, but also provide strategies for using them at low cost contexts.

The games selected for this article have common in their usage for vocabulary development and easy game rules. It came to our attention as most lesson plans focus on verb tenses and lack strategies to develop vocabulary, what force students to memorize rules without practicing them in meaningful contexts. If we think about the four basic skills in Language teaching, i.e. reading, writing, speaking and listening, little work is done when rules such as "adding -*ed* to a verb to change it to the past participle" are not applied to any of those skills. This contents infers that students already know not only the concept of past participle in both mother and target languages and have a vast repertoire of vocabulary including verbs that can be used in that structure.

In order to develop reading and writing skills, we choose the game *Timeline* to illustrate how structures considered complex to students can be used by students without the need of a strong set of rules, developing them in a natural way. The game *Taboo* will also be approached, with the objective of developing listening and speaking skills, as well as developing a lexical work with students, who are expected to be able to provide definitions to other players.

By applying this strategy in teaching English we believe that the creative, innovative and effective learning situation can be created as well as enhance students' participation in learning process. Students who are passive become more active and without any hesitancy they are able to express their idea in the lesson. Some recent studies investigating the effects of board games to the learners revealed this result. As Fung (2016) concluded that the board game is useful to engage learners' participation in class and to enhance the speaking ability of low-proficiency ESL learners. Furthermore, Phuong and Nguyen (2017) found out that board games had significant effects on EFL learners' grammar retention and learners had positive attitudes towards the use of board games in grammar classes.

However, the main concerns of this article are how teachers can gamify their English language classes and how to design the board games (Taboo and Timeline) together with the students.

GAMIFICATION IN ENGLISH LANGUAGE TEACHING

The word "gamification" is defined as the process of using game thinking and game mechanics to engage audiences and solve problems (Zicherman & Cunningham, 2011). Gamification also refers to a type of gameplay with clear and defined learning outcomes. It means employing well-designed digital and non-digital games to stimulate learner's

language, critical thinking and problem solving abilities. It includes elements of games or play into the learning environment to boost engagement and participation. There are strongly held views about how gamification works (Millsom, 2018), technically, gamification occurs when you take elements that are usually found in games-such as competition, collaboration, scoring points, winning and losing, levels prizes-and incorporate them into other areas to increase engagement. Apostol et al. (2013) identify eight elements of games that are used for the gamification of learning, such as: rules, goals and outcome, feedback and rewards, problem solving, story, player(s), safe environment, sense of mastery. So, rather than just using games in the learning process it is in fact more like turning the learning process into a game. However, it is necessary to create gamified classroom environment with clear goals and challenging tasks as well as add an aspect of enjoyment and novelty (Faiella & Ricciardi, 2015) The following figure describes how teachers can gamify their English classroom as Pesce (2015) proposed:

Table 1: Stages of Designing Process

Stage 1	*Looking at Examples*	Students play a number of games which are provided, created by someone else. In this stage, students try to comprehend how the games work as well as identify the strategies used in the games.
Stage 2	*Developing Ideas*	Students share ideas within groups, then make a detailed plans for the games they will create.
Stage 3	*Creating Game*	Each group of students produces a detailed design, makes it up and checks the finished version.
Stage 4	*Testing and Evaluating*	The groups of the students exchange games and test them. When they are returned, each group assess its own game.

The creation of cards, the strategy as well as the techniques how to create the two games discussed in this article (Taboo and Timeline) we shall present further in the following section.

DESIGNING BOARD GAMES

One of the challenges to use board games in English language teaching is the board game unavailability due to the high cost of the games. There are two practical ways to solve that predicament: teachers and/or students can work on the printable versions of the games and after design and then create the games by themselves. In this article, the second option is our main focus due to some existing obstacles, and also this activity is more challenging and can enhance the students' creativity.

However, when developing a board game, concerns about story, objective, characters and theme should be considered, as well as artwork, design, handwork and price. Another important aspect is the game mechanics, such as how players win and their actions. These aspects have been outlined by Wittgenstein (1986), about winning and losing as well as the competition in using board games. When these three aspects are fulfilled, the teachers can start to direct the students to start designing the board games by following the stages of designing process:

The creation of cards, the strategy as well as the techniques how to create the two games discussed in this article (Taboo and Timeline) we shall present further in the following section.

USING TABOO AND TIMELINE IN ENGLISH LANGUAGE TEACHING
Taboo

Taboo is a word-guessing party game published by Parker Brothers in 1989. The objective of this game is for a player to have their partners guess the word on the card without using the word itself or five additional words (Taboo Words) listed on the card.

A classic taboo word game includes 504 cards and a buzzer, which is an electrical device, similar to a bell, that makes a buzzing noise and is used for signaling the taboo word (s) being said. To play this game, the players can either use the provided cards or create their own cards.

Before starting the game, there are some rules that the players should notice: the taking turns of teams, getting buzzed, and the scoring as Hasbroo (2000) described. In taking turns, the game is started with Team A that chooses one of their players to be the first clue-giver, and that player sits facing the card holder with the timer close at hand. Team B's players sit beside Team A's clue giver so they can see the cards as the clue-giver plays them. Team B controls the buzzer. The clue-giver's teammates are not allowed to see the cards and they should sit opposite their clue-giver, waiting to shout their answers. After Team A's clue giver has completed turn, one of the members of Team B is chosen to be the next clue giver for their team. Both teams take turn appointing clue givers and guessing words until all players have had one turn as clue giver. To calculate the scores each time a teammate shouts out the correct guessed word, the clue giver's team scores a point. The guessed card remains on the easel. The clue giver quickly draws another card and puts it in on the easel in front of the already-guessed card(s). The number of correctly guessed cards in the easel is the number of points the clue giver earns for his/her own team. Losing a point might happen to the clue givers who gets buzzed and passes on a card. All points lost are awarded to the opposing team.

In English classes, the teacher can start the game by dividing students in teams. If the class is diverse, the teacher can try to mix up the students (the beginner players with the advanced ones). It is also noticeable that since Taboo is produced in different countries, some cultural aspects may appear, like Singapore dishes, Australian slangs and Canadian celebrities, since the game is produced in those countries as well as United States. This is important to

highlight the aspects of *Anglophone*, i.e. the communities of English-speaking countries and how their different cultures affect language.

The cards should also contain the taboo words that the students should not mention during the explanation. One student acts as clue giver and holds the set of the cards so their teammates cannot see the content of the cards. The teacher then starts the timer, for instances, stopwatch or an hourglass. The clue giver gets a certain amount of time to have their teammates guess as many words they can. The clue giver should give their teammates various clues about the word being guessed, without saying the list of taboo words. For example, to explain the word "student" the clue giver should avoid to say the words "school", "study", "score", "lesson", and "homework". Instead, the clue giver can say something like "someone who is taught by a teacher" or any other related explanations. According to Kudrowitz (2013) this is creative as it hits on some major creative thought processes. The clue giver, in this case, is engaging in divergent thinking. This person is trying to envision everything that can possibly be related to the word "student"; by making a mind map. A mind map typically takes the form of a diagram involving words and graphics that branch out radially from a central concept. In this case, the central concept is the word "student" and the clue giver is making associations around it such as "school", "study", etc. The creative challenge for clue giver is to broaden his/her mind map to find closely associated words that are not the ones on the card. Meanwhile, the others who guess (the teammates) are engaging in a very different creative process: convergent thinking. They are hearing a string of seemingly unrelated words and phrases and are trying to find the word that connects them all. Although they are not aware of this, they are taking part in a variation of a classic test of creativity called the Remote Associates Test (RAT). The RAT involves finding a connective link between a set of three seemingly unrelated words that have a mutually remote association. The challenge is to find a word that can be paired with these three words in the set. This demonstrates how playing Taboo encourages innovative thinking. Then, when the teammates guess correctly, the clue giver takes a new card. To calculate the points, the clue giver gets one point for each guessed card and the opponents get one point for each card in the discard pile.

As an addition, there are some tips for teachers in using this Taboo game in English class. Firstly, encourage the students to use the words that they have learned, to describe the meanings of the words. Secondly, use synonyms and antonyms instead of say phrases like "sounds like' or "rhymes with". Using any gestures is also not allowed. Before the students start giving any clues, ask them to read the guessed words and all of the taboo words carefully, to remember the words that they should avoid.

Due to its popularity, there are hundreds of pages with printable Taboo cards, which can be reached by simply researching "print and play Taboo cards" in searched websites. This may be a solution for the unavailability of the game in some countries, as well as a manner to develop specific vocabulary in classes. There are also pages dedicated to professional vocabulary development, such as law-related words.

In the step students develop their own cards. This exercise may not only improve their vocabulary, but also enhance their research skills. One common mistake in that research phase happens when students ignore the morphological classes or grammatical organization of phrases. When ignoring word classes, students may find words that mistranslated have no relation to the clue-word of the game, as, for example, the Portuguese word "chama", that

means flame in English, but also the verb "call" in present conjugation. If students do not check if they are researching a verb or a noun, he may relate "call" with "fire". On the other hand, if the word order and organization of phrases are ignored, Brazilian students may write "room of class", while Indonesian students "room class", following the patterns of their mother languages.

Although a custom Taboo game can be designed easily, the gameplay may be not so simple, since it requires certain level of speaking skills. In order to develop the students' skill to describe orally, they can write definitions in the cards and highlight the forbidden words. This adaption can also be used to work on grammar points such as relative pronouns, since in the definitions students should use structures like "It is person who…" or "It is a thing which…". In order to have accurate definitions, students can use monolingual dictionaries, a kind of resource that are usually ignored at schools, since the bilingual provides a quicker solution to vocabulary problems. By avoiding the translations, students can understand how conceptualization works, as they might find words that do not have an exact equivalent in their mother tongue.

The creation of cards can also be a strategy to create an interdisciplinary project, in techniques that we shall present further in the game *Timeline.*

Timeline

The game *Timeline* was created by a French designer and sociologist Frédéric Henry. We can notice by his educational and professional background the interdisciplinary potential of his games, although they are not described as educational. *Timeline* consists of a set of cards that depict historical events, inventions, discoveries and cultural productions on both sides, with the year in which those first occurred on only one side. Each player receives about three cards, according to the number of people playing, and they must not see the face with the date. The gameplay follows with players taking turns placing one card at a time in a row on the table, and then the date on it is revealed. If the card was placed correctly with the date in chronological order with the other cards on the table, the player gets rid of the card, otherwise it must be discarded and another card must be withdrawn from the deck. The first player who runs out of cards wins the game.

Although players may memorize the date of the cards, this game has great replay value, i.e. the quantity of times that the same game can be played. The price of *Timeline* is also competitive, since it costs about one quarter of most board games. Because each player uses only about 3 cards a match, a single game set can be used with 20 students, as long as the teacher develops a system of taking turns using the cards.

There are three stages of using *Timeline* in the classroom. The first one consists on letting the students play the game. Although it seems easy, understanding the rules takes a significant part of classroom. Advanced students may well read the rules and start playing right ahead, but reading the manual might be a challenge for basic level learners. If it is handed to the students before explaining the rules, the game may be a distraction when the teacher tries to explain them, due to the excitement of those students facing a novelty in classroom.

Reading the manual may contribute to develop reading comprehension skills. One way to save classroom time is by asking students to read the manual as homework, which is provided

in digital format by Asmodee (Henry, 2011), the game manufacturer. It has four small pages, so the reading would not take a significant amount of time. This kind of reading provides a different kind of assessment, since it can be verified by the comprehension of the game mechanics beforehand.

Even though teachers may spend time explaining the game rules or asking the students to read them, it is possible that some groups of students might not understand them beforehand and play it with improvised rules. Although creativity should be embraced in classes, this adaption probably will consist in putting the cards in order and competitiveness and logical thinking will not be used to solve the game, since there is no challenge.

Another recommended action is to connect the objective of the game with classroom content beforehand. For this game we chose to use passive voice and simple past, as it is part of the curriculum of first and third years of high-school in Brazil, and second years in Indonesia. After each round of the game, students should write sentences about the cards they used in the game. For example: the cards states, "The invention of glasses", and the date 1315. As we can see, although it works vocabulary and comprehension, little does this fact contribute to communicative skill if this information is not processed by students. So, instead of just copying, they should write and speak sentences like, "The glasses were invented in 1315." In order to that happen, either the teacher should explain how to utter sentences in passive voice, or in simple past in case the cards states the agent. Since there are variations in the cards, it is possible that students commit inaccuracies in the written sentences, what will demand the teacher's attention making the mistakes part of the process of learning.

This first step may take one or two classes, depending on age and level of students. The following step consists in asking the students to research about inventions, discoveries and other random facts about Science, History and Arts, for example. This way it is possible to engage teachers from other areas in a collaborative project. Students may suggest other themes of their interest, such as sports and music, and those can be encouraged.

After the research, usually made as homework since most schools do not have a computer laboratory with internet or there is too much bureaucracy to use the library with the group, teachers should check the accuracy of sentences, explaining again structures if necessary. This measure intends to avoid mistakes in the finished game, although students may create the sentences in the deadline of the end of the project and deliver the game with its written unchecked, what may cause mistakes.

Picture 1. Cards created by middle-school students in Indonesia.	**Picture 2**. Cards created by senior high-school students in Brazil.
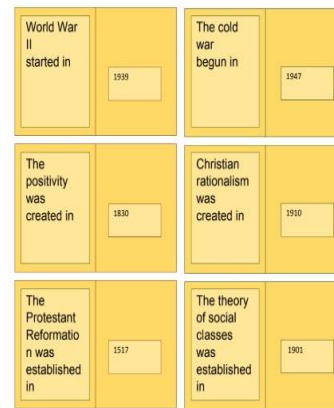
In the next step students create their own version of timeline. If the teacher wants to focus on vocabulary and numbers, the cards may have the same structure of the original game (**Picture 1**), or complete sentences (**Picture 2**). The layout may vary from one group of students to another, since some have more experienced computer know-how and might well use it to design printable games, while other have more artistic skills. Since most students and schools in Brazil and Indonesia do not have a printer or matte paper available, old booklet covers that were going to be thrown away were used for some cards, what made the final result to be not only low cost, but also environmentally sustainable.

Instead of just collecting the games from the students in the day of presentation, another game class should be done. This provides not only a chance to students practice speaking and structures and correct the cards on their own, but also to create a sense of accomplishment by the students, who have a concrete material embodying their learning process. Since schools still will require tests about formal contents, such as passive voice, students were able to remember accurate sentences without having to think about structures, so the impact of the game was acknowledged by learners.

CONCLUSION

The games *Timeline* and *Taboo* are just two of hundreds of games that can be used for educational purposes. Ironically, the games that are called educational are usually considered bored by students and have little replay value, since those games would not be considered to be played several times.

The most important aspect that we main to highlight with this work is the possibilities to adapt games to the classroom needs. The mechanics of these two games can also be used with other objectives, like Literature, for example, as a group of student used the mechanics of *Timeline* for storytelling, dividing the paragraphs of a book in cards and during the game players should put them in the order of the author`s narrative.

The *Taboo* structure of cards can also be used in the opposite direction of the intended gameplay. By looking at the forbidden words, the student may infer what the clue word means.

Furthermore, the development of vocabulary over verb tenses is an aspect that these games may provide. We agree that is necessary to be able to create grammatically accurate sentences, but if speakers do not have the lexical repertoire to produce meaningful utterances, English classes will be reduced into learning grammar rules.

In reference to the conclusion, we suggest teachers to use board games as it is effective to improve the students' participation in learning as well as their learning English skills.

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AN ANALYSIS OF PICTIONARY GAME EFFECT TOWARDS LANGUAGE CREATIVITY AND VOCABULARY MASTERY IN TEYL: A LIBRARY RESEARCH

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Abstract: The study aimed at showing the effect of the utilization of Pictionary game on the English vocabulary mastery. The study employed a descriptive qualitative research, where the data were gained through library research by analyzing some previous related articles. The data were collected by conducting a review study of books and previous literature. Then, the data were analyzed through content analysis based on the literature review. The result of data analysis showed that in relation with TEYL, Pictionary game can improve young learners' participation and also bring more opportunities to improve their vocabulary through practice and increased their positive attitude in language learning. In the relation of Pictionary with the language creativity, Pictionary Game can be used as an excellent teaching media for developing communication and creative thinking skills. In the relation of vocabulary improvement through Pictionary Game, Pictionary Game can improve students' vocabulary mastery because students can improve their pronouncing, knowing and memorizing of words through the use of Pictionary Game. In conclusion, Pictionary Game is a good game in teaching and learning process which can improve students' active participation and also can help the teachers in order to use an alternative media for teaching English in the classroom.

Keywords: Pictionary Game, Teaching English for Young Learners, Language Creativity, Vocabulary Mastery

INTRODUCTION

English is known as a global language. In the aspect of education, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school. The purpose of English itself is to make young generations ready to face the globalization era. As we know, globalization is having an increasingly direct impact through people's daily life. Through globalization, it is relatively easy in accessing the most update information about global issues such as political issues, economic issues, and also in this case educational issue. People are more aware of globalization issues nowadays, especially for educational issue, but the problem is how to adapt with the situation and use their critical thinking toward the issues. This is why the development of education is so important and why it needs to be part of the mainstream of formal learning opportunities. In the aspect of education, globalization also affected with the teaching aspect, especially teaching English for young learners in Indonesia.

In Indonesia, Teaching English for Young Learners (TEYL) only implemented for less than twenty years. During that period, there have been many problems and obstacles occurring the implementation in the classroom situation. One of such problems is the problem regarding human resources, especially regarding the English teachers. It was found out that

primary school students are mostly still preoccupied with playing around and they lack of focus on teacher's explanation. In addition, the students' ability in comprehending concept through abstract explanation based on textbooks is not well enough. In order to maximizing students' comprehension, Musthafa (2010) considers five ways of how children learn. First, children learn from direct experiences. Secondly, children learn from hands-on physical activities. Thirdly, children's thinking is embedded in here-and-now context of situation. Then, children learn from whole to parts (holistically) using scripts. Lastly, children have short attention span. In this case, children can only focus toward the learning situation for around 15 to 20 minutes. Thus, teacher was a person who had an important role to maintain the students' attention, create positive classroom atmosphere, and make the students change their habits in learning English. From those five ways of how children learn above, all of them brings some great implications for teaching procedures. This means teacher should use various teaching techniques for certain learning period in order to avoid boredom on the part of students. Thus, it deals with the students' creativity in learning, depends on the topic and the material given by the teacher. In this case, the language creativity is one of the aspects of students' creativity in learning.

Generally, the language creativity is a part of creating something with words is present in all the human being to a lesser or greater degree since their very birth. So, it becomes essential for teachers as well as parents to realize conducive environment which can support the development of the creativity and ability of the children. Chomsky (as cited in Asoulin, 2013) asserts that the creative aspect of language use provides a set of phenomena that a science of language must explain. In addition, the improvement of language creativity also deals with the use of vocabulary by the speakers itself.

Vocabulary is one of the important elements that should be taught in teaching English for elementary school. Vocabulary is provided since the students learn English for first time. The teachers teach students about simple words in their surroundings. It is aimed to enable students to understand simple English used in daily context. It is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. Moreover, a great vocabulary is just one essential tool in a writer's toolbox, along with punctuation, grammar, and many others. Through Vocabulary, it can make your writing more powerful and more effective and help you say exactly what you mean. It will help you choose the best word for every situation and avoid confusion of words that do not give your readers a good sense of your meaning. Thus, Vocabulary knowledge has been considered as basic principles of learning English and it also has a determinant impact on EFL Writing skills.

Vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge (Moeller et al., 2009). The learners that concern with the use of vocabulary, might aim to acquire the knowledge of a large number of words. Related with this case, the teachers have an important role in students' learning enjoyment in order to improve their English proficiency. Teacher must create teaching and learning situation becomes interesting and make the students enthusiast in learning. In order to create good situation in class, certainly the method of the teaching learning process also supports the situation. Most students are taught not to memorize vocabulary, usually if it is taught by

appropriate methods, the students will easily receive a lesson is taught for example by using game in learning. For example, the more often a word is successfully retrieved from memory, the easier it becomes to recall it.

Based on some previous research regarding with the vocabulary mastery by the students, many students do not understand what the teacher teaches in English when the teacher gave them text or paragraph. The students do not understand the meaning of the text or paragraph, so they cannot answer the question from the teacher. Although the teacher explains material clearly, the students still do not understand about the material because they lack of vocabulary. This case happens because many students are not accustomed to read the English books, listening English music or watching English movie. The students need habit and aware about their problem to increase their vocabulary in English. One of the solution that can be used by the teacher to decreased students' boredom is through the used of effective media.

Sudiran (2015) asserts that students are able to understand lessons easily through media and also creates an enthusiastic atmosphere of learning. The use of media should be appropriate for the learning objectives. Media is used to assist students understand the learning materials. In addition, mostly the teacher explanations are difficult to be understood for most students without the presence of media. He adds that mostly the teacher explanations are difficult to be understood for most students without the presence of media. So, it needs appropriate media in teaching and learning process in order to gain students' interest in learning and also create interactive situation among the students and teacher in the classroom. For this reason, the media is very important in the learning process. Media helps students master the subject and makes learning run well. In this case, one of the media that appropriate to use in teaching and learning activity is Pictionary game.

Pictionary game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. (Ravulur, 1997). According to Villegas and Eckelcamp (2014), there are some steps in playing Pictionary games, such as Create, Divide, Send, Draw and Play Again. Those steps begin with creating list of vocabulary which is relevant to the current topic. Then, the teacher divides the students into groups consists of three or four students. In each group, there will be given a marker and a white board or pieces of scratch paper to draw on. Then, the teacher manages the score of the game through making scoring sheet to keep track of their points as they play. After that, the teacher sends one student from each group to the front of the class to get the first word. Whisper and/or show the word(s) to the students on an index card so the rest of the students won't know the word. Next, the students return to their group and draw a pictorial representation of the word without speak any word and also without giving any words or letters as a clue. The teacher set the timer for 30 seconds to one minute (depends on the difficulties) and then tell the students to start drawing. When their group identify the word correctly within the limit, the group gets a point. Finally, have another student from each group come up to play the next round. Continue play until everyone has a chance to draw at least one.

Pictionary game is a good game for visual learners. In this case, the students probably draw a lot of pictures to teach them how to describe the word in the form of pictorial representation. They should be able to recreate their pictorial representation to illustrate

vocabulary terms. Pictionary game makes the students enjoy the learning situation and that the words from the game would stay in their heads for a long time. In playing Pictionary Game, the students have to make their own picture representation based on the English vocabulary that showed on the card. Hinebaugh (as cited in el Rusyda, 2014) states that playing Pictionary Game has several advantages. Pictionary game can be used as excellent teaching tool for developing students' communication and also their creative thinking skills. Besides that, it is appropriate in reinforce their ideas, especially for the students who are visual learners. Pictionary game also can develop and reinforce any number of facts, figures, or concepts which related to their creativity and corollary thinking. In this case, the players of the game not only have to be creative but also have to choose sketches that will effectively represent the picture to the rest of their team. Thus, Pictionary game is well suited for developing specific grammar and vocabulary skills.

Another advantages of Pictionary Board Game since role-play and simulation activities are most kids enjoy the challenge of participating in games, and the process of playing some activities may actually make them smarter and more capable. Among other abilities, games help develop kids' motoric skills, social capacities, memory and creativity. Game also is more practice activities than teaching activities; they are useful and more suitable for consolidating and practicing aspects of conversational proficiency than teaching new forms. This game is also good for reviewing vocabulary.

On the other hand, Fadhilah (2011) states that the disadvantages of the implementation of Pictionary Game are it might make the students become too noisy in the classroom and teaching learning activity might not give any conducive atmosphere at all. Before starting to play Pictionary Game, the teacher should remind the students that the team which makes loud noises or being rude during the game will get minus one point. This reminder will help the teacher in making less noisy classroom. In addition, Pictionary game sometimes very difficult for students to visually represent the definition that the teachers want them to represent. Often students draw something about the word rather than the definition of the word that they have learned.

Regarding to the recent research of the ideas, there are some recent research which using Pictionary as the object of the study. First, the research from Sarvadevabhatla et al., (2018) about Deep Recurrent Models of Pictionary-style Word Guessing. In their research, they introduce the first computational model which aimed at Pictionary, the popular word-guessing social game. During the implementation of the research, they introduce Sketch-QA, an elementary version of Visual Question Answering task. Sketch-QA uses incrementally accumulated sketch stroke sequences as visual data. Notably, Sketch-QA involves asking a fixed question namely 'What object is being drawn?' and then gathering open-ended guess-words from human guessers.

In another recent research using Pictionary, there is also a research from Dwi (2017) entitled Improving Students` Vocabulary Mastery through Pictionary Board Game at Grade IVB of Elementary School 36 Pekanbaru. The research from Dwi consists of 2 cycles, which each of the cycle consists of planning, implementation, observation and reflection. The instrument of this research is in the form of test results, observation sheets, and interviews, and the data were analyzed quantitatively and qualitative. The results showed that the use of Pictionary Board Game can improve vocabulary mastery at grade IV of Elementary School

36 Pekanbaru. There was significant improvement to the students' score of vocabulary mastery test from pre-test, cycle I and II. The average score of students' score in the pre-test was only 66.66, in cycle I the average of the students' score increased become 72.73, and in cycle II increased become 79.33. It means that the students' average score in cycle II can reach the minimum criteria of achievement of English subject at SDN 036 Pekanbaru that is 75. In addition, there are 3 factors that influence the results of students' vocabulary mastery: material given to students, student interest, and teacher guidance.

Erni (2016) also conducted a research entitled Improving Students' English Vocabulary Mastery through Pictionary Game of SD Negeri 05 Pontianak Timur. The main goal of the study was to find out the extent to which Pictionary game is applicable in the researcher's class or influenced classroom in learning English vocabulary. The focused was on the learning English vocabulary using Pictionary game, including students' improvement memorizing vocabulary. The analysis sought to find out how Pictionary game gave an improvement in teaching learning process. The data were gathered from classroom observations, test and interview. The result of the study showed that Pictionary game promoted students' active participation in the activities with more opportunities to improve their vocabulary through practice which in turn increased their positive attitude for language learning.

SYNTHESIS OF THE LITERATURE REVIEW

In this research, the method that used is through descriptive qualitative research. Qualitative research is a kind of research that used to describe life experiences and situations to give them meaning. The used of qualitative research is to explore the previous research and related journal in order to make the relation between the variables. Based on how the data was gained, the data was gained by used library research through analyzing some references that related with the articles. Library research is a technique of data collection by conducting a review study of books, literature, records, and reports that have something to do with the problem solved.

FINDINGS AND DISCUSSION

In the findings and discussion section, the researcher will describe the relevance of Pictionary in language creativity and vocabulary mastery of the students. The following is the relevance of the variables by the results of the previous research.

Table 1: The relationship between the activities in Pictionary with students' creativity and vocabulary mastery

No.	Pictionary steps	Example	Language creativity	Vocabulary Mastery
1.	Create a list of vocabulary terms or concepts relevant to the current topic or unit.	The teacher creates the list of vocabulary that relevant to the topic.	(There is no language creativity from the students because this activity guided by the teacher)	(There is no vocabulary mastery from the students because this activity guided by the teacher)
2.	Divide. Divide your class into groups of three or four students. Give each group a marker and a white board or pieces of scratch paper to draw on. Ask them to draw a score box on their paper or whiteboard to keep track of their points as they play.	The teacher divides the students into several groups.	(There is no language creativity from the students because this activity guided by the teacher)	(There is no vocabulary mastery from the students because this activity guided by the teacher)
3.	Send one student from each group to the front of the room to get the first word or concept from you. Whisper and/or show the word(s) to the students on an index card so the rest of the class won't know the word.	Teacher whisper the word to the selected students who picked up the vocabulary card in front of the room.	(There is no language creativity from the students because this activity guided by the teacher)	(There is no vocabulary mastery from the students because this activity guided by the teacher)
4.	The students then return to their groups and get ready to draw a pictorial representation of the word without	The students which have role as 'artist' will draw the chosen vocabulary, and the other students will answer it.	The other students which guess the appropriate vocabulary from the picture of the artist will	When the other students can guess the correct answer, then their vocabulary words will be added up.

	speaking and without using words or letters. Set a timer for 30 seconds to one minute (depending on the difficulty of the representation) and then tell the students to begin drawing. When their group correctly identifies the word within the time limit, the group gets a point. As you're watching students play, choose the drawing that is most representative of the concept and share with students. Lead a discussion about why this is the best representation.		dig up their knowledge and use their creativity to answer it by saying the answer.	
5.	Have another student from each group come up to play the next round. Continue play until everyone has a chance to draw at least once.	Teacher just monitoring and be as a supervisor to the students.	The role changing from one team to another team, and another word that to be guessed, could improve the students' interest toward the game, and at the same time they enjoying in guessing the certain word	All of the students know the new vocabulary that learned from the game, so it could improve students' vocabulary mastery.

			from the ‘artist’.	

The use of Pictionary in the purpose of TEYL

Teaching young learners should support language learning process in order to reinforce students' understanding. In relation with the use of Pictionary, Pictionary game promoted students' active participation with more opportunities to improve their vocabulary through practice and increased their positive attitude for language learning (Oktafiya, 2014). This means Pictionary promoted students' active participation, which is support language learning process that nowadays implementing student-centered learning. In this case, Pictionary game is an effective alternative media in order to improve young learners' attention in learning. This game provides opportunities for students to study while play fun game in the classroom. Using game in learning English is very important in learning English in order to make students easily to catch the material.

Slattery (as cited in Kalendova, 2008) notes that children are learners who love to play and use imagination are naturally curious and have short attention, enjoy repetition and routines, learn in a variety of ways, for example, by watching, listening, imitating, doing things, can generally imitate the sounds they hear quite accurately and copy the way adults speak. The teacher has to know this characteristic of young learner, it because young learners do not like the adult who have long attention when someone talk in the class, but young learners have short attention and love to play rather than sit down calmly and just listen the lesson. That is why as teacher should do something which can make they want to study but do not make them depressed. Thus, when the students heard the mention of Pictionary Game, they suddenly became attracted. They looked eager and anticipated what kind of game they were about to play.

Pictionary in Language Creativity

The creative aspect of language use refers to the kind of linguistic creativity that is displayed in ordinary human linguistic production and comprehension (Asoulin, 2013). Learning a language begins in a learning environment that is rich in oral and written language, one in which incidental learning and direct teaching opportunities are provided to acquire and practice language. In order to quickly and easily comprehend the language as needed in oral and written communication, language learners must internalize the vocabulary and store this information in long-term memory.

However, everyday language use is replete with ambiguities, allusions, metaphors, and many other similar phenomena, and contexts of speech are enormously varied and only tenuously related to particular utterances. All humans have the ability to produce and understand an infinite number of sentences that are new in the linguistic experience of the speaker/hearer and perhaps also new in the history of their language. In relation with the use of Pictionary game, Pictionary Game could bring the enjoyment to the students during the process of learning and reviewing the language use (El Rusyda, 2014).

Additionally, the implementation of Pictionary Game does not only boost students' motivation to memorize and understand the meaning of certain language, but also influences

the students to be the problem-solvers, to be active and independent learners, and helps them to be creative thinking learners. Pictionary game could give the students chance to memorize certain words, and then the students can speak the words with the correct pronunciation which guided by the teacher. In this case, Pictionary can develop students' creativity of speaking because through learn by Pictionary, the students can guess the appropriate words that draw by the artist. Hinebaugh (as cited in El Rusyda, 2014) who states that Pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills. The important finding asserts that the activity in the Pictionary game process gave opportunities to students to improve their language skills. This game made students did practice use the word. They had chances to pronouncing and memorizing the word. The students feedback as well as motivation along the way play significant roles during the Pictionary game. In addition, the students can express their ideas freely through their language used creatively through Pictionary game.

Vocabulary Mastery through Pictionary Game

Hornby (1995) stated that vocabulary is list of words used in a book with definition or translations. In relation with the vocabulary definition, mastery is eminent skill or through knowledge (Merriam-Webster's collegiate dictionary, 1999). So, vocabulary mastery is a situation where people have a great skill and knowledge of words especially foreign words. Mastery of vocabulary is very important because it can improve many subjects in English learning. In this case, vocabulary is a central part of a language. Coxhead (as cited in Puspitasari, 2017) states that the more words students know well and can use, the more meaning they can communicate in a wide variety of circumstance. In vocabulary class, the students should have good ability in English vocabulary because it can support all subjects in English.

In teaching vocabulary, it is really important to make the students become interested in learning vocabulary. If we can get students interested in playing with words and language, then we are reaching out to the goal of creating the sort of word-conscious students who will make words a more interest to use and learn. This means that it is very important for the teacher to make the students eager in learning new vocabularies by using enjoyable teaching media. In this case, the teaching technique that used in through using Pictionary game as the media. From with the aspect of Pictionary use, Pictionary game gave an improvement in pronouncing, knowing and memorizing words (Erni, 2016). The point from the use of Pictionary game with vocabulary mastery is Pictionary can improve students' vocabulary mastery, because by the previous research it can be said that students improve their pronouncing, knowing and memorizing words through Pictionary.

Teaching vocabulary using Pictionary board game means the teacher and the students use picture-based guessing game to know the materials. The students' study and remember the words from the game that they play. In this case, this game relies primarily on drawing, players must be able to convey the meaning of a word without using letters. Karam (as cited in Dwi, 2017) asserts that this type of vocabulary game is very effective for visual learners or individuals with greater artistic ability who will enjoy turning complex vocabulary words into detailed pictures.

In the previous research that conducted by Erni (2016) about the use of Pictionary to improve vocabulary mastery, Pictionary game can provide opportunities for students to improve the vocabulary mastery as well as motivation to help the teacher managing classroom interaction. It also enabled the students to experience the vocabulary. Thus, they made noticeable progress in their vocabulary learning and also gaining the confidence to pronounce word in pronouncing.

CONCLUSION

All of the activities in the classroom that conducted by the teacher is make sense into one main point, which is avoiding boredom. In this case, the teacher has to fulfill the goal or the target that have been set at the lesson plan before. Related with this phenomenon, the teacher can implement so many kinds of teaching strategies, and one of them is through using alternative media that related with the material in the class. There are so many previous researchers who had been conducting Pictionary game in the classroom, and most of them had done it successfully. Thus, Pictionary can be adapted as an alternative teaching media for young learners to enhance their language creativity and vocabulary mastery because through Pictionary the students active participated in learning situation, which nowadays is applying student-centered learning. Moreover, students can explore more about their ideas and express it by the creativity of their language used. Besides that, they can learn some new vocabularies with fun activities from playing Pictionary game.

After conducting the research, the writer gives some suggestions to those who might be benefited to the result of this research. For practitioners, it is suggested for the practitioners to use games as an alternative media in enhance students' language creativity and vocabulary mastery in teaching and learning process at school. It is because the students have short attention span during at school during the teaching and learning process. So, this application can support the students' need in learning with playing games and improve the students' active participation in the classroom. Since this is a proceeding article, it might need further improvement and implementation in the real situation. It is suggested for the other researchers to continue this research by conducting field test of Pictionary game.

In conclusion, as long as the game can cope the students' attention and related with the level of the students and the material itself, then the learning situation will out of boredom.

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THE USE OF REINFORCEMENT IN WRITING AND SPEAKING SKILL FOR ADULT LEARNERS IN MAHASARASWATI UNIVERSITY

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Abstract: The purpose of the study was to find out the use of the use of reinforcement in writing and speaking skill for adult learners in Mahasaraswati University. The study employed qualitative method which qualitative data was collected. The subject of the study was the lecturers of Mahasaraswati University who taught Basic Writing and Speaking Skill. The data was collected by using questionnaires and interviews. The findings of the study were show that the teachers used positive reinforcement in teaching writing skill to adult learners and it affected the learners' motivations. In addition, the teachers also use positive reinforcement to teach speaking skill. The students' motivations enriched after implementing reinforcement and they can perform better in speaking performance.

Keywords: Adult Learner, Writing Skill, Speaking Skill, Reinforcement.

BACKGROUND

Reinforcement in learning was used by educationists of the ancient Greeks (Cotton, 2008). Appropriate classroom behavior is maintained for many students in the classroom by naturally occurring reinforcers such as positive attention from the teacher, grades, or self-reinforcement that results from task completion. However

These naturally occurring reinforcers may not be sufficient to maintain all desirable behaviors in all students. It is frequently necessary to look for more powerful reinforcers. Teachers should use caution in selecting and using positive reinforcers. Reinforcers should be age appropriate, and the use of "natural" reinforcers is encouraged whenever possible.

Tangible and edible types of rewards were given to children on order to acquire study habits and to like learning. Like in the olden times, instructional reinforcement in classroom teaching is still in use (Alberto & Troutman, 2006). Instructional reinforcement is of great importance and interest to teachers since it provides clues to the reason for academic success or failure for learners in schools. In teaching, success occurs when desired behavior is adequately reinforced (Slavin, 2009). The idea that learning can be stimulated and enhanced through the use of reinforcers dates back as far as the educational practices of the ancient Greeks (Bandura, 2008). Learning has always held a high place in many societies all over the world (Slavin, 2009).

Reinforcement learning (RL) was initially designed by the psychologists and has been studied for almost a century. It was then reused by the Machine Learning community. Up until today, a clear synthetic view of the approach allowing each variation of the implementation to be positioned has not been available. By decomposing existing reinforcement learning methods into functions and elements, we are able to propose a general model of the reinforcement approach. Instantiations of this general model on the widely used Q-Learning and its refinements allow us to easily understand a neural implementation of reinforcement and to point out the advantages and disadvantages of this approach. Furthermore, we can determine where our efforts should be made so as to improve the performance of a neural implementation of reinforcement.

The terms reward and reinforcement have frequently been used synonymously.

Although this is the case, behavioral psychologists make an important distinction between the two terms. A reinforcer is an event that increases the frequency of the behavior it follows. A reward, however, is not defined by its effects on behavior. Rewards are stimuli that are assumed to be positive events, but they have not been shown to strengthen behavior.

Behavior management strategies using differential reinforcement are effective only if the reinforcement procedures match the individual's unique characteristics and needs. Simply stated, the individual must find the reinforcer reinforcing. Errors in achieving this match frequently sabotage the success of otherwise well-designed intervention plans. The educator or the teacher will need to determine appropriate reinforcers for the student as well as the frequency and manner in which they are given. Besides, based on the observation in Mahasaraswati University, the researcher found that in the second semester of English Education Study Program implements reinforcement in teaching writing and speaking skill for adult learner. It is very important to use reinforcement in teaching adult learner.

To sum up, based on the observation that was done, the researcher interest to conduct a study about the implementation of reinforcement in teaching writing and speaking skill for adult learner in Mahasaswati Denpasar University for the second semester students who is taught by the teacher which is used reinforcement in the teaching and learning process.

As what has been mentioned above, the use of reinforcement in teaching and learning process is very important for adult learner, especially in teaching writing and speaking. In this present study, the researcher formulated some research problems which was found from the observation that was done by the researcher. Thus, the research problem discussed in this study will be formulated as follows:

1. How is the frequency of using reinforcement in teaching English?
2. What are the teacher's preparation in using reinforcement in teaching English?
3. What are the types of reinforcement that use by the teacher in teaching writing and speaking for adult learner?

THEORETICAL FRAMEWORK AND LITERATURE REVIEW
Reinforcement

Reinforcement theory has been used in many areas of study among them animal training, raising children and teaching learners. According to Moore (1989) stated that reinforcement or the rewarding of desire student behavior, is a long

Recognized and essential skill for classroom teachers. Reinforcement theory focuses on observable behavior such as learning in the classroom. There are various primary approaches to reinforcement theory. Wolkfolk (1987) in Moore (1989) said that there are two types of reinforcement. They include positive reinforcement and negative reinforcement. Reinforcement is something that happens after a behavior that makes it more likely to occur again. Different types of reinforcers may be used to motivate different students, but it is important to make clear to the student under what conditions a reward can be acquired. The techniques of behavior modification are based on operant conditioning; the focus is on rein-forcing desirable behaviors and ignoring undesirable ones. This approach has a major role in special education being used both to create effective teaching methods and to control behavioral problems. It is also used to improve functional skills deficits, promote self- management, and train teachers.

Teachers can teach appropriate behavior and improve the classroom environment by the use of positive reinforcement; however, many teachers do not have the skills to manage their classrooms. Strong classroom management skills are essential for effective teaching.

Moore states that using praise and positive reinforcement can decrease the students' inappropriate behavior as well as increase appropriate behavior and response to teachers' demands.

Through the use of positive reinforcement, teachers can improve their students' motivation to behave appropriately (Lepper et al., 2005). Social reinforcements, such as attention, appreciation, and appropriate praises, are often more rewarding than toys or food for students. Putting a hand on a student's shoulder, using encouraging words in front of others, a nod, or an approving smile can be very meaningful (Michigan Team Nutrition, 2004). Students with additional learning needs require encouragement and attention more than their nondisabled peers, hence giving more attention in the classroom while completing assignments will help their progression.

Rewards should be provided to learners based on standards performance. However, the extrinsic reinforcers such as grades or tangible rewards may influence students to learn just to get the rewards. This shows that the use of such types of reinforcers should only be used if they are effective and if they make a difference

To the dynamics of students. Wong and Wong (2009) suggest that whole class reinforcers are the most effective in reinforcing classroom learning. However, teachers should explain to students that they do not merely receive reinforcers; rather, they should earn them. Therefore, reinforcement strategies in classroom teaching are important factors that influence school learning. Instructional reinforcement strategies are significant to a successful teacher's delivery of instruction.

Adult Learner

Adult learning is defined as 'the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills. The European Commission defines adult learning as, 'all forms of learning undertaken by adults after having left initial education and training, however far this process may have gone (e.g. including tertiary education).' (European Commission 2006b, p. 2).

Adult learner (mature student) is a term used to describe any person socially accepted as an adult who is involved in a systematic learning process, be it formal or non-formal or informal. This process maybe self-mentored or corporate- sponsored; where learning may be undertaken as fulltime or a part time learner. Adult learners comprise of a diverse group of people belonging to different genders, caste, class, religion, region, majority or minority groups, creed, race, ethnicity varying from each other in their needs, problems, requirements, attitudes and outlook towards life. Unlike a child learner the adult learner is autonomous and comes voluntarily to the learning situation. Since the adult learners are very clear about the results they anticipate from the learning process they may drop out of learning activities if their expectations aren't met.

The term 'andragogy' is derived from Greek words meaning "man-leading" and it is distinguished from pedagogy which means "child-leading". Andragogy was originally coined by the German educator Alexander Kapp in 1833 (Knowles, 1990) and it was developed as an adult education theory by Malcolm Knowles, an American educator.

Andragogy is an art and science which helps the adults to learn (Knowles, 1970, p.38). The theory believes that an individual becomes psychologically an adult where the individual at that point accomplishes a self-concept of necessary self- direction. When this occurs a very critical thing happens: at this stage a deep psychological need of an individual develops which is visible to others as being self-directing. Hence, when an individual himself is aware of a situation during which he is not permitted to be self-directed then he

experiences pressure and stress between the situation and his self-concept. As a result of this situation the individual is bound to be ruined with anger and disagreement (Knowles, 1978, p.56).

There are some similarities in the adult and child classroom although adults generally have distinctly different motivations to engage in learning. Adult learning theory is founded on the principles that effective training is:

1. Relevant

Experience or intended experience of the adult learner. Whereas children and adolescents will attempt to learn content isolated from its application, adults learn best when they see the relevance of the taught concept to their experience

2. Engaged

The adult learner retains knowledge and concepts more readily if they are engaged in the process of discovery and exploration rather than being the recipient of information

3. Active

The learning process should be active, and replicate as closely as possible the environment within which the skill or knowledge will be applied. Rather than memorizing code sections, adults would retain and apply knowledge more effectively if they worked to discover the content, and then were able to practice its application in a simulation or scenario.

4. Learner- centered

The traditional classroom taught concepts and prepared students to pass tests and other measures of their progress. Unfortunately, the student's retention of that knowledge was often nominal beyond the confines of the class. The emerging intent of police academy training is to produce the most effective outcomes possible; to see students apply classroom skills in a real- world setting. The focus on the learner acquiring knowledge, is a critical step in effective training

The two theories that have a significant influence on adult teaching and learning are those of Malcolm Knowles and Paulo Freire. Knowles attempted to develop adult education and learning by popularizing the notion of andragogy, which became widely discussed and used. His work was a significant factor in reorienting adult educators from educating people to helping them learn. Knowles was the first person to chart the rise of the adult education movement in the United States, and the first person to develop a statement of informal adult education practice via the notion of andragogy.

The education of adults should recognize the experience of learners and use that experience as a resource for teaching and learning. Learners have to be self- directed, motivated volunteers of learning and cannot be forced. It is important to equip learners with motivation and skills for lifelong learning. The learners should be engaged in informal learning activities where they share and learn by doing. The education should recognize and respect readiness to learn.

The learners should practice and refine the things learnt. There is a saying that practice makes perfect. The learners should be made to know why they should learn particular skills. Freire made many important contributions to the fields of adult education. Freire's evolving thinking was on the learner- centered approach. Freire views teaching as a political process, as an act of knowing and as a creative act.

According to Freire, everyone knows something and the learner is responsible for the building up of knowledge and for the re-signification of what he/she learns. For Freire, the

human learns through his/her own transforming action in the world (transformational learning). It is the learner who constructs his/her own categories of thought, organizes his/her life and transforms the world.

Knowles (1984) suggests that adult educators should:

1. Set a cooperative climate for learning in the class- room;
2. Assess the learner's specific needs and interests;
3. Develop learning objectives based on the learner's needs, interests, and skill levels;
4. Design sequential activities to achieve the objectives;
5. Work collaboratively with the learner to select methods, materials, and resources for instruction; and
6. Evaluate the quality of the learning experience and make an adjustment, as needed, while assessing needs for further learning.

The literature additionally suggests that adults will be more motivated, and more successful at learning, when they have some say in what they are being taught. Therefore, it is frequently recommended that teachers of adults follow a learner- centered model of instruction, which is to say that the teacher should identify the learners' needs and interests in learning and incorporate these into his or her lesson planning, and allow the learners to learn from each other as much as, or even more than, the teacher. The instructor should see him- or herself as a partner in the students' learning process, rather than as an absolute authority, and the curriculum should be developed as a collaboration between the learner and the teacher.

Also, adults usually bring a wealth of personal experience to the classroom that younger learners do not have. This brings both advantages and disadvantages. The advantages are that adult learners already possess the knowledge of how to learn, in many cases how to behave in the classroom, and have some ability to self- discipline. The disadvantage is that they may have pre-conceived notions about education that may run counter to the teacher's own teaching methods.

Even though learners may be more accustomed to a teacher-centered classroom, a learner-centered class is generally recommended. This includes activities such as pair- and group-work, as they allow the adults to take more responsibility for their own learning and incorporate the teachers as partners, rather than authorities. Project-based learning is also often recommended, as it allows adults to pursue their own interests during the process of studying English. Furthermore, authentic material should be incorporated wherever possible, as this material relates more directly to the adult learner's daily lives (Moss & Ross-Feldman, 2003).

Classroom Management

Classroom management has been one of the most serious challenges facing English as a Foreign Language (EFL) teachers. Brophy (1988) defined classroom management as "the actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction-arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities". In other words, it refers to the actions taken by teachers in creating a facilitative environment for both academic and social emotional learning (Everstone & Weinstein, 2006).

There are three main dimensions to the construct of classroom management, namely instructional management, people management, and behavior management. Instructional management relates to the approach teachers use to establish general classroom atmosphere and refers to the teachers' styles of classroom management (McNeely & Mertz, 1990).

People management concerns with the extent and quality to which teachers develop and nurture teacher-student relationships (Weinstein, 1996). Behavior management pertains to the prevention of misbehavior and provides opportunities for student input as well as a reward system for appropriate behavior (Martin, Yin, & Baldwin, 1998).

Several models of classroom management have been developed over the past few decades. Glickman and Tamashiro (1980), for instance, conceptualized one of the most popular frameworks to explain teacher beliefs toward classroom management. It consists of three approaches, they are interventionist, non- interventionist, and interactionalist. Interventionists refers to the teachers who believe that students learn appropriate behaviors primarily when their behaviors are reinforced by teacher generated rewards and punishments and exercise a high degree of control over classroom activities. Non-interventionist teachers, on the other hand, believe that students have an inner drive that needs to find its expression in the real world and allow students to exert significant influence in the classroom and teachers should be less involved in adjusting student behaviors. Last, interactionalist teachers, students learn appropriate behaviors as a result of encountering the outside world of people and objects. Therefore, they believe that students and teachers should share responsibility for classroom management.

Classroom management refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time on tasks. Classroom management is a prerequisite for achieving instructional

Objectives and safeguarding the well – being of students for whom the teaching and learning activities are centered (Ogunu, 2000). Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching –learning process. According to Grieser (2007), successful classroom management enhances students questioning and exploration only Classroom management is a prerequisite for achieving instructional objectives and safeguarding the well – being of students for whom the teaching and learning activities are centered (Ogunu, 2000). Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching – learning process. According to Grieser (2007), successful classroom management enhances students questioning and exploration only.

Finally, a classroom management that has made a significant impact on the scope in the process of transferring the knowledge to the learners. It can be concluded that learning outcomes are directly related to the learning environment within the classroom created by the teacher due to the fact that the processes of learning that they foster are by far the more powerful.

Writing Skill

Writing is an important form of communication in day to day life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Even though in our daily life people always communicate orally, written form will help people communicate in some cases directly or indirectly (Zemach and Islam, 2005).

According to Nunan (2003:88), writing is the process of thinking to invent ideas. It thinks about how to express ideas into good writing and arranges the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into a good paragraph. Besides, writing is both a mental and a physical act. It is the physical act of committing words or ideas to some medium whether it is an object or a symbol or a mental.

Writing is not a linear or step by step procedure but a frequently messy process of an

adventure. Furthermore, Lewis and Hurd (2008:103) states that writing consists of levels of structures. It is started from words to phrase, clause to sentences and the sentences to paragraph or essay. However, following the conventions in the "science", the writing in these reports is generally taken being minimally expressive. As a result, discovered phenomenon can be reflected as clearly as possible in the text (Golden et al., 2007:10). However, according to Patel and Jain (2008:125), writing is a kind of linguistic behavior. It presents the sounds of language through visual symbols. Consequently, writing may be very important for one group of students but much less important for others.

Writing is one of the hardest skills that everybody cannot always do so that everybody should learn the process of writing a good paragraph. According to Kalandadze (2007:5), the process of writing generally consists of the following stages such as pre-writing, drafting, and revising. In the pre-writing, writers take time to think about their topic and generate ideas. Besides, they also spend time to focus and plan about the content of their paragraph. Next in the drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand about the meaning about these ideas. The last is revising, writers do some processes that their writing will be corrected by someone who is skillful in writing. As a result, their writing will be better than before after revising.

Brown (2004:220) states that writing has four categories that capture the range of written production that should be considered. Each category resembles the categories defined for the other three skills, but these categories as always reflect the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. In intensive, the learners focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the learners learn how to connect sentences into paragraph and create a logical connected sequence of two or three paragraphs. In extensive, the writers focus on achieving a purpose, organizing, and developing ideas logically; as a result, the final product is engaging in the process of multiple drafts.

Kane (2002:34) states that writing is not an easy product that the writer can do without any steps, to make it easier the writer should follow the following steps such as: pre-writing, planning, drafting, revising, and writing. Pre-writing is the first stage in the writing process, in which in this step the writer chooses a topic to start

To write a paragraph. In addition, planning (outlining) is to organize the ideas the learners generated by brainstorming in an outline. On the other side, there are two steps in planning: they are constructing outlining and writing the topic sentence. The next step in writing is drafting in which this is the basic step in writing good paragraphs. Then, writing and revising the draft in this stage will be done by the writers by doing three steps such as: writing the first rough draft, revising content and organization, and proofreading the second draft. Writing the final copy to hand is the last step in writing. As the final step in writing process, writers have to rework the written drafts and polish them for the publication and the presentation.

Speaking Skill

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Only in limited contexts of speaking can we assess oral language without the aural participation of an interlocutor. While speaking is one of productive skill that can be directly and empirically observed, those observations are invariably colored by

the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. The interaction of speaking and listening challenges the designer of an oral production test to tease apart, as much as possible, the factors accounted for by aural intake. Another challenge is the design of elicitation techniques. Because most speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse (Brown, 2004: 140).

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order; in different contexts teachers and testers have tried to achieve all this through a range of different procedures (Luoma, 2004: 1).

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in religious or non-religious institution. As institution of education, Islamic boarding school also has a program of learning English as the way of communication in daily conversation. Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Yule (2006) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Literature Review

Empirical review is the way to get the information and theories about the previous researches that are still currently available. To elaborate a deep understanding of the theories and the information is the main point of the empirical review. This means that the empirical review is a methodology of the previous researches. The empirical review is also to review the study which had been done by the other researchers.

A study was carried out by Kinyanjui, et al (2015) entitled "Classroom Reinforcement Schedules and Their Effectiveness in Selected Kenyan Primary Schools ". The purpose of the study was to determine Classroom Reinforcement Schedules and Their Effectiveness in Selected Kenyan Primary Schools. The study employed a mixed methods design in which both quantitative and qualitative data were collected. The target population teachers and pupils from public primary

Schools. Data was collected by using questionnaires and interview schedules. Quantitative data was analyzed using inferential statistics while qualitative data was analyzed by using the thematic and content analysis. The study reported on the use of praise, tangible items such as games and money were also moderately often used by the teachers. The participants also used both continuous reinforcement and partial reinforcement

schedules. The study recommends that, schools should enhance token economy programs which have long term effect. Moreover, teachers should deepen their knowledge on token economy programs for academic success. Previous study also had been reported by Khaliq, et al (2016) which was entitled "Role of Reinforcement or Punishment in Learning English Language: A Study at Secondary Level in Southern Punjab Pakistan". The purpose of the study was to find out the role of reinforcement or punishment in learning English language. The population of the study was students of secondary classes in different schools of Dera Ghazi khan, southern Punjab, Pakistan. A five – point likert scale questionnaire tool was used to collect the data from the target population. The collected data were analyzed through SPSS (Statistical Package for Social Sciences) applying tests like descriptive statistics, frequency, mean, standard deviation, analysis of variation etc. The subjects' responses favored the statement that reinforcement serves as motivational force in learning English language. Participant's responses favored the statement that punishment also serves as driving force in learning English language. It is noted from the participant's responses that they are in favor of teacher's role. It is concluded that teacher can enhance the learning process by using reinforcement or applying punishment tool according to the situation. English is a language which is actually an intrinsic stimulated among the learners. Therefore, a teacher must play the role of a facilitator in providing all guidance with related material and the same time must play the strict role as

Required according to the situation.

In conclusion, based on the empirical reviews abovementioned, it is clearly explained that both of the present study was conducted about reinforcement. However, in this study, the researcher will conduct a study which is about the use of reinforcement for adult learner in teaching writing and speaking skill.

RESEARCH METHODOLOGY

Research Design

A methodology is needed to solve the problem that raised from research background, the research design that will be used by the researcher is qualitative research which is in the form of case study research. Qualitative research is characteristics by its aims, which relate to understanding some aspects of social life and its methods which (in general) generate words, rather than numbers, as data analysis (Patton and Cochran, 2002).

Setting of the Study

The setting of the present study will be conducted in Mahasaraswati Denpasar University which is located in Kamboja Street, Denpasar – Bali. The study will be focused on the second semester students who take writing and speaking class. In addition, the researcher also chose some of the teacher who teach writing and speaking skill in the same semester.

Subject of the Research

The subject of the present study were the teachers and the students of Mahasaraswati Denpasar University. The students will be chosen from the second semester who will get writing and speaking class. Meanwhile, the teacher will be chosen from the teacher who will teach writing and speaking class in the second semester in Mahasaraswati Denpasar University. They were chosen based on the preliminary observation through investigating the teaching and learning process in writing and speaking class. Besides, the teachers who teach writing and speaking in Mahasaraswati Denpasar University use reinforcement in teaching for adult learner.

Object of the Study

The object of this present study will be the implementation of reinforcement in the writing and speaking class for adult learner. This study will be focused on the teacher preparation before implementing the reinforcement, the students' responses after the implementation of the reinforcement in writing and speaking

Class, the types of reinforcement that will be used by the teacher in teaching adult learner.

Data Collection

In collecting the data, the researcher will use three kinds of data collection, namely, class observation, interviews, and open – ended questionnaire. The researcher will collect the authentic data from those three kinds of data collection. The data will be in the form of descriptive form which will be the result of the administering the instruments.

Data Analysis

In analyzing the data, the researcher will use the theory from Creswell (2012) which is said that the data analysis will be include in the making conclusion, representing the result in the table, picture and figure to summarize it. The data collection in this present study will be analyzed by interpreting the result of the open – ended questionnaire and the class observation. In the end of the analysis, the researcher will set the conclusion based on the result of the data analysis.

Research Instrument

Interview will be used to collect the qualitative data. In addition, it also will be used for gaining the data from lecturer which it will be in the form of structured question and use of open – ended question to probe deeply in order to obtain the information which will be needed by the researcher.

FINDINGS AND DISCUSSION

The use of the reinforcement is completely based on the condition, situation, and process of learning. Reinforcement may seem like a simple strategy that all teachers use, in the writing skill, the first respondent said that she always tries to give some reinforcements during the writing class for giving the students motivation during the writing class. Reinforcement in writing subject is really needed to motivate the students to practice writing because some students think that writing is a boring activity. It is also supported by the other respondents; the use of reinforcement can motivate students to practice and learn writing more

In this case, evening class also really need reinforcement in practicing writing. Most of the students in evening class are working students who have working since morning before take the lecture in the evening. In this case, the use of reinforcement is really needed for those students, who get tired after working to starting the writing class. Reinforcement can be one of the solutions to improve student's motivation in practicing writing.

Even though there are so many obstacles and limitations in giving reinforcement, the lecturer always tries to giving reinforcement before during the class. In speaking class, reinforcement frequently giving more than the writing class because writing class longer time than writing class. In this case, reinforcement is very needed in order to make students to be brave in speaking and expressing their idea. The respondent usually gives reinforcement in the beginning of the class, and sometimes in the middle and end of the

class also.

This idea is also supported by the other respondent. She also gives more reinforcement in speaking subject especially for the first semester in university. Many students still shock with the speaking class. Some students look inactive in speaking class because of some reasons like afraid to make a mistake in speaking, lack of vocabulary, shy to speak up and the other reasons. So to solve it, the use of reinforcement is really needed in speaking especially in the first semester as their motivation to express their idea in speaking class and speak more than usual.

The teacher or other staff member will want to provide the reinforcement every single time the student uses the target skill or behavior. The goal of continuous reinforcement is to teach students that when they use appropriate behavior, they get rewarded. In order to make this strong connection, the teacher need to be provided immediately following the target skill. When a student feels a genuine connection with a teacher or other student they provide quality feedback to those who will listen Giving reinforcement should be done as natural as possible, and try to give genuine appreciation to our students. So the teacher not really need to prepare specifically about the reinforcement which is going to be used. The student's condition, the hole classroom condition also should be seen when we decide to give the reinforcement. If students' work well, we have to award it well based on what they already done and keep it natural. But sometimes, if the teacher decides to give

Praise as a reinforcement, the teacher have to think and prepare it well before give it to the students.

During the learning process, all of respondents use so many positive reinforcements to support the learning process. The purpose of positive reinforcement always, and has been to have students actively contributing and learning in the classroom. When students are interested they show up, and any educator knows that is half the battle. When a child experiences positive reinforcement, there is often a greater willingness to exhibit positive behavior. Students who are encouraged to learn and allowed the chance to show off their learned skills.

Verbal or token reinforcement sometimes is given to the students like praise when they done something well for awarding the students about their achievements. It is always given by the respondent to their students. The other respondent stated that she gives positive and negative reinforcement. The positive reinforcement is giving for the students during the speaking and writing class like rewarding. Students who speak more will get more start than the other. The star is used to determine the score in the end of the class. The other positive reinforcement is giving rewarding to the students like using words "Nice", "Good Job", "Good idea". This awarding also affects students' motivation in the learning process.

Not only scoring and award, but simple gesture is also given as the positive reinforcement. Smiling, giving thumb up, good gesture which is done by the teacher also can be the positive reinforcement can be given to the students when they done some their tasks well. Although it is only a simple thing, but it is gives big impact for the students especially in speaking and writing skill. When a child's environment becomes a positive atmosphere that takes notice to their positive behavior the child is more likely to be physically and mentally present in the classroom

In order for positive reinforcement to become an effective technique in the classroom, teachers must know their students' needs. When teacher gives praise must clearly state the exact positive behavior that the student is exhibiting and comment on its specific effect on academic and/or social achievement.

Negative reinforcements also sometimes given by the teacher in case to improve the students' ability in speaking for example by pointing the students directly to speak up. In this case, pointing is taken when the teacher gives students a chance for expressing their idea but no one students willing to speak up. Negative reinforcement is often, mistakenly, equated with punishment. Punishment is the application of aversive stimuli to reduce the chance of a behavior being repeated. Negative reinforcement is the removal of aversive stimuli to increase the probability of a behavior being repeated. Punishment can be an effective tool to diminish a negative behavior almost immediately, but punishment has been shown to yield fewer results when compared to reinforcing positive behaviors with praise

Negative reinforcement also involves a positive stimulus, but this time this positive stimulus is removed every time an undesired behavior is expressed. For example, every time learners answer incorrectly an online multiple choice question, no extra points are added to their total score, as they do not get rewarded with the extra points assigned to each question (positive stimulus). This removal of desired stimuli serves as feedback to the learners, making them understand that this was not the expected behavior. Therefore, learners who want to improve their score know that they have to study harder and pay more attention to the questions in order to answer correctly and be awarded with all the points they need to pass the test.

CONCLUSION

The use of the reinforcement is completely based on the condition, situation, and process of learning. Reinforcement may seem like a simple strategy that all teachers use, but it is often not used as effectively as it could be. The purpose of positive reinforcement always, and has been to have students actively contributing and learning in the classroom especially in writing and speaking skill. The teacher or other staff member will want to provide the reinforcement every single time the student uses the target skill or behavior. The goal of continuous reinforcement is to teach students that when they use appropriate behavior, they get rewarded.

Verbal or token reinforcement sometimes is given to the students like praise when they done something well for awarding the students about their achievements simple gesture is also given as the positive reinforcement. Smiling, giving thumb up, good gesture which is done by the teacher also can be the positive reinforcement

Can be given to the students when they done some their tasks well. Although it is only a simple thing, but it is gives big impact for the students especially in speaking and writing skill.

Negative reinforcements also sometimes given by the teacher. Punishment can be an effective tool to diminish a negative behavior almost immediately, but punishment has been shown to yield fewer results when compared to reinforcing positive behaviors with praise. Negative reinforcement also involves a positive stimulus, but this time this positive stimulus is removed every time an undesired behavior is expressed.

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AN ANALYSIS OF POLITENESS STRATEGIES USED IN ENGLISH CLASSES OF SMK NEGERI BALI MANDARA (BALI ACADEMY)

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Abstract: This study aimed at identifying; (1) Types of politeness strategy used by the X grade students and the English teacher of SMK Negeri Bali Mandara (Bali Academy) academic year 2018/2019 and (2) The purposes of politeness strategies used by the X grade students and the English Teacher of SMK Negeri Bali Mandara (Bali Academy) academic year 2018/2019. The research used descriptive qualitative design. The subjects of study were the X grade students and the English teacher of SMK Negeri Bali Mandara (Bali Academy) academic year 2018/2019. In collecting data, the researcher used voice recording, questionnaire items, interview and observation sheet as the instruments. The analysis result showed that Five strategies found in this study, namely: Bald on-Record, Positive Politeness, Negative Politeness, Off-Record, and Don't do FTA. Those strategies were used for some purposes, namely (1) to show their close relationship (2) to show their interest towards the lesson, (3) to cheer up the class, (4) to show their anger and made the hearer understand their feeling and (5) to show that they are interested or not with the lesson.

Keywords: Politeness Strategy, types, purposes

INTRODUCTION

A classroom is a place of the interaction process which happens between teacher and students, and also between students and students, therefore it must be effective and polite (Hariyano, et. al., 2012). Jiang (in Sülü, 2015) found out that "politeness enhances teaching, benefits the students, contributes to the effective interaction and friendly, lively atmosphere in an EFL classroom". It means that if the interaction runs well, the acquiring process of students towards the lesson will be run as well. It happens to if the students do the interaction politely, the students will do the same things. The basis of this logic is one of the roles of the teacher that is becoming a role model for his students. That is why; the students will imitate what the teacher teaches them.

In common situation, the Politeness Strategy which is applied in a classroom is asking questions, comment, and command. In this study, the researcher uses the operational concepts by Brown and Levinson (1987) which concern on six strategies. The Politeness Strategies themselves are Bald On-Record Strategy, Positive Politeness Strategy, Negative Politeness Strategy, and Off- Record Strategy.

These values supposed to be maintained by both students and teachers in order to create good interaction. Unfortunately, based on researcher's observation at SMK Negeri Bali Mandara (Bali Academy), Kubutambahan, Buleleng, there was a gap between the expectation and the findings are found. Monsefi and Hadidi (2015) state that politeness is influenced by P

(power), D (distance), and R (relationship). Mills (2003, p.6) states that politeness is "the expression in the speaker's intention to mitigate face threats carried by certain face threatening acts toward another".

The theory used is developed by Brown and Levinson (1987). They outline many types of politeness including four things which are bald on-record, positive politeness, negative politeness, off-record and don't do FTA (Brown & Levinson, 1987). They explain that there are some strategies which can be used to avoid face threatening acts or employ certain strategies to minimize threat, which possibly schematized in the following terms; bald on-record, positive politeness, negative politeness, off-record (indirect), and do not do FTA (Brown & Levinson, 1978).

Off-record (indirect)

The Off-record strategy was explained by Brown and Levinson (1987) as the use of indirect language to remove the speaker from the potential to be imposing. Off–record can be explained as the most polite way but least direct.

Negative Politeness

Negative Politeness Strategy refers to the avoidance of imposition on the hearer and can be considered as is the desire to remain autonomous using distancing styles like using modal verbs or hesitation, apologizing for imposition, asking questions or asking for permission to ask a question.

Positive Politeness

Positive Politeness Strategy is used to reduce the threat to the hearer's positive face (Brown & Levinson, 1987). The strategy is used when the speaker has less social distance. They are either friends or best friends.

Bald on-record

Bald on record is the strategy that is used between the ones who have a very close relationship to one another (close sisters or close brothers). The strategy usually sounds so impolite. The act is mentioned bluntly and explicitly.

Don't do FTA

The meaning of Don't do FTA is the action without producing utterance. For example, (moving the chair in front of the class) (Siburian, 2016). Brown and Levinson (1978) stated that there is no specific type of utterance that belongs to this strategy. Don't do FTA strategy happened when the speaker avoids offending the hearer at all and the speaker also fails to achieve his desired communication.

METHOD

This research was descriptive qualitative research. This research included 130 subjects where the subjects were the students of X grade students and the English teacher of Smk

Negeri Bali Mandara (Bali Academy). This research was conducted in order to analyze the Politeness Strategy in the classroom interaction to improve the usage of Politeness Strategy in the classroom.

The process of data analysis used in this study was using Miles' and Huberman's data analysis process (1994:429). The process described as data reduction, data display, and conclusion and verification.

The research instruments of this research are human instrument, voice recorder, observation sheet, interview AND items of questionnaire.

FINDINGS AND DISCUSSION

There were 5 strategies that found out in this study. Such as: Bald on Record, Positive Politeness, Negative Politeness, Off Record, and Don't do FTA.

The total percentage utterances of students and the teacher can be seen on the tables below.

Table 1: The percentage of each strategy of the students

NO	CATEGORIES	TOTAL UTTERANCES	PERCENTAGE
1.	Bald on-Record	15	12.5%
2.	Positive Politeness	50	41.6%
3.	Negative Politeness	24	20%
4.	Off Record	21	17.5%
5.	Don't do FTA	10	8.3%

Table 2: The percentage of each strategy of the teacher

NO	CATEGORIES	TOTAL UTTERANCES	PERCENTAGE
1.	Bald on-Record	15	11.4%
2.	Positive Politeness	50	38.6%
3.	Negative Politeness	24	17.14%
4.	Off Record	21	20%
5.	Don't do FTA	10	13%

This study was focused on the analysis of politeness strategy used by the X grade students and the English teacher of SMK Negeri Bali Mandara (Bali Academy) in academic year 2018/2019. In this study, the researcher used observation by the researcher as the human instrument, questionnaire, voice recorder, and taking note to get the data. To collect the data, the researcher joined 4 classes of English class and observed the situation and activity inside the classroom. The main thing that the researcher observed was the interaction while taking note and recorded their voice. The questionnaire consisted of 60 statements about politeness strategy that they commonly used in a certain situation was given.

Table of 1 and 2 showed the transcription of the students and the teacher's utterances. The tables showed that the Positive Politeness strategy achieved the biggest number of percentages. It achieved 41.6 % and 38.6% of 100% of the utterances. It implicitly meant that

the positive politeness was the strategy which was mostly used by the students and the English teacher in the classroom.

Beside investigating the kinds of politeness strategy used by the grade X of SMK Negeri Bali Mandara (Bali Academy), this research was also used to identify the percentage of each politeness strategy that was used in classroom interaction. The strategies were analyzed using one grounded theory that is Brown and Levinson theory (1987). Brown and Levinson have five strategies in their theory which called five super strategies. Those five strategies are, Positive Politeness, Negative Politeness, Bald-On Record, Off Record and Don't do FTA (Face Threatening Act).

Salom and Monreal (2009) stated that people use positive politeness as a tool to emphasize the solidarity and involvement with the scientific community. Negative politeness stressed on the independence of the individual. Claiming common ground and the sharing of feelings, emotions, limitations, and difficulties are included in the positive strategy. Solidarity was presented when the authors address to readers directly inviting them to participate in the acceptance of claims. Negative politeness strategies of ambiguity and depersonalization reduced the writer's commitment to claim.

It is also found the similar result in SMK Negeri Bali Mandara (Bali Academy). Based on the data analysis of questionnaire and the data transcriptions, the result showed that there are five strategies which were used by the grade X students of SMK Negeri Bali Mandara (Bali Academy) in year 2018/2019. Positive politeness strategy, negative politeness strategy, off record strategy and don't do FTA have appeared in the classroom interaction among the students during the lesson in the classroom. From the questionnaire, from 30 students of the grade X students, 26.7% Bald on Record in their interaction during the lesson. It was supported by the result of data transcriptions.

Table 1 and Table 2 showed that the use of Positive Politeness took the first position, was agreeable to the result Haryono (2012) got in STKIP PGRI SUMBAR. As what mentioned in Haryono (2012) about the result if the study, which entitled "STRATEGIES OF POLITENESS IN CLASSROOM INTERACTION AT ENGLISH DEPARTMENT OF STKIP PGRI SUMBAR", the result clearly stated that the interaction in the classroom used Bald on Record and Positive Politeness Strategy (Hariyano, 2012). The difference was Haryono (2012) found out that there are Bald on Record and Positive Politeness were placed the first and the second rank, yet in this research, the researcher found out that Negative Politeness was the strategy which placed as the second position.

Based on what the researcher had mentioned in the background of study in the section on preliminary observation and the findings based on the observation, the researcher could take a conclusion that the phenomena of both the Positive Politeness and Negative Politeness placed the first and second place could happen because of the bonding between the teacher and students in SMK Negeri Bali Mandara (Bali Academy) is really strong. The strong bonding itself is the one which makes the interaction in the classroom run smoothly as in the daily life in a dormitory. They rarely had a really formal condition in the classroom with the teacher. When the teaching and learning process begins, the utterances used in delivering and receiving the lesson were almost informal. They seemed to like doing peer teaching.

This statement was in agreement with the result a study by Rihan (2015) and by Adel, Davoudi, and Ramenzanzadeh (2016). Rihan (2015) found out that the speech that expressed

some irreverent commands more courteous or polite depend on the kind of declarative and interrogative sentences or indirect illocutionary. In addition, Adel, Davoudi, and Ramenzanzadeh (2016), concluded that the learners frequently used positive strategies as a mark that they had closeness psychology, close relationship, reciprocity and friendship in a group. It clearly means that the phycological condition (closeness towards one another) of speakers and hearers influenced the politeness strategies they used.

In addition, the result of this study's result is in contrary to what Kurdghelashvili (2015) found in EFL Classroom in Georgia. The result of Kurdghelashvili's research was the students in EFL class in Georgia failed in using the English language. Kurdghelashvili expected that the language learning was going to be students centered. This means that the researcher made an early hypothesis that the one who spoke often in the classroom and produced politeness strategy utterances were the students. In contrary, the result shows that instead the students, the teacher himself was the one who produced utterances more frequently. In my research, I found that the students were the one who spoke more often than the teacher. In other words, the language learning was focusing on students, and the one who produced more utterances in the classroom were the students. The utterances found in the transcription show that the students were more talkative than the teacher in some points. It meant that the utterances classified in Politeness Strategies are likely found more amongst the students' conversation in the classroom. The researcher linked the finding back with the relationship background between the teacher and students in this school. The emotional relationship between them was so strong since they live together in the same area, so their interaction was so very intensive. Besides, the researcher also concluded that range of age between teacher and the students which was not so far between them was one of the factors contributing to the closeness in their communication.

Based on the result of the interview, it was confirmed that the students and the teacher were all polite. The strong bonding between them was also confirmed by the students that they stated about "family" stuff between the students. The students also confirmed how close their relationship with their English teacher and the other teacher (by mentioning one of the teacher's name).

One thing that made the result interesting was that, the researcher found out there are lots of jargon the students use in daily conversation in the classroom. They used 4 jargons in the classroom. They used those jargons to cheer the classroom.

One more unique finding was that at first, it was expected that the students and the teacher would use English often in the classroom interaction. On the other hand, they only used English in some parts of the lesson and conversations. This made the researcher only found 120 utterances for students and 70 utterances for the teacher. This was because of the focus of the research was in English language.

According to Brown & Levinson's theory of Politeness Strategy (1987), the researcher concluded that Positive Politeness was the strategy which mostly used by the grade X students of SMK Negeri Bali Mandara (Bali Academy) of five types of expressions. It was found out as well that the students and teacher were mostly used the politeness strategies (1) to show their close relationship based on the solidarity theory from Yule (1996), (2) to show their interest towards the lesson, (3) to cheer up the class, (4) to show their anger and made the hearer understood what their feeling was, (5) to show that they are interested or

not with the lesson. One unique thing that found in this study was the use of jargon. The students and teacher usually used jargon in the interaction inside the classroom. They used more than two jargons and they used them in every occasion they had. In this section, the types of utterances of Politeness Strategy and the motives or purpose behind the utterances used would be discussed.

(1) **Great Urgency of Desperation**
   S1: Hey, listen to the teacher!
   S2: Give my pen back first!
   S1: Okay then.

   Regarding to the sub theory of five super strategy by Brown and Levinson as cited in Siburian (2016), the characteristic of the utterance produced by the students showed that the student was committed Great Urgency of Desperation by saying " **Hey, listen to the teacher!".** She forced the hearer to give the teacher attention. She wanted to hear what the teacher was saying but her friends did not pay attention towards the teacher. The speaker also clearly showed that she needed to be attended by the hearers. S1 used high notation in this utterance. The meaning of her utterance was she wanted the other people (hearers which were her classmates) to hear the teacher's instruction. She implied that the teacher's instruction was important to be heard, and if they kept noisy, she would not hear what the teacher said. The function of this utterance was to make the hearers silence. The purpose was to state that it was urgent for the students to hear what the teacher was saying.

(2) **Little or no desire to maintain someone's life.**
   S3: Move, move, see? You cannot hear what I say!
   S4: Hoah!
   S3: Don't disturb me!
   S4: You wish!

   According to the sub theory of Brown and Levinson as cited in Siburian (2016), student 3 in dialogue 1 had **no desire to maintain someone's face**. The situation was they had to move the table to make a group discussion. But the student 4 did not want to move the table and pushed the student's 3's table. Thus he said, "**Don't disturb me!".** He did not care about the face of student 4 in public. The utterance also showed that he was upset. He did not care even the student 4 would lose his face in front of people. The function of the utterance was to tell S4 not to disturb S3 because he was busy arranging the setting for the group discussion. The meaning was clear that the S3 did not want to disturbed by S4. The purpose was to make S4 stay away from S3.

(3) **Give or ask for reason**
   T: I could not use the toilet dorm this morning. There was no water.
   S1: Really? How did it happen?

   In (3), the teacher told the students about his experience in the dorm this morning. Then student 1 asked a question because he wanted to know about the experience more. The motive of speaker was asking for reasons and a deep elaboration about the experience.

(4) **Slang/jargon**

> S10: I did it. I really did it!
> S11: Yay! Nice!
> S9: Wah, nice dude!
> **S8: G-O-O-D! (she sings it like a cheerleader)**

(5) **Slang/jargon**

> S13: She had done good things in this presentation!
> **S10: *Tepuk Markuah!* (Markuah claps!)**
> **All students:**
> (clapping their hands for three times) Mar!
> (clapping their hands for three times) Ku!
> (clapping their hands for three times and raise them above the head) Ah!

(6) **Slang/jargon**

> T: Well, that's all about our material for today. See you next time!
> **S10: Let's say…**
> **All students: Thank you.**

The condition in (4), (5), and (6) showed that the student 8 complimenting her friend by saying a jargon with an excited intonation. Based on the researcher's observation, there was a lot of jargon used in the school area. This is one of the mindful learning implementations in the school to make the students keep their commitment and spirit through the days in the boarding school.

The jargon she said in (8), that is "**G-O-O-D!?** meant a compliment to her friend's work. It showed that she was happy to sing it and her facial expression shows it all the time. As quoted from Brown and Levinson as cited in Siburian (2016), the utterance made by student 8 is categorized as **slang/jargon.** The purpose of the utterance was complimenting friends who had done good job.

The jargon she said in (9), that was "**Tepuk Markuah"** meant a compliment to her friend's work. It showed that the students were complimenting the student who was done a good job in her presentation. The purpose was to cheer up the class. There was no specific meaning of the jargon. It was just clapping hands and some additional words.

The jargon she said in (10), that was "**Let's Say Thank You"** meant the students were very thankful to the teacher. The purpose of the students was to say thank you to the teacher who taught them and made the teacher knew what they did.

(11) **Be Vague**

> T: Have you done?
> S2: Not yet, sir. Why?
> **T: Just make it sure.**

The teacher asked something vague to student 2 in a process of learning activity. The student 2 asked the reason and he answers " **Just make it sure."** The utterance implied that there was no clear motive for the question of the teacher in the first place. Based on Brown

and Levinson as cited in Siburian (2016), the utterance produced by the teacher shows that he committed **be vague.**

(12)   Give hints
   T: Now make a group and do the project as the instructions!
   S6: It is very hard, Mister. Haah.
   T: Huuft, I don't know what to say.

The teacher said "**Huuft, I don't know what to say.**" He said this to imply several possibilities. Firstly, he gave up on the student's complaint. Secondly, he said that utterance because the teacher just wanted to make fun of the student because student 6 just gave him the same hints before. Based on Brown and Levinson as cited in Siburian (2016), the utterance produced by the teacher shows that he committed **give hints.**

CONCLUSION

Based on the findings of the analysis of politeness strategy used by the grade X students of SMK Negeri Bali Mandara (Bali Academy) in the academic year of 2018/2019, five politeness strategies exist in the classroom interaction during the learning in the classroom. The politeness strategies are Bald on Record, Positive Politeness, Negative Politeness, Off-Record, and Don't do FTA.

Those strategies were used for some purposes, such as: for explaining complains softly, showing close relationship, showing anger and making the hearer understand what the speaker felt, showing their interest or not in the lesson, and showing their satisfaction to the answer.

Researcher found that the interaction that occurred in the dormitory of SMK Negeri Bali Mandara (Bali Academy) between the students and the dormitory managers was also interesting to be studied, especially in the field of Politeness Strategy. Researchers suggest further other researchers to further investigate the Politeness Strategy that occurs in non-formal interactions in the students' outside life classes.

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THE EFFECT OF MODIFIED COLLABORATIVE STRATEGIC READING (MCSR) AND FOREIGN LANGUAGE READING ANXIETY (FLRA) ON READING COMPREHENSION

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Abstract :
This study aimed at investigating the effect of Modified collaborative strategic reading (MCSR), students' reading comprehension, students reading anxiety and interaction effect of MCSR and FLRA on students reading comprehension. This study was an experimental study by applying 2x2 factorial design. The research sample was 136 students of English Education Department in Mahasaraswati University. 68 students were exposed with MCSR with 34 students with high anxiety and 34 students with low anxiety. Further, there were 65 students taught conventionally, 33 high anxiety students and 32 low anxiety students. In the end they were given a validated post-test.The data were analyzed by using Two-Way Anova and Tukey Test. The results indicated that there is (a) significant difference in students' reading comprehension between students taught by using MCSR and those taught by using conventional technique (b) significant difference among students with low-level of reading anxiety between those who were taught by using MCSR and those who were taught conventionally (c) no significant difference among students with high-level of reading anxiety between those who were taught by using MCSR and those who were taught conventionally and (4) an interaction effect between the teaching techniques and students' anxiety.

Keywords :
modified collaborative strategic reading (MCSR), foreign language reading anxiety (FLRA), reading comprehension

INTRODUCTION

Moats (1999: 5) as cited in Westwood (2008: 2) remarks that reading is the fundamental skill upon which all formal education depends. Ironically, the common phenomena happened in EFL reading is instructor's disappointment in students' comprehension of the assigned readings. Students often encounter many new and difficult words and are not able to catch the main idea of the text. Then, they will be reluctant to continue reading because of unsuccessful comprehension.

A recent approach to the teaching of reading strategies is Collaborative Strategic Reading (CSR) that was proposed by Klinger, Vaughn and Schumm (1998). CSR is an instructional sequence that combines cooperative learning and reading comprehension strategies. It creates a context where students collaboratively practice a number of research-based reading comprehension strategies. The underlying assumption beyond CSR is the cooperative work in small groups enabling students to read texts more efficiently and employing comprehension strategies to better comprehend the reading material (Vaughn & Edmonds, 2006). Then, CSR thrives into Modified Collaborative Strategic Reading (MCSR). MCSR is a modified version of CSR which was developed by Zoghi, Hazita, and Tg. NorRizan (2006), particularly for adult learners in EFL contexts. This teaching strategy is able to mainly reduce the barriers of reading such as comprehension problems as well as to

lead students to be independent constructive reader through working cooperatively. However, the rational beyond the modification of CSR is to offer appropriate reading strategy with regard to university-level students. The shift from an instructor-centered approach to a student centered approach make MCSR as one of the effective strategies that students become responsible for their reading and employ metacognitive reading strategies over cognitive reading strategies which is in line with curriculum based 2013.

Meanwhile, based on Vygotsky's socio-cultural theory, as stated in Graves, Jule, and Graves (2007), learning takes place in an interactive environment. The main point is that without interaction in order to construct meaning and understanding, learning does not take place. However, Horwitz (2000) put it, a number of language learners and teachers across the world have experienced foreign language anxiety; in fact, the potential of anxiety to interfere with learning, comprehension and performance is one of the most accepted phenomena in psychology and education. The effect of foreign language anxiety has been vastly examined and a general agreement has been reached that foreign language anxiety interferes with the learning process and has a negative effect on reading comprehension and performance

Language anxiety in the EFL classrooms is highly related to negative self-perception of one's ability that it is potentially a source of performance decrement among the EFL learners. Successful performance in the language classroom demands that EFL learners be highly proficient in English. In reality, not all EFL language learners are good in the EFL. Therefore, low rated proficiency could lead to anxiety arousal among the low proficiency EFL learners who are sceptical of their ability to perform well in the language classroom (MacIntyre, 1995) because they face a dual task; they have to learn and to perform in the EFL. Yet, evidence of negative relations between anxiety and achievement on reading comprehension has been studied in several researches to find the processes which are likely to be involved in such a negative relation.

In addition, EFL readers might face difficulties in comprehending academic reading texts because academic texts are long and complex, and dense with information. In addition, the language found in the text is lexically complex with long sentences and technical words (Grabe, 2009). A confrontation with such texts could render a sense of dread and uncomfortable feeling among the learners, which could stimulate anxiety reactions each time they are required to read and comprehend the academic texts. Nevertheless, anxiety-provoking circumstances are part and parcel of teaching and specifically testing. Moreover, each second language learner might potentially suffer from a form of anxiety despite the age, gender, language experience, the form of language learning environment (EFL or ESL), and also pronunciation.

On the other hand, as a major that teach a prospective teacher of English, Mahasaraswati University has always made an effort to improve students reading comprehension. As what have been stated above, the application of MCSR aims to offer appropriate reading strategy with regard to university-level students. However, MCSR itself has never been applied in this university. Therefore, the application of this technique will enhance students experience in reading teaching method as well as too see whether the theories which has been stated above applies to the students of English Education Department in Mahasaraswati University.

Based on explanation above, this sudy need to investigate whether or not in students of English Education Department in Mahasaraswati University there is (a) significant difference in students' reading comprehension between students who are taught by MCSR and those who are taught by conventional technique, (b) significant difference among students with low level of foreign language reading anxiety between students who are taught by MCSR and those who are taught by conventional technique.,(c) significant difference among students with high level of foreign language reading anxiety in reading comprehension between students who are taught by MCSR and those who are taught by conventional technique and (d) interaction effect between MCSR and students' foreign language reading anxiety towards students' reading comprehension.

METHOD(S)

Research Design

To obtain the data, a quasi-experimental research was implemented. Since there are two groups and two levels for each class, post-test only control group design with 2x2 factorial arrangements was implemented to acquire intended data.

Table 1. Design of the Study

Reading Anxiety Level	Teaching Technique	
	Experiment Class (MCSR) X1	Control Class (Conventional technique) X2
High (Y1)	X1 Y1 (34 students)	X2 Y1 (33 students)
Low (Y2)	X1 Y2 (34 students)	X2 Y2 (32 students)

This experimental research involved two groups. The first group is the control class which was taught by using conventional technique, and the second class is experimental class which was taught by using MCSR. Students of each groupware divided into two levels of anxiety; high and low. Thus this research involved four groups who were formed through random sampling.

Setting and Participant

This research was done to students of English Education Department in Mahasaraswati University in academic year of 2017/2018. There were 163 students participated as population who later on, through cluster random sampling technique was minimized in number into 133 students as the sample of this study. These 133 students were already checked its normality and homogeneity which made them possible to be used as the sample of the research.

Data Collection Method and Analysis

To obtain the data needed to answer the research problems, as what have been stated previously, post-test only control group with 2x2 factorial design was used. To apply this research design, there were several procedures that have been done by the researchers. The procedures were explained as follows:

1. Creating the instruments. The instruments were needed to measure the intended data. There were three instruments designed for this study. They were : (1) lesson plan for both experimental and control group; (2) foreign language reading anxiety questionnaire to measure students anxiety level and (3) Students comprehension multiple choice questions test to measure students' ability in comprehending the reading text.

2. Testing the validity and reliability of each instruments. For the questionnaire and multiple choice questions test, there need to be a try out and expert judgments to test its validity. Meanwhile, for the lesson plan, a validity test by using expert judgment was conducted.

3. Deciding the population and sample of this study.

4. Sharing the questionnaire of students' foreign language reading anxiety to the samples. These was conducted to separate the students for each groups into two different groups which were students with high level of anxiety and students with low level anxiety

5. After the sample had been decided, the experiment period was started. Students who belong to experimental group were treated by using MCSR technique and students who were categorized as control group were treated by using conventional technique.

After the data were collected, then it was analyzed by using two type of analysis. They were descriptive and inferential analysis. Descriptive analysis consists of mean, median, range, variance, and standard deviation. Meanwhile, to answer the research questions, the inferential analysis were done. Two-way ANOVA was used to do this analysis. However, before the analysis was conducted, some pre-requisite tests in form of normality and homogeneity test were done. All of these calcaulation were done by using IBM SPSS Statistics 20.

FINDINGS AND DISCUSSION
Findings

Students' level of comprehension in reading English text was measured by validated reading comprehension test. This test tried to measured students capability in reading in three types of genre namely narrative, report and recount. Additionally, this text was made by questions in 4 indicators namely main idea, specific information, textual reference and word meaning.

After it was given to the samples, the scores of students reading comprehension in both groups were obtained. Below is the result of detailed descriptive analysis from each group.

From the table above, it can be seen that in general students in experimental did better than in control group. From overall treatment, the students in experimental group mean score was 82.61. Meanwhile in the control group was 79.4. It means that students in experimental group did better by 3.21 points. For students who have low level of anxiety, the students in experimental group did better than control group in their test. The mean score for students in experimental group was 83.84. It was better by 6.76 points than students in control group whose mean score was 77.08. Different from the two cases above, for students with high level anxiety, students in control group did better than experimental group. The mean score in experimental group was 81.37. Control group mean score was 81.64. It reflects that students in control group did better than 0.27 point. Furthermore, the data were analysed by two type

of analysis; descriptive analysis and inferential analysis were done. The results showed as seen in Table 3.

Table 2. Descriptive Analysis of Students Reading Comprehension

Variable	X1 (68)	X2 (65)	X1Y1 (34)	X2Y1 (32)	X1Y2 (34)	X2Y2 (33)
Mean	82.61	79.4	83.84	77.08	81.37	81.64
Std. Dev.	4.96	5.21	5.42	5.05	4.16	4.36
Variance	24.59	27.16	29.42	25.55	17.33	18.99
Range	21.74	20.29	20.29	15.94	15.94	17.39
Minimum	72.46	69.57	73.91	69.57	72.46	72.46
Maximum	94.2	89.86	94.2	85.51	88.41	89.86

First research question raised an issue on whether or not there was significant difference in students' reading comprehension between students who were taught by MCSR and those who were taught by conventional technique. From the descriptive analysis above, it can be seen that the experimental group who were taught by using MCSR had higher score than students who were taught conventionally. After being analysed by using two-way anova, the result can be seen in the table below.

Table 3 Result of Two-Way ANOVA Test of Reading Comprehension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	693.857^a	3	231.286	9.832	.000
Intercept	872269.035	1	872269.035	37080.979	.000
Group	323.389	1	323.389	13.748	.000
Anxiety	17.028	1	17.028	.724	.396
Group * Anxiety	337.509	1	337.509	14.348	.000
Error	3034.513	129	23.523		
Total	877203.423	133			
Corrected Total	3728.370	132			

a. R Squared = .186 (Adjusted R Squared = .167)

From the table above, it can be seen that the difference between groups was in the sig. values of 0.00. The difference could be called significant when the significant value was below 0.05. Since 0.00 was below 0.05, it is said that students in experimental group had significantly better score than students in the control group.

Next research problem questioned whether or not there is significant difference among students with low level of foreign language reading anxiety in reading comprehension

between students who are taught by MCSR and those who are taught by conventional technique. After it was known that experimental group had better score, the significance of this difference was measured. First of all, One-way anova test was used. The result can be seen below

Table 4 Result of One-Way ANOVA Test of Students with Low Level of Reading Anxiety

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	753.937	1	753.937	27.368	.000
Within Groups	1763.098	64	27.548		
Total	2517.035	65			

The difference between experimental and control group could be called as significant when the sig. value was below 0.05. In that case, it can be seen that the sig. value was 0.00 which means that the difference between experimental and control group on this category was significant.

Third research questions raised a problem on whether or not there is significant difference among students with high level of foreign language reading anxiety in reading comprehension between students who are taught by MCSR and those who are taught by conventional technique. To see whether this difference is significant or not, one-way anova test was administered. The result of this test can be seen below.

Table 5 Result of One-Way ANOVA Test of Students with High Level of Reading Anxiety

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.222	1	1.222	.069	.793
Within Groups	1142.915	65	17.583		
Total	1144.137	66			

From the table above, the sig. value was 0.793. The difference could be called as significant as long the sig. value was below 0.05. From the table above, the sig value was 0.793. It means that control group was better than experimental group. However, the difference itself was not that significant.

Final research question concerned on whether or not there was an interaction effect the technique used and students' anxiety on students reading comprehension. To find out the answer of this research question, a two-way anova test was administered and the result can be seen below.

Table 4.21 Result of Two-Way ANOVA Test of Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	693.857[a]	3	231.286	9.832	.000
Error	3034.513	129	23.523		
Total	877203.423	133			
Corrected Total	3728.370	132			

An interaction happened when the significant value was below 0.05. As can be seen on the table above, the significant value was 0.00. Since 0.00 was less than 0.05, it can be said that there is an interaction effect between students' anxiety and the technique used on students reading comprehension.

For more justification, the pictures below will show whether or not there was an interaction effect between the technique used and anxiety.
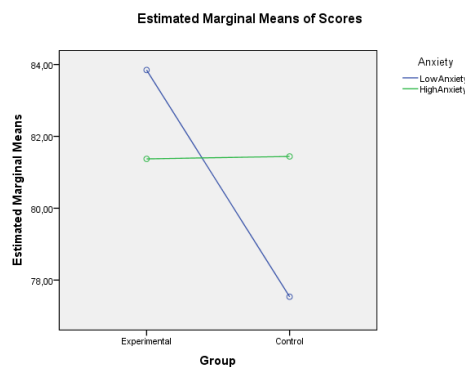
Figure 1. Interaction between Technique Used and Students Personality

From the table and figure above it could be seen that a line of interaction occurred between technique used in this research and students' anxiety. Therefore it could be stated that in students of English Education Department in Mahasaraswati University**,** there is an interaction effect between the teaching techniques and students' anxiety.

Discussion

After the analysis had been done, there were 4 general result that had been shown. It was revealed from the experiment that (1) There is significant difference in students' reading comprehension between students who were taught by MCSR and those who were taught by conventional technique, (2) among students with low-level of reading anxiety in Mahasaraswati University, those who were taught by using MCSR had significantly better score than those who were taught conventionally, (3) among students with high anxiety in Mahasaraswati University, those who were taught conventionally had no significantly better score than those who were taught by using MCSR technique and (4) there is an interaction effect between the teaching techniques and students' anxiety.

During the classroom session, there were several things that could be observed which can explain why the research revealed such result. First of all, it was revealed that in general,

students who were treated by MCSR had significantly better score than those who were treated conventionally. There were several reasons which were predicted to be the cause of this phenomenon.

First of all, students who were taught by MCSR do the reading activities collaboratively. This means that students worked together as a group and each of the students tried to contribute something to the discussion after the reading session. As Abidin and Riswanto (2012) stated that MCSR changes students' and teachers' role in classroom, the ownership of teaching and learning process is shared by groups of students and no longer the sole responsibility of teacher. The authority of setting goals, assessing learning and facilitating learning is shared by all, therefore students have more opportunities to actively participate, question and challenge each other, share their discuss which can make them more critical in thinking. Moreover, Wenger (1998) stated learning language through collaboration and participant in group works can create and sustain the relation of mutual accountability with other members of the community. This means all the students can achieve a same goal, on the other words; none of students are left behind. This was what exactly the MCSR technique had done to experimental group. This collaborative works were beneficial for students. Students can help each other in the process of reading. It was clear that every students in the classroom have different background knowledge on the reading text especially on the vocabularies used and the context of the text. However, by doing a collaborative work like MCSR students can help each other to overcome their own weaknesses. Thus, it made the other students would be soon understand the material better.

The second beneficial of having collaborative work like MCSR is students were prepared before they read the text given. It was revealed before that students with better prior knowledge will be able to make connection to the reading text better. As a result, students reading comprehension test result become better. This was what actually happened to both techniques that have been mentioned before: MCSR and direct instruction. Both tried to raise students' awareness about the material given. However there was one thing that sparked more background knowledge when the students were taught by using MCSR. That was when the students were asked to predict what they will learn through some texts that were given to them. Thus not only, they know the vocabularies or the meaning of the text being given, but also they were able to predict the possibilities that could happen from the text that they would read. Of course, this was an excellent effort to make students think creatively. Additionally, through this step, students broadened their minds and thinking so their comprehension is not limited only to the meaning of the text, but learn to know and understand the context of the passage given to them. Beside, this activities can make students became excited. Students were having fun to predict some possibilities that could happen after they were given a topic. It could attract students' response to find out and dig more the reading topic and finally make the situation the class become alive

Third phenomenon that had been observed was students had become more responsible to their learning process if they were taught by MCSR. It was already told in the theory that in one group, students were separated into some different roles whose job was different from each other. As there were several role that needed to be assigned, some students then have to be responsible with what they should do. Although every member had their own role, all members still needed to participate in the discussion. Thus, each member was not only

become the contributor of ideas to the discussion, but also as a cohesive group that work and supported each other during the learning process.

The engagement in learning process did not only happen during the process of learning. In the confirmation process where students had to prove that they had already understood the learning material, students were also engaged in more interactive process. Students in control group were mostly given a test in form of multiple choice questions or essay questions. Thus, the students had to work individually by himself which can be pretty boring for students.

Meanwhile in the experimental group, students were asked in more interactive process. Sometimes students interview each other regarding the content of the text. Sometimes students were asked to retell what they have read. In another occasion a simple debate was held to reconfirm whether the students had already understood the material. These activities were good for two reasons. First, students' weaknesses can directly be addressed. Students who were quiet all the time or misunderstood the meaning of the text can directly be seen. Furthermore, the students understanding was not only tested only on how much they understood the text in front of them, but also on how much they can relate their prior knowledge to identify and interpret the reading text so a much more clearer understanding about the text can be achieved. The test done in the experimental group tested the students into that direction. This was in line with theory from Pang, et al.(2003) who stated that reading comprehension include a process of constructing meaning which combines prior knowledge, additional information from a text, language structure, and text structure to reach a clearer understanding of reading passage.

Regarding the anxiety itself, two different results were shown between group with high anxiety and low anxiety. In a group of students with low anxiety, experimental group did better than control group. However, in the group of students with high level of anxiety, the students of control group did better than experimental group. This phenomenon reflects that anxiety played major role in implementing MCSR technique to students.

For students with low level anxiety, it was revealed that the students who were taught by MCSR had significantly better score than students who were taught by conventional technique. These phenomenon below will explainsthe findings.

First of all, MCSR activities were mostly an interactive process where students were actively involved in the learning process. In the experimental group, students were given a duty to play one role during the process. All these roles are responsible for one job. Not only students were given the responsibilities to handle one duty well, students were also demanded to contribute equally to the discussion. They were encouraged to participate in the conversation since there was also one job in each group who monitor students' participation. This was based on the theory from Zoghi, Hazita, and Tg. NorRizan (2006) who stated that the underlying theories of MCSR teaching are interactive, cognitive constructivist, and the social constructivism perspectives. This is in line with Vygotsky's socio-cultural theory, as stated in Graves, Jule, and Graves (2007), which stated that learning takes place in an interactive environment. This means students learn the best when the class situation is more interactive either between students or between students with teacher.

The second reason why students with low anxiety worked better with MCSR was they were brave enough to be judged. It had been revealed before, there were a lot of interaction

that happened in experimental group which were treated by using MCSR. Students with low anxiety has never been scared if there would be someone criticize their works. Students would tell whatever they had in mind and tried to present it in front of their friends without hesitation. Some students with low anxiety even sometimes asked the researcher what needed to be improved from their reading since they want to improve themselves. They might feel that they were judged but it was better for their improvement in reading. However in control group, the students only see what their weaknesses through the reading score that they got. Although, it could be also used as reflection, students felt the need to hear some fixation to improve their reading competencies. This was in line with the theory from Horwitz (2000) who stated that people who have low anxiety has never been afraid to be criticized.

On the other hand, students with high anxiety actually work better when they were treated by using direct reading technique. The students' average score even revealed that they actually did slightly better than students with low anxiety in control group which reflect the suitability of direct technique for students with high anxiety. There was some phenomenon observed which could be the reason of this result.

Direct instruction which was implemented in control group means a pattern of teaching that consist of the teacher' explanation of a new concept or skill to students then get them to check their understanding by practicing under teacher direction (Joyce et al., 2009). It means that what students needed to do in control group was hearing what teacher said and did the exercise as what the teacher told them to. Students with high anxiety actually preferred this since they did not need to talk or to show their capabilities in front of all students. They were not worried to do all the reading comprehension tests since it was a multiple choice question or essay questions which were only written in their exercise book. Thus it felt more comfortable for these students to work in this situation.

Compared with experimental group, students with high anxiety tended to be quiet. Students with this type communicated much less frequently than person with low level of anxiety, thus, their achievement was bad in the experimental group. Even if they got some difficulties in understanding the reading text, they would keep it to themselves. Sometimes, even when they communicated to other students, they became tense because the other students actually did something they were lack off, which was communication. Thus, they felt uncomfortable during the class.

It was worth to be noted that students with high anxiety did not mean they were bad reader. The anxiety sometimes rooted on the lack of their confidence or communication skill (Horwitz,2001). Thus, it was better for them to actually keep what they had in mind to themselves and express it in more secretive manner such as through written test rather than publicly express their ideas through spoken test.

Finally, this findings had further proved that the implementation of MCSR was worth to be done although teacher also needs to take students anxiety as serious consideration while implementing this technique.

CONCLUSION

From the research above, it can be concluded that between students of English Education Department in Mahasaraswati University, there is (a) significant difference in students' reading comprehension between students who were taught by MCSR and those who

were taught by conventional technique, (b) significant difference among students with low-level of reading anxiety between those who were taught by using MCSR and those who were taught conventionally, (c) no significant difference among students with high-level of reading anxiety between those who were taught by using MCSR and those who were taught conventionally, (d) interaction effect between the teaching techniques and students' anxiety

Through this research, teachers are encouraged to use MCSR technique especially for students in high grade or university students. After implementing this technique, students become more hardworking, more responsible of their learning and having a more developed thought of the reading text. However, implementing MCSR will not always give significant better effect for all students. Teacher needs to consider other factors such as students' anxiety. In this research, although overall students score was better in experimental group which were taught by MCSR, but for students with high anxiety, they showed better score when they were taught conventionally. Thus, teacher needs to embrace this problem and cope with it by creating a comfortable atmosphere for students to learn and prepare them so they will not be surprised and anxious when they were taught a new material that they are not familiar with. Finally, this research was still limited in population and sample used. It will be empirically important if other researchers would expand this research by conducting a similar research but with different moderator variables and population. So, it will further justify whether or not this technique is good to be implemented for all type of students.

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THE IMPORTANCE OF LEARNING ENGLISH ONLINE FOR WORKING PEOPLE

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Abstract :

This research focuses on the importance of learning English online via *Whatsapp* application for working people. Since various learning method develops broadly, online learning becomes practical breakthrough especially for people who do not have enough time to study face to face with the teachers. This research provides the significance of English comprehension to support the work. The benefits and disadvantages are also elaborated to determine how important learning English online for them. Due to the problems discussed, the theories suggested in this research include online language learning, English skill learning, benefit and disadvantage. The research data is questionnaire answers from 50 students of *britishenglishclass.com*, a platform of online English course based in Jakarta. They are categorized into three kinds of occupation such as civil servant/military/police, entrepreneur, and professionals. The method applied in this research is descriptive qualitative in nature. The numbers of participants were 50 people and 100% were familiar with online learning. Communication reached the highest rate of all as the most important skill possessed by the students. Saving time and money became the prior benefits, on the other hand, requiring self-motivation and internet network were rated as the disadvantage stated by the civil servant/military/police and the professionals. In this research, the participants showed awareness of the importance of learning English online as the solution to improve their English skills.

INTRODUCTION

Most of working people need to comprehend English as their supported public speaking skill since English broadly becomes international language. No wonder why many working people challenge themselves to take English course while they are busy with their work. They take any kind of learning method either conventional or phenomenal one as online learning. Whatever the method, it is undeniable that learning English is becoming increasingly important due to globalization.

Presently, new advances in technology are stripping away that require for physical closeness with a language teacher and are offering modern alternatives to learn a language. With the use of the Internet and gadget increasing around the world, it seems obvious that electronic means will provide the learning environment of the future. Instant messaging has been quite popular for some time and the rate of usage around the world is increasing as more people, especially in developing countries, are able to get online.

Advances in information technologies have extended the opportunities for designing interactive, learner-centred, engaging and easily accessible e-learning environments, including interactive e-learning tutorials, which can be an effective means of teaching and learning (Abdollah, Ahmad & Akhir, 2012; El-Tigi & Branch, 1997; Khan, 2002; Asarbakhsh & Sandars, 2013). However, there are challenges associated with these developments. While some of the issues can be attributed to inadequate technical skills on the part of users, others are related to the interface design and interaction design (White,

Wright & Chawner, 2006). In designing e-learning there should be an emphasis on developing usable systems, since educational applications require interfaces that enhance rather than distract users from achieving their main goal of learning. Usability can be defined as the effectiveness and efficiency with which users' goals are achieved in a system, to a satisfactory level, for specified users in a specific situation (Dix, Finlay, Abowd & Beale, 2004; ISO 9241-11, 1998; Preece, Rogers & Sharp, 2007). Usable e-learning systems should provide the type of interactivity that promotes ease of learning and offers meaningful engagement with the educational content (Masemola & De Villiers, 2006). To achieve this, e-learning environments should undergo evaluation and subsequent refinement. This calls for application of adequate and appropriate usability evaluation methods. These methods assist evaluators to identify usability problems that should be addressed through design and redesign of these environments (Furniss, Blandford & Curzon, 2007). Additionally, e-learning is an umbrella term that describes learning done at a computer, usually connected to a network, giving us the opportunity to learn almost anytime, anywhere (Dewhurst, Mac lead, & Norris, 2000). It is the process of learning a language online. This means all interaction takes places on the internet without the need for physical proximity. Moreover, Looms (2002) affirms that e-learning accommodates multiple learning styles using a variety of delivery methods geared to different learners; more effective for certain learners. It means online learning can apply many styles of teaching procedures for any kind of learners with different purpose and need of study. Therefore, online language lessons are now proving to be a very popular alternative to the traditional classroom based on one-to-one language teaching.

One of online learning platforms providing *whatsapp* chat and call of learning English is *britishenglishclass.com* based in Jakarta. This start-up company offers various class and teachers either local or international to fulfil the customers' need. The aim of establishing online class is to facilitate working people who do not have enough time in having face-to-face session in English course. The company claims that flexibility is the weapon to spoil the customers. It has various classes depending on the duration and what the clients want to focus such as speaking or writing skill.

Further, *britishenglishclass.com* also offers TOEFL/IELTS preparation, Mandarin class, Japanese class, video call, tour guide online, translation, and especially trial class for the one who want to try the class first before registering to the real class. The students may choose whether they want to study independently or join the group. Since established in 2015, *britishenglishclass.com* now has hundred teachers and thousand students. They grow fast and always innovate in order to compete with other start-up companies.

Due to the preliminary above, a research is conducted to investigate whether working people joining online class with the start-up company feel the importance of learning English online through the benefits and disadvantages which they share in the distributed questionnaire. It aims to elaborate the essential application of learning English online specifically in terms of English acquisition for working people. The familiarity towards online learning opens the research inquiry of the problem continued by the 5 English skills offered to the respondents such as grammar, vocabulary, reading comprehension, listening, and communication. The last is conveying the benefits and disadvantages of learning English online which can be the benchmark of other people to take decision in joining online English class via instant message or phone call.

RESEARCH METHOD
In conducting a research, the application of certain methods is required. According to Nazir (1988, p. 13), "the real meaning of research is to investigate again or to search again". While, method is defined as the steps or ways how a research is done to solve some problems. Thus, research method means the way to search again in order to solve some problems. Since this

research proposes to describe the importance of learning English online for working people, the most suitable method of research applied here is descriptive in nature. Hadi asserts "descriptive method is a kind of method which is conducted by collecting and analyzing the data and drawing the conclusion without making generalization" (1986, p. 8). Further, it "aims to give a description about subject that is being researched based on the given variables from the group of research subject and it is not intended to examine the hypothesis" (Azwar, 2001, p. 126). In short, descriptive method is aimed to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. Hence, the main purpose of descriptive research is to describe the data, and the result of the data analysis is applicable only for the current study.

Some researchers believe that asking users directly about a system is one of the best ways to identify usability problems (Ardito et al., 2006). This is the approach used by survey techniques such as questionnaires and interviews. Questionnaire surveys are established ways of collecting demographic data and users' opinions. Questionnaires generally incorporate closed- and/or open question structures, where open questions allow participants to express spontaneous answers, whereas closed questions offer a set of options or Likert scales as responses (Preece, Rogers & Sharp, 2007). Even though open questions provide rich data, they are more difficult to analyse than closed questions. Before carrying out a major survey, questionnaires should be prepared, reviewed, and pilot-tested with a small sample of users to avoid potential misunderstanding and to identify unfair questions, where respondents understand the questions, but lack the background to respond (Gillham, 2000; Shneiderman & Plaisant, 2005). Some of the advantages of questionnaires are that questions are predetermined and the same for all users, they can reach a wide group of participants, and they are inexpensive and relatively simple to administer (Shneiderman & Plaisant, 2005). However, they are not customised to individuals and are less flexible than interviews. Besides, Gillham (2000) and Bernsen & Dybkjaer (2009) recommend that, in order to construct a comprehensive questionnaire with an acceptable degree of validity, a set of evaluation criteria based on research should be used as the basis for the evaluation instrument. The aim of the questionnaire is to discover the opinions of students on the importance of online learning as far as language skills and vocabulary are concerned in comparison with face-to-face instruction, and on the implementation of the e-learning course for distance students based on the frequencies of their responses and on the qualitative signs (year of study, field of study). Questionnaire is used as a research instrument to collect data on phenomena which cannot be observed, such as attitudes, self-concepts etc. and to obtain information about the research subjects (Seliger & Shohamy, 1990, p. 172).

In line with this, the framework of categories and criteria in Table 1, which is generated from English skills that should be mastered by respondents, then Table 2 illustrates the benefits of taking online class via *whatsapp* and internet, the last table 3 shows the reverse of online learning for working people. All data were analyzed by importance scale and standard deviation value to obtain the valid result according to the questionnaires submitted by the respondents.

The subject of research is one of the factors that play important roles in a research. It is the main source of researched data. Subject has variables which are analyzed. In social research, "the subject of research is human, while in experimental psychological research, animal is also used as subject besides human" (Azwar, 2001, p. 35). Due to the fact that the data of this research are taken from the sampling groups of 50 students of *britishenglishclass.com* working as civil servant/military/police, entrepreneurs, and professionals. Data are collected by an online questionnaire on English language learning with online system. Collecting data process is (1) designing the questionnaire (2) distributing the questionnaire via *whatsapp* message (3) reporting the result. The question consists of 5

points, the first is about gender male/female, then the second is a closed question type with yes/no options (*I am familiar with online learning? yes/no*), the third is importance scale question from 1-not at all important to 5-very important related to grammar, vocabulary, reading comprehension, listening, and communication.   The fourth is about the benefits of online learning, the respondents mark three benefits of 5 options; they are saving time and money, learning from anywhere and anytime, possibility for independent learning and reflection, tailoring to different needs, increasing attention, and decision-making abilities. The last is about the 5 disadvantages of online learning marked by the respondents such as the feeling of isolation, requiring self-motivation, difficulties with the internet network, lack of ways to evaluate learning, lack of immediate practical application. The instruments are completed with no personal identification (except sex) to insure anonymity and increase the probability of honest responses.

FINDINGS AND DISCUSSION
Findings
The Familiarity of Learning English Online for Working People

Nowadays, quality-oriented education has become the ultimate goal of our education. The core of English learning has shifted to how to develop the ability of autonomy learning anytime and anywhere. The application of internet technology has developed a new field for independent English learning which is becoming more and more popular at home and abroad.

Learning English online can create efficient and high-quality achievement in personal or mass English learning. More and more people start to pay attention to it and study how to make a full use of it. English learning needs an English environment, but we cannot always communicate with the native speakers of English face to face. What teaching of traditional English adopted is one-way teaching mode from teacher to student, which violates the essence of language teaching that is cultivating students' language communication competence.

Now, we could say that the Internet shrinks and bridges the distance between the people of the world in space, and makes a globalized communicational stage. The way people use the Internet to learn English can compensate for the lack of general approach with no real English environment, which will greatly enhance English autonomy learning and it is different in many respects from the traditional face-to-face learning, primarily in the way of getting information and interacting with teachers. It is one of teaching breakthrough which can be the best solution for working people to improve their English.

The first research question asking whether the 50 respondents are familiar with learning English via online and 100% said that they know about learning English by online method. The 50 respondents consist of 17 civil servant/military/police, 15 entrepreneurs, and 18 professionals. They work for government and non-government sector. The civil servant includes governor secretary, public health staff, finance staff, and other division staff. Military and police also join online class since they have intensive interaction with foreigners when they have duty abroad.

The civil servant/military/police work every weekday at 8 hours and so do the professionals. Most of them just have time in recess and after work hours. They use the rest time to enhance their skill by learning English. Honestly, they can study independently by themselves via websites or *Youtube* channel, however, they feel difficulty in understanding some grammars and they do not have partner to talk with. Besides, they feel reluctant to attend the course due to limited time of study. Finally, they decide to find best of the best solution in utilizing their gadget. Online class is the best choice for them.

Meanwhile, the entrepreneurs work more flexible because it sets them free to manage their working time. They work in the field of retail, technology, food and logistic, small company, and wedding planner. They also feel reluctant to attend the conventional class because they must supervise their business all the time via gadget. Like killing two birds with one stone, they apply for online learning and work hand in hand while running the business.

On the other hand, the professionals work based on their passion and capability such as doctor, teacher, lecturer, accountant, consultant, lawyer, architect, engineer, pharmacist, nurse, midwife, and dentist. They take online class as they need English in their daily life especially in working. They realize that now English is the global language.

All respondents take online class to focus on learning English as the second language in order to support their career and improve their English skill. At first, they tried to find online learning service in the internet by browsing in *Google* search engine. They find several start-up companies offer online facility and online exercise.

However, the 50 respondents finally joined *britishenglishclass.com* (BEC) to help them in learning English via online after they read the review and take trial class, then if they like the class, they can register and conduct the class during recess of their work. They must fill the form with their data, and they can choose the class together with teacher's performance as they wish. It seems that *britishenglishclass.com* really care about their clients' need due to having no time to enrol conventional English course, their clients push their limit to take flexible learning method. They have spirit to learn English for improving their speaking ability and they take maybe about one hour of their confined time to fulfil the study time. In conclusion, online learning is not the new thing for working people due to fast speed of technology.

The Importance of Learning English Online
English as well as the other languages has skills to be required in order to obtain excellent result. When we learn foreign language like English, first we listen, and then we speak, read, and finally write. Listening, speaking, reading, and writing are the four language skills we need to develop for complete communication. Even so, the researcher in this study categorized the skills into grammar, vocabulary, reading, listening, and communication based on the importance of the skill learned by the respondents. It is because the learners mostly get easily to sort their focus in small part than large scope. The respondents were asked to determine which skill is the most important to advance first. The result as follows:
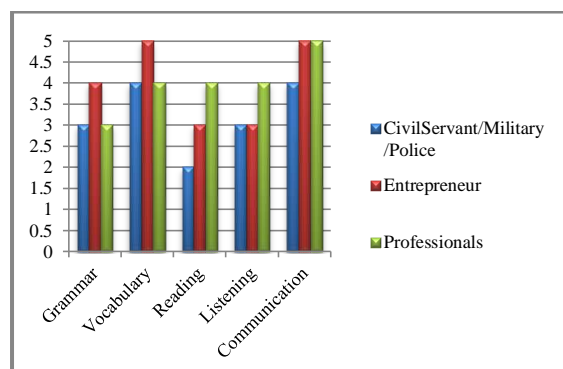

Table 1

The column showed the importance of learning English online. The respondents were asked to estimate from 1-not at all important to 5-very important related to grammar, vocabulary, reading comprehension, listening, and communication. The respondents had various choices to determine the important skill in comprehending English.

Civil servant/military/police put vocabulary and communication as the most important skill to master. They may assume if they need to improve communication, they must struggle with having many vocabularies so they can speak fluently. Grammar and listening got the same position as the second number according to them, while reading got the lowest rank due to their thoughts that dictionary will help whenever they do not get the meaning of words.

Entrepreneurs now also concern about their ability in speaking English. The reason why they take online class is they can study English while they focus on running the business. They need to improve their English due to having many foreign colleagues. That's why communication becomes the highest priority in learning English. Mostly they do much speaking than reading, besides vocabulary also took highly need learning, especially for special terminology related to their job field. Hence, they do not really pay attention to study complicated grammar and so do listening and reading because their intention is just how to communicate well towards their clients or colleagues.

Meanwhile, the professionals who work in their own specialty noticed that communication has the great intention to learn rather than grammar. It is the same case as the entrepreneurs do. The professionals also put balance skill among vocabulary, reading, and listening, but still communication is their first priority.

Furthermore, the statement above classified that communication is the most significant skill to be mastered. Communication actually includes the other skills like how to listen well and how to arrange a good response. It becomes the most significant skill for working people since they tend to have fully great understanding in listening and speaking with their boss, colleagues, clients, and public.

Excellent communication becomes working people goal of their online class. Most of them have got the Basic English since they already took the conventional course or they were included in fastest learner when they were at school. They may forget about several grammar usage thus in online class they need to strengthen and get used to it for having professional communication. The remaining respondents who never take course before and they learn English from movie or automatically from *youtube* or other media; they may need extra focus in advancing their communication skill. It can be said that, online learning actually help all of them to refresh their mind about English and to drill their confidence in speaking skill since most of them want to focus in communication.

The Benefits of Learning English Online
Not long ago, language learning was left to compulsory schools using sometimes out-dated textbooks, sitting in class memorizing vocabulary and repeating phrases spoken by teachers who was probably not a native English speaker. If we fell behind, we would study harder or find a tutor. After compulsory school years, we probably stopped learning or practicing our English. Now we need to speak English for our work and we seemed to have forgotten what you learned at school. The problem is, we do not have time to go back to school, we may work a lot of hours or we have very little time and the idea of sitting in a classroom again gives us a headache. It is the same feeling happened towards the working people in this study.

Thankfully, technology has changed the way we learn. Gone were the days when the 50 respondents would spend their evenings or lunch hour sitting with strangers and practicing of online English class using *whatsapp* chat, voice note, call, and even video call. They have many reasons to take online class and the researcher explored the reasons into five points of view to be determined by the respondents as the following:
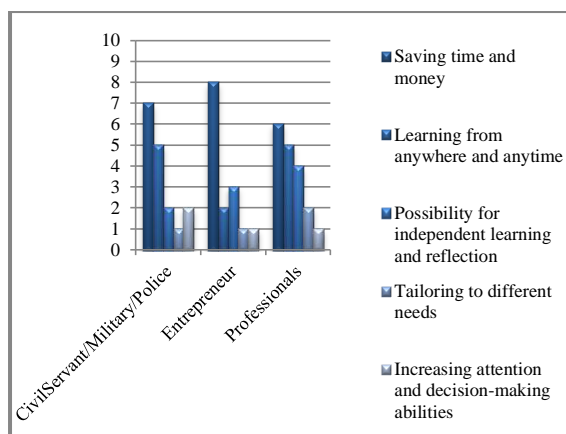
Table 2

According to the chart above, civil servant/military/police recognized saving time and money as the main benefit of leaning English online. It is convenient to working people to save time due to their full time job; moreover, they can save money from paying much cost of taking conventional course. The entrepreneurs voted saving time and money as the prior advantage`e among others. Learning English online gives double solution in terms of time and flexibility. The same thought affected the professionals as they claimed that saving time and money are the most beneficial impact of learning English online.

After saving time and money, learning from anywhere and anytime becomes the second reason of all respondents. It cannot be denied that working people never abandon their phone even in working time. Although they have important occasion, their phone may become the tools for presentation or communication. In addition, the power of gadget make *britishenglishclass.com* raised the idea of online class via *whatsapp* instant message and the respondents enjoy the flexibility time of study with their teachers either in break time or even in their working time, and the possibility for independent learning and reflection, tailoring to different needs, increasing attention, and decision-making abilities get the rest of online learning benefit from the respondents.

The Disadvantages of Learning English Online

Recently, online learning turns out to be more and more practiced. Many traditional universities or schools started to share their courses online for free. It also raises many start-up companies build their online class broadly. It represents an easy and comfortable method to achieve knowledge in almost every field, from law and accounting, to human sciences such as psychology and sociology or history. Online learning is an incredibly powerful method that most people embraced over the last decade especially for the ones who do not have enough time to study in the classroom. Learning language like English is an inevitable part of any business, but depending solely on the online English learning platform can make less personal, less engaging, and, in the process, less effective. In this study, the researcher inputs 5 disadvantages of learning English online such as the feeling of isolation, requiring self-motivation, difficulties with the internet network, lack of ways to evaluate learning, and lack of immediate practical application, then distributes it to the 50 students of *britishenglishclass.com*, a start-up company which provides online English platform. The result of analyzing online class disadvantages as follows:
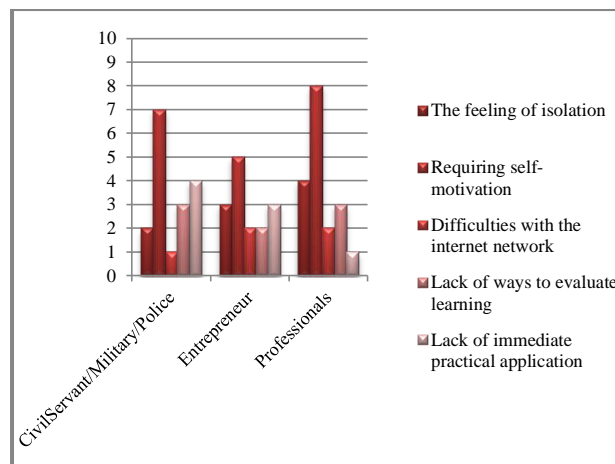
Table 3

The chart showed that civil servant/military/police answered requiring self-motivation becomes the cause of online English learning disadvantage. As online learning is really flexible, they sometimes ignore studying on the basis of fixed schedule. It is also experienced by the entrepreneurs and professionals. It may be only several respondents can take session routinely due to their work load. Besides, they may get difficulties in raising up their self-motivation to study due to tiredness, boredom, heavy business, work load, or less spirit of the students. In overcoming the situation, teacher as a facilitator should encourage the students and bit strict especially towrads the one who cannot commit to finish the class. This is one of the biggest challenge for online teacher to provide interesting topic in online learning.

The second place is lack of immediate practical application voted by civil servant/military/police and entreprenuers. They think that online learning cannot be practiced as the real situation. They just practice using chat, voice note, and phone call. That is why video call is one of the solutions. But still the students need to socialize with the real situation such as talking face-to-face with foreigners or their partners, so they can learn about the expression, mimic, gesture, and body language while speaking.

The remaining of online class disadvantages are feeling of isolation which may occur due to independent learning and just one way direction. Lack of ways to evaluate learning also cause the students do not know whether their ability getting increase or stuck since online learning does not give the fixed evaluation towards the process of the student's study. Meanwhile, difficulties with the internet network are not really a big problem to working people due to high speed connection.

Discussion

This study was designed to investigate the importance of learning English online for working people via *whatsapp* application provided by *britishenglishclass.com*, a start-up company based in Jakarta and already has thousands students and hundreds teachers local and international that the students can choose. This study was conducted by distributing questionnaire which consists of 5 questions for 50 correspondents who are the students of *britishenglishclass.com*. They are categorized by gender and profession. The 50 respondents consist of 17 civil servant/military/police, 15 entrepreneurs, and 18 professionals. They work 8 hours per day and flexible for entrepreneurs. One of the big reason why they take online class is they need to improve their English and to support their work flow. Most correspondences work by using English as their communication language, that's why they need to upgrade their ability especially in speaking. Their challenge is about time. They want

to study in flexible time anywhere, since they do not much time to enter the class. Online learning becomes the best solution due to high speed technology. They choose to take online class because they can study while resting or recess time in their working hours.

The 50 correspondents recognized that they are familiar with online English class. They search on the internet about online class and they found *britishenglishclass.com* in the first row of Google search engine. Then they register and start to study. They can choose the teacher because in filling form there is a teacher request about which teacher characteristic they want. The teachers will follow the students' need in studying, whether they want to focus on speaking or writing or both. The students also feel free to choose the class based on their budget and need. It can be said that 100% correspondents recognize online class as their online school.

Furthermore, this study also found that grammar is not really necessary in studying online. Most correspondents stated that communication is the most important skill they must master because basically they learn English for communicating with their boss, partners, and clients. Then it is continued by vocabulary, listening, grammar, and reading. Speaking English fluently becomes their goal in joining online class either for daily use or for working.

CONCLUSION

Based on the findings and discussion, there were some conclusions can be explained as follows:

1) There are 50 respondents familiar with learning English via online and 100% said that they know about learning English by online method. The 50 respondents consist of 17 civil servant/military/police, 15 entrepreneurs, and 18 professionals. The civil servant/military/police work every weekday at 8 hours and so do the professionals. The entrepreneurs work more flexible because it sets them free to manage their working time.

2) Communication is the most significant skill to be mastered. Communication actually includes the other skills like how to listen well and how to arrange a good response.

3) Saving time and money becomes the main benefit of taking online learning because the working people can learn anytime and anywhere without interrupting their working time and they can study hand in hand with other activities such as watching TV, laying down on the bed, even taking care of their children, moreover, they do not need to attend the class and pay much as the conventional course applies.

4) Requiring self-motivation becomes the cause of online English learning disadvantage since the working people do not attend the class or meet face-to-face with the teacher, thus they must encourage themselves to get big motivation in learning. The flexibility brings comfort in learning however it can distract their discipline as they just think that they study via online.

ACKNOWLEDGEMENTS

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NATURALNESS TRANSLATION USING BACK-TRANSLATION METHOD (CASE STUDY OF TRANSLATING SPOOF STORY BY STIBA SARASWATI STUDENTS)

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Abstract: The aim of this article is to identify and know the naturalness of the translation works done by student of STIBA Saraswati Denpasar after using back-translation method. This article will involve the degree of acceptability; accuracy and clarity of the meaning were taken into consideration. Back-translation method (Larson, 1998) is one of the ways in testing translation result. This method applied to evaluate the translation works in order to know and identify degree of naturalness and the acceptability of the students' translation. The source language is a spoof story in English entitled "Vampire Bat" and the target language is Indonesian. The findings showed that the degree of naturalness includes acceptability, accuracy, and clarity of the student's translation works done by student of STIBA Saraswati Denpasar still need to be improved. There are many wrong dictions or choice of words in transferring SL into TL. This may considered to be less natural translation result.

Keywords: back translation, naturalness, spoof story

INTRODUCTION

Regarding to the globally rapid development of science and technology in recent time, English plays its vital role as the international language to mediate the communication of the people with different language background all around world. English also plays an important role in many ways such as education, commerce, science, technology, tourism, etc. Besides playing those important roles, English also becomes an important device for every people to receive process and share the ideas and information with other person from around the world who has different culture and point of view.

The students of STIBA Saraswati, College of Foreign languages are expected to prepare themselves by having skill in English. One of them is skill in translate English into Indonesian and vice versa. Jayantini (2016) mentions that translation services becomes a prospective career since the communication across countries is greatly increasing nowadays.

Further, it has mentioned on Course Design for Translation in STIBA Saraswati Denpasar, ones of the purpose of translation study is in giving a wide opportunity for the students to experience translating different types of texts. It is not only theory but also practice, in order to prepare STIBA Saraswati students facing globalization era with their competent English skill.

Translator should be able to bridge meaning and information of Source Language (SL) and Target Language (TL) well. Larson (1998:3) mentions that translation consist of studying the lexicon, grammatical structure, communication situation, and cultural context of SL, analysing in order to determine its meaning, and then reconstructing the same meaning and message using lexicon and grammatical structure appropriate in the target language and its cultural context.

A good translation product is when it can transfer meaning and information of SL to TL accurately, clearly and naturally. Further, Fadaee (2011) suggested that one of the main

requirements in any translation work is that the translation (the finished product) must sound natural. Naturalness depends on the relationship between the writer and the readability the topic or situation. It means that a natural translation result seems like it is not a product of translation.

Student's ability in translating Source Language Text (SLT) into Target Language Text (TLT) can be assessed by three parameters, namely, the accuracy, clarity and naturalness of the translation. It refers to Larson (1998:6) principles in obtaining the best translation result. Those are: 1) using the normal language forms of the receptor language, 2) communicating as much as possible to receptor language speakers the same meaning that was understood by the speaker of the source language, and, 3) maintaining the dynamic of the original source language text. Maintaining the dynamic of the original source text means that the translation is presented in such a way that it will maintain the dynamic of the text as that the original one.

The concept of naturalness refers to the effort done by the translator in making the translation product sound natural in target language. (Larson, 1998). The translator should try to create good and natural translation pieces. A good translator should emphasize on the readability and acceptability, therefore naturalness will ease the understanding of the reader to the translation result. When the translation is natural, it is definitely accepted the meaning is accurate and clear. Naturalness as well as accuracy and clarity are one of the main features of evaluating translation of literary text.

A spoof story similarly sounds as narrative text; however it is ended by a story with humorous twist or unpredictable or funny ending. Nurhayati (2016) in her article discussed about the problem of writing spoof story, she found that more than 50% of the students in the sample got problem in writing spoof especially in finalizing the part of "twist" story. Regarding to the specific characteristics of spoof story, it needs the specific technique or strategy in translating English spoof story into Indonesian.

A back translation test was applied as a method to assess the element of naturalness translation result. Peagelow in his article entitled "Back Translation Revisited Differences and Matters and Those That and Do Not" (2008) stated that back translation is translation from TL (the translation of the SLT) into the SL (as target language) again, without looking at the original text.

Further, Peageow (2008) emphasized some guidelines about back translation. They are 1) A back translation should follow the same quality control procedures as the original translation; 2) Comparison of the source text from a back translation should focus only on the 'differences that matter'; 3) Ignore the 'differences that do not matter' and 4) Source text ambiguities may arise that should be resolved by the author of the original source text. When the translation is natural, the meaning must be accurate and clear. Meanwhile, the back translation was promoted to test the naturalness of translation.

The aim of this article is to identify and know the naturalness of the translation works done by student of STIBA Saraswati Denpasar after using back-translation method. Naturalness includes degree of acceptability; accuracy and clarity of the meaning were taken into consideration. The level of naturalness indicates student's ability in translation.

RESEARCH METHOD
This study is a case study on translation product finished by the students of STIBA Saraswati Denpasar in fourth semester, education year 2017/2018 of English Department. The scope of discussion is limited in concerning the level of naturalness which is also related to accuracy and clarity in their translation. One translation reference by consulting an expert in translation was prepared to be used as a parameter to check the naturalness of translation product. The theory of Larson (1998) about requirements of good translation in which it should have

accurate, clear and natural meaning. When the translation is natural, the meaning must be accurate and clear. Meanwhile, the back translation was promoted to test the naturalness of translation.

The data source was the translation results which were made by 38 students of STIBA Saraswati Denpasar. They were fourth semester students, after that, they were divided into two groups. A half of students (Group A) asked to translate spoof story entitled "Dracula Bat" (as Source Language) from English into Indonesian, and the other group (Group B) translated another kind of text, biographical text. After they have translated SL (the spoof text "Dracula Bat") into Indonesian, the result of translation called TL 1. The back translation method occurs when students which belong to group B must translate TL 1 text into English, which it is called TL 2. The result of the back translation test was then compared with the original text (SL) to see how far the difference was. This was beneficial in determining the level of accuracy, clarity and this can influence the naturalness of the translation result done by the students.

The level of naturalness of the translation results (TL 2) were examined by comparing with SL text and discussing every translated sentence in the class activity. The accuracy of translation was measured with some parameters related to the English grammar, namely, proper use of sentence structure, word choice, articles, prepositions, gerund, tense, etc. when the translation is accurate and clear, the naturalness can be achieved.

FINDINGS AND DISCUSSION

Every translation works done by the students was analysed completely based on the problems of the study. This table shows about the problems that faced by the student when translated spoof story from English (SL) into Indonesian (TL) before applied back translation method.

Parameter	Appropriate	Not Appropriate
lexical choice	14	24
grammatical	15	23
sentence structure	13	24
tense	14	24
etc (article, preposition, pronoun, etc)	12	26

The above table shows students' ability in translating spoof story from English (SL) into Indonesian (TL1). It can be shown that more than a half of student still doing inappropriate translation. Those parameter likes lexical choice, grammatical, sentence structure, tense, etc were used to know degree of accuracy of student's translated works. Based on the above table, it can be seen that only 14 students have chosen appropriate lexical choice when translating English spoof story into Indonesian, and others were still inappropriate. After that, there are only 15 students have aware with grammatical than the others. It is similar with others parameter in which more than a half student still used inappropriate translation. The inappropriate translation has relation with degree of accuracy and acceptability of translation text.

Then, back translation method applied to know the level of naturalness of the student's translation. The result of translation (TL1) was translated into English (TL2) and

then it was compared to the original text (SL). Here is some mistakes facing by student when translating after applied back translation method.

Parameter	Appropriate	Not Appropriate
lexical choice	11	27
grammatical	12	26
sentence structure	11	27
tense	10	28
etc (article, preposition, pronoun, etc)	8	30

After applying the back translation, there are some elements need to be improved. When the word in TL1 is not really appropriate and then it is translated into TL2 it will contain different meaning compared with that SL. Based on the above table, some grammatical error facing by students affect the translation accuracy, clarity and finally naturalness. The naturalness of translation can be achieve when the meaning is accurate and clear.

Furthermore, in order to support the analysis the naturalness translation, back translation method used to test and analysed how the naturalness itself which is strongly influence by accuracy and clarity can be used to determine the level of translation naturalness.

SL	A Dracula bat came flapping in from the night. Face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.
TL1	Seekor kelelawar drakula datang dengan mengepakkan sayapnya dari kegelapan. Wajahnya dipenuhi oleh darah segar dan kemudian menggantung di langit-langit gua agar bisa tidur.
TL2	A dracula bat came by flapping his wings from the darkness. His face covered by fresh blood, then he hang himself on the roof of cave in order to get some sleep.

The sentence in SL *A dracula bat came flapping from the night* was translated into *Seekor kelelawar vampir datang dengan mengepakkan sayapnya dari kegelapan*. The literal and modulation procedure was applied in this way but then the meaning of the sentence still tried to keep the meaning and naturalness.

Meanwhile, the implementation of this procedure resulted different in meaning when translating *from the night* into *dari kegelapan*. Thus, there was not accurate transfer of meaning from SL to TL. Lack of vocabulary was perhaps the reason why the student made some mistakes in diction while other errors were mainly due to lacking of understanding the basic of English grammar.

On the other hand, *came flapping* has been translated into *datang megepakkan sayap*, in this case translator tried to give extra information in order to build better understanding to the reader when reading translated text. Adding extra information can be made the translation product became more accurate and clearly.

Furthermore, idiomatic sentence in SL *park himself on the roof of the cave to get some sleep* were translated literary into *kemudian menggantung di langit-langit gua agar bisa tidur*. There is skewing information occurs in translating *park himself* into *menggantung* because both of them has different meaning. As the impact of translation, skewing information can be influenced lack in degree of accuracy and acceptability of the translated test.

In order to support the analysis in this research, the back translation procedure was also applied to know the level of naturalness. This procedure is applied by comparing the SL with the result of translating TL into SL again (TL2). The comparison between SL and the back translation result (TL2) shows that the second line of the text is clearly different since the original meaning of SL has been lost. therefore when student try to applied back translation method by translating TL1 in Indonesian into TL2 in English, idiomatic sentence cannot be returned, so that it translated into *hang himself on the roof of cave in order to get some sleep*.

SL	Pretty soon, all other bats smelled the blood and began hassling him about where he got it.
TL1	Tiba-tiba kelelawar lainnya mencium darah segar tersebut dan bertanya kepada kelelawar drakula dimana ia mendapatkan darah itu.
TL2	Suddenly, other bats smelled that fresh blood and asked dracula bat about where he got that blood.

The sentence in SL *Pretty soon, all other bats smelled the blood and began hassling him about where he got it.* Was translated into two sentences and this affects the accuracy, clarity and naturalness of translation as this complex sentence cannot be spilt into two simple sentences. The independent sentence may stand by itself while dependent sentence *where he got it* cannot stand by itself. This is a basic error in the use of English used by the students.

The most frequent errors were found in the errors in the terms of word choice and sentence structure. Lack of vocabulary was perhaps the reason why the student made some mistakes in diction while other errors were mainly due to lacking of understanding of the basic English grammar.

Furthermore, back translation procedure was applied to know the level of naturalness. The original meaning of SL could not be transfer well by the translator since the result of translation brought different meaning from SL in which actually *began hassling* and *and asked* has different meaning. Students preferred to use the word *asked* than *hassling* as found in the SL. Those two words actually have different meaning to be emphasized.

Particularization technique or being translation text becomes more specific occurs when translating *the blood* into *darah segar*. Translator gives extra information about the blood related to its characteristic of *fresh blood* which has strong smell which made other bats easily smell the blood and made them began hassling dracula bat about where he got it.

Degree of accuracy and acceptability are easily found by using back translation method. When the sentence *dimana dia mendapatkan darah itu* translated into *when he find that blood*. The verb *mendapatkan* (got) translated into *find*. By using back translation method

where it compare the TL2 *find* with *go* in source language; can be found that both of them has different meaning. Where *got* means to have something and *find* to know something (the location). Besides, there are error of tense were used by translator in translating TL1 to TL2, *find* is inappropriate because it is preceded by *asked* in the past tense so that it should be better if the translator used its past tense *found*.

The level of naturalness, accuracy and clarity of the translation in data 2 still need to be improved in order to make better translation. It can be clearly seen from the result of the back translation applied to the translation made by the translator. It is due to the reason that some words and meaning have been lost and switched into the others.

SL	He told them to go away and let him some sleep, but they persisted until finally he gave in.
TL1	Kelelawar drakula meminta mereka untuk pergi tetapi mereka memaksa hingga akhirnya ia memberitahukannya juga.
TL2	He asked them to go away, but they persisted. Finally, he told them.

Translating SL *He told them to go away and let him some sleep* into TL *Kelelawar vampire meminta mereka untuk pergi*, translator have omitted some information when transfer message from SL into TL. Loss of information affects different meaning that will be transferred when using back translation method. The naturalness was strongly affected by the accuracy and clarity of the meaning transferred from SL to TL. When there are lack of accuracy and clarity in translating SL into TL, it has correlation with the naturalness translation in translating SL using back translation method.

SL	Down through the valley, they went across a river and into a forest full of trees.
TL1	Mereka terbang melewati lembah, menyusuri sungai dan masuk ke dalam hutan lebat.
TL2	They flew through the valley, crossed the river and entered the dense jungle.

The frequent errors that affect the accuracy and clarity of the translation. This kind of error has significantly affects the meaning in TL2. Accuracy of translation means that a translated piece if information communicates in the same meaning as the source language. Then, as cited in Fadae, translation will be considered inaccurate if contains the following cases, first, inadvertently omitting some pieces of information; second, adding information which is not really in the source language text; and third, committing mistakes or error during the analysis of the source text resulting in a different meaning.

Down through the valley have translated into *mereka terbang melewati lembah*. Actually, *down through* can be translated into *menuruni lembah*. In this part translator give extra information with adding *mereka terbang* (they flew). Giving extra information not only interference the acceptability but also the readability as long as the meaning that are transferred still in constant.

In the above example analysed that translator preferred to use the word "dense jungle" as the back translation of *a forest full of trees*. In SL, because it has translated into *hutan lebat* in target language. The word chosen by the translator in the translation has made the meaning contained in SL un-translated well. As a result, clarity and naturalness are affected by the wrong choice of words found in the translation.

SL	Finally he slowed down and all the other bats excitedly milled around him
TL1	Akhirnya kelawar drakula berhati-hati dan semua kelawar lainnya berputar dengan bahagia disekitarnya.
TL2	Finally, dracula bat moved slowly, and all other bats excitedly and flew around him.

The most frequent error found in the translation table 5 is the wrong word choices. Translator often used inappropriate choice of words that bring inaccurate, unclear and natural meaning of TL. After that, it will affect the naturalness of the TL2, because of the inaccurate message that transferred from TL1 into TL2.

Based on the table 5 above, it can be seen that the translator inappropriately chose words or expression to transfer the meaning in SL to TL1 and also its back translation version in TL2. The kinds of error in table 5 related to spelling, sentence construction and the suing of adverbial phrase. These kinds of error also contribute to the level of accuracy, clarity and naturalness of the translation. Those errors may happen because of the student's lack of understanding of the English grammar.

Further, in order to know the naturalness of the translation, the translation result after applied back translation (TL2) are compared with the source text (SL). So that, it can found there are skewing information occur when translating *down through the valley* into *flew through valley*. Although it has good impact at readability of the text, skewing of information affect the naturalness of translation.

SL	"Now, do you see that tree over there? He asked "Yes, Yes, Yes!" the bats all screamed in a frenzy "Good" said the bat "That was the source; I sure as hell, didn't it!" "That is hilarious!"
TL1	"Sekarang, apa kalian melihat pohon di sebelah sana?" Kelelawar drakula bertanya "Iya, ya, ya! Semua kelelawar berteriak dengan keras" "Bagus" kata si kelelawar vampir "Itulah sumbernya, seperti nerakaku" imbuhnya. "Itu sangatlah lucu"
TL2	"Now, do you see that tree over there? Dracula bat asked.

"Yes, Yes, Yes!" all bats screaming. "Good" said the vampire bat "That is the source; of my hell" he added. "That's silly"

The most important ones in spoof story is the element of 'twist' of story which makes the story sounds unique. This is the most important part of the spoof story and the most challenging part of translating spoof story from English into Indonesian. It called the most challenging part because translator not only transferred the meaning from SL into TL1, however transfer the 'joke' that might be expected by the writer as the part of 'surprise' from the story. The errors in transferring the message from SL to TL1 are considered very significant to affect the accuracy and clarity. Since those two elements could not be fulfil well, then the naturalness of the student's translation in table 5 considered to be low. The other errors that can be found in the above such as agreement, verb tense, missing word, and article also contribute to the result of the translation which is considered not accurate, clear and natural.

Overall, some lacks of lexical choices as well as grammatical error found in the translation above are considered affecting the translation naturalness. It is due to the reason that the clarity and accuracy were also considered needed to be improved. This may happen because of the lack of the student's understanding of the Basic English grammar and practice in doing translation.

CONCLUSION

There are some grammatical errors found in the students' translation that affect the naturalness translation. The naturalness translation is strongly affected by the accuracy and clarity of meaning transferred from SL to TL1. Those errors are related to the subject – verb agreement, the use of article, preposition, verb tense, word choice, and omission of some words. The most frequent error found in the students' translation that strongly affected the accuracy and clarity in translation and finally naturalness of the lexical choices in translating SL into TL and TL1 into TL2 by using back translation method. The students often made the wrong choice of the words that is caused the meaning transferred run into having loss or skewing information. This condition really affects the naturalness of translation. Some errors found in the translation of spoof story by English Departement Students of STIBA Saraswati Colledge may be caused by the lack of understanding of the basic grammar as well as the less practice of transation. Furthermore, the practice of translation must be taken into consideration during teaching learning process at STIBA Saraswati Denpasar especially at English Department since the student are prepared to have strong skill in applied linguistics both in spoken and written. In conclusion, the naturalness translation of the English Departement students of STIBA Saraswati still need to be improved.

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AVIATION SCHOOL STUDENTS' RESPONSES AND ATTITUDES TOWARDS ENGLISH FOR SPECIFIC PURPOSES

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Abstract: English has a very important position, and students majoring in aviation require special materials,but based on preliminary data obtained from interviews at Bali Aviation Tourism Center Denpasar, it was found that students are given English materials. The teachers realize that the students require special materials according their majors which provided students with an insight of standard of manual flight service of aviation field. This means that, as potential employee in aviation students shall be able to explain the aviation knowledge and information with intermediate English level, especially for those students who choose aviation studies who are prepared to work in aviation field. Knowledge and understanding of aviation as well as the ability to pass on the knowledge and understanding of the English language are a must.

As the fact that students of Bali Aviation Tourism Center are learning about aviation's service standards and service procedures, the students of will become employee in an airlines company, flight attendant, airport staff or aviation security which is they should have knowledge and understanding about English for aviation which included in English For Specific Purposes. The aim of this study is to determine the attitude of Aviation school's students towards English for Specific Purposes and analyzed the findings using Chi-Square (χ^2).

Key Words: English language materials, English for Specific Purposes, Approach, Language Acquisition

INTRODUCTION

Millions of people all around the world are employed in the field of aviation. Some of the more widely known professions are widely known and noticed, such as pilots, air traffic controllers, flight attendant, airlines employee, airport staff, etc.. The job therefore requires knowledge of English, which serves as a lingua franca in aviation.

For vocational school, English for specific purposes is more appropriate to be given since the graduates of vocational schools are prepared to be ready working at the field based on their majors. For that reason, the English language materials given should correspond to their majors or able to assist them in communicating to carry out their work. Furthermore, there is a need to see the role of English basically in terms of its providing accessibility to knowledge contained in textbooks, periodicals, and journals, reports, and abstracts (Mackay and Mountford, Bracaj, 2014). Further they will have to involve in presentation of new knowledge such as papers, university thesis, longer reports, articles in scientific journals, and others.

Hence, to deal with the problematic of English for specific purposes, a branch of English language teaching which is concerned with teaching English for a particular context such as studying or occupation. Even though there are many similarities it shares with general English teaching, there are also some major differences without which teaching English for specific purposes would not be possible – a detailed analysis of the target situation, discourse

and students' needs, and the course development stemming directly from its results. Students who have been accepted as Aviation school students are expected to have a basic knowledge of English and with the help of education they get at ELS are expected is to help the students to make them easier in doing their future job. These are what we as teachers and the administrators expect from the students, whereas it will be wiser to look at the other side. What do the students think about using ESP? What is their expectation when using ESP for English for Aviation's subject? This research will find it the issues.

RESEARCH DESIGN

Accordingly, in this descriptive study we wanted to examine our students` attitudes towards General English and also their attitude towards English for Specific Purposes. ESP is concerned with different areas based on academic or professional fields where English of specialism is needed, such as hotel, tourism, business, banking, paramedic, law, etc.

Moreover, according to Robinson (1991), ESP is separated into two main branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).English for Occupational Purposes (EOP) is taught in a situation in which learners need to use English as part of their work or profession (Kennedy and Bolitho, as cited in Bracaj, 2014).In other words, the term EOP generally has an aim in developing students' English abilities in future jobs, which has the characteristics such as occupational-goal teaching, individualized-oriented teaching, and practical teaching (Lu, 2012). In addition, it utilizes the scenarios analysis method to teach students in English classrooms, which provides a vivid guidance when students hunt jobs after graduation.

As a vocational school for Bali Aviation Tourism Center, English for specific purposes is more appropriate to be given since the graduated are prepared to be ready working at the field based on their majors. For that reason, the English language materials given should correspond to their majors or able to assist them in communicating to carry out their work.

In this research we will see our students' attitude of General English and English for Specific Purposes. Researcher tried to find the answers in two separate parts as general attitude towards English and students` attitude towards ESP. We asked 15 questions in total under the parts mentioned above to 50 students whose level of English is intermediate.We analyzed the findings by using Chi Square (χ^2). It has many times been discussed and stressed that students' attitudes towards the use of the language has a deep effect on the achievement and the use of the language. Al-Khatib (2005, p.9) We tried to find out their tendency towards the language indirectly in order that they will not feel that their tendency is being tested. In the second part we wanted to discover whether the students are aware of some basic terms in English from their occupational field. Besides they are asked if some basic terms in English from their occupational field should be integrated into the syllabus and/or they should have English classes related to their occupational field. We also wanted to determine if they think ESP courses would likely to be helpful hence should be mandatory.

DISCUSSION

The survey was conducted to determine whether there was a relationship between ESP use in English for Aviation and student attitudes. Then taken a sample of 120 students of Bali Aviation Tourism Center consisting of 70 female students and 50 male students. After measuring the attitude towards ESP use of English for Aviation Course, it turned out that out of 70 female students who used ESP, there were 20 students who stated that they disagree. While from 50 students, there were 10 people disagreeing. Researchers examine whether there is a difference in the proportion of attitudes in the two groups to the use of English for Aviation Course. What is the Aviation school students' attitudes towards ESP in Bali Aviation Training Center at Denpasar Bali?

Hipotesis :

- Ho   : $P_1 = P_2$ (Students disagree using ESP for English for Aviation course)

- H1   : $P_1 \neq P_2$ (Students agree using ESP for English for Aviation course)

The attitudes of students towards General English and ESP

Table 1

No	Questions	Female Student		Male Student		Total
		Agree	**Disagree**	**Agree**	**Disagree**	
1	Do you need to be familiar with some basic terms in English from your occupational field?					
2	Do you think you should have English classes in which you study English about your occupational field?					
3	Do you think using this course poses a confident for you when doing your future job?					
4	Do you think this course should contains basic terms in English from your occupational field which should be integrated into syllabus?					
5	Do you think these classes should be obligatory?					
		50	20	40	10	120

To help in the calculation we make a cross table like this:

Student	English For Aviation		Total
	Agree	**Disagree**	
Female	50	20	70
Male	40	10	50
Total	90	30	120

Using the Chi-Square (χ^2) formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

O = frequency of observations
E = expected frequency.
E value = (inline number x number of columns) / amount of data
df = (b-1) (k-1)

Then determine the observation value (O) and expectation value (E):

$$O_1 = 50, \quad E_1 = \frac{70 \times 90}{120} = 52.5$$

$$O_2 = 20, \quad E_2 = \frac{70 \times 30}{120} = 17.5$$

$$O_3 = 40, \quad E_3 = \frac{50 \times 90}{120} = 37.5$$

$$O_4 = 10, \quad E_4 = \frac{50 \times 30}{12} = 12.5$$

Then enter in the formula:

$$\chi^2 = \frac{(50 - 52,5)^2}{52,5} + \frac{(20 - 17,5)^2}{17,5} + \frac{(40 - 37,5)^2}{37,5} + \frac{(10 - 12,5)^2}{12,5}$$

$$\chi^2 = \frac{(-2,5)^2}{52,5} + \frac{(2,5)^2}{17,5} + \frac{(2,5)^2}{37,5} + \frac{(-2,5)^2}{12,5}$$

$$\chi^2 = \frac{6,25}{52,5} + \frac{6,25}{17,5} + \frac{6,25}{37,5} + \frac{6,25}{12,5}$$

$$\chi^2 = 1,143$$

The calculation is complete, now we determine the table value at the real level / alpha = 0.05. Previously we had to determine the df value. Because our table is 2x2, the value df = (2-1) * (2-1) = 1.

Table 2

Df	α						
	0,99	0,95	0,90	0,50	0,05	0,01	0,001
1	.00157	.00393	.0158	.455	3.841	6.635	10.827
2	.0201	.103	.211	1.386	5.991	9.210	13.815
..							
Etc							

From table above, the above levels of df = 1 and alfa = 0.05 obtained table value = 3.841.
1. The results of the analysis show that the table χ^2 above = df = 1 and alfa = 0.05, the table value = 3.841, which is greater than the count value of 1,143, so we must accept H1. Thus, we conclude that more students agree to use ESP for English for Aviation courses. From

the above calculation, the students' attitude towards the use of ESP in English for Aviation courses is good and students agree using ESP for English for Aviation course (see again the hypothesis above, especially the H1 hypothesis).

2. Showed in table that 50 female student and 40 male student out of 120 number of students are agree using ESP in English for Aviation course. In fact that they need to be familiar with some basic terms in English from their occupational field. Given the fact that in the beginning of the education year and we teach them only General English, it is quite natural that they do not know even the basic terms in their fields. This question is a key question because it also supports the fact that we have a problem in our syllabus with regards to ESP. The finding also shows that students are aware that they lack this knowledge. Also most of the students believe that English will be useful in their future job. It is also in line with the general belief that knowing English opens doors to jobs. Most of the students said ESP classes will be helpful to them in their future job. In general we can say that they are aware that they lack and need to learn English about their occupational fields and that they want to have these classes either as an integration to their current English classes or as separate ESP classes. We see that half of the students trust themselves in terms of productive skills and they are confident when they speak and write in English. And most of students said they think these ESP classes should be obligatory.

3. On the other hand, 20 female students and only 10 male students out of 120 students say that that they do not agree using English for Special Purposes in English for Aviation course. This might of fact that they are not living in an English speaking country may be preventing them from speaking English outside the school. They do not have the urge to speak in English. As the native language students might be tending to use Indonesian more often, means there is a problem in the teaching process. We can say that these students are somewhat undecided about the necessity of ESP. The reason may also be that our students want to escape from the responsibility of taking on ESP class, though most of the students think that using ESP will help them doing their future job. A big majority of the students have no bias towards the language. Most of them say that they find the language interesting to learn. Only a minority of them state that it is boring to learn the language. When they compare English with other school subjects, they put it on a lower place than other subjects. Their field courses are more important for them and the fact that they know they need to learn the language at Aviation school is English for Aviation. This finding supports the fact that they are aware of their needs in terms of English for Specific Purposes.

CONCLUSION

In this study researcher tried to find out the students' attitude towards English for Specific Purposes in order to know students general needs in terms of language skills and also reseracher tried to determine their needs in English for Specific Purposes. For Bali Aviation Training Center students, they think that being able to use the language will be beneficial for them in their future jobs. They will be able to work at Aviation field where the language of communication is English. In terms of feeling self-confidence while using the language, some of the students state that they are feeling confident when they speak outside the school, but when we look at some of students saying they do not feel confident, this problem needs solution. In Aviation school where language of instruction and communication in English for Aviation is English, students are aware that they lack basic terms in English from their occupational field and they want these terms to be presented in their course syllabus. When researcher find out about the attitudes of the students towards English for Specific Purposes, researcher did not name the term English for Specific Purposes explicitly. Instead, she asked them questions in such a way that she could extract their opinions implicitly. First of all,

when reseracher asked them whether they are familiar with basic terms in their occupational field, which is the situation that they are very familiar with. When she asked students if they would like to have those kinds of terms and vocabulary added to their syllabus, their response was mainly positive. They are aware that they need vocabulary that is connected with their study fields to be added to their syllabus. This awareness stems from the fact that they have to use English for their future job. They even state that they would like to have courses where they study English that is connected with their study field, which is in fact English for Specific Purposes. The majority of students also believe that taking ESP classes will be helpful in their future careers and think that those ESP classes should be obligatory. The reason for this might be that they are decided about the necessity of having an ESP class and want to take ESP course for supporting their future job. Overall, that most of the students are aware that they lack knowledge of vocabulary related to their occupational fields and they think that something must be done to solve this problem. This mean that those students say these classes should be obligatory. Researcher can say that these students are somewhat decided about the necessity of ESP and becomes the reason that Bali Aviation Training Center students want to take an ESP class.

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AN ANALYSIS OF INTERLANGUAGE ERROR ON WRITING FUNCTIONAL TEXT APPLICATION LETTER BY MEDITTERANEAN STUDENTS

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Abstract: This study is intended to find out and analyze the interlanguage error in writing functional text application letter of Meditteranean students. Due to the problems discussed, the theories suggested in this research include interlanguage error definition and application letter definition. The method applied is descriptive qualitative in nature and the data are from Meditteranean students in Food&Beverage Production. The subjects of this research were 24 students of Meditteranean. Then, the data analysis is performed to find the type of interlanguage error done by Meditteranean students in writing functional text of application letter, the errors of application letter layouts in writing functional text of application letter done by Meditteranean students and how the interlanguage error can occur to Meditteranean students. This study used the surface strategy taxonomy and errors in formats of business letters theory as methodological framework. This study found the most problematic areas respectively were made by wrong spelling, preposition, verb, tense and the a/an article. The error of interlanguage is considered as the major cause of the error. Furthermore, the errors were in arranging layouts of business letters. There were 89 errors in wrong spelling, 11 errors in the preposition, 28 errors in used verb, 36 errors in used tense and 22 errors in the a/an article.

Keywords: interlanguage error, writing, application letter

INTRODUCTION

A letter plays an important role in company business, it is a bridge that links to communicate the company's products. As the business letter acts as an ambassador for the company, it is vital that should make the reader give a good impression the letter. According to Taylor (2004), a good business letter should be well organized; you should say everything necessary to your message but not too much and knowing when this letter should be finished and using a courteous style. Furthermore, in composing good letter writing, you should notice some aspects and one of the important aspects that should be mastered in getting a well- structured writing is the use of a high-standard English grammar. Poor grammar and spelling which are unprofessional can damage the reputation of both you as the writer and your company; by setting high standards in the important area of written communications you will be helping to create and enhance the corporate image your organization. It can be concluded that principally, the business letter should look attractive, clear and neat as well as complete. Consequently, it should be written on good paper of the right size or presentable paper, neat and nicely designed. Finally, the most important element of writing a good English business letter is how show the ability to identify and write to the audience.

One of the English business letter is job application letter. Generally, most people, however, find a job through advertisements in the internet, newspapers or magazines through the situation vacant columns. The attractive application letter with its resume can do much to help secure the job of choice. Therefore, writing effectively is perhaps the most demanding work to do. In regard to the writing skill, it cannot be denied poor grammar and spelling which are unprofessional can damage the reputation of both the writer and the

company; by setting high standards in the important area of written communications will be helping to create and enhance the corporate image the organization. Furthermore, to present the first impression of the reader not only well-organized sentences should you write but also you should perform well-arranged formal letter layouts with its right expressions as stated by Geffiner (1995), the physical condition of a letter makes the first impression of the reader. It means that should be control the organization of letter appearance with its expressions written in each part of the letter before sending it in order that the reader will not read the covering letter with incorrect expression in one of the parts of letter.

Selinker (1997), interlanguage is a language system that has developed in the minds of language learners that learn a second language. Ellis (1997) state that the interlanguage is the learner language. Interlanguage system is mix between native language and target language. The fact that learners do make error and these error can be observed, analyzed and classified to reveal some things of the system operating within the learner led to a surge of study learners error. Beside analysis in the interlanguage error, the researcher will also consider errors in arranging parts of the application letter layouts with its expressions because layout of letter is one of the important things to express the professional in writing letter if want to convey the proper image. Error analysis is conducted to identify strategies which learners use in language learning, try to identify the causes of learner errors, and to obtain information on common difficulties in language learning, as an aid to teaching or the preparation of teaching materials (Richards, 1992). One of the aims of error analysis is to help teachers give assessment more correctly what remedial work would be needed for the learners of English.

According to Ashley (1984), the way we write a letter of application letter is as same as we write business one, such as making sure it says everything we want to say, using a simple but polite style of language, the writer should take care with abbreviations and figures, and paying special attention to titles, names and addresses. Beside that, Geffner (1995) states that this letter usually consists of overview of yourself to the employer by presenting your personal information in a coherent format, not more than one page in length and of course it should be clear, concise, consistent, and error-free writing and easy to read in order not to make the golden career path away from you. No matter how carefully a letter is prepared, it is not good if it is sloppy formatting or badly organized, if its message is poorly expressed and unclear, and if the rules of etiquette are not followed. It can be conlcuded that the important thing to do is should attract an employer's attention and try to make reader grant an interview. Besides, Curriculum Vitae attached should look as good as covering letter, it must look professional.

As a formal letter, at least there are three format styles used in business letter, they are fully block, blocked, and semi blocked style. In fully blocked style all letter parts begin at the left margin, except for the printed letterhead; the body of the letter is not indented, and double spacing is used to separate the paragraphs. While blocked style, like fully blocked, all letter parts begin at the left margin, except the dateline, complimentary closing, company signature with the writer's name are placed up to the right-hand margin. The next style is semi-blocked, the date, complimentary close and signature with the writer's name are set to the right-hand margin, and the body is indented for each paragraph. Open punctuation is often used; this reduces typing time as there is no need for any unnecessary full stops and commas. Whichever layout, enclosure usually appears below the signature element and flushes with the left margin. It is important to know that whichever format you adopt, you have to be consistent, do not mix styles. It is stated by Taylor (2004) explaining that whichever layout you use for business documents, the most important rule is consistency, i.e. ensuring that all documents are displayed in the same format. A well-displayed, easy- to-read letter will attract attention at once and create a favorable first impression.

The following is an explanation of the parts of the application letter. (Geffner, 1995):

1. *Sender address*, at the minimum, contains the street address, the city, the state, and the code. The sender's name does not appear at the top of the letter.
2. *Date* is typed a few lines below the sender. It should not be written in figures as they can be confusing; (i.e. 11.1.12 means 11th January 2012 in the UK but 1st November 2012 in the USA) it is better 11 January, 2012.
3. *Inside Address typed* begins with flush with the left margin. If you know the surname you are writing, the appropriate courtesy title (Mr/Mrs/Miss/Ms) should be shown. It is written on the first line of the address. If you do not know the name you can write The Personnel Manager or HRD Department or Carroll & Associates, Inc.
4. *Salutation* is a kind of greeting to open letter. There are several types of salutations, as shown below.
   a. *Dear Sir* opens a letter written to a man whose name you do not know.
   b. *Dear Sirs* is used to address a company.
   c. *Dear Sir* or *Madam* is used to address a person of whom you know neither the name nor the sex.
   d. *Dear Madam* is used to address a woman, whether single or married, whose name you do not know.
   e. *Dear (name)* is used when you know the name of the person you are writing to, for example: *Dear Mr Smith,* not *Dear Mr J Smith* or *Dear Mr John Smith.*
5. The body consists of three or four paragraphs; the important thing is you must be consistent in writing the body.
   a. The first paragraph/opening must attract favorable attention.
   b. The second paragraph consists of personal data, educational background, experience and qualification,
   c. The third paragraph/closing, you close your application letter with a specific request for action and give the reader a good reason for inviting you for an interview.
6. *Complementary Close* placed below the last line of a letter's body has two most common complimentary closes, *they are Yours faithfully and Yours sincerely.* If the letter opens with Dear Sir or Dear Madam, then close it with *Yours faithfully* while it opens with Dear Mr/Mrs/Miss/Ms Smith then close it with *Yours sincerely.*
7. *Signature* is very important, because a letter is not really complete until it has been signed in the author's own handwriting. Your name which is not followed by the courtesy title is written after your handwritten signature. However, it is also possible to include the title in the typewritten signature, usually in brackets.
8. *Enclosure* is followed by a list of the enclosed items is written bellow the signature element with the left margin.

In the process of learning a foreign/second language, errors made by the learners are usually found in their sentences; it could be caused by the interference from the mother tongue or the first language. Richards (1971) believes that development errors derived from faulty comprehension of distinction, in the target language. In attempting to get native-speaker like rules, students often make errors as reflection of their inter-lingual as stated by Brown (1991) saying that errors made by first language transfer are called inter-lingual errors, on the contrary errors which are as results of their incomplete comprehension of target language rules are called intra lingual errors. Furthermore Richards, (1992) states that error is a deviation from the target language rule which reflects inter-language competence of a learner, or which results from incomplete knowledge of a learner. In writing, not only

do the learners make errors but also they present some mistakes. Richards (1992) says "Mistakes made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance". It can be concluded that mistake which is not a result of deficiency in competence is regarded as slips of the tongue. However, error and mistake are due to incomplete acquisition of the language.

According to Richards (1971) errors made by learners are caused by inter-lingual transfer and intra-lingual transfer.

1. Inter-lingual Transfer

   In the process of learning a foreign language/second language, learners make errors that are caused by the interference from the mother tongue or the first language. Richards (1992) says "Inter-lingual error is an error which results from language transfer, that is, which is caused by the learner's native language". Positive interference occurs when there are similarities between L1 and TL, while negative interference refers to the differences between L1 and TL.

2. Intra-lingual Transfer

   In intra-lingual transfer the main source of the interference is the TL, which includes overgeneralization, incomplete application of rules, false concepts hypothesized, and ignorance of rule restriction.

According to Dulay et al (1982) there are four types of errors which belong to Surface Strategy Taxonomy, they are as follows:

1. Omission. This is a kind of error characterized by the absence of an item appearing in a well-formed utterance.

2. Addition. This type of error is characterized by the presence of an item which is not necessary to appear in a well-formed utterance. Addition errors usually occur in the later stages of L2 acquisition, when the learner has already acquired some target language rules.

3. Mis-formation. This type of error is characterized by the use of the wrong form of a morpheme. While in omission errors the item is not supplied at all, in mis-formation errors the learner supplies something, although it is incorrect.

4. Mis-ordering. This type of error is characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

METHODS

The method applied in this research is descriptive qualitative in nature and the data are from Meditteranean students in F&B Production. The subject of this research are 24 students of Meditteranean, Bali in F&B Production. The instrument is in writing functional text of application letter done by Meditteranean students in F&B Production. This study use the surface strategy taxonomy theory by Dulay et al (1982), and errors in formats of business letters theory by Geffner (1995) as methodological framework. The technique of data collecting is first collecting the letters about 24 letters and checking the mistakes and classifying based on the type of mistakes of error done by Meditteranean students in writing functional text of application letter. The researcher uses elicitation method to get the data accurately. Elicitation method is the method to elicit students to produce language. Nunan (in Fauziati, 2009), states that elicitation that elicitation techniques very enormously in scope, aim, and purpose. They include studies, which obtain their data by means of stimulus, such as as picture, diagram or standardized text as well as those based on questionnaire, survey and interview data. The writer analyzes those using following steps: identification of errors, classifying the errors, describing the dominant type of error and describing the sources of error.

FINDINGS AND DISCUSSION

This study finds the kinds of errors in writing the parts of letter layouts found made by the 24 Meditteranean students. The error most problematic areas respectively are wrong spelling, preposition, verb, tense and the least is article. The error of interlanguage is considered as the major cause of the error. Furthermore, the errors in arranging layouts of business letters based on UK concept are classified into 6 categories, sender address, enclosure, after that complimentary close, then salutation, date, and the last is style.

From the research of the writing functional text of application letter, the result of the analysis is as follow:

The Types of Interlanguage Error Done by Meditteranean Students in Writing Functional Text of Application Letter

   a. Wrong Spelling

The error appeared because the students apply Indonesian language into English language. The highest number of errors is wrong speling. The total of 89 errors of this part has been found. Below is the example of error in writing wrong spelling:

1. In the job _trening_ in Greand Hyatt Hotel, I had learned about......
2. I have technical _sekils,_ i can cook in the on time....

Based on the sentences above, the students make error in their spelling. In this case, the students was using wrong letter in writing. The students use words _trening and sekils._ It occurs caused the students do not reflect the writing. They only wrote it based on their comprehension. It makes the sentences meaningless. The correct words are _training and skills.._

   b. Preposition

The number of error in writing prepositions are 11 of this part has been found. Below is the example of error in writing prepositions:

1. I am going to _join with_ your company.*

The English verb 'join' in the above sentence needn't the proposition. It is predicted that the addition of preposition 'with' after the verb join is due to the interlanguage error as the result of L1 transfer. (In Bahasa Indonesia: Saya akan bergabung dengan perusahaan anda.)

2. I am writing to _apply_ a Chef position.....*

The English verb 'apply' in above sentence needs the proposition 'for' relating to job. This omission of preposition is due to L1 interference and it is a kind of an interlanguage error. It is predicted that the students are careless in using preposition because in Bahasa Indonesia there is no specific preposition after verb. (In Bahasa Indonesia: Saya menulis untuk melamar posisi sebagai Koki).

   c. Verb

The number of error in writing verbs are 28 of this part has been found. Below is the example of error in writing verbs:

1. My background _seem_ to match your job requirements. *

In this sentence the verb 'seem' cannot be accepted in English grammar rule as the subject is singular, consequently the verb 'seem' should be added by inflectional suffix 's' to be 'seems'. This mis-formation is predicted by L1 influence called interlanguage error. It occurs because in Bahasa Indonesia there is no difference in using verb relating to Subject.

2. I have *skilled* at making all the pastry and decorating them

In this sentences the verb skilled can not be accepted in English grammar rule. Consequently the verb "skilled" should be "skill". This mis-formation is predicted by L1 influence called interlanguage error.

d. Tense

The number of error in tenses are 36 of this part has been found. Below is the example of error in writing tenses:

1. I have graduated from Meditteranean Bali Hotel&Cruise Line Training Centre in May 2015.*

The sentence is not accepted by correct English grammar sen tence considering that Present Perfect Tense need not adverb of time. On the contrary Simple Past Tense is possible to use adverb of time. The student has made this error due to L1 transfer called interlanguage error. We can see that the first sentence pattern is typical Bahasa Indonesia. (Bahasa Indonesia: Saya sudah lulus dari ……..)

e. Article (a/an)

The number of error in writing articles are 22 of this part has been found. Below is the example of error in writing articles :

1. I am hardworking person...
2. I am ambitious person.....

In Standard English, we use a/an with a singular noun when we describe someone to say what type of thing someone is. In the sentence above the student describes what type of man he himself is, so the article 'a' should appear before his own character, hardworking, craetive and ambitious. The students have not yet mastered where and when to use the articles of target language. In Bahasa Indonesia need not the article relating to a singular noun, therefore it has made the students not carefully write sentences whose nouns should use articles or not.

The Errors of Application Letter Layouts Done by Meditteranean Students

This part of course is also very important to be discussed. Making such errors in layout can turn a reader away from letter as the reader might question the legitimacy of ability to deal with work offered. The errors in arranging layouts of business letters based on UK concept are classified into 6 categories, sender address, enclosure, after that complimentary close, then salutation, date, and the last is style. There are many kinds of errors in writing the parts of letter layouts found made by the 24 Meditteranean students as follow:

a. Sender Address

The total of 3 errors of this part has been found. Below is the example of error in writing sender address:

- Ni Luh Putu Adyani *

HRD Manager of Grand Hyatt Bali
Nusa Dua

Sender address appears when the letter is sent by an individual. It is better there is no sender name above address because it has been written after giving signature in complimentary close.

b. Enclosure

Typing 'Enc' at the foot of the letter is the most common form of indicating enclosures. The total of 2 errors of this part has been found The example of the error, as follows:

- I'm looking forward to have further personal meeting as my qualifications on attached resume.

Yours Sincerely,*
I Ketut Picantara*

Because an application letter is usually accompanied by a resume, the word enclosure (enc) should appear below the signature element and flush with the left margin. In this example the word enclosure and signature element in the right margin. So, it is wrong of write in enclosure.

c. Complimentary Close

There are two kinds of the errors found in writing complimentary close. The total of 3 errors of this part has been found. The examples of these errors can be seen below:

- Dear Sir/Madam

This is in application for cook position in your hotel as attached on job vacancy stated in Bali Post Newspaper.......

Sincerely yours *

If the salutation opens with Dear Sir/Madam, then it closes with Yours faithfully

- I have big desire to be a part of your company........

Your sincerely,*
Ni Wayan Ekayanti

The word 'your' in above expression cannot be accepted in complimentary close concept. The word 'yours' is instead of 'your'.

d. Salutation

The total of 3 errors of this part has been found. The example of the error, as follows:

- HRD of Ayodya Resort and SPA

Kemangi Barat 19 A Nusa Dua, Bali

Dear Sir,*

Dear Sirs' should be written in salutation above, it is impossible if it is written 'Dear Sir' because if the letter is addressed generally to an organization and not to a specific person, the more formal salutation 'Dear Sirs /Madams' should be used.

d. Date
The total of 1 errors of this part has been found. The example of the error, as follows:

*Today, November 10, 2015

In writing date in covering letter, the more formal date is name of the day should be used, not write by "today".

e. Style
When writing a covering letter, some students have not been consistent in their letter layouts. For example of the error of style, one of the students has used a full-blocked style for his covering letter, but when writing a body of letter, beginning of each paragraph has been appeared in indented. The writing of this indented paragraph is far from UK business letter concept, the rule of full-blocked style is all letter parts should begin at the left margin as explained above. It seems the errors above made by the students have been caused by their carelessness. The learners have not applied the rules how to do well–organized layouts correctly. In other words, the students have not completely mastered rules of letter layout with its expressions, and therefore they have not implemented them in accordance with the right rules based on the theories. When they know nothing about the rule, they may guess what it should be there.

The Interlanguage Error Occur to Meditteranean Students.
According to McLaughlin (1988) transfer errors can occur because learners lack necessary information in second language. It means that the students have probably lack of the information, especially in the knowledge. So, the students do not of English business letter concept and they still find difficulties in writing an English business letter. The students not use most of their spare time in reading English books or newspapers or magazines and they be lazy to practice more how to write well-organized letter.

CONCLUSION
Having analyzed those twenty four data, the writer comes to the conclusion. Firstly, the subjects have errors while in writing letter layouts. Based on surface strategy taxonomy analysis, the writer finds the errors in wrong spelling, preposition, verb, tense and the least is writing functional text of application letter done by Meditteranean students in F&B Production. It shows that most of them have already mastered the rules how to place the words in the right positions to build well-formed sentences. The students seem to have difficulty in mastering the rules of English. Additionally, the errors are caused by interference from Bahasa Indonesia, the students transfer grammar rules of Bahasa Indonesia into those of English. It is regarded as interlanguage errors. It is evident that in process of acquiring another language, interlanguage transfer is inevitable. Second, with regard in letter layouts, errors are plentiful in writing sender address, enclosures, complimentary closes, salutations,

date, and style. The interlanguage errors are caused by the students' lack of the knowledge of English business letter concept and difficulties in writing an English business letter.

Finally, the researcher sincerely hopes that this study would be beneficial for English teachers and the learners. For English teachers especially Business English teachers, they could use the result of this study as an input to prepare teaching materials. There are two things should be done by them. Firstly, the teachers should put an emphasis on teaching business letter especially the rules how to organize a good business letter by giving more practicing and homework and check them together with the students. Secondly, relating to writing competence to support writing letter, the teachers should also pay more attention to writing to help learners to develop skills in using Standard English sentences. The error patterns made by the students could help the teachers in focusing the materials. While for the students, they should be more careful in doing their work. Reading more English books, newspapers, and magazines are some of the ways to overcome their problems besides doing some practicing themselves.

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INVESTIGATION OF THE EFFECT OF ORAI SMARTPHONE-BASED APPLICATION ON SPEAKING COMPETENCY FOR ADULT LEARNERS

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Abstract:

In 21st century learning, various innovative technologies are being introduced to teach speaking skill in the classrooms. Smartphone-based applications become one of technology products that can be applied as innovations in the teaching strategy. This research was aimed to investigate the effect of *Orai* smartphone-based application on speaking competency for adult learners in the post-millennial era. The study was conducted to the Freshmen of an English Language Education Department in North Bali, Indonesia. A quantitative-method research design utilizing a post-test only control group design was employed to gather the data. The experimental group was taught by using *Orai* application smartphone-based while the control group was taught by using conversation practice technique. A post-test on students' speaking competency was employed. The result showed that there is a significant statistical difference between students taught using Orai to those taught by conversation practice with p value 0,000. Some things to consider include a good Internet connection and smartphone device as they are important to support the learning process. Educational mobile applications offer great innovations to teaching practices, as well as new forms of interaction and communication, thus they will contribute to help the teaching learning process.

Keywords:

21st century of learning, adult learners, *Orai* smartphone-based supplication

INTRODUCTION

Twenty first century is an era where information is found easily everywhere and anywhere. The improvement in every aspect has significantly changed in many forms and everyone is able to access it. It implies that media can be implemented for doing and solving daily routine that can be conducted quickly anytime (Sasmoko, 2017). On this post-millennial era has affected allot of way in process of learning activity in the classroom, whether with students or teacher itself. With more digital natives in the class student and teacher will be more effective to develop the transformation of process and student needs. Student in the 21st century live by good advanced technology and media driven environment, the information easily obtained from many sources just only in one tap. Technology has affected many aspects of life. Technology helps people in doing amenity, especially in communication and environment, (Elsobeihi and Naser, 2017). Gen Z students known as people who rise in digital era which could not live without internet and mobile phones as their tool to help their daily activities. Digital natives learners must be dealing with the digital process of learning itself. The teachers are asked to deliver information and knowledge by using innovative and attractive way in order to make the learning process runs well.

English is used as an equipment to help and survive to find good future and able to connect to others. Indonesia has participated in the ASEAN Economic Community (AEC). This means that Indonesia are willing to openly welcome and send qualified human resources within the region. The role of technology is needed to support student process to make them have good knowledge to face AEC. Mastering English is important to make student understand and able to be independent and work within AEC. But adult learners are struggling to master and manage their English, many adult learners are afraid to speak because school taught them based on what the book written or can be said as bookish.

Attractive media and technique of teaching is important to support the learning process of Gen Z learners. The use of mobile smartphone applications can make learning become more interesting and useful (Qiaochu Liu and Xuan, 2014). The learners are invited to explore their critical thinking development through mobile technology. The use of smartphone can be a part of Mobile-assisted language learning (MALL) is the process of language learning that is need mobile application to handle with. In fact, MALL can be implemented for the good answer for language learning process for learners to minimize their time and places (Miangah and Nezarat, 2012). As Siemens (2005) pointed out that knowledge has developed significantly to another good categories. It is supported the learning process on this digital natives era.

In learning English especially in Indonesia, there are four skills needed to be mastered. One of them is speaking skill, speaking is an activity in giving and asking information as if dialoguing by two or more people (Arung, 2016). According to Gudu (2015), speaking skill is one of crucial skill to be needed because speaking is the way how to communicate and do interaction between other people to deliver opinion, information, or express any idea being taught. Considering the fact, English is important to be mastered, speaking skill is emphasizing in classroom activity in the classroom. Developing speaking skill will facilitate learners to build their ability in using English language, because they will learn English naturally through speaking. There will be challenges that student and teacher face. Formal speaking is the core of learning speaking skill for adult learner, especially English Language Education learners. Being able to communicate naturally and suitable with the grammar is needed and it will help learners to reach their future and develop their professionalism in English. But it becomes challenge because learners started to speak promiscuously due there is no appropriate instructor that will help them learn and also environment has a role on it, EFL learners might not aware with good term of English yet.

One alternative strategy that will help Gen Z learners to improve their speaking skill is by teaching use application smartphone-based. It was observed by Warschauer (2000) that the style of language teaching has changed over the years. Warschauer notes that virtually every type of language teaching has had its own supporting technologies. Include teaching on speaking skill which is already developed by using easier tool to teach. M-learning has their own main characteristics, they are known as the process that is need to be embody, off the cuff, less formal and exist everywhere. Even though it will take much time compared to computer, learners will enjoy their learning and able to express their ability repeatedly without pressing by teacher or maybe feel shy especially in speaking.

Orai is application smartphone-based that is developed to help learners to improve their speaking skill. *Orai* has many features in order completely supporting learners in learning especially speaking. The benefit of using the application, the student will be able to analyze learners' speaking and after done, gives learners some information about speech. It records how many filter words learners used (along with which ones), how clear the learners speaking was (enunciation), how fast/slow learners went, and whether learners had enough vocal variation. In addition to these statistics, the application provides a transcript of what the learners said, so it can be played back the speech recording. And *Orai* also provide learners with some task or daily challenge that they have to follow in order to get routine practice. And the teaching method that will be conducted is relating and supported by connectivism learning theory, good to be applied, it has potential to increase significantly education through renew the perspective of learning process also generate a greater shift toward learner-centered of education (Siemens, 2005). The theory allows for instructors to step back from controlling course content, bypass textbooks and traditional lecture presentations and bring learners to the forefront in locating, presenting and making sense of relevant knowledge.

Downes (2010) states that the learners must have responsibility for what they learn and what and how they share it.

Regarding to the observation and data analysis done in the first semester of English Language Education, the main problem is students need a good method of improving English speaking ability by using fun and innovative way in this digital natives era. Students have some problems relate with speaking fluently because lack of practice, have a small chance to state their opinions in the classroom, or feel shame because of less vocabulary known. Considering the needs of English Language Education first semester students, they need to employ rich multiple learning resources in the digital era, a new strategy of learning process conducted. By using this *Orai* smartphone-based application, students are expected to improve their English skills especially in speaking and thus enable them to be well-prepared in their future career.

METHOD(S)
Research Methodology
The research design employed in this study was an experimental research which is proposed to observe whether there is any significant difference on learners' speaking achievement that was treated differently or not. To valid the instruments, the researchers were helped by expert judge sheets and calculated using Gregory formula before conducting the post test. The Gregory formula will goes like this,

$$CV = \frac{D}{A+B+C+D}$$

This research was designed in post-test-only control group. In this case the experimental group has taught by using *Orai* application Smartphone-based. Meanwhile, the control group has taught by using conversation practice technique. And for the result, it will be identified with post-test at the end of the treatment. The result of post-test was very important because it shows the speaking achievement of each group. That was why the result of this post-test was conducted as an experiment data.

Table 1. Post-Test Only Control Group Design

Experiment Group	R	X	O
Control Group	R	Y	O
2 classes from 7 classes are randomly selected	"R" Random Class (IC)	X (treatment by Orai Application Smartphone-Based)	"O" Post Test
	"R" Random Class (ID)	Y (treatment by Conversation Technique)	"O" Post Test

Setting And Participants
According to Hinkle, Wiersma & Juls (1979: 9), population refers to all individuals in a defined group. The population of this study are 215 first semester of English Language Education. The learners are divided into 7 classes. After deciding the population of the group, two samples are selected in order to gather the data. There are 2 classes have been used. And this study has conducted cluster random sampling technique as the major of techniques in selecting the samples. It means all the population are given same chance to be selected in

group not as an individual (Teddlie & Yu, 2007;79). On this technique, lottery is not used because there have been two classes given by the Department to be used as the samples. In addition, the samples have same quality because both of them were selected from the same way of selection namely SNMPTN (*Seleksi Nasional Masuk Perguruan Tinggi Negeri*).

Data Collection Method(S) And Analysis
The procedure of data collection was started by deciding the participants of the research. Then, the researchers made scoring rubric. The scoring rubric was speaking scoring rubric. The purpose was for assessing the students' speaking competency. In testing the validity of the instrument or the scoring rubric, the researchers were helped by two experts in order to assess the instrument. Gregory formula was used to calculate the result of the expert judgement of the intrument itself. After that, the post test was conducted to assess the students' speaking competency. The assessing was done by the teacher not the researchers themselves. From the result of the post test, the researchers collected the scores of the students as the data for the research. Then, the reseachers used SPSS as the aplication for calculating the data quantitaively.

FINDINGS & DISCUSSION
Findings
The validity test was done in order to check the validity of the instrument (speaking scoring rubric) before the tests were given to the students. The quality of the speaking scoring rubric was examined through the content validity that involved two experts.

$$CV = \frac{D}{A + B + C + D}$$

$$CV = \frac{5}{0 + 1 + 1 + 5} = 0.72$$

Table 2. The Criteria for Deciding the Validity of the Speaking scoring rubric Adopted from Gregory (2000)

Criteria	Interval	Category
MI + 1.5 SDI $\leq$ max score	$0.76 \leq x \leq 1.00$	Very high validity
MI + 0.5 SDI $\leq$ x < MI + 1.5 SDI	$0.59 \leq x < 0.76$	High validity
MI – 0.5 SDI $\leq$ x < MI + 0.5 SDI	$0.42 \leq x < 0.59$	Average validity
MI – 1.5 SDI $\leq$ x < MI – 0.5 SDI	$0.20 \leq x < 0.42$	Low validity
Min score < MI – 1.5 SDI	$0 \leq x < 0.20$	Poor validity

Note:
CV   = Content validity
A   = Both judges believed the item was weak relevance
B   = If the first judge believed that an item was strong relevance but the second judge it to be weak relevance
C   = If the first judge felt that the item was weak relevance, and the second judge felt that it was strong relevance
D   = If both judgment believed an item is strong relevance

The result showed that the speaking scoring rubric belongs to good instrument. It was supported and examined by using theory the inter-rater agreement from Gregory (2000). The result showed that the speaking scoring rubric belonged to high quality.

Then, Normality test and Homogeneity test are conducted. Normality test and homogeneity are needed to do a parametric test (Pallant, 2010). Both of the tests are the requirement to do T-test. Normality test is used to check whether the data are normally spread or not. On the other hand, Homogeneity test is used to check whether the groups (experimental and control groups) are the same or not. In this research, the samples have been qualified as homogenous and normally spread because they were elected by the university through SNMPTN (Seleksi Masuk Perguruan Tinggi Negeri).

Table 3. The group statistics of Independent T-test in post test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score of Speaking Test	control group	34	73.00	2.839	.487
	experimental group	34	86.26	3.423	.587

Based on the Table 5, the number of the students in control and experimental group are still the same. There are 34 students in A Class as the control group and and also 34 students in B Class as the experimental group. The mean score of the control group is 73,00 and the mean score of experimental group is 86,26. The next table will provide more details about the independent test of the post test.

Table 4. The result of Independent T-test in post test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score of Speaking Test	Equal variances assumed	1.337	.252	-17.393	66	.000	-13.265	.763	-14.787	-11.742
	Equal variances not assumed			-17.393	63.820	.000	-13.265	.763	-14.788	-11.741

An independent-samples t-test was conducted to compare speaking test scores for control group and experimental group. There was significant difference in scores for control group ($M = 73.00$, $SD = 2.839$) and experimental group ($M = 86,26$, $SD = 3.423$; t (66) $= 17.393$, $p = .000$, two-tailed). The magnitude of the differences in the means (mean difference $= 13.265$, 95% CI: -14.787 to -11.742) was very large (eta squared $= .14$). From Table 4, it is shown that the score of Sig. (2-tailed) is 0,000 in which the result is less than 0,05. It can be defined as there is a significant difference on the dependent variable for each of the two groups.

Discussion

According to Siemens (2005), Conncetivism is defined as a learning theory that uses internet technology as a source for learning. The use of technology has a role to be a platform for the learners to share and to gain the information among them. In this theory, there are many tools that help the students to work online on their tasks included web browser, emails, social network, applications, and any other tools for learning. The students do learning in online that it means that they work on internet when they study.

In addition, this theory also believes that the learning does not happen because of the entire control by the learners as individuals. Meanwhile, it occurs because there is reside from outside themselves as supporter for learning. The students can get much information for learning online. Besides, this learning theory also believes that the tools can help the students to improve their learning (Downes, 2010). The use of tools here are very important to support

the students. The skills of the students in learning can be increased. Technology is not just only used as media of communication but everything that we want to do already provided by the technology itself.

As nowadays the students are in the 21st century, the students are expected to be able to use technology as resources for learning. It is very important to have technology in order to engage the students for gaining more information. Besides, the technology is also a media for making the students increase their communication, collaboration, critical thinking, and creativity.

Related to the implementation of connectivism learning theory, this research already provided the application namely *Orai* Smartphone-based application as a tool for studying. Some features of the application can be used by the students to improve their speaking ability such as energy or the tone of the speaker, pace or the speed of every spoken words, clarity, and pause or the interval. It also gives the speaker feedback after they speak using this application. The feedback makes the speaker knows what needs to be revised and improved.

This application was invented by some students and young professionals in Philadelphia. It has main purpose to develop students in public speaking. In addition, it helps the students to increase their confidence in speaking powerfully in everyday life. The students are able to use this application wherever and whenever they want to practice their speaking skill. The students are also free to download this application.

In this research, the researcher already conducted several steps in order to conduct this research, started with deciding the samples of population. Based on the observation, it was found that the samples of the population were already homoneous and distributed normally. It was because they were in the same classes ability which both of the classes were elected by SNMPTN.

Next step is by making the scoring rubric which the scoring rubric made based on the syllabus. The scoring rubric was containing with 5 aspect points of assessemnts, they are content mastery, coherence, fluency, grammar use, and speed and intonation. The scoring rubric was assessed by 2 experts and the result of the assessment was formulated by using Gregory formula. It found that the score of the scoring rubric was 0.72 and it was identified as valid scoring rubric. It was used to assess students speaking skill by using Orai application along with the conventional way. The assessment was done by the speaking lecturer who taught in both of the sample classes.

After conducting the assessment by the teacher, the score of the students were formulated using SPSS. Independent t-test was conducted to formulate the data which already collected. According to Pallant (2010), Independent T-test is defined a test that has aim to compare the mean score of two different groups. Here, the independent t-test is conducted for once. It was conducted after the students were given treatment. It has purpose to know the effect of the students after given Orai Smartphone Based Application. Based on the calculation using SPSS, there were 34 students in A Class as the control group and also 34 students in B Class as the experimental group. It was seen that the mean score of the control group is 73,00 and the mean score of experimental group is 86,26. From the result, the students who were not given Orai Smartphone Based Application or the students who were still taught using convetional method had lower score. However, the students who were taught using Orai Smartphone Based Applicatrion had higher mean score. It means that there was a significant effect of the use of Orai Smartphone-Based Application. This application can improve the students speaking skill and it is can be used effectively in order to learn speaking. Besides, the data also provides that the score of Sig. (2-tailed) is 0,000 in which the result is less than 0,05. It can be defined as there is a significant difference on the dependent variable for each of the two groups. It can be proven from the data that the students have improved their speaking skill after practicing using Orai Smartphone-Based Application.

Based on the result of the research, this application has been proven able to help the students in speaking. It is shown by the result of the research in which there is a significant effect of the use Orai Smartphone-based application in students' speaking skill in English Language Education. The students who were only taught using the conventional method had lower score in the post test than the students who were given Orai Smartphone-Based application.

CONCLUSION

In conclusion, to face ASEAN Economic Community, people are forced to use good English in order to get better quality of future. However, based on the observation that the students are still struggling to learn English and become a good English speaker. In the technology advancement era, the students must be able to help themselves to utilize the technology wisely and beneficially. Moreover, providing the students with suitable media are encouraged. One of the media that used by the researcher was Orai Smartphone-Based Application. The research was intended to find is there any significant effect on the use of Orai Smartphone-based Application to the students' speaking competency. The research was conducted by doing observation, expert judgment, and the process of data collection analysis. The samples were homogenous and distributed normally. Then, the researcher made the scoring rubric based on the syllabus provided. It was used for assessing the students speaking ability in the post test by the teacher. The result of the students' score who were taught using Orai Smartphone Based-Application significantly affected the students' speaking ability than the conventional way. It was shown by the result of SPSS calculation that was the score of Sig. (2-tailed) was 0,000 in which the result was less than 0,05. It can be defined as there is a significant difference on the dependent variable for each of the two groups. Therefore, Orai Smartphone-Based Application can be considered as an alternative media for the first year students of English Department within the region and under supervise of the teacher.

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THE USE OF DIGITAL GAMES IN PRIVATE SCHOOL IN SINGARAJA: STUDENTS' AND TEACHER'S PERCEPTION

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Abstract

As digital native, children in this era very often play games on mobile devices, including; tablets or smart phones. These phenomena have inevitably led to a new paradigm; as learning-via-play or digital game-based learning has changed the way how students think and process information. Thus, this study aimed to know students' and teacher's perception about the use of digital games in private school in rural area in Bali. It is a qualitative study which had conducted observation on teaching and learning process in the class, questionnaire distribution to students in all grades, and English teacher interview. The result shows that 80% of students have their own phone and 94% of them ever play digital games. They have learnt English while playing the game in their mobile phone and they are excited if there is a digital game developed based on the curriculum of the school so they can learn while playing. From the teacher's perception, it was found that the use of game as the media was not maximized because of minimum game references known by the teacher and it will be helpful if there is a development of game which can facilitate the students to learn English at home and still give them chance to learn English.

Keywords: students' and teacher's perception, and digital game

INTRODUCTION

The introduction of English in the early age of schooling has become more common in this globalized world. The notion that English was required for societies to be competitive has become a pressure for the governments to articulate an early primary school English program (Baldauf Jr, Kaplan, Kamwangamalu, and Bryant, 2011). It was in line with the theoretical proposition postulated by the educator, such as Piaget (1973), believing that the earlier a child learns a target language, the better her/his opportunity in acquiring a high proficiency in that language.English has become important role in this digital era. According to Rideout, Vandewater, & Wartella as cited in Foundation (2005),technology is thoroughly integrated into the fabric of life, such as television, movies, videos, music, video games, and computers to play.

Conducting game for teaching and learning by the help of technology can bean interactive learning for young learners. According to Lee (2015), it helps tocreate harmonious relationship between teachers and students which promotesecurity and positive thinking about their learning. Besides, using technology in the classroom prepares learners to be autonomous and active in their learning (Aini, 2013).

In teaching English for the students especially young learners were not easy, because they have their own characteristics that really different with the other learners. According to Harmer (2007) described one of the natures of young learners were the children like something about fantasy, imagination and like to do movement e.g. learning through playing.

To overcome this problem, one of the strategy that could be done by the teacher was providing learning media. According to Wahyuni (2013) media were the means for transmitting or delivering the messages in the teaching-learning perspective delivering the content to the learners, to achieve effective instruction. According to Sudiran (2015), media can activate and stimulate the students' interest in studying English, lessen verbalism, and make the acquisition of learning result. He also stated that the students would easily catch the material because it made the reading activity more interesting. On the other hand, without using media in explaining the material the students were

mostly difficult to comprehend the explanation. Therefore, the teacher should provide a media in teaching English.

Moreover, one of the media that could be provided by the teacher in teaching for young learners was digital game. According to Prensky (2001), digital games are arguably the most advanced and elaborate electronic media available to personal users and create design knowledge about interface, aesthetics, and interactivity. They can be used in software, whether it is building online communities, creating elaborate graphical worlds, or allowing synchronous collaboration between remote players. Furthermore, gaming is able to eliminate boredom in learning process. He also added that digital game can be learning methods as gaming can bring enjoyment to students as players and deliver experiences of stimulation.

It was also proved by Nazleen, Rabu, and Talib (2017) entitled *"The Effects of Digital Game-based Learning on Primary School Students' English Vocabulary Achievement and Acceptance"*. It showed that digital games were beneficial and well received by students. They believed that in the context of primary school students' learning, especially for English as a second language subject, digital game activity was the suitable application for strengthening and enrichment exercises. Digital games were able to enhance understanding and reinforce student's memory on a subject being taught. This research concluded that digital game-based learning methods have the potential to be a solution to the problem pertaining to low performance or vocabulary mastery among primary school children

Today's young learners are spending a considerable amount of their leisure time online (Kapp, 2012). Very often, they play games on mobile devices, including; tablets or smartphones. These developments have inevitably led to a new paradigm; as learning- via-play or digital game-based learning has changed the way how students think and process information. The students are increasingly acquiring knowledge and skills in an informal manner as a many applications (apps) are responding to educational requirements and training needs.

According to Lee (2015) most of young learners in primary school were millennial; the name refers to those born since 2000. They often were categorized into generation Z (Gen Z). They were comfortable with technology and often more proficient with it rather than their teachers. They had different attitudes and aptitudes to their predecessors. They had never known life without computers and the Internet, and therefore saw information technology as an integral part of their lives. It was not uncommon to see news reports on the increasing time that children are spending in front of computer screens at home (Reilly, 2006).

A preliminary observation was conducted in all grades of elementary school at private school, SD Lab UNDIKSHA Singaraja. The observation was done to acquire the data on the digital media used by the students for learning English. The results were that the students in each grade mostly familiar with digital media especially smartphone. Most of the students observed already have their own smartphone in iOS or Android version. Moreover, the time consuming in using smartphone in a day was vary. The average time usage in a day was approximately three hours in a day. In addition, the students generally spent their time using smartphone to playing games. Moreover, the games were played by the students mostly strategy game like *Mobile Legends*.

Based on the results of the preliminary observation, it was found that the students in every grade usually played the game that not categorized as educational game. In other words, that game was unbeneficial for them. Therefore, this was a solution to develop learning media in form of educational game. There was a media named CALF. According to Mahayanti (2017), CALF stands for Contextual Attractive Logical Fun. It was actually a learning media in term of game which consists of contextual items to improve students' English skill. It is also designed with colors and pictures to make it more attractive. Moreover, it is played through logical thought in solving the game in funny situation. CALF was categorized as educational game, because it consisted of the materials that developed based on the syllabus.

Despite of the advantages of CALF, there are also some weaknesses of it, such as the CALF media was still use manual tools, the making process of CALF was complicated and take a long time, also it cost much money to produce one CALF. Considering those issues, CALF media needed to be improved into the digital form named e-CALF.It was in form of game application in the mobile phone that could be used by the students. Based on the problem and studies above mentioned, it is necessary toinvestigate the perception of the teachers and students in conducting serious game for elementary school students as learning media

RESEARCH METHOD

The subjects of this research were 209 students and the teachers who taught English in private school in Singaraja. The private school was SD Lab UNDIKSHA Singaraja. Moreover, the students were chosen as the subject because they were commonly had their own hand-phone.

The data were gathered in three ways, they are classroom observation, students' questionnaire, and teacher's interview guide. In this study, the type of observation used was the natural observation. In this case, the subject was observed. What observed was about the strategy used by the students during their process in learning EFL. The teaching and learning process conducted in the classroom was observed naturally without any setting. Another instrument was questionnaire. It was distributed to know the students' opinion of English subject and feeling toward the media used by the teacher in teaching-learning process. The last was teacher's interview guide. The teacher chosen as the sample of this study were asked about some questions related to the strategy in teaching English in the classroom.

According to Miles, Huberman, and Saldana (2014), there are several steps that could be used in analyzing the qualitative data. The first step is data collection.To answer the research questions of this study, there were several methods used in gaining the data.

It was started by doing observation about the strategy used by teacher in teaching process in the classroom, after that was students' questionnaire. It used to know the students' opinion about the strategy used by the teacher, after that teacher's interview guide used to know the media used by teacher in teaching process in the classroom. The data gained from the observation, students' questionnaire, and teacher's interview guide. Those data were organized to make it easier to be analyzed. The next one was data analysis. During this stage, the data were categorized based on the phenomenon existed in the school.

From those results of observation, students' questionnaire and teacher's interview guide, it could be concluded that the teaching and learning process in that school were still conventional enough. Direct instruction was the most frequent strategy used there. Providing flashcard was another kind of media used, but these additional media could not be applied well. Moreover, there were no varieties of media that could increase the students' motivation in learning except the use of games. However, the use of game as the media was not maximized because of minimum game references known by the teacher. Due to those findings, others media about games reference were needed in that school and also helping make students more active in learning English.

FINDINGS & DISCUSSION

Findings

In gathering the data there were two instruments conducted namely students' questionnaire and teacher's interview guide. Students' questionnaire was used in identifying potency and problem. By asking the students filled the questionnaire, it would be found the fact about their feeling toward the teaching and learning process. This questionnaire consisted of thirteen questions. The distribution of the questionnaire had purpose to know students' feeling about the used of digital game, the way of the teacher teaching, the kinds of strategy/media used by the teacher while they learned in the class, and the students' learning style.

The question number one until three was related toask the students' opinion of learning English subject. The question was started by asking the students whether they liked or disliked English language subject and then it was followed by the reason why they liked or disliked English subject. As the result, it was found that, there were 91% of the students who liked learning English subject. While only 9% of students had different opinion that they disliked English subject. The clear percentage could be seen in the following chart 1.
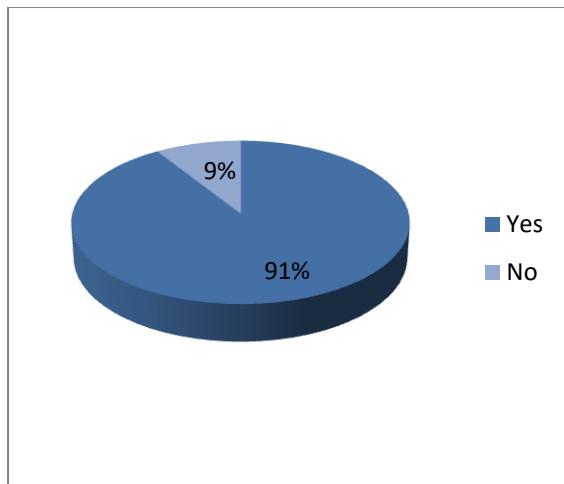
Chart 1 Students' learning preference of English

Meanwhile, for the next related question was about the students' reason why they liked English subject. There were found different reasons that motivated students in learning English. Based on the data, it could be described that there were ninety two students who liked English subject because the teacher was fun in teaching. It was becoming the highest response from the students (49%). Furthermore, seventy one students said that the learning activity was fun (37%). Another, there were twenty one students said the material was easy (11%) and only six students said others (3%). The clear percentage could be seen in the following chart 2.
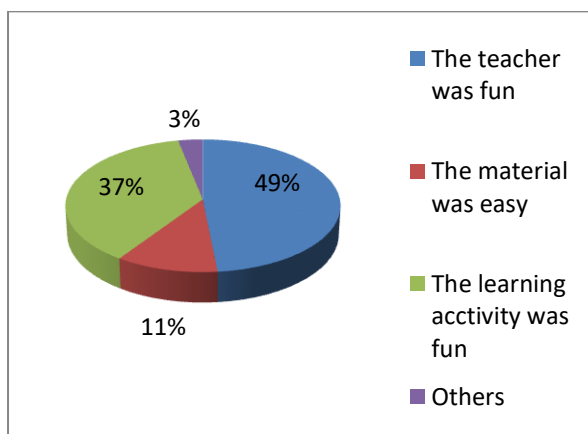
Chart 2 Students' reason why they liked English

The next question was about the students' reason why they disliked English. As the result, it was found there fourteen students who felt the material in English was difficult (79%). Another, there was one student thought that the teacher was not fun (5%) and it was also one student thought the learning activity was monotonous (5%). Moreover, there were two students who said other opinions (11%). The clear percentage could be seen in the following chart 3.
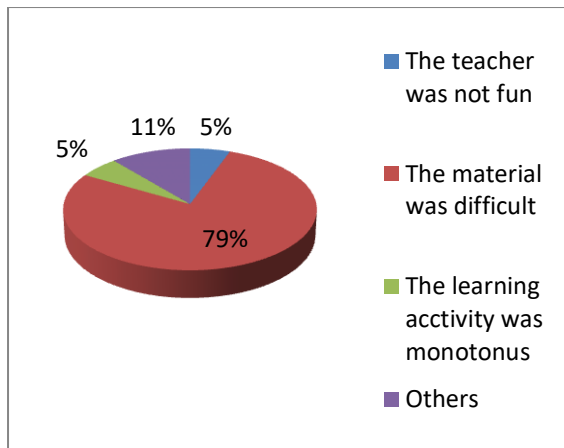
Chart 3 Students' reason why they disliked English

The next question was about how the teacher taught in the classroom activity. It consisted of two options, while the result was close. There were 51% of students said the teacher used variety strategy in teaching English. Meanwhile, there were 49% of students had different opinion who said the teacher's strategy in the English was monotonous. The clear percentage could be seen in the following chart 4.
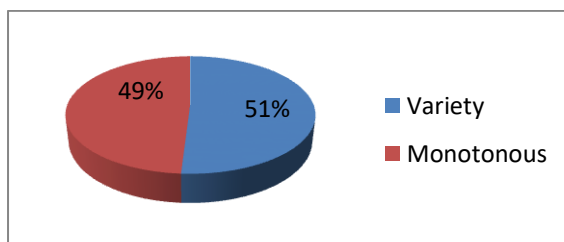
Chart 4 Teacher strategy in teaching English

The next questions were related to the use of game or media in teaching English by the teacher. The results of the questionnaire showed that 93% students said that the teacher ever provided game in teaching activity especially teaching English. Meanwhile, there were 7% said the teacher never provided game in teaching activity. The clear percentage about students' response can be seen in the following chart 5.
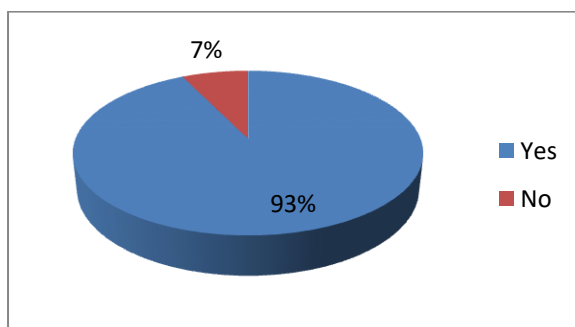
Chart 5 The use of game in teaching English

The next question was still related about the media used by the teacher in teaching learning activity. Based on the result, flashcard was the most answer given by the students (51%). While, there were 34% said that the teacher provided power-point or video. It was found only 3% of students said

the teacher used recording in conducting the media. Meanwhile, there were 12% of students said other reasons. The clear percentage could be seen in the following chart 6.
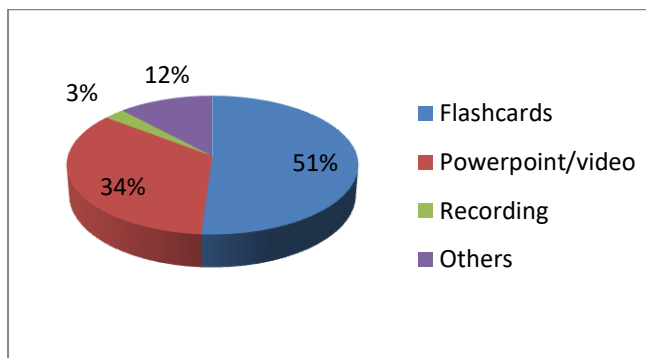
Chart 6 Type of media used by the teacher

Still related with the use of game in teaching, the question was used to know about students' motivation toward the game used. The results of students' questionnaire showed that the used of game in teaching could motivate them in learning English (93%). Only fifteen students (7%) gave different answer that they taught the game could not motivate them in learning English. The clear percentage could be seen in the following chart 7.
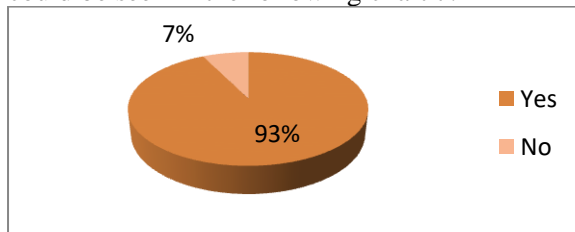
Chart 7 Students' motivation toward the used of game in learning English

To know further about students' interest, the next question was the technique in teaching that could make the students more motivated to learn English. Most of them said that they liked learning through playing (71%). Another 12% said answering the questions could make them more motivated in learning and only one student (15%) said doing question and answer motivated him in learning English. Meanwhile there were only 2% who said other interests.
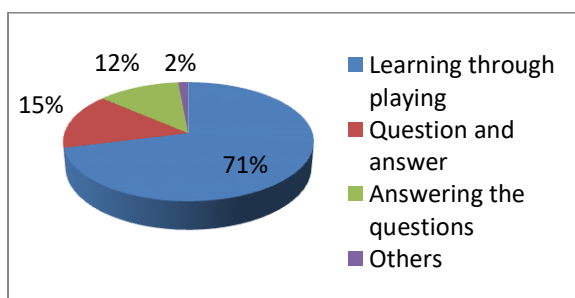
Chart 8 Technique in teaching that can make students more motivated to learn English

The next question in the questionnaire was asked to know whether the students had mobile-phone or not. The questionnaire showed that there weremost of the students (80%) had mobile-phone. Meanwhile, 20% of students did not have the mobile phone. The clear percentage about students' response could be seen in the following chart 9.
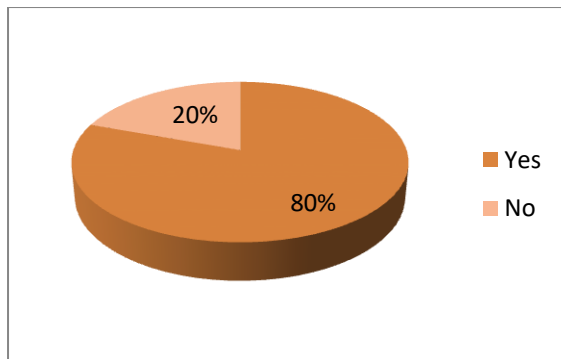
Chart 9 The possession of mobile phone

Finding more information about the mobile phone, the question in the questionnaire asked students whether they ever played game or nor in their own mobile phone. As the questionnaire's result, 94% of students said they had ever playing game in their own mobile phone and 6% said no at all. The clear students' responses could be seen in the following chart 10.
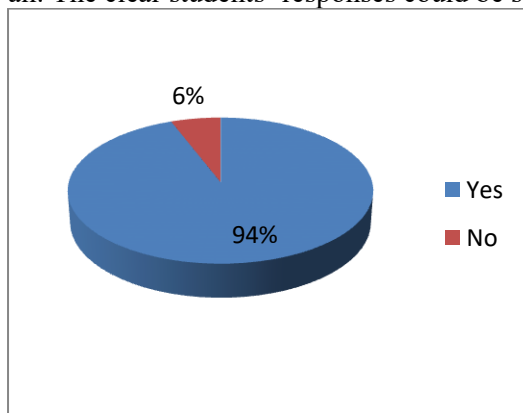
Chart 10 The use of game in students' mobile phone

The question was continued to ask about what language was the students used while playing the game in their mobile phone. The questionnaire's results showed that there were eighty one students who used Indonesian while they were playing game (40%). The rest of students, which was 60%, said that they used English. The students' response was presented in the following chart 11.
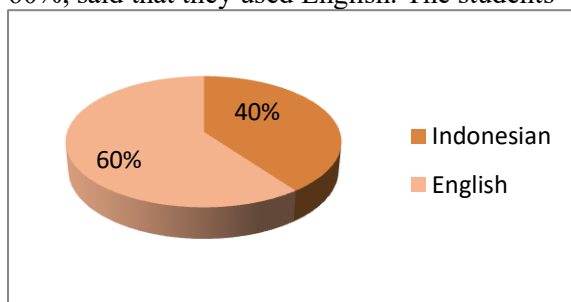
Chart 11 The Languages used by the students in playing game

The next question in the questionnaire was asked to know whether the students ever learnt English through playing the game or not. The questionnaire showed that most of students (78%) said they have learnt English while playing the game in their mobile phone. They could know the instruction without know the exactly meaning of that instruction itself. Meanwhile, the rest of students (22%) gave different answer that they never learnt English through playing game. It was because they commonly played the uneducated game. The clear percentage about students' response can be seen in the following chart 12.
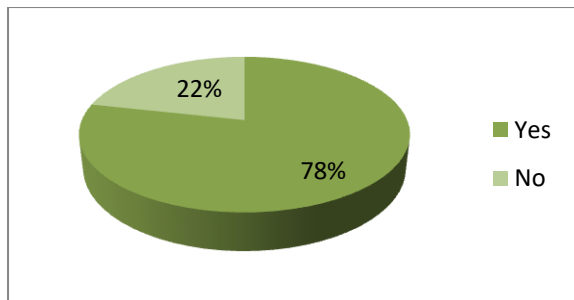
Chart 12 Learning English through playing game

The last question in the questionnaire was used to know further by developing the game in the students' mobile phone they were interested to learn English or not. It was necessary to measure the game were developed were useful for the students. The questionnaire's result showed that most of students agree and ready to learn English by playing game in their mobile phone (80%). Meanwhile, there were 20% of students were not interested with the media in the form of digital game. The clear percentage about students' response can be seen in the following 13.
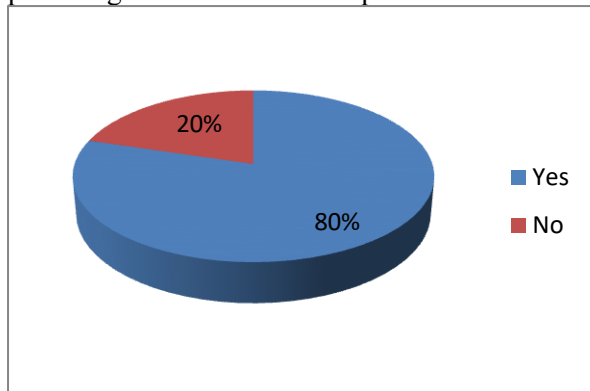
Chart 13 Students' interest in developing digital game in their mobile phone

Another instruments conducted was teacher's interview for English teacher at private school. The focus of the interview was to know information related to the necessary things that supported this research. The researcher emphasized several points such as what kind of media usually used by the teacher in teaching learning activity, the students' responses and also how many questions usually used by the teacher to students. There were five questions asked to the English teacher which related to this research.

There were the responses given by the teacher. For the first question, the researcher asked the teacher whether she ever used media in teaching activity or not. The teacher said that she ever provided several media in conducting teaching activity such as flash card, power point, realia, and so on. The media was chosen based on the topic of the lesson, in other words it should been appropriated with the activity. The students' response also very good when the teacher showed the media toward the students in the learning process, sometimes some of students were uninterested in learning English.

Another question was asked to know what the teacher's opinion about learning media used in the mobile phone. The teacher definitely said that the media would be interested and interactive; however the students were not allowed to bring their mobile phone in to the school that caused had high risk. The students could misuse in using the mobile phone or losing their mobile phone at school. Still related to the use mobile phone, the question was continued to know what the teacher's opinion was if the students played mobile phone at their home. The teacher did agree, the students could play mobile phone under control of their parents.

In order to develop appropriate game for the students in learning English, the researcher needed to find out more information about how was the question for the students at that level. Then the teacher responded that the question should been simple, interest and consisted picture to attract students' attention. Because of the students at the level were easy bored.

From those results of students' questionnaire and teacher's interview, it could be concluded that the teaching and learning process in that school were still conventional enough. Providing flashcard was another kind of media used, but these additional media could not be applied well. Moreover, there were no varieties of media that could increase the students' motivation in learning except the use of games. However, the use of game as the media was not maximized because of minimum game references known by the teacher. Due to those findings, others media about games reference were needed in that school and also helping make students more active in learning English.

Discussion

The result shows that 80% of students have their own phone and 94% of them ever play digital games. As digital natives, the students were born with technology in their hands. Uhls (2015) mentions Z generations are experts in using tablet before they can wear their shoes by themselves. Naturally, playing is a part of human DNA, especially for children (Uhls, 2015). In this digital era, games are more in the form of electronic games. Based on survey conducted by Pew Research Center, it was found that 97% children between 12 to 17 years old play games in computer, online website, mobile devices, or video game tools (Lenhart dkk, 2008). Project Tomorrow: SpeakUp (2008) also found that elementary school students (grade 3-5) play online games (54%). It has greater numbers compared with older students. It can be clearly seen that the interest of students in those ages is really big in playing online games.

Based on the data analysis, It is also found that they have learnt English while playing the game in their mobile phone. Playing games gives many beneficial impacts for students. It helps students improving vocabulary mastery (Aghlara&Tamjid, 2011; AlShaiji, 2016; Ashraf, Ghanei, & Salami, 2014; Aslanabadi&Rasouli, 2013; Jafarian&Shoari, 2017; Meihami, Meihami, &Varmaghani, 2013; Ranali, 2008; Segers&Verhoeven, 2003; Turgut&Irgin, 2009; Yudintseva, 2015). Playing digital games can also hone students' problem solving abilities (Chalak&Ahmadi, 2017; Chuang & Chen, 2007; Donmus, 2010; Gee, 2007; Gee, 2005). With digital games, students get the opportunity to interact with the English language used in the game without being burdened. Digital games have rules, clear goals, are interactive and adaptive, accompanied by feedback that makes the game very enjoyable (Prensky, 2001) and can attract the attention of students as players for hours and days (Prensky, 2001; Gee, 2003). Because playing digital games is very fun for students without feelings of worry and stress (Jafarian&Shoari, 2017), they will not mind playing it for hours until they reach the target or goal of the game (Eskelinen, 2012).

They are excited if there is a digital game developed based on the curriculum of the school so they can learn while playing. From the teacher's perception, it was found that the use of game as the media was not maximized because of minimum game references known by the teacher and it will be helpful if there is a development of game which can facilitate the students to learn English at home and still give them chance to learn English.

CONCLUSION

In developing the media in form of serious games in private school in Singaraja, it was necessary to know students' and teacher's perception toward the media. The way in gathering the data, this study used qualitative data. Three instruments in collecting the data, they are, observing in students' questionnaire and teacher's interview guide. As the result is no variation of media provided by the teacher in teaching learning process that could increase the students' motivation in learning except the use of games.

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THEMATIC STRUCTURE AND THEMATIC PROGRESSION IN FEATURES TEXTS OF THE TEACH MAGAZINE

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Abstract: This study presents a research on thematic structure and thematic progression in Features Texts of the Teach Magazine. The objectives of this research are to find out the types theme of thematic structure used in features texts of the Teach Magazine, to describes how the thematic progression of theme and rheme used in features texts of the Teach Magazine and to elaborate the reasons for using the theme and rheme in features texts of the Teach Magazine. This research was conducted to descriptive qualitative research. The sources of data were taken from Features Texts of the Teach Magazine that consist of six texts downloaded from www.teachmag.com in 2016. The findings indicate that firstly, the types of Theme are divided into three, they are Textual Theme, Interpersonal Theme, and Topical Theme that divided into Marked and Unmarked Theme. Secondly, Theme in the features texts of the Teach Magazine were developed by the Thematic Progression. There are seven types of Thematic progression, they are Re-iteration/Constant Theme Pattern, Zig-zag Theme Pattern, Multiple/Split Theme Pattern, Combination Re-iteration/Constant Theme Pattern with Zig-zag Theme Pattern, Combination Re-iteration/Constant Theme Pattern with Multiple/Split Theme Pattern, Combination Zig-Zag Theme Pattern with Re-iteration/Constant Theme Pattern, and Combination Zig-Zag Theme Pattern with Multiple/Split Theme Pattern. Thirdly, the reasons of Theme and Rheme are used in the features texts of the Teach Magazine because the Theme of the clause pick up or repeat a meaning from a preceding Theme or Rheme and the writer of the Teach Magazine has planning before realized the text. In other words, Thematic progression helps give cohesion and thus coherence to a text, guiding the reader through the text in a logical and rational course. Then, the Thematic Progression has the potential to develop the flow of information in the texts, so it can makes the readers easy to understand the main idea of the text especially in the Teach Magazine.

Keywords: theme and rheme, features texts, teach magazine, thematic structure, thematic progression.

INTRODUCTION

Discourse analysis is the analysis of the language used by a speech community. There are certain elements of communication process. One of the element is textual function in which human being able to use language in the process of interaction or organizing message that has relevant to context and concern with clause as message. That process used in communication or conversation. It can be seen in social media or online media such as online magazine. Metafunction is a term use in functional grammar where refers to the users ways in this case human beings in using language. These ways categorized based on the purposes or goals use by the users so that producing difference meaning as well as exchanging meaning.

Halliday (1994:368) divided the metafunction into three functions, interpersonal, topical and textual functions. The textual (discoursal) function is the one where by language serves as means to create texts as oppose to merely isolate and disconnect sentences. In textual function, the recognizable internal structure (theme and rheme) are use to organize human experience. Theme is the element which serves of the point of the departure of the message.

Furthermore, Halliday and Matthiessen (2014) said that theme is coded by three element, they are topical, textual and interpersonal. The first element takes the transitivity system of topical function. The second element takes the interpesonal and the third takes the textual funtion of the sentence. One element in clause is enunciate as the Theme and then it is combine with Rheme as a reminder.

According to Halliday and Matthiessen (2014) that Theme is the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. It is functionally occupied by the first element of the transitivity system of a

clause. Theme is follow by Rheme. Thus, Halliday and Matthiessen (2014) said that as a message structure, therefore, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order – whatever is chosen as the Theme is put first. So Rheme is the rest of the message of the clause. Thus, the rheme is where the clause moves after the point of the departure. The two parts together constitude a message.

The readers should have knowledge with the types and the flow in the text to know the theme and rheme in the text. Here, the reseacher found theme not always accompany by rheme, and contrary. Then to make it understanding about the coherece of the text should make the thematic progression, where the theme of the clause may pick up, or repeat, a meaning from a preceding theme or rheme (Paltridge, 2006: 148). Halliday and Hasan (1976: 23) say that coherence refers to the way a group of clauses or sentences relate to the context. A text is coherence when one part of a text follows another part of a text.

In other words, thematic progression help to give cohesion and thus coherence to a text, guiding the reader through the text in a logical and rational course. Daneš (1974) presents three models of Thematic Progression. These are re-iteration, zig-zag, and multiple patterns but Suzanne Eggins (2004) stated that there are two mind kinds of thematic progression patterns: the zig-zag and multiple themes. Paltridge (2006) state, there are three main patterns of thematic progression. They are: Theme reiteration/ constant Theme pattern, a Zig-Zag Theme pattern and a multiple Theme/ split Theme pattern. Thus, the reseacher was followed by Paltridge (2006).

The reseacher took the texts from Teach Magazine especially in features texts. Teach Magazine is the largest national education publication in Canada. Teach Magazine meant to stand as an open forum for discussion. It is to support good teachers and teaching and to help promote innovation in education. The contain of teach magazine is features, columns, curricula, and Ad Index. Here, the reseacher only focus to features texts. Feature in journalism is generally associated with newspaper weekend sections and glossy magazines Steensen (2011).

Finally, reseacher analyzed the features texts of the Teach Magazine to observe the served language development at best due to systemic especially by considering Theme and Rheme. In other words, the reseacher would saw the process of analysis of Theme and Rheme in the features texts of the Teach Magazine.

The reseacher choosed the Teach Magazine as a source of data because the magazine consist of the knowledge for the readers especially the teachers or teachers to be that to show them what others are doing in the field of education so they may learn from them. Once they are teachers, that doesn't mean they stop learning. So this magazine made the teachers to be professional educators. Therefore, it is very important to the readers know the rule of Theme and Rheme in the features texts of the Teach Magazine. So they can get exact meaningful information.

METHOD(S)

This research was conducted by applying descriptive qualitative method. It means that the data of this research is describe descriptively. Design is defined as a reseacher's plan of how to proceed (Bogdan and Biglen, 1992: 58). The descriptive design simply described what data show or what is going on by counting the percentage of what is set source of data. This research was design with single case system, where it was conducted only in features texts of the Teach Magazine. A case study was detailed examination of one setting, or a single subject, a single depository of documents, or one particular event (Merriam, 1988, Yin, 1989; Stake, 1994).

Then, the researcher chose the official documents. The official documents produced by organizational employees for record-keeping and dissemination purposes (for example,

memos, newsletters, files, yearbooks, and the like are used to study bureaucratic rhetoric), Bogdan and Biglen (2007).

In this study, the researcher used descriptive qualitative method, its means that it was explained why Theme and Rheme was applied in features texts of the Teach Magazine and it needed some reasons. By using this method, the reseacher analyzed how the thematic progressions of theme were described in features texts of the Teach Magazine.

The data of this research was the clause of features texts which consisted of Theme and Rheme. The source of the data taken from the text in the features texts of the Teach Magazine. The Teach Magazine publish six times in a year or bimonthly. Furthermore, in the features form consist of two texts. Almost the topic is three pages that full gives some tips for the readers especially the teachers for manage the class, etc. Here, the reseacher using purposive sampling that only analyzed a text in every magazines because the reseacher find the unique of the texts where a subtitle in the title, key word be accompanied picture almost in paragraph, etc. The total of number is six texts in features texts, they are published on January-February 2016, March-April 2016, May-June 2016, July-August 2016, and November-December 2016.

The data in this research were analyzed by using interactive technique Miles, Huberman and Saldana's theory. According to Miles, Huberman and Saldana (2014), the phases of data analysis are divided into three parts, there are data condensation, data display, conclusion drawing and verification.

FINDINGS AND DISCUSSION

Based on the data analysis of the study, the types of theme thematic structure can be seen as follow.

1.1 Topical Theme

In many ways, her story is typical of any new teacher..

In many ways,	her story is typical of any new teacher.
Topical Theme (Marked)	Rheme

The clause above taken from features texts of the Teach Magazine that published on September-October 2016. Here, *In many ways,* was the theme of the clause. It was labeled as the very common one as the starting point of the message. *In many ways* is coded as Marked theme which prepositional phrase as head of the clause. Thus, *her story is typical of any new teacher* is coded as rheme because it is as the rest of the message.

1.2 Textual Theme

that barrier may be removed.

That	barrier	may be removed.
Textual	Topical	Rheme
Theme (Unmarked)		

The clause above taken from features texts of the Teach Magazine that published on January-February 2016. Here, *that barrier* is coded as Theme (Unmarked) as the starting point of the message there were *That* is categorized as conjuctive adjunct of Textual Theme. Then, *barrier* is categorized as participant of Topical Theme. Thus, *may be removed* is coded as rheme because it is as the rest of the message.

1.3 Interpersonal Theme

Why would a humanities teacher be so invested in personal finance?

Why	Would	a humanities teacher	be so invested in personal finance?
Interpersonal		Topical	Rheme
Theme (Unmarked)			

The clause above taken from features texts of the Teach Magazine that published on May-June 2016. Here, *Why would a humanities teacher* is coded as Theme (Unmarked) as the starting point of the message, there were *Why* is categorized as wh-interrogative and *would* is categorized as finite of Interpersonal Theme. Then, *a humanities teacher* is categorized as participant of Topical Theme. Thus, *be so invested in personal finance?* is coded as rheme because it is as the rest of the message

The result of the analysis were displayed in form of Table.

Table 1.1
The Types of Theme Thematic Structure used in Features Texts of the Teach Magazine

Texts	Types of Theme				C	%
	TT		TxT	InT		
	M	Unm				
Text 1	24	94	33	5	118	14.5
Text 2	11	113	29	6	124	15.3
Text 3	5	125	34	11	130	16
Text 4	9	138	48	4	147	18.1
Text 5	15	133	47	12	148	18.3
Text 6	13	131	42	11	144	17.8
Total	77	734	233	49	811	100
%	9.49	90.50	28.72	6.04		

Notes : Clause: C, Textual Theme: TxT, Interpersonal Theme: InT, Topical Theme: TT that divided into two, they are Marked: M and Unmarked:Unm.

There are seven types of Thematic progression, they are Re-iteration/Constant, Zig-zag, and Multiple/Split, Combination Re-iteration/Constant with Zig-zag, Combination Re-iteration/Constant with Multiple/Split, Combination Zig-Zag with Re-iteration/Constant, and Combination Zig-Zag with Multiple/Split.

The ways of types of Thematic progression in the features texts of the Teach Magazine are:

2.1 Re-iteration/ Constant Theme Pattern
This pattern is the first Theme is followed by the first Rheme. At the same time the preceding clause is the same as the subsequent clause. For example:

Students have advantages, too. They have fewer opportunities to access negative content online, or to use social media to bully others. They're forced to interact faceto-face, often across grades.

Thematic Progression:
Students (T1)→   have advantages, too. (R1)

↓
They (T2)   →   have fewer opportunities to access negative content online,
                     or to use social media to bully others. (R2)

↓
They (T3)   →   're forced to interact faceto-face, often across grades. (R3)
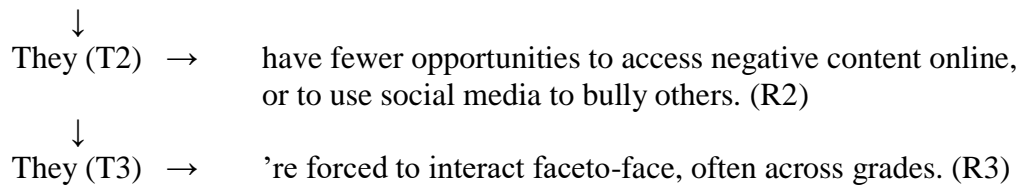
From the data above can be explained that the first Theme is followed by the first Rheme. At the same time the preceding clause is the same as the subsequent clause. Then, the relation between whole clauses are based on first until third theme there were second and third theme referred to first theme which functioning as subject is *Students.*

2.2 Zig-zag Theme Pattern

This pattern is the preceding clause contains an element which becomes the Theme of subsequent clause. Furthermore, the subject matter is the Rheme of the previous clause is taken up in the Theme by the following clause. For example:

"I don't wish non-Internet access to anybody," says Davis. "But I do think (less access) has something to do with the culture of our school and our community in a positive way."

Thematic Progression:
"I   (T1)   →   don't wish non-Internet access to anybody," says Davis.
                      (R1)

"But I do think → has something to do with the culture of our school and our
(less access) (T2)   community in a positive way." (R2)

From the data above can be explained that the preceding clause contains an element which becomes the Theme of subsequent clause. Furthermore, the subject matter is the Rheme of the previous clause is taken up in the Theme by the following clause.

2.3 Multiple/Split Theme Pattern

This pattern is the first Rheme is given information to another subsequent themes. It means that each of which subsequent Themes is picked up by the first Rheme. For example:

Researchers often cite mentoring as key for early-career teachers succeeding. Traditionally, people understand mentoring as "we're here to rescue these teachers," explains Ching-Chiu Lin, a research fellow at the University of British Columbia who is studying mentorship. But the mentality needs to be about teachers in all professional stages learning together..

Thematic Progression:
Researchers   (T1)   →   often cite mentoring as key for
                                     early-career teachers succeeding. (R1)

Traditionally, people   →   explains Ching-Chiu Lin, a research
understand mentoring as   fellow at the University of British
"we're here to rescue these   Columbia who is studying mentorship. (R2)
teachers," (T2)

But the mentality (T3)   →   needs to be about teachers in all
                                     professional stages learning together.. (R3)
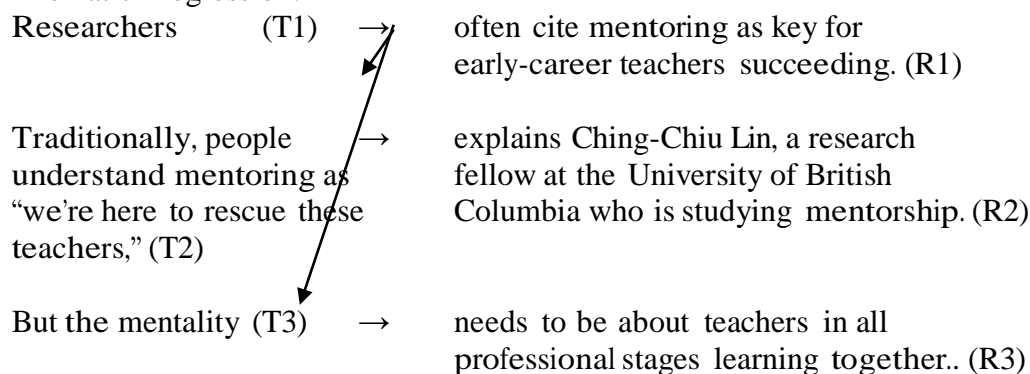
From the data above can be explained that the first Rheme is given information to another subsequent themes. It means that each of which subsequent Themes is picked up by the first Rheme.

2.4 Combination Re-iteration/ Constant Theme Pattern

This pattern identified when a clause/some of clauses indicated that first Theme is followed by the first Rheme and soon or the preceding clause is the same as the subsequent clause then combined to Rheme of the previous clause is taken up in the Theme by the following clause. For example:

They're often asked to lead extracurricular activities. They want to contribute to the school community and be seen as team players, so may find it hard to refuse. Added responsibilities can increase their stress.

Thematic Progression:
They   (T1)   →   're often asked to lead extracurricular
                             activities.(R1)

    ↓

They (T2)   →   want to contribute to the school community and
                               be seen as team players, (R2)
so may   (T3)   →   find it hard to refuse. (R3)

Added responsibilities (T4)→an increase their stress. (R4)
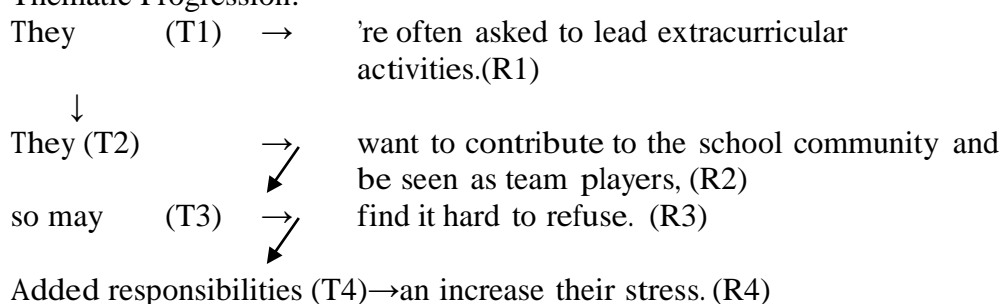
From the data above can be explained that the first clause is the same as the second clause. The relation between the first and second clause was referred to first clause which functioning as subject is *They*. Then, the third clause contains an element which becomes the Theme of subsequent clause (fourth clause). Furthermore, the subject matter is the Rheme of the previous clause is taken up in the Theme by the following clause.

2.5 Combination Re-iteration/ Constant Theme Pattern with Multiple/Split Theme Pattern

This pattern identified ed when a clause/some of clauses indicated that first Theme is followed by the first Rheme and soon or the preceding clause is the same as the subsequent clause then combined to Rheme that is given information to another subsequent themes. For example:

In this way, teachers are just like their students. Many people enter education to benefit society. But professional realities: uncertain job markets, isolating and negative environments and the difficulty of maintaining a work-life balance, can cause some teachers to update their resumes and look for other jobs as they're completing end-of-year reports. Feeling appreciated is out of the question.

Thematic Progression:

In this way, (T1)   →   teachers are just like their
                                students. (R1)

    ↓

Many people   (T2)   →   enter education to benefit society.
                                (R2)

But professional realities: uncertain →   can cause some teachers to
job markets, isolating and negative   update their resumes and look
environments and the difficulty of   for other jobs (R3)
maintaining a work-life balance, (T3)

as they (T4)   →   're completing end-of-year
                                reports. (R4)

Feeling appreciated   (T5) →   is out of the question. (R5)

From the data above can be explained that the first and the second clause is Re-iteration/Constant Theme Pattern which the preceding clause is the same as subsequent clause. Then, the third clause contains an element which becomes the Theme of subsequent clauses (fourth and fifth clause). Furthermore, the subject matter is the Rheme of the previous clause (third clause) is taken up in the Theme of a following clause.

2.6 Combination Zig-Zag Theme Pattern with Re-iteration/ Constant Theme Pattern

This pattern identified from Rheme of the previous clause is taken up in the Theme by the following clause then combined to a clause/some of clauses indicated that Theme is followed by the Rheme itself. For example:

In many ways, mentoring student-teachers requires associate teachers to become students again. While Benais enjoys having student-teachers, she admits it's a lot of work. It requires her to write out her plans more thoroughly to show how a lesson develops. The "old things that (she) doesn't have to do anymore" now become necessities.

Thematic Progression:

In many ways,   →   requires associate teachers to become students
mentoring student-teachers   again. (R1)
(T1)

While Benais enjoys(T2) →   having student-teachers, (R2)

she   (T3)   →   admits (R3)

it (T4)   →   's a lot of work. (R4)

It   (T5)   →   requires her to write out her plans more thoroughly
                                to show how a lesson develops. (R5)

The "old things that   →   doesn't have to do anymore" now become
(she) (T6)   necessities. (R6)

From the data above can be explained that the first until the the fifth clause is Zig-

Zag Theme Pattern which the preceding clause (first clause) contains an element which becomes the Theme of subsequent clause (until fifth clause). Furthermore, the subject matter is the Rheme of the previous clause is taken up in the Theme of a following clause. The sixth clause is Re-iteration/Constant Theme Pattern that make new information but not related to the preceding clause.

2.7 Combination Zig-Zag Theme Pattern with Multiple/ Split Theme Pattern

This pattern is Rheme of the previous clause is taken up in the Theme by the following clause then combined to Rheme which given information to another subsequent themes. For example:

"You need to make it real and relevant. Instead of simply teaching interest calculations, give a real life example," Block says. "Talk about the mortgage on your house. Talk about your credit card bill or your grocery bills. Instead of simply teaching percentages, explain sales tax and how the price on the sale tag is not the total net cost."

Thematic Progression:

"You (T1)   →   need to make it real and relevant. (R1)

Instead of simply   →   give a real life example," Block says. (R2)
teaching interest
calculations, (T2)

"Talk (T3)   →   about the mortgage on your house. (R3)

Talk   (T4) →   about your credit card bill or your grocery bills.(R4)

Instead of simply →   explain sales tax (R5)
teaching percentages, (T5)

and how the price on→   is not the total net cost." (R6)
the sale tag (T6)
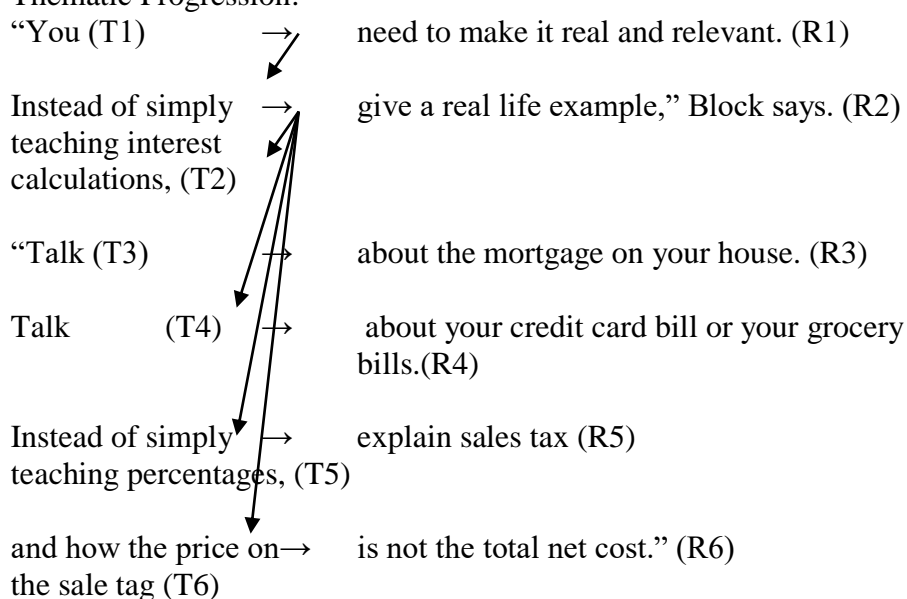
From the data above, it can be explained that the first clause contains an element which becomes the Theme of subsequent clause (second clause). Furthermore, the subject matter is the Rheme of the first clause taken up in the Theme of a following clause (second clause). Then, Rheme (second clause) is given information to another subsequent themes. It means that each of which subsequent Themes is picked up by the second Rheme.

Related to the theory with reference to the previously elaborated types of Thematic Progression are Re-iteration/Constant, Zig-zag, and Multiple/Split. However, the theory could not be generalized to this study because based on the research, the reseacher found that there are four types other of Thematic Progression namely Combination Re-iteration/Constant with Zig-zag, Combination Re-iteration/Constant with Multiple/Split, Combination Zig-Zag with Re-iteration/Constant, and Combination Zig-Zag with Multiple/Split. The result can be seen in Table 2.1.

The table shown that there are seven kinds of Thematic Progression Pattern, they are Re-iteration/Constant with total number of 27 times or 20.1%, Zig-Zag with total number of 34 times or 25.4%, Multiple/Split with total number of 6 times or 4.5 %, Combination Re-iteration/Constant with Zig-Zag with total number of 40 times or 29.9%, Combination Re-iteration/Constant with Multiple/Split with total numb er of 7 times or 5.2 %, Combination

Zig-Zag with Re-iteration/Constant with total number of 17 times or 12.7%, and Combination Zig-Zag with Multiple/Split with total number of 3 times or 2.2%.

Furthermore, the Combination Re-iteration/Constant with Zig-Zag is mostly occur in the texts. The Thematic Progression of Combination Re-iteration/Constant with Zig-Zag Theme Pattern refers to the participant and it makes recitation or repetition then combination with Zig-zag which the subject matter is the Rheme of the previous clause is taken up in the Theme of a following clause. As a result, the development of idea is so dynamic. It is around theme or deals with participant or the doer.

Table 2.1
The Identification of Thematic Progression of Theme and Rheme used in Features Texts of the Teach Magazine

KT	Kinds of Thematic Progression							T
	RC	ZZ	MS	RCZZ	RCMS	ZZRC	ZZMS	
Tx1	6	8	0	6	3	1	0	24
Tx 2	10	8	0	4	0	4	0	26
Tx3	1	3	2	5	1	5	1	18
Tx4	7	4	1	10	1	2	1	26
Tx5	3	7	2	11	1	2	0	27
Tx6	0	3	1	4	1	3	1	13
Tl	27	4	6	40	7	17	3	134
%	20.1	25.4	4.5	29.9	5.2	12.7	2.2	**100**

Notes: KT: Kind of Text, Tx: Text, T: Total of paragraph, Tl: Total, %: Percentage, RC: Re-iteration/Constant, ZZ: Zig-zag, MS: Multiple/Split, RCW: Combination Re-iteration/Constant with Zig-zag, RCMS: Combination Re-iteration/Constant with Multiple/Split, ZZRC: Combination Zig-Zag with Re-iteration/Constant, ZZMS: Combination Zig-Zag with Multiple/Split, and MSRC: Combination Multiple/Split with Re-iteration/Constant.

By saying this, it has its own reason. Saragih (2011) explained that planning is showed the preparations to realize the text. Through the analysis, it is seen that most of texts started with the unusual theme. Besides, the Teach Magazine did it due to the reason of own intention. According to Paltridge (2006: 148), the Theme of the clause may pick up or repeat a meaning from a preceding Theme or Rheme. Potentially, by saying the unusual theme in the features texts, the writer of the Teach Magazine could make sure his/she true meaning to the readers without catching it by reading the texts many times.

CONCLUSIONS
The types of Theme of Thematic Structure are divided into three, they are Topical Theme that divided into Marked and Unmarked Theme, Textual Theme, and Interpersonal Theme. The uses of Theme and Rheme in the features texts of the Teach Magazine are set from the thematic structure and thematic progression.

Theme in the features texts of the Teach Magazine were developed by the Thematic Progression. There are seven types of Thematic progression, they are Re-iteration/ Constant, Zig-zag, and Multiple/ Split, Combination Re-iteration/ Constant with Zig-zag, Combination Re-iteration/ Constant with Multiple/ Split, Combination Zig-Zag with Re-iteration/Constant, and Combination Zig-Zag with Multiple/Split.

The reasons of Theme and Rheme are used in the features texts of the Teach Magazine are because the Theme of the clause may pick up or repeat a meaning from

a preceding Theme or Rheme and the writer of the Teach Magazine has planning before realized the text. Potentially, by saying the unusual theme in the features texts, the writer of the Teach Magazine could make sure his/she true meaning to the readers without catching it by reading the texts many times. The readers are suggested to have good knowledge about Theme and Rheme so they can obtain the the main idea of the text in Magazine especially in features texts.

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THE APPLICATION OF SYSTEMIC FUNCTIONAL LINGUISTICS : CONTEXT OF SITUATION IN MEDICAL ENGLISH TEACHING AT KASIH IBU HOSPITAL DENPASAR

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Abstract:

Systemic Functional Linguistics (SFL) is language used based on the function. SFL views that language cannot stand by itself but it will work together with social context in which involves local culture where the interaction is going on. SFL is nothing to do with big or small number of clauses constructing discourse or text but it is defined by contexts of situation. The analysis of SFL can be applied in any topics or field, one of which is education field. This research focuses on how SFL is applied in education field related to how to train several doctors to speak and write English in medicine. This papaer is entittled *The Application Of Systemic Functional Linguistics: Context of Situation in Medical English Teaching At Kasih Ibu Hospital Denpasar.* The theory that will be used to solve the problem is the theory proposed by Halliday related to context of situation. Context of situation refers to *field, tenor* and *mode. Field* is related to what is done, where something is done. *Tenor* is related to who does somthing, what status the actor playes Meanwhile, *mode* is related to the way used for interaction. The method which will be used is based on experience by giving guidance or lecture at Kasih Ibu hospital located in Denpasar.

Key words:

SFL, metafunction, *field, tenor* and *mode.*

INTRODUCTION

Many persons think that teaching is easy way, they generalize to teach in one place to other places. In addition, there is asumption that anybody who can speak English can teach English. This fenomenon has developed in community especially in villages. They consider persons speaking English know many things hence the persons speaking English are considered being able to do anything including teaching anything as long as the used language is English.

What they tihink of teaching is not true. Comprehending Emglish is a tool to convey subject matter. Using language is a must because without language, the subject matter can be transferred to the target. Halliday (1966) statted that studying language is not only to undertsad the nature of language but also to understand the social and culture where the language is used. In order word, language will integrate with social context, it crates a text. Halliday (1999) Context of situation involves three aspects, namely field, tenor and mode. So, teaching in ESP needs the three aspects.

From those dimentions that must be concrned in teaching, this paper would like to describe for each aspects in the process of teaching ESP especially in medicine filed. Hence this paper entitles THE *Application Of Systemic Functional Linguistics For Medical English Teaching At Kasih Ibu Hospital Denpasar*

CONCEPT

To unite our perception about this paper,the this paper uses concept of Language Functional Linguistics hereafter will be called LFS. The concept is based on the use, speaker and listener will understand about the language based on the function.

LFS start working from phonolgy, lexicogrammar context of situation. Phonological aspect is related to how sound is produced, the sound will be interpreted by giving lexicogrammar in rank through morphem –clause into clause complext. To creat the appropriate meaning, context of situation coincides to come Martin (1998).

Text is nothing to with short or long cluause, but it has meaning based on context. When text is constructed sequence of clauses, it must be texture. Halliday and Ruqaiya (1976) stated " the cocept of texture is entirely appropriate to express

THEORY

Studying a language, studying how to creat a meaning. Many linguists declare about language definition based on their point of view.

But in this case, this paper would like to use the language concept proposed by Halliday, Halliday (2004 and 2014) states about language function, the functions are ideational meaning, interpersonal meaning and textual meaning.

Ideational meaning means how the language is used to express imagination, one's experience. The concept of ideational meaning is how the language is used to describe idea involving participant, process and circumstance. In the level of the clause, clause uses three kinds of process types that represent the charater of text. Different type of process is used in the trxt, it will make different text character. Ideational meaning is related to episodic involving how one clause is corelated with other clause(s) that make clause complext.

Interpersonal meaning means how language is used to exchange involving the participants of text. In the process of exchange, participants use any form of clause to communicate with other(s). In addition, system of modality is used to exchnage. Since the system playes important role to difine the meaning of text.

Textual meaning refers to how language is used to convey message, the function of language corelates language and other aspects by providing thematic system and cohesion within text.

As mentioned before, language is integrated with context of situation. In other word, language does not have meaning when it stand by itself. According to Halliday (1999), context of situation covers fiel, tenor and mode.

Field refers to how the situation work in the text or how the situation work regarding to the topic discussion. How far the intergration between the participant(s) and the topic of discussion. In addition, time of event is considered having important role to determine meaning or situation of text.

Tenor refers to participant(s) of text, it involves who speak, to whom speak, who write, to whom the reading is attended. In addition, it involves the status the participant(s) hold in the text either permanent or temporary.

Mode is related to some aspects such as :
1. The aim of text
2. Media used in text
3. The form of text, whether writen or spoken text
4. What language is choosen
5. How far metaphor is used in the text.
6. Code is used as nonverbal communication
7. Phonological aspect
8. Related to space (location), time

9. And many others

Based on the aspects of context of situation, it has ver closed relationship with metafunction of language in making meaning choice. It can be described as below:

Metafunction	Context of situation	The meaning of discourse
Ideational M	Field	Semantic of discourse
Interpersonal M	Tenor	Semantic of discouse
Textual M	Mode	Semantic of discourse

To creat meaning of the discourse, variety of language use is applied, called register. **Register** is the varity of language used to exchnge (Douglas and Susan, 2009). There are some reasons why register is used to exchange

1. Register is used in certain topic because the topic has own situation of discourse. Sifting with other word, the topic will appear odd.
2. To maintain the formality of the text. It can be done when the situation enables the formal situation is going on. In addition, it can be done to show respect each other among the the participants.
3. To run ideologi, in community the participants have different status, hgh-low status. The lower status will choose register (based on the culture) to exchange to the higher status, the sane thing as wahat the higher status persons do.
4. Related to ;inguistics aspect. Register will be coosen based on language typology, it involves verbs (plural or singular, tense).
5. Related to personal identity, male and famale will have different address. Only participants know about the culture will be able to use to exchnage.

Again, teaching ESP must concern to both metafunction and context of situation. They must work together to creat semantic of text.

The model of the research was done based on thr problrmes and and answeared by the concept of context situation from SFL.
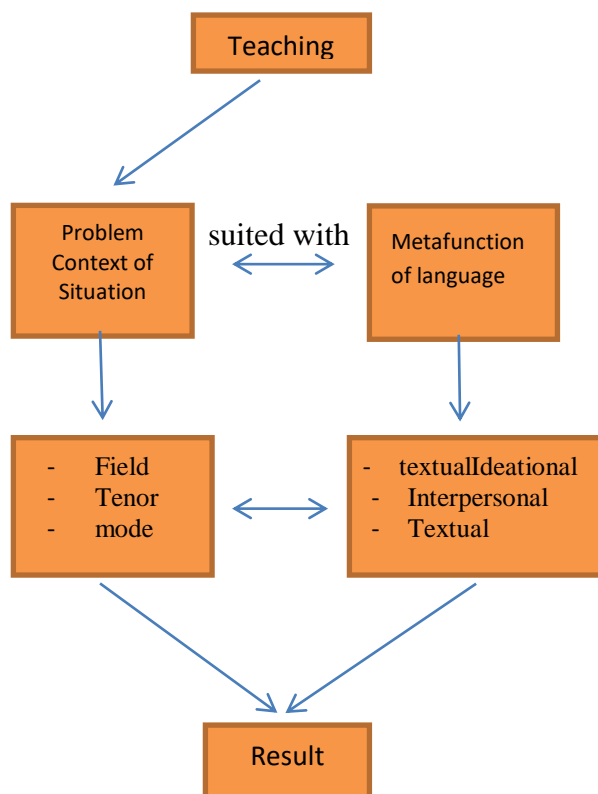
METHOD

This rearch is emperical, it was done at Kasih Ibu Hospital from 2013 to 2017. The process of teaching and learning was done by app;lying LFS especially context of situation.

The register was choosen based on the function, register in this matter covers any variety including lexicogrammar.

The data analysis will be presented in the form of descriptive and supported by the table to eas the analysis.

Data

Here, this paper would like to present teaching and learning process performed at Kasih Ibu Denpasar in which involves two doctors, doctor Prima and doctor Keumadana. Doctor prima will be labelled doctor 1, Doctor Kesumadana os labelled with doctor 2. They belonged to be beginers in studying English.

The process of studying and learning took many events with different topic of discusion. However, in this paper, only one speech event of many speech events will be discussed below.

Text

Teacher : *Selamat pagi Bapak dan Ibu sekalian. Apa kabar?*

Doctors : *Baik pak, kalau Bapak bagaimana?*

Teacher: *Baik juga. Mudah-mudahan di pagi yang cerah ini Bapak dan Ibu sekalian mempunyai semangat yang tinggi untuk belajar bahasa Inggris.*

Doctor 2 : *Tentu, kami bersemanagat, pak*

Teacher : *Hari ini kita akan membicarakan tentang klausa pasif. Sebelum kita melangkah jauh, saya ingin bertanya kepada Bapak/Ibu, apa itu klausa pasif?*

Doctor1 : *Apa itu klausa pasif, pak?*

Teacher : *Klausa pasif adalah klausa yang dimarkahi oleh dengan "di" yang melekat pada verba. Dalam klausa pasif, ada dua participant utama, yaitu participant sebagai aktor dan yang lain sebagai target. Dalam bahasa Inggris, klausa pasif dimarkahi dengan "be" ditambah dengan VII dan diikuti oleh "by" jika ada aktor dalam klausa.misalnya:*

> *// Wamita hamil itu diserang oleh virus TORCH//*
> *// That pregnant woman is attacked by TORC//?*
>
> *// Makanan bergizi tinggi dikonsumsi oleh orang wanita hamil//*
> *// High nutrition food is consumed by pregnant woman//*
>
> *// Omega 3 didapatkan dari kepala ikan sehingga kepala ikan sering digunakan sebagai sup//*
> *// Omega 3 is obtained from fish head hence fish head is often used as soup//*

Doctor 2 : *Maaf Bapak, saya mau nanya, Bagaiaman kalau klausa mempunyai modalitas?*

Teacher : *Modalitas akan diikuti dengan "be" lalu diikuti dengan VIII. Pada prinsipnya, pembentukan klausa pasif pada modalitas sama halnya dengan klausa pasif sebelumnya. Namun, "is, am" dan "are" skan diganti dengan "be'. Misalnya*

> *//Obat ini harus dikonsumsi 3 hingga 4 kali dalam sehari//*
> *//This medicine must be consumed 3 to 4 times in a day//*
>
> *//berdasarkan pemeriksaan klinik, anak bapak harus diopnamae secepat mungkin//*
> *//based on clinical examination, your child must be hospitalised as soon as possible//*

        Dari sekian contoh yang saya berikan. Apakah Bapak dan Ibu masih bingung untuk membuat klausa pasif?

Doctors : *Yang Bapak jelaskan sangat jelas.*

Teacher : *Kalau begitu, kita akan latihan dengan dialog antara Pasien dan dokter di rumah sakit dengan menggunakan klausa-klausa pasif.*

Doctors : *Ini adalah ide yang sangat bagus, ……………*

        (doing exercise how to make clauses)

Teacher : *Baik, saya sudah menyimak latihan-latihan yang Bapak dan Ibu kerjakan sudah sangat bagus, Tolong praktekan klausa-klausa ini dalam aktifitas Bapak/Ibu dalam memberikan pelayanan kepada pasien Bapak/Ibu. Kita akhiri pelajaran ini, pelajaran bahasa Inggris akan dilanjutkan dengan topik yang berbeda pada pertemuan berikutnya. Terima kasih samapi ketemu*

Doctors : *Terima kasih, sampai ketemu lagi*

Analysis

From the data presented above, many aspects can be analyzed in LFS perspective. However, this paper analyze context of situation linked with metafunction of language.Here is the analysis

1. Field.

        The exchange happened in at Kasih Ibu hospital, the topic of discussion was suitable with the place of the event. The topic can be proved through the given exmples below.

// Wamita hamil itu diserang oleh virus TORCH//
 // That pregnant woman is attacked by TORCH//

 // Makanan bergizi tinggi dikonsumsi oleh orang wanita hamil//
 // High nutrition food is consumed by pregnant woman//

 // Omega 3 didapatkan dari kepala ikan sehingga kepala ikan sering digunakan sebagai sup//
 // Omega 3 is obtained from fish head hence fish head is often used as soup//

        The situation when the exchange worked was formal, it can be proved by the lexical choice used in the text

Teacher : *Selamat pagi Bapak dan Ibu sekalian. Apa kabar?*

Doctors : *baik pak, kalau Bapak bagaimana?*

        The teacher greeted all of the doctors who were studying English and asked the doctors' condition. The teacher kept the situation running well by enterring into the doctors feeling, and the effort was responded well by the doctors.

        The clause *Mudah-mudahan di pagi yang cerah ini Bapak dan Ibu sekalian mempunyai semangat yang tinggi untuk belajar bahasa Inggris* shows that the teacher hoped the doctors had good mood to study English. It represents that only good situation could stimulate mood to study.

        The clause uttered by the doctors *Tentu, kami bersemanagat, pak* was as indication that the situation was very good. The word *tentu* is modality system showing the situation was tatally good or confortable to study.

Teacher : *Hari ini kita akan membicarakan tentang klausa pasif. Sebelum kita melangkah lebih jauh, saya ingin bertanya kepada Bapak/Ibu, apa itu klausa pasif?*

Doctor 1 : *Apa itu klausa pasif, pak?*

        The clause uttered by te teacher is verbal process, the teacher becomes sayer. The teacher encouraged the situation by giving question about what the topic would be discussed

about. This way was done to know how far the knowledge was understood the doctors. In fact, the doctors did not undertand what passive clause was.

The teacher explained about passive clause by appropriate word or explanation and giving the expantion through the examples. By giving more than one examples, the doctors felt satisfied of what had been explained.

The clause spoken by the doctors as *Yang Bapak jelaskan sangat jelas* shows the doctors understood and the doctors thought that they could practice the clauses in the daily activities. In other word, the doctors comprehended the situation.

Teacher : *Baik, saya sudah menyimak latihan-latihan yang Bapak dan Ibu kerjakan sudah sangat bagus, Tolong praktekan klausa-klausa ini dalam aktifitas Bapak/Ibu dalam memberikan pelayanan kepada pasien Bapak/Ibu. Kita akhiri pelajaran ini, pelajaran bahasa Inggris akan dilanjutkan dengan topik yang berbeda pada pertemuan berikutnya. Terima kasih samapi ketemu*

The text was the indication of success of the teacher to keep the situation running very well. The teacher chose the word *tolong* is kinds of register to show the respected given to the doctors. The register was choosen in the exchange in order they did feel bored to study in the mext meeting.

2. Tenor

Tenor of the text involves 2 doctors and a teacher. Doctor Prima and doctor Kesumadana were collegue in the hospital. they work as obstretric and genecology. While the teacher is the writer.

The language used in the exchange was very polite and the clauses were complete clauses as below

Teacher : *Selamat pagi Bapak dan Ibu sekalian. Apa kabar?*

Doctors : *baik pak, kalau Bapak bagaimana?*

Teacher: *Baik juga. Mudah-mudahan di pagi yang cerah ini Bapak dan Ibu sekalian mempunyai semangat yang tinggi untuk belajar bahasa Inggris.*

Doctor 2 : *Tentu, kami bersemanagat, pak*

Teacher : *Hari ini kita akan membicarakan tentang klausa pasif. Sebelum kita melangkah jauh, saya ingin bertanya kepada Bapak/Ibu, apa itu klausa pasif?*

The teacher greeted doctors and the doctors gave good respond, it indicated that the teacher appreciated the doctor very well and so did the doctors. In other word the participants respected each other. This reality could be found in the clause uterred by doctors *baik pak, kalau Bapak bagaimana?*

Modality system was applied in the exchange for example:

1. *Mudah-mudahan* was used to represent the willing of the teacher to the doctors. This type of modality was used to invite the doctors to enter into certain condition.
2. *Tentu* was chosen to declare the reality or the exact condition happened in that time.
3. *Akan* is modality type showing possibilty that may come later. The teacher used this modality because he would teach the lesson. This modality was used 4 times in the exchange, in which each of which had different meaning or semantic.

3. Mode

Mode refers ro some aspects that are related to field and tenor. Here are the aspects below:

1. The purpose of the text was to give lecture, of course the dominant speech was the teacher.

2. The speech was two way communication.
3. The language used in the text was Indonesia. This was done because the participants could not speak English well. They felt more confortable to use Indonesia to catch the lesson since they belonged to beginer
4. The media used for the process of studying and learning was whiteboard. This media was very effective for the lecture because the teacher gave many examples to accelerate the process of studying and learning.

Mode has close relationship with textual in which thematic and conjuntive system work. Some kinds of thematic system work as below:

1. Unmarked Theme

Unmarked Theme comes when the initial position of the clause is filled by nominal group, verbal group, polarity question, W+H question.

a.   Nominal group

Klausa pasif adalah klausa yang dimarkahi oleh dengan "di" yang melekat pada verba
Modalitas akan diikuti dengan "be" lalu diikuti dengan VIII
Kita akhiri pelajaran ini,
pelajaran bahasa Inggris akan dilanjutkan dengan topik yang berbeda pada pertemuan berikutnya.
Yang Bapak jelaskan sangat jelas.
Ini adalah ide yang sangat bagus

b. Verbal group

Verba group functions as unmarked Theme if the clause is imperative, in which verbal group becomes the center of the clause. Somrtime the word preceding the verbal group belong to be Theme.

Tolong praktekan klausa-klausa ini dalam aktifitas Bapak/Ibu dalam memberikan pelayanan kepada pasien Bapak/Ibu

c. Polarity question

Polarity question needs yes or no answear but in the exchange polarity as Theme is not provided.

d. W+H question

The tipical Theme can be *what, when, why, where, who, which* and *how.*
Apa kabar?
 Bagaiaman kalau klausa mempunyai modalitas?

2. Marked Theme

Marked Theme can be filled by adjunct.

Mudah-mudahan di pagi yang cerah ini Bapak dan Ibu sekalian mempunyai semangat yang tinggi untuk belajar bahasa Inggris.
Hari ini kita akan membicarakan tentang klausa pasif
Dalam klausa pasif, ada dua participant utama
Pada prinsipnya, pembentukan klausa pasif pada modalitas sama halnya dengan klausa pasif sebelumnya.

Bisedes thematic system, conjunction is very important to link one clause to the following clause(s) to unity the mesaage. Here are the the conjunctions used in the exchange. For example

 Sebelum kita melangkah jauh, saya ingin bertanya kepada Bapak/Ibu,

Conjunction *sebelum* indicates time. It was chosen as linker or relator functioning as time conjunction. When looking from clause complext, the conjunction function as expantion clause.

CONCLUSION

The process of ESP teaching and learning takes many aspects, comprehending only English is not enough. Learning language means learning culture, every group has own culture, different culture is treated in different way.

To make the process of teaching and learning sucessful, concerning to context of situation and metafunction is a must. Comprehanding both aspects takes long process of learning. Context of situation covers field, tenor and mode while metafunction of language covers ideational meaning, interpersonal meang and textual meaning.

Ideational meaning is related to filed. Interpersonal menaing is related to tenor. And textual meaning is related to mode. Those aspects can not separated but they coincide to come in the exchange thus they create the semantic discourse.

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THE USE OF FLASHCARDS AS A TEACHING MEDIA AT ELEMENTARY SCHOOLS: STUDENTS' AND TEACHERS' PERCEPTION

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Abstract: Young learners has limited attention span and a good teacher has to be able to create activities which could engage and involve them actively. It could be done by utilizing appropriate and meaningful media in learning process. This study aimed at investigating the students' and the teachers' perception on the use of teaching media, specifically flashcards, in Buleleng regency. The present study used qualitative data and there were observation sheet, questionnaire for the teachers and the students, as well as interview guide used to gain the data. The result of this study were (1) there were still several schools in Buleleng regency that were not equipped with media and more specifically flashcards; (2) when flashcards were provided by the schools, they were not yet utilized maximally by the teacher due to inadequate knowledge of implementing flashcards in the classroom for learning activities; (3) the size as well as the quality of the flashcard needed to be improved, since the students at the back could not see the flashcards clearly and the flashcards were not durable enough to be used for many times; (4) only several topics in English were provided with flashcard. Hence, flashcards with another topics needed to be developed to help the teacher in transferring the knowledge; and (5) the use of flashcard could create fun and enjoyable learning activity for the students as well as motivating them to learn English. A conclusion could be drawn that a development of teaching media, particularly flashcards, was considered important.

Keywords: teaching media, flashcard, perception

INTRODUCTION

Young learners have different ways in learning from older learners, adolescents, and adults. The different ways are interfered by young learners' characteristics, such as they respond well to learning that uses themselves and their own lives as main topics in the classroom, their understanding comes not only from explanation, but also from what they can see and hear, and they have a limited attention span (Harmer, 2007). Due to those characteristics of young learners, a good teacher has to be able to create learning activities which engage them actively. According to Shin (2006), one way to capture young learners' attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects. In other words, in engaging the students actively in the classroom and in capturing their attention, a teacher has to supplement the learning activity with teaching media.

There are three types of teaching media, namely audio, visual and audio-visual media. Briggs, Gustafson, & Tillman (1991) mention that teaching media is all the physical tools, both printed and audiovisual with all the equipment, which can present the messages and can stimulate students to learn. Teaching media in the form of audio could be tape recorder, music and song. Pictures, overhead projector transparencies, objects, wall charts, flashcards are the examples of teaching media in the form of visual (Haycraft, 1978). Audio-visual teaching media could be in the form of slides, film strips, films, and videos.

Discussing teaching media in the form of visual, the use of flashcards was being the focus. Baleghizadeh & Ashoori (2011) state that flashcards are cardboard consisting of a word, a sentence, or a simple picture on it. In line with Baleghizadeh & Ashoori (2011), Harmer (2007) mentions that flashcards are smallish cards which can be held up for students to see. Hence, it could be said that flashcards are small cards which are designed with a simple picture and word(s) in them and used as a tool for the teachers in teaching vocabulary. There are several benefits of using flashcards. Haycraft (1978) argues "Flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities - for example, to illustrate the characters in a dialogue, to help students improvise. They can be used as prompts for simple substitution drills. Instead of saying a word, you hold up a card." Flashcards can be beneficial for activities, such as consolidating vocabulary, practicing structure and word order, or for doing variety of game. In line with (Haycraft, 1978), Browder & Roberts (1993) explain the beneficial use of flashcards. It is said that flashcards drill gives the students means to memorize information such as sight words, math facts, state capitols, equations, and foreign language vocabulary. Since the use brings several advantages in teaching and learning process, it is considered important for the teacher to utilize flashcards in the classroom more specifically in learning a foreign language.

The use of media in teaching and learning process, specifically flashcards, has been proven over time by several studies. A study in 2013 was conducted by Sitompul in relation to the use of flashcards in teaching vocabulary. The study was aimed at investigating the effect of using flashcards or word list on fifty graders' vocabulary mastery and discovering the students' responses toward both strategies in learning English vocabulary. The study concluded that flashcards was recommended to teach vocabulary to young learners. Another study was conducted by Mojarradi (2014) about the effect of using flashcards on ESL (English as a Second Language) students' ability to learn vocabulary. It was considered important to conduct the research since increased vocabulary and good memory of such vocabulary could help students boost their knowledge of English and better manage conversation and writing skills. There were 2 types of flashcards used in this study, namely prepared flashcards in the bookstore and handmade flashcards by the students. The result showed that the students who use prepared flashcards can learn better than those that make their own flashcards by traditional methods. Other study about flashcards was done by Abbasian & Ghorbanpour (2016). The study was about the effect of flashcard-based instruction on vocabulary learning by EFL students. There was a consideration of the role gender. The result of the research showed that there was no significant difference between the male and the female participants in vocabulary learning. It was also mentioned that flashcards-based instruction as an important method of vocabulary learning should receive further attention in language teaching program.

A preliminary observation was done in order to find out types of media or flashcards provided in the elementary school in Buleleng regency. It was found that many schools has not yet provided flashcards, even media, at the school. When sets of flashcards were provided, the quality was being the concern. The quality, including the color composition, the types of pictures used in the flashcards and the size of the flashcards, needs to be improved. In contrast with the reality of flashcards and its use in Buleleng regency, Harmer (2007) argues that there are three qualities the pictures of flashcards need to possess if they are to engage the students and be linguistically useful. They are (1) *appropriate* not only for the purpose in hand, but also for the classes they are being used for, (2) *visible* or big enough so all the students could see and where the students sit should be taken into account, and (3) *durable*, which means the quality for the flashcard should be good then the teacher can use it for several times.

Relating to the phenomena mentioned previously, it is considered important to conduct a study about the use of media specifically flashcards at the school, as well as the students' and the teachers' perception of utilizing flashcards as a teaching media at elementary schools in Buleleng regency.

METHOD(S)

The present study was a descriptive study. When a descriptive study conducted, a researcher described responses to the independent, mediating, or dependent variables (Creswell, 2013). The aim of this study was to investigate the students' and the teachers' perception on the use of teaching media, specifically flashcards, in Buleleng regency. The participants of the research were 259 students in SDN 3 Jagaraga, SDN 4 Banyuasri and SDN 9 Banjar as well as 5 English teachers in those three elementary schools. The students were in grade 4, 5, and 6. The students and the teachers in those schools were chosen as the subject of the research since they represented the three sub-districts in Buleleng regency.

The data of the present study were obtained by using three instruments, namely observation sheet, questionnaires, and interview guide. The observation was done in natural setting. What was being observed were the media used and its quality in the English learning process and the activities utilizing the media. There were two types of questionnaire distributed, that is, questionnaire for the students and the teacher. The distributed questionnaires were about the types of media used in learning process, the activities when utilizing media in the classroom, and the teachers' and the students' perceptions toward the use of media. The interview done was about the types of media used in learning process, the activities when utilizing media in the classroom, and the teachers' perceptions toward the use of media especially flashcards.

Data analysis used were identifying the observation result, scoring the students' and the teachers' responses, calculating the percentage of the students' and the teachers' responses, analysing the interview result and drawing conclusion.

FINDINGS AND DISCUSSION

The Result Of Observation

The aim of the observation was to investigate the types of media used and its quality in the English learning process and the activities utilizing the media. Observation was conducted by filling in the observation sheet. It was found that the media used by the teacher were text books, flashcards, and printed media. Text books were used by the teacher to explain the materials. Meanwhile, flashcards and printed media were used to introduce new vocabularies or topic to the students. Unfortunately, there were some schools with limited media or even the teachers had never used teaching media.

Apart from the limited quantity of media provided in the schools, the quality had become a concern too. For example, the flashcards were made by the teachers by using cardboard and the pictures were drawn manually by the students. The consequence was the picture was not authentic which could possibly interfere the students' understanding. In addition, the media found had not yet accommodate the students need holistically since the students at the back could not see the flashcards clearly.

In relation to the use of flashcards, they had not been used maximally. The teachers only explained the topic and then asked the students to take a note on important things. Then, the activity was continued to the discussion session, for example, the teacher described a fruit then it was guessed by the students. Despite the limited quantity and quality of media used by

the teacher as well as ineffective use, the students seemed to be enthusiastic in the learning process which utilized teaching media especially flashcards.

The Result Of Questionnaires Analysis
To analyse the situation and the need of teaching media, specifically flashcards, a questionnaire for the students was distributed for grade 4, 5 and 6 of SDN 3 Jagaraga, SDN 4 Banyuasri and SDN 9 Banjar. There were 24 questions in the questionnaire with two types of response, that is, Yes and No. Those questions were related to the types of media used in learning process, the activities when utilizing media in the classroom, and the students' perceptions toward the use of media.

Table 1: The Result of Questionnaire (for the students)

No	Question(s)	Response(s)	
		Yes (%)	No (%)
1.	Does teacher often use printed media in the process of learning English?	41,15	58,85
2.	Does teacher often use non printed media in the process of learning English?	34,31	65,69
3.	Does teacher often use media with colourful images?	17,37	82,63
4.	Does teacher often use media accompanied by motion and sound?	51,39	48,61
5.	Does teacher often use media replacing objects that cannot be found in the class?	26,11	73,89
6.	Does teacher often use media that can stimulate you to learn?	52,84	47,16
7.	Does teacher often use media overcoming your problems, such as lack of experience, related to the material taught?	43,54	56,46
8.	Does teacher often use media that can deliver the messages contained in English learning materials?	49.06	50,94
9.	Does teacher often use media that can be a mediator in understanding the material?	47,91	52,09
10.	Does teacher often use media that can create interactions between you and the environment?	47,91	52,09
11.	Does teacher often use media that can make you easier to understand the lessons?	27,82	72.18
12.	Does teacher often use media that can increase your interest and motivation in the learning English?	43,90	56,10
13.	Does teacher often use fun media when learning English?	49.20	50.80
14.	Does teacher often use media that can attract your attention in the learning process?	42,73	57,27
15.	Does teacher often use media that can increase your participation during the learning process in class?	49,47	50,53
16.	Does teacher often use media that can clarify the material taught?	32,02	67,98
17.	Does teacher often use media accompanied by gestures when telling stories in the process of learning English?	46,79	53,21

No	Question(s)	Response(s)	
		Yes (%)	No (%)
18.	Does teacher often use media with movements or games during the English learning process?	21,18	78,82
19.	Does teacher often use flashcards consisting of authentic images (in accordance to the original object) in teaching English?	16,81	83,19
20.	Does teacher often use flashcards that are well-composed between the main image, background image, writing and supporting objects?	25,05	74,95
21.	Does teacher often use flashcards that are able to convey messages in learning material well?	33.58	66,42
22.	Does teacher often use flashcards that can be used in accordance with learning activities in the classroom?	28,23	71,77
23.	Does teacher often use flashcards that can be seen clearly by all students in the class?	26,68	73,32
24.	Does teacher often use flashcards that have good quality and materials so they can last for a long time when it is used continuously?	17,01	82,99

For the question "Does teacher often use media with colourful images?", it was found that 17.37% students responded Yes and 82.63% responded No. In relation to the use of media replacing objects that cannot be found in the class, 26.11% students responded Yes and 73.89% students responded No. It could be also seen, 47.91% students responded Yes and 52.09% students responded No for the question related to the use of media that could be a mediator in understanding the material. The mentioned data indicated that the use of media in English learning process needed to be improved since the use was below 50%. Additionally, the flashcards used in learning process was not using authentic pictures. This was supported by the students' response in which 16.81% students responded Yes and 83.19% responded No. Moreover, 28.23% students responded Yes and 71.77% students responded No for the question about appropriate flashcards use in the teaching and learning process. Talking about the use of flashcards, only 25.05% students responded Yes and 74.95% responded No for the question about the use of well-composed flashcards (between the main image, background image, writing and supporting objects). In addition to the composition of flashcards, their size and the quality as well as the material used should be confirmed to the students. There was 26.68% students responded Yes and 73.32% students responded No to the question "Does teacher often use flashcards that can be seen clearly by all students in the class?". Related to the quality of the flashcards and good material used, 17.01% students responded Yes while 82.99% students responded No.

A questionnaire was also distributed to the English teacher in the mentioned elementary schools. Those questions were related to the types of media used in teaching process, the activities when utilizing media in the classroom, and the teachers' perceptions toward the use of media. There were several types of response in this questionnaire, namely Very Often, Sometimes, Seldom, Rare, and Never.

By administering the question "How often do you use media with colourful images?" to the teachers, it was found that 20% teachers responded Often, 40% responded Sometimes and 40% responded Rarely. Related to the use of media replacing objects that cannot be found in the class, 20% teachers responded Often, 40% responded Sometimes and 40% responded Rarely. It was also noted that 60% teachers responded Often and 40% teachers responded

Rarely for the question about the use of media that could be a mediator for the students in understanding the material. The data indicated that the use of media in English learning process needed to be improved. Related to the use of media, especially flashcards, it was found that 60% teachers responded Often and 40% teachers responded Rarely used authentic pictures in media. Furthermore, 20% teachers responded Often, 60% teachers responded Sometimes, and 20% teachers responded Never used appropriate flashcards in the teaching and learning process. Talking about the use of flashcards, 80% teachers stated Rarely and 20% teachers stated Never using well-composed flashcards (between the main image, background image, writing and supporting objects). Apart from the composition of flashcards, their size and the quality as well as the material used should be taken into account. Talking about the size of the flashcards, 20% teachers responded Often, 60% teachers responded Sometimes and 20% teachers responded Never used flashcards that could be seen clearly by all students in the class. There were 80% teachers stated Sometimes and 20% teachers stated Never used flashcards which had good quality and material so they could last for a long time when they were used continuously. For more detail result of questionnaire for the teachers could be seen in this following table.

Table 2: The Result of Questionnaire (for the teachers)

No	Question(s)	Response(s)				
		VO (%)	O (%)	S (%)	R (%)	N (%)
1.	How often do you use printed media in the process of teaching English?	-	60	20	20	-
2.	How often do you use non printed media in the process of teaching English?	-	60	40	-	-
3.	How often do you use media with colourful images?	-	20	40	40	-
4.	How often do you use media accompanied by motion and sound?	-	40	20	20	20
5.	How often do you use media replacing objects that cannot be found in the class?	-	20	40	40	-
6.	How often do you use media that can stimulate the students to learn?	-	20	60	20	-
7.	How often do you use media that can overcome the students' problem, such as lack of experience?	-	20	60	20	-
8.	How often do you use media that can deliver the messages contained in English learning materials?	-	40	40	20	-
9.	How often do you use media that can be a mediator for the students in understanding the material?	-	60	-	40	-
10.	How often do you use media that can create interactions between the students and the environment?	-	60	20	20	-
11.	How often do you use media that can make the	-	40	40	20	-

No	Question(s)	Response(s)				
		VO (%)	O (%)	S (%)	R (%)	N (%)
	students easier to understand the lessons?					
12.	How often do you use media that can increase the students' interest and motivation in the learning English?	-	40	40	20	-
13.	How often do you use fun media when teaching English?	-	40	40	20	-
14.	Does teacher often use media that can attract your attention in the learning process?	-	40	40	20	-
15.	Does teacher often use media that can increase your participation during the learning process in class?	-	60	40	-	-
16.	Does teacher often use media that can clarify the material taught?	-	60	40	-	-
17.	Does teacher often use media accompanied by gestures when telling stories in the process of learning English?	-	80	-	-	20
18.	Does teacher often use media with movements or games during the English learning process?	-	20	60	-	20
19.	Does teacher often use flashcards consisting of authentic images (in accordance to the original object) in teaching English?	-	20	60	-	20
20.	Does teacher often use flashcards that are well-composed between the main image, background image, writing and supporting objects?	-	-	-	80	20
21.	Does teacher often use flashcards that are able to convey messages in learning material well?	-	-	-	80	20
22.	Does teacher often use flashcards that can be used in accordance with learning activities in the classroom?	-	20	60	-	20
23.	Does teacher often use flashcards that can be seen clearly by all students in the class?	-	20	60	-	20
24.	Does teacher often use flashcards that have good quality and materials so they can last for a long time when it is used continuously?	-	-	80	-	20

Note: VO = Very Often, O = Often, S = Sometimes, R = Rarely, N = Never

The result of interview

To confirm the result of questionnaire distributed, both to the students and the teacher, an interview session was done with five English teacher in the three schools. As the interview result presented in the table, there were 3 out of 5 English teacher in Buleleng regency had never used teaching media. Its consequence was less opportunity to have media as mediator in delivering the material to students clearly. Only two teachers were using flashcards, while

only one out of those schools that was providing the flashcards. The teachers in those schools could motivate the students in learning English by utilizing flashcards as the media. Besides, the pictures in the flashcards could attract the students' attention more and could increase the students' interest in learning English. In one school, the flashcards were made manually by the teachers together with the students and the size was quiet small causing the students at the back could not see them clearly. Apart from the limited amount of flashcards owned by the elementary schools, it was also found unclear images and unattractive color composition in the flashcards. The use of flashcards in teaching and learning process was also taken into account. It was found that the use of the flashcard was only for explaining, describing, guessing, and redrawing. The last 2 items on the interview questions were whether or not the flashcard were still needed by the school and the topics of the flashcards needed. The responses was that the flashcards for various topics were highly needed by 3 out of 5 English teachers. The topic of the flashcards needed were about foods and drinks, jobs, seasons, daily activities and public places.

Table 3: The Result of Interview

No.	Question(s)	Teachers' Responses				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
1.	Mention kinds of media that you have used in teaching English at school!	Course book, pictures made by the students from used cardboard, things around students, printed media	I have never used media before	I have never used media before	Course book, flashcards (about animal, bird, fruit and things in the classroom)	The English learning process is still not utilizing media
2.	Can the media that you have used be a mediator to deliver the material to students clearly?	Yes, the media that I have used can be a mediator, especially for topics that are hard to be understood by the students	Since I have not used the media yet, so there is no mediator for delivering the material	Since I have not used the media yet, so there is no mediator for delivering the material	Actually it is effective, but the flashcards size is quite small so the students at the back of the class could not see the picture in the flashcard clearly	The English learning process is still not using media, specifically in the fifth grade
3.	Can the media you used motivate students in learning English?	Yes, they can. It also can make them interested in learning English	I have never used media before	I have never used media before	Yes, they can. Therefore, the students are more interested in learning	Not yet using media
4.	Are the media that you have used fun and interesting?	Yes, they are fun and interesting	I have never used media before	I have never used media before	Yes, they are because they are colourful	Not yet using media
5.	Have you ever used media in the form of illustrated paper (e.g. flashcards) in a game for learning English at school?	Yes, I have. The flashcards were made by the students, and the game is guessing the name of the object in the flashcard	I have never used media before	I have never used media before	I have ever used it for practice exam, but I rarely use flashcard in learning activities	Never

No.	Question(s)	Teachers' Responses				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
6.	How often do you use flashcards in activities of learning English?	As long as the material taught is appropriate to the use of flashcards, I use flashcards quite often.	Never	Never	Rarely, only use them in practice exam for the sixth grade students	I have never used flashcards before
7.	Does the school provide flashcards that can be used as a media for learning English?	No, the school does not. Usually I made the flashcard together with the students	No, the school does not	No, the school does not provide flashcards as a teaching media	Yes, the school provides the flashcards	No, the school does not provide flashcards as a teaching media
8.	Do the flashcards used have clear images with attractive colour compositions?	Since the flashcards are made manually or handmade (drawn by ourself), the images are still not too clear and the colour composition is still inattractive)	I have never used flashcards before	I have never used flashcards before	Yes, it has interesting colour but the size is small	The school does not have flashcards
9.	Are the images inside the flashcards original in accordance with the actual object?	The images used are not really similar to the actual objects because they are made manually (drawn by children)	I have never used flashcards before	I have never used flashcards before	Yes, the images used are appropriate with the actual object (still in the form of cartoon)	The school does not have flashcards
10.	Mention the types of activities using flashcards that you have done in teaching English!	Explaining the material, the students are describing the object then guessing the name of that object.	I have never used flashcards before	I have never used flashcards before	Guessing and drawing	I have never used flashcards
11.	Are the flashcards you used fun and	Yes, they are fun and interesting	I have never used flashcards before	I have never used flashcards before	Yes, the flashcards used are fun and interesting	I have never used flashcards

No.	Question(s)	Teachers' Responses				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
	interesting?					
12.	Can the flashcards you used motivate the students in learning English?	Yes, they can	I have never used flashcards before	I have never used flashcards before	Yes, they can	I have never used flashcards
13.	Can the flashcards you use be a mediator to deliver the material to the students clearly?	Yes, they can	I have never used flashcards before	I have never used flashcards before	Yes, they can	I have never used flashcards
14.	Mention kinds of topic for flashcards that you have used in teaching English at school?	Fruit, vegetables, public places	I have never used flashcards before	I have never used flashcards before	Animals, fruit, vegetables, alphabets and numbers	I have never used flashcards
15.	Do you still need Flashcards for other topics?	Foods and drinks, jobs, seasons, and parts of body	I still needed flashcards about foods, drinks, vegetables etc.	The flashcards for various topics are highly needed	Daily activities, public places, jobs, food and drinks, seasons.	The flashcards for various topics are highly needed

Based on the result of observation, questionnaire both for the students and the teacher, and interview, a review could be stated as follows.

There were still several schools in Buleleng regency that were not equipped with media, specifically flashcards. This was in contrast with the benefits of media as stated by Briggs et al. (1991). Briggs et al. (1991) stated that media is all the physical tools that can present the messages and can stimulate students to learn. Therefore, when the teacher could utilize a teaching media, the students would be easier in understanding the lesson as well as they would be more stimulated and interested in learning, specifically learning English as a foreign language.

When flashcards were provided by the schools, they were not yet utilized maximally by the teacher due to inadequate knowledge of implementing flashcards in the classroom for learning activities. Haycraft (1978) states that flashcards could be used in various activities, such as practicing word order and practicing substitution drill by using picture cards. It is not enough only to provide flashcards for the teachers when

they have inadequate knowledge of implementing them. By providing and implementing the flashcards with the manual book, the teacher would have a guidance to utilize flashcard in the teaching and learning process in a more various ways.

The size as well as the quality of the flashcard needed to be improved, since the students at the back could not see the flashcards clearly and the flashcards were not durable enough to be used for many times. It is mentioned by Harmer (2007) that flashcards are considered as good flashcards when they have three characteristics, such as appropriate purpose, visible and durable. Therefore, appropriate flashcards with proper size and quality need to be developed. Moreover, only several topics in English subject were provided with flashcard. Hence, flashcards with another topics needed to be developed to help the teacher in transferring the knowledge.

The use of flashcard could create fun and enjoyable learning activity for the students as well as motivating them to learn English. This is supported by a previous study conducted by Sitompul (2013) which found that the students were taught by using flashcards could memorize the words easily, be more motivated to learn English and understand vocabulary easily. When the teacher utilize flashcards in an activity or a game which requires the students to move around, they would enjoy the activity and the classroom atmosphere would be more fun, as Shin (2006) states "Children have fun with movement, and the more fun for students, the better they will remember the language learned."

CONCLUSION

It is important to create activity that can engage and involve young learners actively through utilizing appropriate and meaningful media. Based on the result of observation, questionnaire and interview, it was found that (1) there were still several schools in Buleleng regency that were not equipped with media and more specifically flashcards; (2) when flashcards were provided by the schools, they were not yet utilized maximally by the teacher due to inadequate knowledge of implementing flashcards in the classroom for learning activities; (3) the size as well as the quality of the flashcard needed to be improved, since the students at the back could not see the flashcards clearly and the flashcards were not durable enough to be used for many times; (4) only several topics in English were provided with flashcard. Hence, flashcards with another topics needed to be developed to help the teacher in transferring the knowledge; and (5) the use of flashcard could create fun and enjoyable learning activity for the students as well as motivating them to learn English. Therefore, it could be concluded that a development of teaching media, particularly flashcards, was considered important.

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USING CASES IN POLITICAL UTTERANCES TO IMPROVE STUDENTS' LEARNING OUTCOME IN PRAGMATIC COURSES

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Abstract

The aim of this study is to develop problem based learning media to improve students' learning outcomes in Pragmatic courses. The subjects of this study were the students of Indonesian language and literature study program of Universitas Pendidikan Ganesha in the 4th semester and their lecturers of Pragmatic courses. The data was collected using tests, observation, survey and interview. The data was analyzed using descriptive kualitatif technique and descriptive statistic. The result of this research shows that the use of cases in political uttences is very effective in improving the leaning outcome of the students.

Keywords: political utterances, cases, learning outcome

INTRODUCTION

Pragmatic courses as a functional language course have a strategic role in equipping students with an understanding of the concept of speech intentions, improving students 'critical thinking skills in understanding speech intentions, improving students' skills in communicating effectively, and being able to solve related problems with the scope of the purpose of speech. In lectures, students as individuals who are towards maturity are not only required to be able to understand the concept and to communicate it but students must also be able to communicate reasonably. Reasonably means students are required to have the ability to think further, namely at the level of analysis, synthesis and evaluation. Those are high-levels thinking ability called critical thinking. Ennis in Williawati (2009: 11) argues, critical thinking is thinking with reasoning and being reflective by emphasizing making decisions about what to believe or do.

Critical thinking is very important in today's life because we are often faced with various political speeches, news, speeches, conversations, newspapers, tabloids, advertisements, and the internet which are not necessarily true and not necessarily wrong (Willingham, 2007; Eggen and Don Kauchak, 2012) Students must be given the skills to identify these non-neutral speech intentions. Critical thinking literacy teaches students not only to master basic skills such as understanding, predicting, and summarizing, but training students to be critical individuals in all contexts of speech they receive. The ability to think critically is absolutely necessary for students because at every opportunity they will decide on various issues, both related to their scientific fields and social problems. For this purpose, the lecturer must be able to develop learning objects in the form of speech in various aspects of speech so that the learning objectives can be achieved well.

One aspect of speech that requires analytical ability in reviewing the intent tucked in is the speech of politicians. Panggabean (1981) mentions that political figures use language not only to express opinions but also to conceal the hidden intentions they really want to convey. Behind the speech delivered there are interests that must be maintained. To be able to conceal these thoughts, political languages must be arranged in such a way because they are full of strengths hidden within linguistic structures. This politician's speech must be understood in a critical way. Pragmatic courses as language studies in terms of aspects of their use can utilize political speech as study material in learning. In connection with this, this paper focuses on the development and evaluation of the effectiveness of the use of political speech in Pragmatic lectures.

METHOD

This study uses a 4D (Define, Design, Develop, and Diseminate) research and development model proposed by Thiagarajan et al. (1974). Through this research, the effectiveness of political speech problems are used as analytical material in Pragmatic learning. This development research was carried out in the IVB class of the Indonesian Language and Literature Education Department, Languages and Arts Faculty, Ganesha University of Education in the 2017/2018 academic year. The respondents of this research were fourth semester students of the Indonesian Language and Literature Education Study Program who programed the Pragmatic course. Observation, test and questionnaire methods were used to obtain the data of this study. The data that has been collected is processed qualitatively and quantitatively to obtain valid conclusions.

FINDING AND DISCUSSION

Political Speeches as Course Materials

In Pragmatic courses, there are eight lecture materials taught, namely (1) the history of Pragmatic development, (2) Pragmatic relations with other linguistic studies, (3) determinants of intentions (text and context), (4) the nature of deixis in the study of Pragmatics , (5) the nature of speech acts, (6) presuppositions, implicatures, and inferences in Pragmatic studies, (7) the principle of cooperation in Pragmatic Studies, and (8) the principle of politeness in Pragmatic Studies. Of the eight materials taught in the Pragmatic course, political speech can be used as material for study in material determinants of intentions (text and context), speech acts, implicatures, principles of cooperation, and politeness principles. The political speech used as material for the study in the material determining factors of intentions (text and context) is an analysis of Ahok's speech in Kepulauan Seribu and an analysis of the NKRI *harga mati* speech. Political speeches used as study material in speech act material is Prabowo Subianto's 'Indonesia Bubar 2030' speech, Fadli Zon and Fahri Hamzah Speech Acts on social media and talk shows, Adian Napitulu and Romahurmuziy speech acts in talk shows, the speech acts of the head of Tabanan regency and the head of Badung regency in the Bali Governor's campaign. The political speeches used as a study material in the implicature material are Jokowi's speech "Criticism is Important" in Rapimnas Perindo, Rocky Gerung utterances in 'Kitab Suci Fiksi', Amien Rais 'Allah Party vs. Party of Satan', and analysis of banners containing the election campaign of the Governor of Bali. The political speeches used as materials for principle of cooperation are utterances in the debate over the election of the Governor of Bali, the Governor

of West Java, and the Governor of North Sumatra. The political speeches used as the material of politeness principle is the speech of Wayan Koster, Bali Governor Candidate 'Nasbedag '.

The Effectiveness of the Use of Political Speeches in Learning
        The effectiveness of teaching learning tools/media can be seen from the teaching-learning process by using political speech, understanding students 'concepts of learning material, and students' analytical skills and critical thinking skills. The effectiveness of teaching learning tools/media in lectures is obtained through observation, recording the learning process, the results of students' self-reflection on learning, and interviews. Student learning outcomes are obtained from the test results.
        Observations show that the use of political speech is effective in the teaching and learning process. The learning steps include presenting apperception, presenting material outlines through question and answer activities, giving speech analysis assignments, and confirming the results of the analysis. The learning steps are implemented very well and in accordance with the planned time allocation. The political speech was effective to be used to find out the students' knowledge of the material, the skills to analyze speech, and the critical thinking skills shown by students in learning.
        The level of the effectiveness of the Pragmatic teaching learning tools/media in improving students' understanding of the materials and critical thinking skills of the students in analyzing speeches seen from the test results. Test results show the average understanding of students 'concepts in pragmatic materials using political speech is 77.38, the ability of students to analyze speech intentions is 80.16, and students' critical thinking skills in connecting speech with the context is 80, 38. Test results are presented in the following table.

Understanding of the concept	Analytical skills	Critical Thinking Ability
77, 38 B+	80, 16 B+	80,38 B+

In general, the test results show that the use of political speech in Pragmatic learning materials is effectively used in improving students' conceptual understanding of the material, analytical skills, and critical thinking skills of students.

Discussion
        The findings in this study show that the use of political speech as study material in Pragmatic learning is effectively to be used in improving students' conceptual understanding of the material, analytical skills, and critical thinking skills of students. In selecting and developing political cases that are used as learning materials also carried out task analysis to identify indicators of achievement of competencies in the Pragmatic Courses. After the analysis, the learning objectives were formulated. The learning objectives of the Pragmatic courses are used as a reference in the preparation of learning materials that are appropriate to the needs and characteristics of students in teaching learning process.
        Political issues are effective to be used in improving students' understanding of concepts because the political cases are suitable with Pragmatic learning material. The speech of politicians is not always in line with what they say (Warsa, 2015; Siregar, 2016; Scientific and

Affandy, 2017, Yanti, 2018). Pragmatic materials have room to study the speech (Levinson, 1983; Yule, 2006; Leech, 2011; Budiawan, 2017).

The speech of politicians places partners in the collaboration zone. That is, everyone has different perspectives. On the other hand, what is expressed by politicians clearly shows their alignment position, so that they are easily guessed by speech partners. However, the impact of clarity is very hard on the people, especially in a social aspects. The topic of political issues used in learning causes students to feel moved in understanding the situation and circumstances when politicians communicate with speech partners.

To reveal the implied speech students requires an understanding of speech, critical thinking skills in connecting the context underlying the speech, as well as communicative competence. This is because speech is not always a direct representation of elements of meaning, so that the speech cannot be directly understood (Korta, 2011; Subagyo, 2017; and Elvina, 2017). By understanding the context of the situation, students must analyze and think critically in understanding the purpose of speech.

Tonia and Samuelson (2014: 155) also emphasized that establishing critical and analytical characters can be accustomed through practice by using problems or conflicts that touch the hearts of students. The results of this study are consistent with the results of Kirkma et al. (2015) and Arthur et al. (2015) which shows that authentic problems and containing political conflict significantly contribute to the establishment of students' critical character. The accuracy of needs analysis in Pragmatic lectures causes political speech is effective to be used to improve students' conceptual understanding of the materials.

CONCLUSION

The use of political speech as study material in Pragmatic learning is effectively to be used to improve students' understanding of the concept of the material, analytical skills, and critical thinking skills of the students. Most of the speeches of politicians use indirect strategies. To reveal the speech of politicians, it is necessary to have an understanding of speech, critical thinking skills in relating the context underlying the speech, and communicative competence. Based on these findings, the community is expected to be more careful in capturing the meaning of a speech, as well as in responding to the speech of politicians. The accuracy in responding to a speech will minimize errors in interpreting the meaning of speech. A speech can have many meanings, sometimes what is conveyed by the speaker cannot be captured properly by the speech partner. The community must be more careful in interpreting the speech of politicians so that the meaning understood is not contrary to what is conveyed by the speaker.

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A DIGITAL PRACTICAL APPLICATION IN TEACHING FUNCTIONAL TEXT; CANVA

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Abstract: This article aims to present how a digital application can be used as literacy tools to teach and learn English as a practical and communicative way, both by using mobile phone and computer. One of the digital educational apps that can help in writing is Canva. With this application students write in English, like Invitation Card, Announcement, Advertisement, Memes, and Procedural Text. Students can choose one of the interesting templates in Canva that is suitable with their topic and make them more creative. The result of applying this educational application shows that the students' motivation in writing is getting higher. It is because they can create any text with interesting embedded pictures. Besides, the students could feel more fun and enjoyable in class. Another thing to be noted is that using this app becomes an innovative and a creative way to teach writing in English.

Keywords: Digital Application, Canva, Functional text

INTRODUCTION

Information and communication technology cannot be separated in our information society of which the immediate consequences for educational practice can be observed. The use of technology in various field has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature. Mobile phone is one of tools communication that we use every time. Communication has never been done more easily and more fun than it was before. Sarica and Cavus (2008) state that "The barrier of location for people in different parts of the world has been removed by some of the latest technologies such as the web, internet, mobile devices such as Personal Digital Assistant (PDA's), iPhone, etc". Yet we know that students more to give attention to their phone rather than the teacher. Additionally, Yelland (2006) states that "learning with technology needs more than making learning activities digital, it is also about creating 'contexts for authentic learning that use new technologies in integrated and meaningful ways to enhance the production of knowledge and the communication and dissemination of ideas".

Teaching English as a foreign language to the elementary school is not an easy task. One of the problems that my students generally face is low writing motivation. My students do not only think writing in English is hard but also they have in mind that English itself is difficult. These thoughts make their interest in writing get worse. The other challenges I face are the students

have reluctant feeling and low motivation to study. They often feel exhausted after playing with their friends and they have obligation to attend the formal meeting class. Seeing some of my students day dreaming is very familiar sight. These conditions force me to think hard how to help them to love writing as well as have good motivation in learning English.

The writer as a teacher changed the teaching style, tried to minimize the teacher talked time, modified the teaching techniques and enriched the teaching materials with what the students like. It was hard for me for the first time but it turned out the situation changed and the students started to enjoy the class. One of the strategies I used was using mobile phone in the classroom. Some of my students brings mobile phone at class but every the lesson begin, they should collect their mobile phone to the teacher. Because of that I try to make use of their mobile phone to learning session and under the teachers' supervision. I told my students to keep in their minds that in fact, there are many positive impacts of the use of mobile phones if they really use it positively and properly. I introduced some application to them that can help them to learn. They use their mobile phones in the classroom but some other time they use the phone to do the take home task. This was very helpful for them since they could have save their time to study at school and spend their time to learn another lesson to do some assignment.

Mobile learning is one of the technology that very near of us. Eisa amiri, Seyed Ahmad Hashemy, & Daryoosh Hayati (2012) states that "Mobile learning is also defined as any services or facility that supplies learner with general electronic information and educational content that aids in acquisition of knowledge regardless of location and time", suggest three ways in which learning can be considered mobile as "learning is mobile in terms of space, it is mobile in different areas of life, and it is mobile with respect to time". In this paper, the writer tries to combine both technology and teaching English especially in teaching functional text. The writer wants to see the students' interest with mobile phone, and change the teaching strategy with mobile learning, how their mobile phone can be used in learning English in the classroom.

The main idea of this paper is considering the practical application of Canva in facilitating teacher to teach functional text. Further, in this paper we see how this application can involve the student in writing English functional text.

FUNCTIONAL TEXT
Functional text is a text to make reader accomplish an everyday task. Examples of functional text ~~might~~ include a recipe of cooking, direction to a location, a memo notifying of a change in a company's address or a store's opening time, a schedule of event times and locations during a seminar, a directory of addresses, phone numbers or e-mail addresses, directions on a test, a menu from a restaurant, a pamphlet notifying the public of a grand opening, store closing, or a foreclosure, or how to manual just to name a few. ~~Short Functional text by~~ Aziz (2011) states that a functional text is a short text that gives a specific purpose. This specialized text provides information and directions to help a reader. It contains the command, direction, something to be done or should not be done which may be instruction, shopping list, memo or short message, notices, invitation card, announcement, advertisement, label, brochure, e-mail, leaflet, graph and greeting card.

Functional text can be in forms of invitation birthday card, short command, instruction or notices. Those four types of the functional text are suitable for elementary school pupils, because they do not need to write long in English. Besides the students at elementary school especially in grade four, five or six can relatively do the task quickly.

  Functional text is one topic that possibly makes the students feel interested practicing it. They can use their own words to illustrate a context, for example, to make some recipe in cooking. The teacher can ask to the students to decorate their writing with coloring pencils or just put a paper color so their writing looks interesting to read.

One of the applications that can use in teaching functional text is canva. This application can be installed in the students' mobile phone. Every student can create their own text in their phone. Many templates for writing are available in this application that can be chosen by learners depending on the topic of writing.

MOBILE PHONE ASSISTED LANGUAGE LEARNING
Mobile phone is an electronic gadget most people use everyday. With a mobile phone its user can do anything; With only one touch the user can surf through virtual world. Mobile phone is a smart as a computer because of its additional applications like word processing, spreadsheet, and picture editing besides its common features, such as: texting, gaming, emailing, and recording.

As teacher tries to combine technology in her teaching to get students motivated in learning, mobile phone exists to provide alternative in learning. In relation to mobile learning, Amiri, Hashemy, & Hayati (2012) define that "mobile learning is a system available for delivering education to learners anytime and anywhere they need it". This means that teacher can maximize the use of mobile phone in learning in the classroom.

There are three functions of mobile learning in teaching learning in the classroom instruction. First of all, it functions as an optional supplement. It means that students may use mobile phone as an alternative for mobile learning. Secondly as a complement, it means that the teacher can use it to complement her teaching materials or as a reinforcement materials for the learner. Finally, as a substitution, the teacher relies her teaching on the use of mobile phone to facilitate her students' learning.

Mobile learning is one alternative to enlarge the educational access and near the learner especially with mobile phone. The combination between technology and internet access is the main point of mobile learning. The main factor of mobile learning are more tools that can support, cheap and innovative, the development of wireless technology like 2G, 3G, and 4G, and needed.

There are many the advantages of mobile learning according to Andy (2007), namely:

  a. Portability: mobile phone is easy to bring, we can make some notes and get the data in everywhere.
  b. Support in learning: a mobile phone is very near to the students now, so everything that they need only in their mobile phone with one touch.

c. To increase motivation: we have a mobile phone and absolutely we should know how it work and we should study it.
d. The wider scope: mobile phone is a cheap tool nowadays, so people can use it in every level.
e. The development of mobile server in application that can easy to use.

Some advantages for the teacher in mobile learning are as a teacher they can:

a. More easy to modified the materials of teaching and learning
b. To increase the knowledge about technology
c. To control the learner, because we can know how many time the students can finish their task.
d. We can check the students through their task when they collect it via email or whatsapp.
e. We can give the response directly after the students collect their task in every time.

CANVA

Canva is one of the digital practical technology, it is a nice tool for designing infographics, collages, flyers, and slides in a web browser or on your I-pad. Canva is providing the world a simple new way to create beautiful design not only that we can choose from over one million images, thousands of customizable layouts, easy photo editing, we can collaborate with anyone and anywhere.

Not only teacher can use canva but also bloggers, marketers, businesses, and of course students can use this application.

Canva is easy to do, first we just installed after that create an account, search what templete that we need to suitable with our topic, next we can layouts and give a text after we can change the background of templete and the last we can uploads our design in social media or just give the task to the teacher by e-mail or whatsapp.

Canva can be installed in mobile phone or in PC, the students use canva in their mobile phone because it is easy to use and more flexible when it is use in the class. The teacher can make a group of students therefore the students can work in a group, that very helpful for the students especially if one or more students don't have mobile phone, they can see and practice this application from another students.

Based on the writer's experiences to teach functional text using Canva, some hints can be suggested. First of all, the students should be divided into group, each of which consisting of 5 students. Then, they should install the application in their own smartphone. The next step is the teacher gives them some explanation about the use of Canva and how it works. Additionally, the teacher should also ask the students to install Google translate in their mobile phone. The purpose of this digital dictionary is to help the students look up difficult words. But if they bring their own dictionary they can use it. Finally the teacher can share kinds of text to the students and assign writing tasks.

For example the students choose a topic about how to make fried noodle. A group of students may discuss what is the procedure to make fried noodle. Then they can select some templates from Canva and make some creative background before they change the text into a procedure of cooking fried noodle. Each group with a different topic in writing can choose a topic based on the teacher's guide. The students can collaborate with another group to make a different procedure if they choose the same topic and the same templates. They can also use their photos to make a different background with the others. Finally, they can collect their creativity in canva's writing via Whatsapp.

A DIGITAL PRACTICAL PROBLEMS

Using smartphone for learning in elementary level is not without a problem. The writer faces some problems especially when the students should bring their mobile phone. Not all parents allow their children to bring a smartphone while learning at school. The teacher should seeks permission from the headmaster and parents to ensure the smartphone is wisely used.

Additionally, the teacher should have more attention to the students learning with smartphone. It is important to maintain the students' focus on the topic and make more creativity with canva through mobile phone.

The use mobile phone in the classroom is not enough without an internet access. Canva requires the use of internet access as a precondition before learning can be started. When wifi connection is absent, mobile internet can be accessed through subscribing mobile data packaging offered by internet mobile providers.

Furthermore, smartphone screen is small in size with relatively small capacity of data storage. Because of the small size in screen the students is difficult to click or type letter when they want to edit a text in Canva so that some students make noise just because they mistakenly type in letters their smartphone. Besides, most mobile phones cannot be connected directly to a printer.

Learning strategy is very important for the teacher especially when the teacher teaches in elementary school. The teacher cannot do the same treatment for all grades. Based on my experience, the teacher can use mobile learning only in grade four, five, or six. Students of these grades can be assigned responsibility in a form of task to work with their smartphone. Besides, in every grades there are five classes each of which consisting of thirty six students. And of course every student has different characters. During the mobile learning task, the teacher should have more attention to the students. The teacher may get around in the classroom to ensure the students do the task correctly.

Teacher experiences in mobile learning are very important to do this mobile-based learning. It is because some students always give questions on how this application works when the teaching learning begins. For example how the student changes the background of this Canva, or how to edit a particular text. All the questions should be answered by the teacher. Another problem is the students are still difficult to make good sentence because they still have little vocabulary.

CONCLUSION
In this paper, I have shared my teaching strategy how to teach writing interestingly, enjoyably, practically, and innovativly. I would love to share my experience in teaching writing by using Canva application. Canva in one of the application that make the students creative learners. My observation shows that students can focus on their mobile phone with their creativity in writing even they try to make their own background with their photos. I really enjoy seeing them when my students like to learn English writing.

Many problems may surface when the teacher tries to apply technology in the classroom. Teacher should be able to manage them to enable the students to learn.

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PREPARING 21ST CENTURY STUDENTS BY USING DRAMA TEACHING METHOD (DTM) IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

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ABSTRACT

English as a foreign language is taught from primary school level until secondary school level in Indonesia for preparing 21st century students. Although it is not a new concept, there are several challenges that might be faced by teachers such as; mother tongue use, lack of student's motivation, short class-time, and big number of students in EFL classroom. In 2013 curriculum that being implemented in Indonesia, students are expected to be able to process and compose a text and able to express themselves and their knowledge in English fluently. Thus, a teacher in EFL classroom must be able to implement creative, innovative, fun and suitable strategies in delivering materials and must be able to help students in preparing themselves as 21st century students. One of the suitable teaching methods to answer this issue is drama teaching method (DTM). This teaching method has various teaching techniques/strategies. Drama games is the most complex teaching strategy that can help students in improving their learning and innovation skills. Each steps of this strategy has power to build student's critical thinking, communication, collaboration, and creativity. In addition, drama games has several positive implication for students such as can improve student's creativity, develops initiate, responsibility, and ability work in a team, it also helps students to improve oral communication skills and to facilitate use. This strategy is also recommended because it can be conducted in big number of students such as in EFL Classroom in Indonesia. It can be concluded that drama teaching method (DTM), especially drama games is a helpful strategy in preparing 21st students for EFL classroom.

Keywords: Drama Teaching Method (DTM), English as a Foreign Language, Learning and Innovation skills, 21st Century Students

INTRODUCTION

As English cements its position as the world's lingua franca, many of people around the world are learning English to oil the wheels of communication in the worlds of business, trade, education, and tourism (Chong, 2016). To enable learners becoming better communicators, teachers must go beyond grammar, vocabulary, and pronunciation, and look at helping the learners communicate effectively in international settings. In Indonesia itself, English is one of a foreign language is taught from primary school level until secondary school level in Indonesia. The main purpose of foreign language teaching is to learn to communicate and overcome the language barrier.

Traditional education models have often focused on learning identified content for subject areas and then assessing the knowledge with quizzes, and tests at the end of a chapter or learning module. However, in 21st century, students are expected to implement learning and

innovation skills. The learning and innovation skills include creativity and innovation, critical thinking and problem solving, communication, and collaboration. As educators, teachers are determined to help all students reach their full potential. Thus, teachers in EFL classroom must implement creative, fun, and suitable teaching strategies to prepare 21st century students that should possess strong content mastery, as well as critical thinking, communication, collaboration, and creativity. Although, teaching and learning in the 21st century is filled with challenged and opportunity, especially when teaching students from who English is a new language.

One of the biggest problems that may be faced by an EFL teacher is dealing with a passive student. It might be happened because of the students are not confidence in speaking English, or do not have chance to express their ideas or opinions because the class activities are dominated by active students. Another problem is class activity is boring for students, and mostly the activity focus on lecturer, teacher lacks of creative teaching strategy. Thus, students do not have any chances to improve their learning and innovation skills, however those skills are needed by students in 21st century.

Teaching and learning English can be considered to be an integral part of Indonesia educational system. English is being used for following technological and scientific improvements and also for better job opportunities. TEFL is important to be conducted in schools in Indonesia to prepare students in facing globalization era. It can be seen; nowadays English has been taught in school from primary level until secondary level. However, there are several challenges in teaching English as a foreign language in Indonesia (Songbatumis, 2017) such as; a) A restrictive curriculum and students who need encouragement to use English are two challenges in teaching English as a foreign language in Indonesia, b) Mother tongue of EFL learners is very strong and it has a big influence, c) Lack of motivation is believed as one of the primary problems of English language learning, it may be because of students' perception toward English is difficult, d) The class-time is often very short. In Indonesia English is taught once or twice in a week which is the time is less in delivering subject matters. Thus, the teacher fail to reach the objectives that have been set before, e) the number of students in a classroom also being a big challenge in teaching EFL. It will be difficult for teachers to carry out activities where students can improve their communicative skills because it is not possible to personalize teaching.

According to the introduction above the issue that being emphasized on this article is how drama teaching method (DTM) help ELF students to improve their critical thinking, communication, collaboration, and creativity as well as 21st century learning and innovation skill?"

CONTENTS
EFL Curriculum in Indonesia

A curriculum is essentially a plan for learning and combines educational goals and cultural goals with language goals. It reflects the societal trends as well as the linguistic ideas, and it contains a statement of goals, specific objectives, the selection and organization of content and program evaluating (Hasman, n.d.). 2013 Curriculum is the recent curriculum used in Indonesia. In TELFIN, according to Kemdikbud 2013, there are several objectives that need to be achieved by students, as follows; a) Students are expected to read and understand the meaning of texts and to summarize and present it in their own language, b) Students are accustomed to

organize systematic, logical, and effective through text drafting exercise, c) Students are expected to be able to process of composing the text, d) Students are accustomed to be able to express themselves and their knowledge in English spontaneously.

21st Century Learning and Innovation Skills

Framework for 21st Century Learning or well known as P21 Framework was developed a unified, collective vision for learning to help practitioners integrate skills into the teaching of key academic subjects. According to The Educational Testing Service (ETS) defines 21st Century learning skills as the ability to a) collect and/or retrieve information, b) organize and manage information, c) evaluate the quality, relevance, and usefulness of information, and d) generate accurate information through the use of existing resources. In addition, with input from teachers, education experts, and business leaders, P21's framework defines and illustrates the skills and knowledge students need to succeed in work, life and citizenship (www.P21.org/Framework). This framework describes a blend of content knowledge, specific skills, expertise and literacy. Within the context of key knowledge instruction, students must also learn the essential skills such as critical thinking, problem solving, communication, and collaboration. Those four essential skills are well known as 4C's skills. The following figure shows the components as fully interconnected in the process of 21st century teaching and learning.

Figure 1: P21 Framework for 21st Century Learning

(Source: www.p21st.org/Framework)

According to National Education Association, Four Cs is needed in preparing 21st century students for a global society. Using the Four Cs as new tools is imperative to support classroom teachers and education, and engage students. This learning and innovation skills also need to be integrated into classroom, schools, and districts to produce citizens and employees adequately. The following are definition of each skill according to Pacific Policy Research Center in 2010.

Critical Thinking and problem solving skills

Learning critical thinking leads students to develop other skills such as a higher level of concentration, deeper analytical abilities, and improved thought processing. This skill can be defined as use system thinking to analyze, make judgments and decisions, and solve problems in conventional and innovative ways (Pacific Policy Research Center, 2010).

Creativity and Innovation skills

P21 defines creativity and innovation as elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts; work creatively with others that can be seen by develop, implement, and communicate new ideas to others effectively; and act on creative ideas in which the innovation will occur.

Communication skills

Communication is another important skill that needs to be mastered by 21st century students that is needed whether in schools, workplaces, or other environments as a fundamental social activity (Pacific Policy Research Center, 2010). Communication in P21 framework can be defined as communicate the ideas and thought clearly using oral, written, and nonverbal communication skills. Able to use multiple media and technologies also can be defined as the criteria of good communicator.

Trilling & Fadel in 2009 defines students in 21st century should be able to communicate clearly by articulate thoughts and ideas effectively, use communication for a variety of purposes such as to inform, instruct, motivate. In addition, students also are expected to utilize multiple media and technologies.

Collaboration skills

21st Students are expected to demonstrate ability to work effectively and respectfully in diverse teams. They also must be able to share responsibility for collaborative work and value the individual contributions made by each team member (Trilling & Fadel, 2009).

These 4C's skills can be taught through a variety of teaching methods such as project-based learning, problem-based learning, and design-based learning. One example of those variety teaching methods that can be implemented in EFL classroom is Drama Teaching Method (DTM).

Applying Drama Teaching Method (DTM) in an EFL classroom

Using drama as a teaching method in EFL classroom is not a new concept. Drama provides an excellent platform for exploring theoretical and practical aspects of English language (Whiteson, 1996). According to Zyoud (2010) drama is an appealing teaching method which promotes cooperation, collaboration, self-control, goal oriented, and learning as well as emotional intelligence skills.

"Putting on plays for an audience is not what is meant by using drama in the classroom. The goal is not to teach acting and performance skills. The goal is to teach the core curricular areas using drama." (Moore, 2004).

Zyoud in 2010 defines there are several techniques in drama teaching method that can be implemented in EFL class in the process of building a performance, such as;

1) Warm-up

The step warm-up is basically in preparing the learners for the lesson. It is necessary to develop a climate of trust, awareness, and co-operation in which creative collaboration can occur. A fun warm-up raises energy levels. It also produce relaxed, and less inhibited students.

2) Pantomime (Mime)

This technique can be defined as an informal drama in which students use mimes, gestures, and all body language to express thoughts. In pantomime, there is no verbal communication, only non-verbal communication is used. Pantomime is an excellent way to begin creative drama, because students will practice facial expressions and bodily movements.

3) Role-Play

Role playing/simulation are a valuable technique to encourage thinking and creativity. Through this technique also can develop behavioral skills, practice new language, and improve motivation for EFL students. Family scenes, school life, and playground incidents can be the setting of role-play activity. Exchanging roles is a good way to put oneself in the shoes of another in order to understand that person.

4) Simulation

Simulation is a problem-solving activity where the students bring his own personality, experience, and opinions to the task. Discussing a problem is involved which the topic may come from the teacher or students. Normally, the students bring their own experience to the portraying of the roles in simulation, thus the situation need to be a real life situation.

5) Improvisation

Improvisation is a dramatic situation where the speakers interact without any special preparation, demanding a high degree of language proficiency and imagination. The situation has to be clear stated, easy to act out and to have dramatic story twist. This technique could involve an entire class of learners or smaller groups. In addition, this technique can be done with various age levels, although the backgrounds of the players will determine the appropriateness.

6) Drama Games

Drama activities engage multiple intelligences which mean it develops a lot of skills in general. In this activity, students can plan costumes, sets, props that support their performance. Students should be free to explore and experience their script and performance in ways that foster their creative thinking and personal growth.

7) Puppetry

Through puppetry, it can serve as an excellent source of language acquisition in the EFL classroom. In ELT, puppet can be used to teach greetings, to teach comparatives and superlatives, and to teach dramatize dialogues. Students also can write their own story and create their own puppet, later they can perform it in front of the classroom.

8) Poetry

By using poetry in English class, students can find out linguistic and conceptual views of the written material without focusing on the structure of the language. The communication becomes real, because students not only use verbal aspects as rhythm and stress, but also non-verbal aspects as gestures and body language while they are acting out the poems.

9) Hot Seating

Hot seating is one of fun activity that can be conducted in EFL classroom. This can be done as a whole-class activity. Through this activity, every student in the role of hot seat can express their deep feelings, thoughts, conscience, super-ego that they can not reveal in real life. Besides that, students may not feel worry of making errors while speaking English and it is very helpful to develops their self-confidence to use the target language.

10) Readers' Theater

Readers' theater is an instructional technique that suggested by Kerry-Moran in 2006. This is a kind of interpretive drama in which students present a story or a text by a group of students that allow students to use their voice, develop reading comprehension, fluency in speaking, and expressing what they think in the target language.

According to Burns in 2012, teaching English through drama develops real communications skills: involving ideas, emotions, feeling, appropriateness, and adaptability of students. It also gives many chances for students for being active during the class, because there are many options for learner-centered activities in the classroom. He also states that students gain confidence in using English in and out of class, develop fluency, improvisation, and public speaking practice.

Athiemoolam in 2013 states drama in education has the potential to improve oral communication skills and to facilitate use, because students are actively engaged in the lessons. In addition, he also states that by implementing this technique, students will be motivated to speak in public and will feel comfortable to present their opinions and views in the class.

In addition, Kuimova and Polyusko in 2015 describe the use of drama in teaching EFL students are; a) Drama is forms key competencies that consist of linguistics communicative, cognitive, socio-cultural, strategic, and social; b) By implementing this method, it develops memory, imagination, speech, thinking skills of students; c) It also can improve student's creative ability; d) Drama develops mutual understanding and mutual support for students; e) It also develops initiative, responsibility, and ability work in a team.

Alvarado in 2017 also states that drama is a power tool in English class. Some of the reasons presented as follows; a) Drama is an ideal way to encourage learners to communicate for real-life purpose, b) Drama is a powerful tool to make language learning an active motivating experience, c) It can helps learner to gain the confidence and self-esteem needed to use the language spontaneously, d) It can bring the real world into the classroom, e) Drama also can make language learning memorable through direct experience, f) By implementing this method, it can stimulate learner's intellect, imagination, and creativity, g) And finally, it develops students' ability to empathize with others and thus become better communicators.

Based on those theoretical perspectives, it can be concluded that using drama as a method in teaching English as a foreign language gives positive impacts for students and teacher itself. Through drama, students can practice their speaking and can communicate for real-life situation. It also can improve student's creativity, self-esteem, confidence. This technique also emphasize on student centered-learner, thus it can help students to improve their learning and innovation skills in English class.

Among ten techniques and activities in drama teaching method (DTM), the researcher found that drama games is the most complex teaching strategy that used by the teacher in EFL classroom in order to help students to improve their learning and innovation skills. By implementing this strategy in EFL classroom, it gave various benefits for students such as; a)

Drama games encourages students to be creative and spontaneously use the target language, b) It promotes communicative competence, c) It is a fun learning activity, d) It focuses on grammar communicatively, e) It is a student-centered activity, f) Teacher acts only as facilitator and observer, g) It encourages whole class participation and promote healthy competition among the students, h) This activity is suitable for all age level and student's interest, i) It utilizes all four skills (listening, reading, speaking, writing).

There are several steps that can be done in EFL classroom. It is important to underline that the steps can be modified according to the level of students and students' needs. Step by step that can be implemented in using drama games for EFL classroom that suggest by the researcher to improve student's learning and innovation skills, as follows.

Preparation stage

In the beginning of the activity, teacher can ask the students to choose and read a book. It can be a story or an issue book depends on students interests. Student's critical thinking and creativity can be built in this activity. Students will be encouraged in choosing a story book creatively and will use their critical thinking about the story of a book. After students finish read their story books, the teacher will ask the students to divide themselves into several groups. In this stage, students will be practiced to be collaborative with their friends in a group. The teacher will ask the students to sit together with their group and discuss and share about the book that they have read. They also are allowed to give their opinions and comments about other students' book. The way of students in discussing and sharing their experience towards the book that had been read will improve student's communication skill. Each student will participate actively because each student has even chances to share their ideas and opinions.

Production stage

Next, the teacher gives task-based activity that is drama games. Before it, teacher explains the instruction that students must follow. The teacher can also discuss with students about the criteria that being assessed on the rubric assessment. *(The rubric assessment can be seen in the appendices).* It is better if the teacher doing assessment in three sections; preparation, process, and performance. Student's critical thinking will be built up in this activity. They will think what criteria they want to be assed. After that, each group decides what story they will perform. And do some preparation such as divide the characters, write and modify the story into dialogue, design costumes/music background/props. Students will show their teamwork in this phase. They will work collaboratively and use their creativity in arranging a good drama performance.

The activity may be not done in one session, because the students need time to make preparation such as costumes, props, and music background that can support their performance. During the process, teacher can observe and facilitate the students and help the students if needed. Finally, students will perform their drama in front of the class. By performing the script that they have prepared with their group, students will show their communication, collaboration and creative skills.

Reflection stage

At the end of the performances, other students from other groups can give some feedbacks towards the performance. The teacher also can ask the students to do peer assessment based on the rubric that have been discussed together among teacher and students. Based on what they have watched, students will communicatively express their opinions and comments towards others performances. At the end of the drama games, teacher's comment and feedback also needed. And the teacher also may ask the students to write a reflection towards their drama games activity. Students will use their critical thinking in reflecting themselves and their group's performance, so in another chance they can do better than before.

CONCLUSIONS

Preparing 21st century students is a big project for teachers. Teachers must be able to implement fun, creative, and suitable strategies that can help students to achieve the learning objectives and support the students to be able to master the learning and innovation skills, includes critical thinking, communication, collaboration, and creativity. Although there are many challenges for teacher in EFL classroom in doing it such as the mother tongue of students is very strong and it has a big influence. Lack of motivation of students also becomes a big challenge for students in teaching English, because students may think that English is complicated and difficult to be learned. The class-time for English also is very short, thus the teacher lack of time in delivering the materials. Number of students in a classroom is also being a challenge for teacher.

However, in 2013 Curriculum, students are expected to be able to read and understand the meaning of texts and to summarize and present it in their own language. Students also are expected to be able to process of composing the text, and they are accustomed to be able to express themselves and their knowledge in English spontaneously.

Thus, a teacher in EFL classroom must be able to implement creative, innovative, fun and suitable strategy in delivering materials and must be able to help students in preparing themselves as 21st century students. One of the suitable teaching methods to answer this issue is drama teaching method (DTM). This teaching method has various teaching techniques/strategies. Drama games is the most complex teaching strategy that can help students in improving their learning and innovation skills. Each steps of this strategy has power to build student's critical thinking, communication, collaboration, and creativity.

In addition, drama games has several positive implication for students such as can improve student's creativity, develops initiate, responsibility, and ability work in a team, it also helps students to improve oral communication skills and to facilitate use. This strategy is also recommended because it can be conducted in big number of students such as in EFL Classroom in Indonesia. It can be concluded that drama teaching method (DTM), especially drama games is a helpful strategy in preparing 21st students for EFL classroom.

Although Drama Teaching Method (DTM) is one of suitable teaching methodology that can be implemented by EFL teacher in Indonesia, it is highly suggested for student, educator, teacher, or policy maker to conduct follow up research in 21st century skills areas such as; they way 21st century skills integrate into EFL classroom, or integrating English and other subjects for preparing 21st century students.

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REPRESENTATIVE ACT PERFORMED BY VILLAGERS IN *"SANGKEP"* EVENT AT DESA ADAT BUGBUG, KARANGASEM REGENCY

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Abstract: The typical of representative acts are statements of speakers'-beliefs-based that they are reciting and performed for explaining, stating, informing, confirming, joking, asserting, and reporting. Interestingly enough, during pre-observation, the villagers tended to perform representative acts in the effective ways with politeness. The joking force was performed for creating the relaxed situation in the discussion. Thefore, this study was conducted for analyzing the representative act types from villagers' utterances in "sangkep" event at Desa Adat Bugbug, Karangasem Regency. The data used were in form of the villagers' utterances in the "sangkep" event conducted regularly and irregularly during March to April 2018. The research was designed descriptive qualitative research. The collecting data was taken from observations, the utterances recording, and also interviews. The data were analyzed by using the Miles and Huberman's research model (1994). The result revealed that representative acts were performed 34.61% (90 utterances) from total 260 utterances of speech act. The frequently subcategory used was a typical of structure informing act (32.22%). Meanwhile, the fewest typical representative act performed was disagreeing act (2.22%). The villagers used informing force during the discussion for sharing information each other about the recently news and village situation. The implications are theoretically, this research proves and supports that the representative act is used in the village society communication and not only found in English language and practically, it helps parties in educational field especially EFL teachers for informing to the students in the classroom and adds knowledge of EFL students for communicating effectively to others.

Keywords: context, sangkep event, representative act, representative types

INTRODUCTION

Speech act is known as the basic language for having the effective ways in communication in terms of stating, informing, explaining, apologizing, and other acts. It is an essentially unit performed in everyday context. Specifically, the illocutionary act is a part of speech act for performing an act in saying something (Austin, 1962). It has a meaning that it involves the intention of speaker to hearer. One of the illocutionary act types is representative act which is often used in the convention or meeting in Bali named 'sangkep.' This   event   is generally conducted routine (*nityakala*) and incidental (*padgatkala*) as the democratic meeting form (Duduk, 2016). The villagers gather and discuss together in pillars community citizens (RT) or *banjar* (Zuardi, 2014). It is associated with the illocutionary act especially the representatives because participants state their opinion and sharing information each other for considering the decision in this event. Fraser (1983) emphasized that through representative acts, speaker expresses his belief that the propositional content of the utterance is true. On the other words, representatives state what the speaker believes to be the case or not (Yule, 1996). The subcategories are all of speaker's expression related to his attitude of belief for instance, stating opinion, confirming, disagreeing, agreeing, explaining, informing, joking, asserting, and reporting.

According to the observations, it was found that all villagers questioned and answered by agreeing and disagreeing statement with their own opinions and also informed to others. They performed the subcategories of representative act the most. Interestingly enough, *Jro Bendesa*

(leader of village) used joking forces; other villagers responded it with laughing. The running of this activity was so relaxed and conducive. Even, this village is known as the oldest village that keeps the culture well, their language used for communicating in this event is not totally very formal. *Bahasa Alus Madya* and Indonesian are often found but contained of politeness.

By recognizing the *'sangkep'* situation in this village, it is needed to research deeper about how the ways of performing the representative acts through villagers' utterances but still keeping the relaxed and not-formal discussion. Specifically, the language used was for creating the good situation without offending others. The representative types was concerned on this research since some research findings reveled that it was frequently used in the everyday context (Junaidi, 2017; Moody, 2011; Dylgjeri, 2017; Pardede, 2017), it seemed to be made a choice of act while conducting a formal meeting of *sangkep* in Bugbug village.

By recognizing the uniqueness of the '*sangkep'* situation in this village, further research was conducted to reveal the ways of performing the representative acts through villagers' utterances but still keeping the relaxed and not-formal discussion. This research was designed descriptive qualitative research by using Denzin and Lincoln's theory (2000). However, the study was limited only in identifying the representative acts used by the villagers during their meetings as meetings always involved the acts of stating facts and attitudes toward those facts. Yule (1996) stated that representative acts deals with the true or false of people's statements uttered. In addition, it is related with the speaker's belief that the propositional content is true (Poluzhyn and Vrabel, 2005). There are 9 subcategories of representative acts found in the findings namely stating opinion, confirming, disagreeing, agreeing, explaining, joking, asserting, informing, and reporting.

METHOD(S)
Research Design

This study is designed as descriptive qualitative research. Denzin and Lincoln (2000) stated that qualitative research is about an interpretative and naturalistic approach that "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

Subject and Object of the Study

For this present study, the research object is the representative act types. The subject of this research involved all villagers from leaders of village (*Kelian Desa*) and other members come in the *sangkep* event at Desa Adat Bugbug, Karangasem Regency.

Setting and Participants

The setting place of this study is in Desa Adat Bugbug, Karangasem Regency. The observations were conducted along March to April, covering all regular or irregularly meetings held within the designated timeline. This study analyzed the villagers' utterances that were used in *sangkep* event by using the theory of representative act.

Method of Data Collection and Data Analysis

The data collections were collected through informal discussion, observation, field note, and interview. The Qualitative Data Analysis (QDA), which is defined as the process of moving from the qualitative data into the form of explanations such as data from people's interpretation

and also situations surrounding related with the investigations (Sunday, 2015), was employed in the data analysis, in which data were examined, compared, and contrasted, discerned, and interpreted to find meaningful patterns or themes in data (Greene, 2016).

FINDINGS AND DISCUSSION

Using Searle's (1969) and Yule's (1996) theories of speech act, the present study focused on the types of representative acts used by villagers of Desa Adat Bugbug in their traditional meetings. The representative acts found during the study covered 90 utterances are displayed by the following table.

Table 1.Representative acts found in the 'sangkep'

No	The Subcategories of Representative Acts	Frequency of Utterance	Percentage of Utterance
1	Stating opinion	14	15.56%
2	Asserting	7	7.78%
3	Confirming	3	3.33%
4	Joking	2	2.22%
5	Disagreeing	2	2.22%
6	Agreeing	8	8.89%
7	Explaining	16	17.78%
8	Informing	29	32.22%
9	Reporting	9	10%
	TOTAL UTTERANCES	90	` 100%

Stating Opinion

The stating opinion acts were performed almost in the whole meeting since *sangkep* was a form of discussion. Banjarnahor (2011) summarizes that stating opinion means expressing personal belief or judgment that is not found on proof or uncertainty to people whether in spoken or written forms carefully, fully and clearly. The villagers performed this act for expressing their point of views and also as their responses of particular topic discussed. It could be seen by the word marks of *I think that…*, *in my opinion…, my opinion…,* etc. The villagers' utterances of stating opinion could be seen in the following table.

Table 2. Stating Opinion Acts found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-1/J-19/25	*"…bukan berarti tyang madue jinah, tityang nganggen hati."*	'it does not mean I have much but I have feelings'
2	T-1/J-31/37	*"kari banyak sane lebih anggen ego niki."*	'there are still many people putting on their egos for anything.'
3	T-2/J-3/3	*"Memang betul Bugbug bersinar."*	'It is true that Bugbug is shining.'
4	T-3/V8-	*"minaban tyang niki durung cukup,*	'in my opinion; people are not

	1/2	*saantukan pengambilan sampah niki ring pekubon.*	enough yet for taking the garbage in the field."
5	T-3/L1-1/6	*"'sue pacang pecah' rasanya yan sampah nike ten cocok, kalimatne nike becikang gentosin antuk 'benyah'. Yen 'pecah' nike terlalu halus untuk sampah nike.*	'The sentence *'sue pacang pecah'*, I feel it does not match, it should be replaced into 'benyah'. If the word 'pecah' is used, it is too good for indicating the trashes'
6	T-3/ K5-1/10	*"Yen tyang dewek, pang wenten rasa sosialnya kidik niki…"*	'In my view, for showing our sense of sociality,'
7	T-3/V1-3/15	*"Nah itulah alasannya mengapa, tidak mencatumkan di pararem itu jelas antara pengurus dan prajuru"*	'Yes, that is the reason why we do not state in the regulation, it is clear between administration and organizer of village'
8	T-4/ L2-10/13	*"...anggap lepas ring pemargi kewanten*	'…just considering it will not be used for running of this plan'
9	T-4/ V1-2/16	*"...kegiatan desa niki cukup padat jagi persiapan tetebahan, persiapan Aji Magung, pun nampek niki persiapan Gumang niki. Lantas niki cukup menguras tenaga.*	'…the activities here are quite full for preparing *tetebahan*, *Aji Magung*, and closed to the preparation in *Gumang*. Those will be taking our energies.'
10	T-4/ V1-4/18	*"Nah niki tyang selaku pemilet sane mangkin, nyarengin manten pun sire-sire sane ngadain rapat-rapat kecil"*	'Well, and I am only as the participant here, I follow whoever that conducts small discussion'
11	T-4/ L3-8/31	*"Asal sampun setuju, ampun tuju berarti kan sampun di atas menengah nike, nggih ten je sanget mengganggu.*	'If all agree, it means that more than average, then it will not disturbing.'
12	T-3/V1-1/1	*"...itu sudah besar namanya pendapatannya.*	'…It is already called big enough as the income.'
13	T-4/L4-1/32	*"Minabang tityang pinih dumun niki, ten je uning niki indik sejarah kewantenan pura ring Pura Pengalapan. Minaban tityang Ida dane taler pangandikan sane ajeng wau,"*	'In my opinion as the firstly statement, I do not know about the existence history of Pengalapan temple. I see also, others do not know either about it.'
14	T-4/L4-3/34	*"Minaban tyang, cukup nike manten sane uningine ring masyarakate,"*	'In my view, people here only know the issue of building new temple,'

From the 14 utterances above, the utterance T-3/V8-1/2 is the most obvious example of representative act specifically stating opinion force. It was from the third *'sangkep'* in which the secretary of village was reading regulation about garbage pooling. The villagers got chances for revising redaction of it. One of the villagers stated "minaban tyang niki durung cukup, saantukan pengambilan sampah niki ring pekubon" which is translated into "in my opinion, people are not enough yet for taking the garbage in the field."   In the utterance, he used the words "minaban tyang" which means "in my opinion" and "durung cukup" which means "not enough

yet", which are the marks of expressing opinion according to Chauhan (2014) as it contains a personal belief or judgment. In this situation, a villager stated his judgment toward deficiency of people that would take the garbage in the village especially in the field. There were more much garbage in the fields such as the leaves, plastics, and other kinds of garbage.

Asserting

The asserting acts in this event were commonly performed by the leader of village to give some emphasizes or state firmly about certain things. The main aim of using this act was to make the participants believe or sure toward the leaders' belief. Moreover, it is also used for declaring things formally as true. The utterances of villagers in *sangkep* event could be presented as follows.

Table 3. Asserting act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-1/J-25/31	*"...kita ingin tunjukkan bahwa Desa Adat Bugbug niki masih sungkem, masih besatu padu, kantun becik."*	'…we would like to show that Desa Adat Bugbug is still unity and good village.'
2	T-1/J-27/33	*"niki harus tetep, kita berdoa, ngastiti ring Ida pang selamet sampai tujuan,"*	'we have to keep praying, asking to God for always being good to the destinations,'
3	T-1/J-30/36	*"Nah niki harus diyakini dan dipercaya."*	'Okay, it should be believed by others too.'
4	T-2/J-2/2	*"Tyang yakin dan percaya ring Bugbug puniki amangkinan sane sampun becik pekayunane…"*	'I am sure and believe so far in Bugbug, the goodwill and sincerity from villagers…'
5	T-3/J-1/3	*"Penduduk semakin berkembang, sampah juga semakin berkembang pesat."*	'The more villagers, the much more trashes exist.'
6	T-3/J-2/4	*"Prajuru desa ini melowongkan diri, pikiran, waktu, dan tenaga, mengorbankan keluarga".*	'Organizers here sacrifice themselves, idea, time, energies, and also family.'
7	T-4/L4-2/33	*"tyang sebagai Jro Bendesa taler bisa memutuskan segala sesuatu napi sane ring awig,"*	'I as the vice leader also can decide all the things regulated based on our regulations,'

From 7 utterances presented in the table, utterance T-3/J-1/3 is the most obvious example of asserting act. It was taken from the third sangkep in which the topic discussed was redaction revision of trash regulation. The situation was in the middle of explanation from Jro Bendesa (leader of village). He stated, "Penduduk semakin berkembang, sampah juga semakin berkembang pesat" which is translated into "the more villagers, the much more trashes exist." It contained speaker's belief (Jro Bendesa's belief) toward the matter of trashes in the village and also known formally as the true statement. The utterance had a meaning that the trash matters are actually rooted and caused by humans as well. He stated it firmly as the truth. He encouraged all

Indonesian people as leader of Indonesia which was same with Jro Bendesa as the leader of Bugbug village did it for making all villagers realize about trash matter.

Confirming

In the *sangkep* event, indeed there were found some confirming acts for making sure about particular topic. The main purpose is to establish as with new evidences or facts or strengthen the truth. Besides, it was also to make more firm and correct previous statement believed to be the case (Banjarnahor, 2011). The villagers usually performed this act to make sure that their belief fit with interlocutors.

Table 4. Confirming act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-1/J-5/5	*Malih apisan, sampun? (a)* *Sampun. (b)*	'Once again, agreed all?' (a) 'Already agreed.' (b)
2	T-3/J-3/5	*Jadi, 10% itu tidak mesti habis. (a)* *Ya tidak akan habis kepakai. (b)*	'So, 10% should not be spent all. (a) Yes, it will not be spent all.' (b)
3	T-3/L1-1/6	*kalimatne nike becikang gentosin antuk 'benyah'. (a)* *Nggih, 'benyah' nggih. (b)*	'the sentence please revise into *'benyah'.* (a) Well, 'benyah' okay, (b)

From the 3 utterances above, the utterance T-3/J-3/5 is the most obvious example of representative act specifically confirming force. It was from the third sangkep which discussed about the percentage division for the organizers' incomes. The situation was Jro Bendesa (leader of village) and one of the villagers stated their explanations toward the topic. Jro Bendesa stated, "Jadi, 10% itu tidak mesti habis" which is translated into "So, 10% should not be spent all" and the villager stated, "Ya tidak akan habis kepakai", which is translated into "Yes, that will not be spent." In the conversation, the speaker (Jro Bendesa) stated his belief from the utterance "10% itu tidak mesti habis" which means "10% should not be spent all' and the hearer (villager) confirmed it by repeating the utterance with "Ya tidak akan habis kepakai" which means "Yes, that will not be spent'. In this *sangkep* event, the first villager (V1) confirmed by repeating the utterance of Jro Bendesa. It contained word *ya* 'yes' as agreement that Jro Bendesa's statement was true based on his speech before.

Joking

The illocutionary force of joking appeared 2 utterances based on the finding. The jokes performed were usually indirectly and unconsciously done in the middle of his speech for cooling down the serious discussion by Jro Bendesa as leader of village. Moreover, it was as his way in paying the participants' attention back to the topic of discussion and also in avoiding boredom. Banjarnahor (2011) emphasizes that joking is characterized by good humor or remark intended to provoke laughter. During the event, there were two utterances of joking act presented in the following table.

Table 5. Joking act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-3/J-4/7	*"Napi malih niki? Tyang kari demen ngetok palu."*	'Is there anything else? I still like hammering the gavel.'
2	T-3/J-5/8	*"Berjajar meja-meja, sambung-menyambung dari Sega sampai ke Teba…" (dengan menggunakan nada lagu Nasional Indonesia)*	'The tables are in a row, continued from Sega until Teba…' (using the Indonesian national song tone)'

From the 2 utterances presented above, the utterance T-3/J-4/7 is the most obvious example of representative act specifically joking force. It was taken from third *'sangkep'* which discussed about percentage division of the village organizers' incomes. Jro Bendesa (leader of village) asked fixed agreement to the villagers for the decision about it through hammering the gavel. He stated "Napi malih niki? tyang kari demen ngetok palu" which is translated into "Is there anything else? I still like hammering the gavel." It was believed by villagers (as the hearers) as a joke. It was as information that had intended to provoke laughter and the hearers responded it by laughing together as well. In this case, the participants and other staffs leader of the village had already discussed about the regulations and Jro Bendesa (leader of village) only had a duty to decide by hammering the gavel.

Disagreeing

The speaker performed the disagreeing act was for expressing the different opinions. It was included into the representatives since it contained of speaker's belief for making hearers believe about it whether assertions, descriptions, facts, or opinions. It indicates the belief is contrary to the previous belief (Poluzhyn and Vrabel, 2005). There were 2 utterances of disagreeing act found.

Table 6. Disagreeing act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-3/ V1-2/9	*"Tyang sendiri ten setuju…"*	'From myself, I disagree,'
2	T-3/ S-1/11	*"...masak 10 ribu ten je kayun untuk kebersihan puniki nggih."*	'Come on, the amount is only ten thousand rupiah for keeping them clean okay.'

From the 2 utterances presented above, the utterance T-3/ V1-2/9 is the most obvious example of representative act specifically disagreeing force. It was from the third *'sangkep'* in which the villagers talked about redaction revision of trash regulation. The situation was nearly end of the discussion, one of the villagers complained for evicting the local villagers as the sellers since long time ago. He stated,"Tyang sendiri ten setuju, yen sampun Desa sane ngeluarang putusan..." which is translated into "From myself, I disagree, if the village already made decision,.." He as the speaker here expressed what he believed against to the topic discussed. He informed his disagreement through saying the phrase of "tyang sendiri ten setuju" which means "from myself, I disagree', which is a disagreeing performative act according to Yule (1996).

Agreeing

In this study, the agreeing act was used to state being in accord or in agreement about the one's opinion or idea. It indicates the belief is that of another person (Poluzhyn and Vrabel, 2005). Usually, the villagers expressed their opinion for the reason for agreeing and disagreeing and at the end, after discussing, the leader of village would ask again for making it as the fixed decision. Agreeing acts were 8 utterances shown in this event. There were examples of utterances that indicated the agreeing act.

Table 7. Agreeing act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-1/J-5/5	*Malih apisan, sampun? (a)* *Sampun. (b)*	'Once again, agreed all?' (a) 'Already agreed.' (b)
2	T-1/J-6/6	*"Panitia Kepengurusan Nyanggra Upacara 3 oton ring Pura Candidasa, sampun kesungkemin (3 kali mengetok palu)*	'The committees of Candidasa Temple ceremony, it is already agreed together (three times hammering the gavel)'
3	T-3/J-6/12	*"Mengenai penjualan truk disetujui?" (a)* *"Setuju."(b)*	'how about the selling of truck, agreed?' (a) 'Agreed.' (b)
4	T-4/ L3-1/24	*"Tyang sangat setuju, majeng ring pangandikanne seksi adat..."*	'I totally agree with *Adat* committees…'
5	T-4/ L3-6/29	*"Tyang ngiring pisan dane Jro Bendesa Mas Astawa,"*	'I totally agree with Jro Bendesa Mas Astawa,'
6	T-4/ L3-8/31	*"Tyang sangat setuju, majeng ring dane Parahyangan"*	'I totally agree with *Parahyangan*'
7	T-4/ V4-9/32	*"Tityang setuju sareng dane Jro Mekel"*	'I agree with Jro Mekel..."'
8	T-4/S-1/35	*"Tyang setuju sareng pemasukan-pemasukan sane sampun lintang…"*	'I agree with the people's suggestions in the previous meeting'

From the 8 utterances presented above, the utterance T-3/J-6/12 is the most obvious example of representative act specifically agreeing force. It was from the third *'sangkep'* in which Jro Bendesa asked for agreement as the decision to other villagers. He stated, "Mengenai penjualan truk disetujui?" which is translated into "how about selling the truck, agreed? and other villagers stated, "setuju", which is translated into "agreed". In the utterance, other villagers used the word "setuju" which means "agreed" which is the mark of stating agreement. It was the performative verb of agree as Yule (1996) for expressing the intended illocutionary act of agreeing. The hearers' utterance (the villagers) indicated their belief went along with Jro Bendesa's belief). In this context, the villagers together expressed their agreement for the selling the truck. This happened at the end of discussion to get decision; Jro Bendesa (leader of village) already asked them about it for making sure.

Explaining

The goal of using explaining act is to make plain and comprehensible. In addition, it is used to state the reason or justification of things. Poluzhyn and Vrabel (2005) also add that it indicates the belief rests with some verifiable knowledge. Explaining act was often performed by the villagers about topics being discussed to inform what they knew, believed, and experienced before. They usually explained it for making reasons why they stated opinion for agreeing or disagreeing about the plans and also for making the things clearer.

Table 8. Explaining act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-1/J-23/29	*"Nah niki umpanya, adat dresta budayanya ten je nyandang ubah, niki merubah karna bajunya, tapi tubuhnya niki."*	'For instance, the cultures from ancestors will not be changed as the human, we only can change the clothes, not the body'
2	T-1/J-24/30	*"Karena keseimbangan niki kita ganggu maka akan terjadi gangguan misi meurip-uripan,"*	'Because if life balance is disturbed, the disturbance will come in our lives, we will never have quiet lives.'
3	T-1/J-26/32	*"Desa Adat Bugbug niki ibaratnya perahu, kapal nike, mangde sami-sami merasakan ketenangangan kenyamanan,.."*	'This village is like a ship, all of us will together feeling calmness and comfort,'
4	T-1/J-31/37	*"Contoh permasalahan di keluarga, wenten masalah niki alihne tengah-tengah, ne sing rugi,…"*	'For example we have problem in family, look for the middle way and other parties will not suffer…'
5	T-1/J-35/41	*"Seperti ular niki, kepalanya niki sane berjalan, tubuhnya cuma ngelontag-lontag…"*	'It is as the snake, its head will move to another place and the body just follow it,..'
6	T-2/J-6/6	*"Awatara-awatara yang terlahir juga kalau sudah menjadi manusia, kena dia lingkaran suka, duka, lara, dan pati,…"*	'Awatara (an embodiment of God) also will get the rounds of happy, sad, poor,…'
7	T-2/J-8/8	*"Karena inti yen lempas berarti kita ten je memiliki patokan nenten je medue acuan dan kita ini begagama Hindu."*	'Because if we are wrong, it means we do not have guidance and we are Hinduism people'
8	T-3/S-2/13	*"Nah niki artine, sampah-sampah plastik sane sampun liwat…"*	'So, it has a meaning that the plastic trashes from the days ago…'
9	T-3/J-7/14	*"Begini ya, ini untuk 2018, 2017 masih tetap ini (menunjukkan kertas). Tetep yang belum revisi, ini yang 2018.'*	'Well, listen up, this is for 2018, and for 2017 we still use this *We do not revise yet for 2018.'*
10	T-3/V1-6/32	*"Nah niki, amun jagi niki artine 'durung langsung', amun kepah 'langsung'."*	'Okay, if we use 'will' or future tense, it has a meaning 'durung langsung', if we divide for present, use 'langsung'.'

11	T-4/ L2-8/11	*"mapan uling Parahyangan ten wenten, yen Parahyangan ampun wenten, driki cukup sampun perencanaan sareng panitia, kawenten ledangang.*	'Because *Parahyangan* is not here. If they were here, we were enough making plan with the committees and guidance of *Parahyangan*.'
12	T-4/ V2-3/22	*"Nah niki napi nawi dasar wenten pura drike, nike harus wenten ilikita, sejarah atau sapunapi,"*	'We should know what basic reason of building this temple, steps of ceremonies, its history,'
13	T-4/ L3-2/25	*"Yening jagi pacang ngewangun pelinggih, yadian Ida Bhtara Gede miwah Ida Bhatara Gumang mangde yukti-yukti wenten data-data sejarah sane nguni-nguni,"*	'If we will build temple, as Ida Bhatara Gede and Ida Bhatara Gumang, we should have the trustworthy data and history.'
14	T-4/ L3-3/26	*"Pemekas kapanpun, rikalananipun jagi ngewangun pelinggih, nah niki jagi pacang jelas ketakenang…"*	'The questions of why we must build new temple and when it should be done, those things will be asked by people…'
15	T-4/ L3-7/30	*"Mangde wenten anggen tyang gambaran ring masyarakat. Malih rauh pesangkepan ring Krama Desa Arep…"*	'The purpose is we have general views explained to people especially meeting with the original people here.'
16	T-4/V3-1/36	*"Nah driki raris ring sajeroning Parahyangan nike ring Kahyangan, Sad Kahyangan nah punike wantah wenten niki keterkaitan,…"*	'This is the explanation for *Parahyangan* to know about *Kahyangan*, *Sad Kahyangan* has associations,'

From the 16 utterances above, the utterance T-3/ S-2/13 is the most obvious example of representative act specifically explaining force. It was from the third sangkep in which secretary of the village read the trashes regulations and explain it more. He stated, "Nah niki artine, sampah-sampah plastik sane sampun liwat malih aminggu mare kegenahang, kegenahang ring Redite nggih which is translated into "So, it has a meaning that the plastic trashes from the days ago will be carried   in a week later, be carried on Sunday, okay." In the utterance, he used the words "nah niki artine" which means 'so, it has a meaning' indicated that the speaker started to explain more the regulation to make it clearer and understood through example (Kurniawati, 2017).

Informing

The illocutionary act of informing is defined as imparting knowledge of some facts, stating of affairs, or events and communicating information to others (Banjarnahor, 2011). The aim is to give instruction or train (the matters of knowledge). In this context, informing act was performed to give information about what the villagers must do and concern on the activities and information about content of previous meeting related with the topic being discussed. This act was the most dominantly used among other subcategories in representative acts. The villagers informed to others to make understanding and let them know the news happened lately in the village.

Table 9. Informing act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-1/J-25/31	*"Daweg niki tyang diundang olih Pak Mekel,"*	'This time, I was invited by Pak Mekel,"
2	T-1/J-25/31	*"malih kalih rahina niki wenten lomba desa tingkat provinsi.*	'Two days later, there will be any village competition in provincial level.'
3	T-1/J-26/32	*"Masyarakat kan tinggal rauh."*	'Well, all villagers only come to the competition event.'
4	T-1/J-28/34	*"Niki baru-baru niki memprihatinkan semeton saking Buleleng niki kebanjiran"*	'Lately, it is a poor situation coming from our families in Buleleng, there was flood.'
5	T-1/J-32/38	*"Makanya terlontar ring kitab suci, 'Wahai kau Sang Arjuna, lakukanlah kewajibanmu, dharmamu."*	'It is stated in our scripture that 'Hey Arjuna, do your obligations."
6	T-1/J-35/41	*"Niki kan tyang hanya perpanjangan tangan dadi Jro Bendesa dari niskala"*	'I am only believed as the right hands of God as leader of village here.'
7	T-1/J-2/2	*"Sane mangkin, tyang selaku Kelian Desa Adat jagi pacang ngelanturang…"*	'So today, I as the leader of village will read…'
8	T-1/J-10/10	*"Nggih sane mangkin, icen tyang galah kurang lebih 30 menit,"*	'Well for today, I give you time about 30 minutes,'
9	T-1/V1-2/11	*"Ngeninin indik upacara nike, mangda jam 8 Ida Pedanda sampun munggah,"*	'Related with the ceremony itself, the Priests must be on time at 8 am,"
10	T-1/V1-1/13	*"Ngenenin ring tetaring punika ngawit tanggal 30 sekaryene, "*	'Related with the Camp committees, the committees will start working on date 30,'
11	T1/V1-3/15	*"Ngeninin indik prabea, tityang nunas wantah akutus juta"*	'Related with the cost, I ask only eight millions for ceremony.'
12	T-1/V2-1/16	*"Mangde malih jebos tityang nunas ring warga di Samuh nike taler alus 200"*	'Well, soon, I will ask the villagers in Samuh about 200 for donation of ceremony.'
13	T-1/V3-2/19	*"inti permasalahannyane, nah ledangang niki, tanggal 30 Maret jam 2 sore, nggih asapunika,"*	'For the most important information is all should come on March 30 at 2 pm.'
14	T-1/V4-1/20	*"Dwaning mangkin tityang ketua ring rahina mangkin, mawit di seksi pesantian, nanging ring acara niki nenten je sue,"*	'Well, because I am as the leader of *pesantian* committee, I inform that it is just short time ceremony.'
15	T-1/V6-1/22	*"Nggih tyang ngewakilin Paideran driki, tyang ten je ngerereh anggaran."*	'Okay, I am as the representative of *Paideran* committee here, we do not ask the cost for this ceremony.'

16	T-1/V7-1/23	*"Ring seksi dokumentasi ten je wenten pendanaan,"*	'From documentation committee, we do not need any costs,'
17	T-1/J-19/25	*"Nah mangkin jinah nike sampun merosot"*	'Well, our money now is started dropped.'
18	T-1/J-21/27	*"Niki nak akeh, semakin sue semakin akeh, para mahasiswa mencari data nike,"*	'Increasingly, there are many people coming here as the university students for getting data,"*
19	T-2/J-3/3	*"Mangkin saking kalangan mahasiswa perguruan tinggi akeh mengadakan penelitian, saking Dinas Purbakala"*	'Lately, many university students conduct research here, from Ancient Department as well."
20	T-4/ M-2/2	*"Pastika sangkepan sane mangkin nenten ngemolihang keputusan.*	'We will not have decision in this *sangkep*'
21	T-4/ M-3/3	*"Tityang pinaka driki perwakilan dane Kelian Desa,"*	'I inform that I am as the representative of village leader today.'
22	T-4/ L2-2/5	*"Sane Parahyangan sampun wenten masukan-masukan ngenenin antuk pemargin*	'There are many suggestions from *Parahyangan* about this'
23	T-4/ L2-2/5	*"Parahyangan sane berwenang nanganin ring pemargi upacara taler nenten mersidayang rauh.*	'*Parahyangan* who have responsibility in this plan cannot come today either.'
24	T-4/ L2-4/7	*"Pemargin Usaba Klame puniki sampun niki sampun kerencanayang",*	'The ceremony of Usaba Klame was planed,"
25	T-4/ L2-5/8	*"Tyang kan cuma mengikuti napi nike mempertanggung jawab pamargin sekala wiadin niskala"*	'I only follow my seen and unseen responsibility.'
26	T-4/ L2-6/9	*"Mapan niki para Parahyangan nenten mersidayang meriki,"*	'Because *Parahyangan* cannot come here today,'
27	T-4/ L2-7/10	*"Wiadin prajuru sane jagi ngutusang, nenten mersidayang ngutus."*	'the village organizers even that are supposed to decide cannot decide today.'
28	T-4/ M-4/14	*"Inggih tityang ten je jagi malih ngulas"*	'Okay, I will not explain anymore'
29	T-4/ L3-6/29	*"Perlu taler tyang ngiringang pangandikanne dane Jro Bendesa Mas"*	'It is also needed that I inform about Jro Bendesa Mas's talks.'

From the 29 utterances above, the utterance T-1/J-2/2 is the most obvious example of representative act specifically informing force. It was from the first sangkep in the opening of meeting. Jro Bendesa (leader of village) gave his speech. He stated, "sane mangkin, tyang selaku Kelian Desa Adat jagi pacang ngelanturang pemargin panitia Upacara Upakara 3 oton Pangentegan ring Pura Candidasa" which is translated into "today, I as leader of village will talk about the announcement of committees of *"Pangentegan"* ceremony in Candidasa temple." In this utterance, he intended to inform all villagers that the announcement of committees would be done *in the 'sangkep*'. It could be obviously seen that he used the words "jagi pacang

ngelanturang pemargin panitia" which means "will talk about the announcement of committees". It contained information about the meeting of topic would be. So, the villagers that came to the meeting knew and understood the running of 'sangkep'.

Reporting

The reporting act is defined as announcing of the result of an investigation or experience or findings. It is also for announcing one's presence. It indicates speaker expresses belief is his own opinion with past time restriction (Poluzhyn and Vrabel, 2005). Thus, in this 'sangkep' event, the reporting act was mostly performed for stating which and what things that they had done for the events like ceremonies in the village. They used it for making the past and present related each other as undertaking the duty and being shared to other villagers. It was shown 9 villagers' utterances of reporting act.

Table 10. Reporting act found in the 'sangkep'

No	Data Code	Balinese Utterances	Transcription
1	T-4/ L2-2/5	*"Sakewenten pemasukan-pemasukan niki sampun masuk ring rencana."*	'Yet, these suggestions are already included into the plans.'
2	T-4/ L2-3/6	*"saking lontar niki sampun dibaca, sampun kemargiang waktu rapat sane dumun."*	'Well, the guidances from *lontar* were already read and discussed it more in the previous discussion.'
3	T-4/ L2-4/7	*"tityang nenten je uning sane sampun-sampun je taler pemargin ring rahinane sane jagi rauh niki"*	'As the first time for having this plan, I do not know about stuffs that were already done.'
4	T-4/ L2-5/8	*"Mangkin sampun membentuk panitia pengarah sane dumun, niki sampun ngarahang,..."*	'Well, we had made the committees in the previous meeting and they had worked'
5	T-1/V1-2/11	*"sampun tyang koordinasi sareng pak Sirnu, sampun memarg,"*	'I had already coordinated it with Pak Sirnu, it had done.'
6	T-1/V2-1/16	*"secara keseluruhan sampun, napi nike, sane sampun wenten kemargiang"*	'Overall already, things needed were already done'
7	T-1/V3-2/19	*"sampun meidang-idangan inuni sareng seksi sami"*	'We had coordinated with other committees involved.'
8	T-2/J-8/8	*"Tyang sampun di belakang rapat-rapat dari kajian yang luas"*	'I already did discussions from the philosophy used here'
9	T-2/J-9/9	*"Tyang maunya begitu, tidak usah terlalu banyak,"*	'I also want to do it, are not often having discussions,'

From the 9 utterances above, the utterance T-1/V1-2/11 is the most obvious example of reporting act. It was from first sangkep in which the committees had to report what they had done as the ceremonial preparation. One of the committees stated, "sampun tyang koordinasi sareng Pak Sirnu, sampun memargi." which is translated into "I already coordinated it with Pak

Sirnu, it had done." The utterance expressed his belief for own opinion with past time restriction (Polyzhyn and Vrabel, 2005). He used the words "sampun" which means "already" that was as the mark of reporting act and also related with past time. In this context, he reported that he already coordinated with another village that knew more about ceremony.

CONCLUSIONS

The research findings revealed that there were 90 utterances of representative acts performed in the village meetings, which functioned as stating opinion (15.56%), asserting (7.78%), confirming (3.33%), joking (2.22%), disagreeing (2.22%), agreeing (8.89%), explaining (8.89%), informing (32.22%), and reporting (10%). As the meetings were mostly used for disseminating information, the speech act informing was used most often (32.22%). As confirmed with the villagers through interview, the meetings were also used for evaluations, the acts of explaining, stating opinions and reporting were nest most used acts, with 17.78%, 15.56%, and 10%, respectively. It is interesting to note here that asserting, agreeing, and explaining were performed quite often as needed by any kind of meetings, but the confirming and disagreeing acts were quite sparse, 7.78% and 8.89% respectively. This may indicate the lacks of arguments during the meeting, which may means the meeting is more leader-centered than participant centered, or in this case, the leaders of the village may have dominated the events. It is also important to note here that although used very rarely, joking (2.22%) was effectively used to break the ice around before ending the meeting, making it possible for the meeting to be ended in a relaxed atmosphere.

These findings may open for future research to investigate. First of all, the lack of disagreeing and confirming needs to be investigated further whether they mean the villagers were reluctant to state their disagreement and thus refuse to state their confirmations about the topic of the meetings. The domination of informing and explaining in the meetings is understandable, although they do strengthen the suspicion that the meetings were more focused on disseminating information rather than as a way to achieve certain solutions over a certain problems where every villagers are not only responsible for carrying out the decision, but also in making them. This could be an interesting subject for future research especially when placed within the context of Pancasila and its fourth principle that states that all decisions should be made by all the people involved.

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THE DANGEROUS TREND AMONG TEENAGERS ANALYZED: SOCIAL MEDIA AS ACADEMIC RESEARCH

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Abstract: Amidst the dangers that surround eager teenagers to follow trends and to accept popular online challenges, raise the needs to reveal the myths that make those challenges popular and to demystify the ideology they hide behind the myths they display. The present study is centered on how such analysis is conducted by focusing on a YouTube Video Challenge called "Cinnamon Challenge" undertaken by a YouTuber named Glozell, by applying Roland Barthes' Mythology (1991) in a textual analysis aimed at identifying the myths around Glozell's action and the ideologies underlying that action. With the purpose already drawn on a purposively determined sample, a textual analysis was conducted in by first collecting the data through streaming and note taking. The next step was to break the video into sequences to form unit analysis. From each sequence, the linguistics, non coded, and coded signifiers for the myths in Glozell's YouTube video on the cinnamon challenge were identified. This step was followed by the identification of the signified of each of the signifiers, with the possibility of each signified becoming a new signifier for a new signified, and thus forming layers of significations to determine the myths. After the myths were identified, the analysis continued to focus on the demystification of each myth, by cross-referencing the myths and their *signifieds* and by identifying signifiers that support these demystifications from the linguistic, non-coded, and coded messages in the video. To ascertain the validity of the interpretation, the process was then repeated to make sure that all signifiers were identified and analyzed, and that all myths are demystified.

Keywords: popular culture, textual analysis, myth, mythology, signifier, signified, demystification.

INTRODUCTION

With its rapid development enclosing almost every aspect of the society, information technology and its broadband internet has now become an integral tool for information, communication, and entertainment. Fallows (2005) identifies that people use the internet in four major ways: to communicate, to gather information, to transact personal and professional business, and to entertain themselves. In these functions are the inevitable impacts of internet among students. While often considered uncommon in educational research, social media have been observed by educators as alternatives media can be used to support the teaching and learning process (Hrastinski & Aghaee 2012). This is especially true with the learning of English as foreign language (EFL) where the possibility of a global village (McLuhan, 1964) connects the students and the teachers alike with users of English around the world. With such unlimited exposure on the target language, social media provides EFL learners with authentic language use, cultural understanding, and an ever-present opportunity to use language in real contexts through social media.

However, these benefits of social media for EFL and for society in general have come with a price. The information overloads that come with the spread of broadband have brought both positive and negative impacts, all in unprecedented speeds. As internet is used as the means of communication in its very wide range of sense, it also becomes the means of sharing, people communicate news, conflict, and phenomena, which not all are objectively saturated nor meant for the spreading only good information (Alejandro, 2010). For example YouTube, as one of the social media made possible by broadband internet, is used for sharing video of various types of genre until private works are able to be shared to the

public, from jokes, documentation, random shots of nature and social phenomenon, tutorials for make-up and new products, motivational and hate speeches, hoax and educational videos, etcetera (Raun, 2010; Hern, 2018).

One of the most often viewed social media is the YouTube Video challenge toward the trending of challenging people to do a challenge or more challenges. Some of these challenges are educative and awareness-building, but some others are simply entertaining, while some others are dangerous. (Willman, 2018). One of the most viewed Video Challenge in YouTubeis Cinnamon Challenge, where someone who answers the challenge will have to willingly swallow a spoonful of cinnamon in 60 seconds without water. Cinnamon has been argued to have very good benefits when taken with consideration (Matthews, 2018) but all those benefits can backfire with prolonged use or excessive intake, ranging from allergy, increased heart rate, toxin accumulation, blood thinning, poisoning, premature labor, and liver failure (US Department of Health and Human Services, 2011; Matthews, 2018; Çolak, 2018). Yet, despite these dangers, around no less than 570 thousands of people have enrolled themselves in this challenge reported by ABC News, including some accidents as severe as poisoning (ABC News, 2013).

This raises questions about why people would willingly undertake such challenge despite its apparent danger?. What benefits can be possible gained by putting oneself in such danger?. To answer these questions, a study had been conducted using Barthes' Mythology 1991, in order to reveal the myths around an undertaking of Cinnamon Challenge by a YouTuber named Glozell Green by identifying the signifiers that can make people think about taking the challenge despite all the possible dangers; and in order to unravel the ideologies underlying those myths, by identifying the benefits which are possibly gained by Glozell Green so she would be willing to endure the risking herself in undertaking the Cinnamon Challenge.

However, such study received quite a stare concerning the fact that it was conducted in a department where literature and semiotic are minor subjects while popular culture and media studies is virtually absent from the curriculum, like the Department of English Language Education. Following Simon During's (1999) argument that popular culture, in this case social media, deserves a position in the academic as a site for analyzing the articulation of marginal or minority discourse, the present essay will focus on elaborating how research on social media like YouTube Video Challenge is conducted by adopting Barthes' Mythology 1991, ranging from how to determine a research subject and its research object, designing the research, data collection, data analysis, and conclusion drawing in a cyclic process that ensures a trustworthiness of the conclusion.

DETERMINING THE SUBJECTAND OBJECT OF THE RESEARCH

A subject of a research determined based on a systematic reasons where there are fruitful result could be taken by analyzing a subject. Regarding to popular culture, the subject of this research came by the phenomenon of a trend. This phenomenon has been familiar for people who surf on a video-sharing website YouTube, as YouTube has been explained to be a video-sharing website where many types of video existed, from private work into public (Feldman, 2007). As some challenges on this site were dangerous, questions surfaced about why would people want to take challengers that ask them to wear something uncomfortable, doing something dangerous, or smelling something unpleasant or eating something uncommon in the name of going online (Davies, 2012). Thus, it was urgent to find the answer to these questions in order to bring light about what might be the actual reasons for some of the most-viewed Youtubers to take on dangerous challenges in order to show that for them, all the possible benefits gained from being the top-viewed youtubers worth every risk they face in taking on the challenge. Such revelation may in turn enlighten other viewers to be more selective in answering video challenges, especially when they cannot attain the benefits gained by top-viewed youtubers.

With such background, then the purpose of the research was determined, that is to identify the myths implanted in Glozell's video on Cinnamon Challenge and to reveal the ideologies that could

possibly become the real reasons why Glozell would risk herself in doing Cinnamon Challenge. As semiotics can be very useful for revealing connotations from apparent denotations and hidden messages from explicit statements, the present study employed Barthes' Mythology (1991) to answer the purpose of the research. Thus, the subject of the research was Glozell's video on Cinnamon challenge, while the object of the researchare the myths and the ideologies underlying the myths in Glozell's video on Cinnamon Challenge. To arrive to those answers, the video was broken down into units of analysis that enabled the study to identify the linguistic messages, non-coded messages, and coded messages included in the video, and all the signifiers used in the three messages. Thus, the objects of the study were the signifiers of the myths and the signifiers of the ideologies. Needles to say, following Barthes' mythology, all the denotative signifieds resulted from the denotative signifiers would become connotative signifiers for their possible connotative signifieds, and these connotative signifieds may become further connotative signifiers for further connotative signified.

DESIGNING THE RESEARCH

When there were subject and object taken into a research, designing the research is important to plan how the research would be conducted. As the study focused on understanding how ideologies are wrapped around myths implanted in a video challenge, the present study was clearly a qualitative inquiry (Lockyer, 2008). In relation to the nature of the research subject and the purpose of the study, the present study employed textual analysis in the process of data analysis. Textual analysis is a method of data analysis that closely examine either the content and meaning of the text or the structure of the text (Lockyer, 2008). In this case, Glozell's Video on Cinnamon Challenge is treated as a text. According to Lockyer (2008), explorations of ideologies can be best conducted by combining textual analysis with other methodologies, for example semiotics.

The use of Barthes' Mythology pinpoints the main focus on this research to analyze the myths and ideologies of cinnamon challenge, where Barthes offers steps to analyze popular culture as he coined three messages that could be found on media, namely, messages, coded iconic messages, and non coded iconic messages (Barthes, 1991). Barthes (1991) explains that mythology has two level of signification for reaching the myth comes from the first order of signification into the second order of signification. In other word, the second signification comes from a constituted sign which is turned into a signifier for the second signification which will be performed as metalanguage, where this help to analyze the messages on the video about cinnamon challenge.

DATA COLLECTION

The collection of data depends on the subject and object of the research. In this research, the subject and the object of the research would be analyzed through textual analysis using Barthes' Mythology. After the research methodology determined, the data were collected step by step. Firstly, the procedure of collecting data was using technique of data collection, observation. Observation became the prevailing method of inquiry for observing natural phenomena added by systematic classification and measurement (Best, 1982). Best (1982) also explains that observation is a data-gathering device which makes an important contribution as the valuable description of the research. As a technique of data collection, observation in this study gave contributions toward the data that were gathered, from the beginning until the end of the data collection. Through observation on the video, there were implemented steps of collecting the data, such *as streaming-segmentation- choosing the sequence – identifying the signifiers from linguistic messages, identifying the signifiers for non-coded messages, identifying the signifiers for the coded messages*. So the methods used for data collection are observation (streaming and segmentation), tabulation, and classification. While the instruments used are the researcher as the main instrument, note taking, application for converting video to image, and tables.

Table 1. Illustration of Data Collection
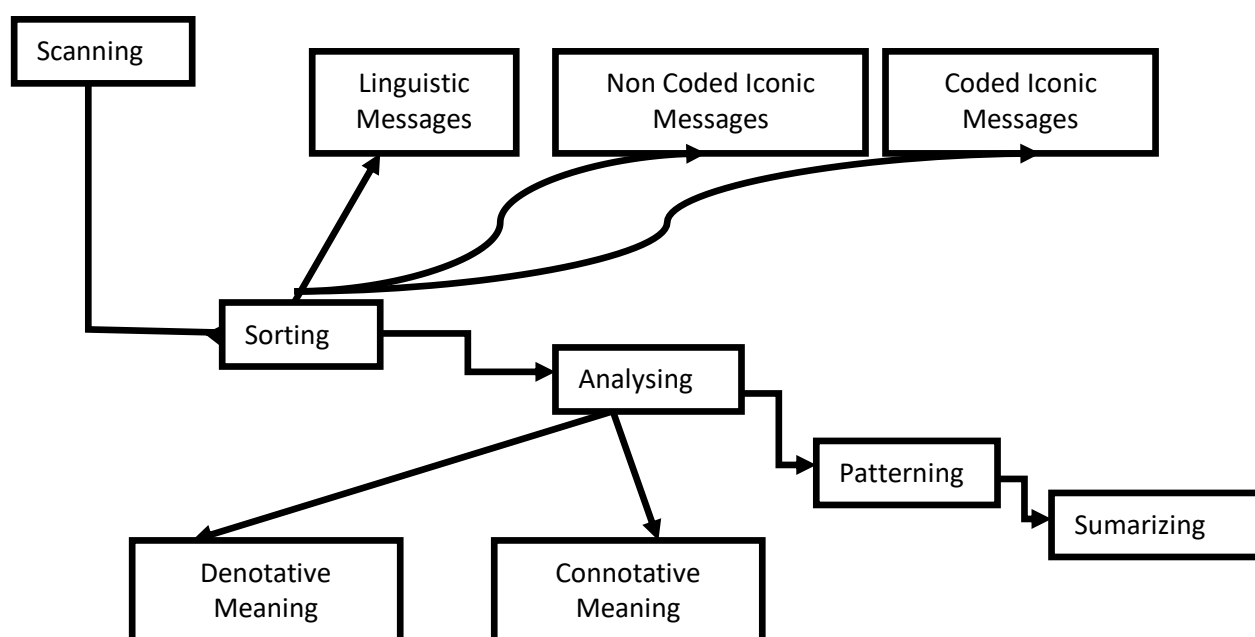
The first step was to scan the subject in order to be able to make sorts of messages based on Roland Barthes way of analyzing sign, namely the linguistic messages, the non-coded messages, and the coded messages. The next thing to do was to identify signifiers of the denotative and connotative meaning from sorts of messages. The data collected were recoded into a table, which were then classified according to the kinds of the data, namely the linguistic messages, the non-coded messages, and the coded messages. Each signifiers from each classification were parts of the video that are considered to bear signifieds that were related to the myths and ideologies implanted in the video. A cyclic process was conducted from determining the words (the linguistic messages), explicit shapes and forms (non-coded message) and implicit elements (the coded messages) and their possible meanings, and then to findings more signifiers from the three categories to confirm these possible meanings. This process was repeated several times until the data shows a pattern of what myths were being signified through those messages. The result of the data collection is displayed in the following table.

*Table 2. Significations of Myths Found in Sequences of Video Challenge Entitled Cinnamon Challenge*

No	Myths	Number of Sequence
1	Familiarity	1,2, & 6
2	Loyalty	3 & 5
3	Simplicity	4 & 5
4	Sacrifice	6, 7, & 8

Table 2 shows that there were four myths with the sequences that portray those myths indentified. The first myth was familiarity portrayed in sequences 1, 2, and 6. Afterward, the myth loyalty was portrayed in sequences 3 and 5 only. Thereafter, the myth simplicity portrayed two sequences which were sequences 4 and 5. Finally the last myth found was a sacrifice that was

portrayed in three sequences, namely sequences 6, 7, and 8. In conclusion, there were at least four myths that appeared in the video of cinnamon challenge. The listed mythsare accordingly followed by the description of three messages, namely linguistic messages, non-coded iconic messages, and coded iconic messages.

The same process took place with the second analysis that was aimed at demystifying the ideologies underlying the myths of familiarity, loyalty, simplicity, and sacrifice in Glozell's video. All the linguistic messages, non-coded iconic messages, and coded iconic messages were scrutinized again to find signifiers for the possible benefits gained by the Youtuber from uploading this video. These signifiers might be relevant with the myths, while some others might be in oppositions of the myths. Together, they would confirm the suspicions about the possible benefits gained by Glozell. This initial conclusion was then revisited and revisited again by collecting more signifiers that might unintentionally reveal Glozell's true intention in taking the challenge, until the data form a pattern of those possible profits. The following figure describes how the process of demystification.

Table 3. The Demystification of the Myths of Video Challenge Entitled Cinnamon Challenge
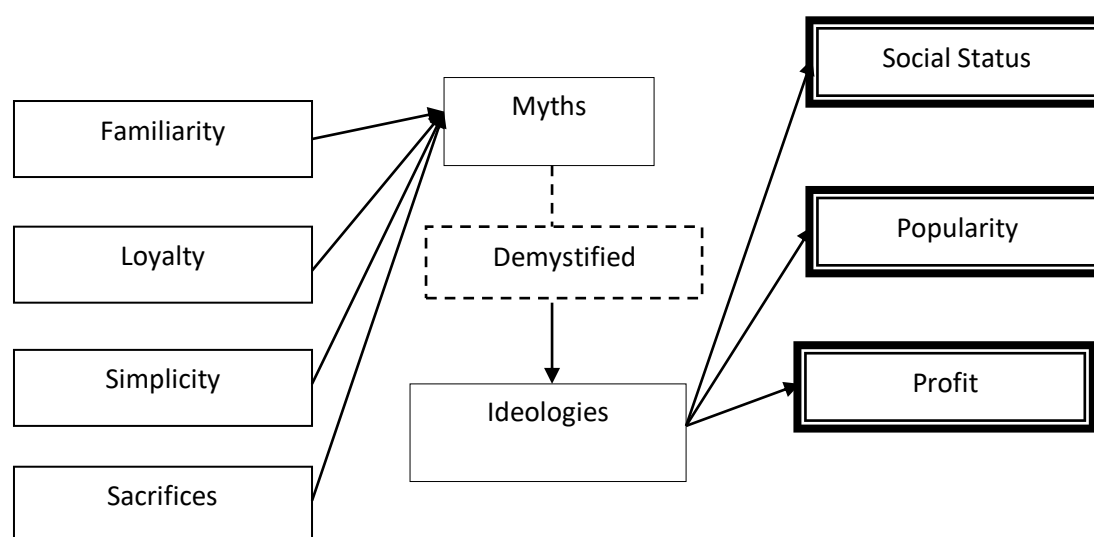
This was done by the mean time of signifying the ideologies of the cinnamon challenge. Table 3 shows the tabulation for the ideologies of cinnamon challenge. This displays that the four myths signified of video challenge entitled Cinnamon Challenge were demystified. There were ideologies displayed into social status, popularity, and profit by undertaking the cinnamon challenge. The myth of familiarity was demystified that it was not about Glozell being familiar to her fans but there was relation to her popularity and getting profit. The myth of loyalty was also demystified to show Glozell's loyalty was not totally to her fans but it was regarding to her own social status and popularity. The myth of simplicity was demystified that she was not being simple in undertaking the cinnamon challenge but it had a relation to her social status. Lastly, the myth of sacrifice was demystified that Glozell did not sacrifice herself for her fans but she had to do that for her popularity and profit.

In conclusion, the steps were taken based on the design of the research. This is also the result of determining the subject and object of the research. On the other hand, the steps of data collection showed cyclic processes. The first cycle was to find the myths which then reviewed again and again. Later, the cyclic process showed that there are ideologies of Glozell undertaking cinnamon challenge.

MODEL OF RESEARCH PROCEDURE

In relation with the steps and research design, a model research can be figured out. There was actually model of research procedure taken as the pinpoint in analysis. Adopting the research model of Roland Barthes 1991, there was research of procedures made suitable with the present research.
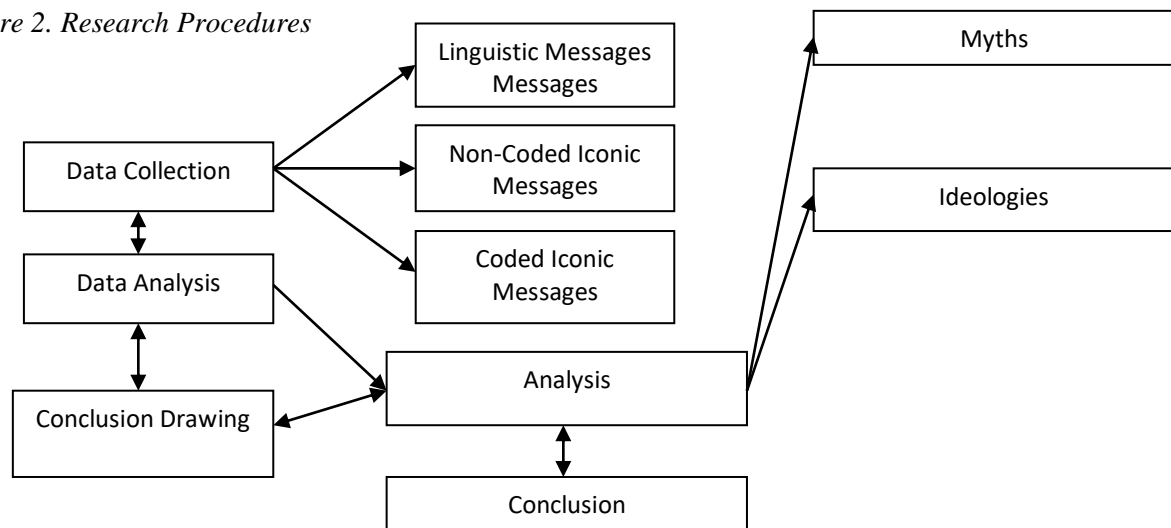
Figure 2. Research Procedures

Figure 2 displays the procedures during the study. This shows the cyclic processes and the revisiting data. In data collection, there were three messages gathered. After that, the data collected were analyzed into unit of analysis. In analysis, there were myths and ideologies were found and drawn into conclusion. The conclusion drawing, data analysis and data collection were related to each other that there was revisiting data. Until the end, the conclusion was made after several revisiting data during the study.

DATA ANALYSIS   AND FINDINGS

With the implementation of textual analysis using Barthes' mythology, the collected data of three message coined by Barthes can be analyzed. The data analysis derived from categorization of signifiers based on linguistic messages coined by Barthes, namely, non-coded iconic messages, and coded iconic messages. It was accordingly continued with the vivid description about the significations. The analysis is continued until the last possible conclusion. At the end, data analysis was divided into two parts consisted of the myths and ideologies of undertaking cinnamon challenge.

The Myth of Sacrifice in Video Challenge Entitled Cinnamon Challenge

There were categorizations of sequences that bound the myth sacrifice. First, the data of the three messages were denoted to its denotative meaning. Secondly, it was also connoted to find the second meaning, which was also supported by figures. In a more specific categorization of sequences for the myth of sacrifice, it can be seen in the table as follows.

Table 4. The Linguistic Messages, Non-Coded Iconic Messages, and Coded Iconic Messages as Signifiers of Myth of Sacrifice in Video Challenge Entitled Cinnamon Challenge

Number of Sequences	MESSAGES		
	Linguistic	**Non-Coded Iconic**	**Coded Iconic**
6	'Alright here we go. Arrghh!'	Glozell pulls a big spoon full of cinnamon.	Glozell pull the spoon with two hands.
7	'Okay you got me'	▪ Glozell bursts the cinnamon out of her mouth ▪ Glozell screams loudly ▪ Glozell coughs several times ▪ Glozell drinks water many times ▪ Glozell bends so down ▪ Glozell shakes her head	Glozell feels very painful.
8	-	Glozell is angry.	Glozell tries to look cool and keeps silent.

The table shows the messages that support the myth. Sequence 6 is Glozell was showing her action in doing the challenge. The linguistic message was '*Alright here we go. Arrghh!*'. The non coded iconic message was that Glozell pushes a big spoon full of cinnamon as can be portrayed in figure 1. Similarly, in Figure 1 also shows the coded iconic message in which Glozell pushed the spoon with two hands. At the end, it was not only one to two significations performed, but there were more significations that will lead closer to the myth. Besides, there were also theories that support the signification in order to depend on facts where every signification is supported by theories. These data were taken into analysis into layers of significations.

Figure 1. Glozell Pushing a Big Spoon Full of Cinnamon Challenge

The analysis was based on the three messages explained textually. In detail, there were significations using Barthes' Mythology, which later supported by the recent facts and theories. Those are the analysis toward the myth of Glozell undertaking cinnamon challenge. After that, there was found that there were ideologies inside Glzoell undertaking video challenge entitled cinnamon challenge.

The Ideology of Raising Social Status by Undertaking Cinnamon Challenge

The analysis of ideology was done the same on the analysis of the myth. Barthes (1991) states that myth is actually hide nothing but its function is to distort the true ideology. This leads to the analysis on its ideology in which the analysis was not finished only on the myth of cinnamon challenge.

Table 4. The Linguistic Messages, Non-Coded Iconic Messages, and Coded Iconic Messages as Signifiers of the Ideology of Social Status in Video Challenge Entitled Cinnamon Challenge

MESSAGES		
Linguistic	**Non-Coded Iconic**	**Coded Iconic**
'What's so challenging about cinnamon challenge? Really!'	The action of undertaking the cinnamon challenge	The facial expression of undermining
'So everybody! No wonder that I got some cinnamon'	"Thanks a lot! My fans tried to kill me!"	"Follow me on twitter, instagram, facebook, vine"
	The glamour accessories (big earrings, big rings)	

Table 4 showed that there were three kinds of messages, namely linguistic messages, non-coded iconic messages, and coded iconic messages as signifiers of the demystification of the myths into social status. The linguistic messages consisted of two signifiers, the non coded iconic messages consisted of three signifiers, and the coded iconic messages consisted of two signifiers. There were found at least seven signifiers of the demystification between familiarity and simplicity to social status rising.

In conclusion, the significations using Barthes' Mythology were not ended until one to two significations, but could be more and more by the revisiting data collection. This is could be explained clearly supported by theories. The analysis was done through the sequences division which showed the messages. Besides, thiswas a back and forth analysis in order to reach the last result of signification by checking again the data collection and finding. At the end, the conclusion was supported by facts and theories.

CONCLUSION DRAWING

In taking conclusion or drawing conclusion begins by doing the cycle analysis. It was done by more than once concluding analysis. This happened an initial conclusion that was reviewed again with the data collection and the data analysis but then shows other possible findings. The conclusions of the myths were taken by classifying the data into several myths that could be drawn andby breaking the sequences to prove the myths. After the myths were identified, the analysis were continued to

identify the signifiers for the ideologies. When the signifiers were identified, they were analyzed to find their signifieds which led to the conclusion about the ideologies that were demystified from the myths in the video. However, this conclusion drawing was not the end of the research, nor it was a final step. Rather, each time a conclusion about a myth or an ideology is drawn, more data were collected again to support the initial conclusion; the analyses were reviewed again to make sure that all the data were analyzed correctly and that the analysis brought a more logical conclusion. This conclusion might be different from the initial conclusion, or it might conform it. It does not matter when the second conclusion is not the same with the initial conclusion. When this happens, what needs to be done is to find more data and to do the analysis more deeply, to find out which conclusion is more possible. Such was the cyclic process of the data conclusion, data collection, and data analysis in the textual analysis conducted in this study.

CONCLUSIONS

In order to bring popular culture into academic work, reading much sources of popular culture, facts about people in general, theories about culture, and critical reading are needed. Depending on theories and the research design and Barthes' Mythology could make a valid conclusion toward the issue of video challenge with cyclic processes.

In conclusion, the preceding analysis on the trend of video challenge among teenagers showed how academic research could be conducted on popular culture as the field. This study of cinnamon challenge raised a fruitful result where people would like to undertake the trend of cinnamon challenge in order to get popularity, social status, and benefit. This study showed the step by step to conduct a research under qualitative methodology. There were procedures showed in combination with Roland Barthes' model of analysis. This study answered the research problem on how an academic research could be done on popular culture. This shared the steps for practitioners especially EFL/ESL students to conduct an academic research on popular culture where they socialize in this 21st century.

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