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Alamat Redaksi

Kampus STKIP Bina Bangsa Getsempena
Jalan Tanggul Kreung Aceh No 34, Desa Rukoh, Banda Aceh
Laman: geej.stkipgetsempena.ac.id
Surel: pbi@stkipgetsempena.ac.id

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1. A Discourse Analysis Of Memes, Neneng Zubaidah and Irena Ardelia (State University of Jakarta).
2. An Error Analysis Of Students' Grammar In Writing (A Mix Method at Darul Ulum, A Private Islamic Boarding Senior High School in Lhokseumawe), Helmiyadi (STKIP Bumi Persada).
3. An Appraisal Analysis : The Interpersonal Meanings In The Discourse Of A Lyric, Yuningsih (State University of Jakarta).
4. Improving The Speaking Skill Of The Students Of Stkip-Mb Through The Use Of Three-Step Interview Technique, Yahfenel Evi Fussalam and Renda Lestari (STKIP Muhammadiyah Muara Bungo).
5. The Teaching Of Reading Comprehension Based On 2013 Curriculum At Senior High School, Elsa Ernawati Nainggolan (State University of Jakarta).
6. Building Character Of Altruism Praxis In English Club At Man Karawang, Fina Aufar Laela Ibrahim (State University of Jakarta).
7. Applying The Inside-Outside Circle (IOC) Towards Students' Speaking Abilityat The Second Grade Of Sma InshafuddiN, Nurul Kamaliah (STKIP Bumi Persada).
8. Investigating STMT (*Sekolah Tinggi Manajemen Transportasi*) Students' Attitudes Towards Learning English For Transportationand Logistic, Novi Indah Susanthi, Yanu Rarasati Indraning Tiyas, and Siti Fadia (State University of Jakarta).
9. A Critical Discourse Analysis and Illocutionary Acts Of John May's Speech In The Duke Of Edinburgh's Ceremony Award, Yesvika Fibry Prescilla and Resti Amalia (State University of Jakarta).
10. The Obstacle In Teaching Speaking By Using Debate Technique, Sri Wahyuni, Hijjatul Qamariah (STKIP Bina Bangsa Getsempena), Sofyan Abdul Gani, and Yunisrina Qismullah (Syiah Kuala University)
11. An Analysis Of The English Language Curriculum For Senior High School On 2013 Curriculum Revisionedition, Mulyani (STKIP Bina Bangsa Getsempena).
12. The Students' Perceptions Towards Authentic Materials For Reading and Listening Activities, Abdul Halim (Muhammadiyah University of East Borneo), Nur Mukminatien, and Mirjam Anugerahwati (State University of Malang).
13. The Use Of Whispering Team To Enhance Students' Listening Skill At Grade 6th Of Klasaman 2 Elementary School Sorong City, Lulu Jola Uktolseja and Melda Agnes Manuhutu (Victory University of Sorong).
14. Enhancing Students' Listening Proficiency Through The Instruction Of (Meta)-Cognitive Listening Strategy, Dodi Mulyadi (Muhammadiyah University of Semarang).
15. The Effectiveness Of Applying Constructive Controversy Method In Gaining Student's Critical Thinking For Writing Argumentative Essay, Cahya Komara and Widi Sriyanto (Muhammadiyah University of Prof. DR. HAMKA).

Finally, the editor hopes that this journal becomes an innovative development of ideas to all of educator in various fields that they can take benefits, concepts, forms, and models from this publishing.

Banda Aceh, November 2018

Editor

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A DISCOURSE ANALYSIS OF MEMES

Neneng Zubaidah¹ and Irena Ardelia²

¹ State University of Jakarta

² State University of Jakarta

Email: nzubaidah1@gmail.com

Abstract

People nowadays use memes from internet to express their thought. Memes are pictures that consist of image/s and text that usually used in the internet whether it is just to entertain or have the specific purpose/s behind it. People can easily find and create memes in the internet using certain website. Memes have many deep meaning that people cannot understand without knowing the social content of it. In order to find out the deep meaning or the purpose of the memes, this study was conducted to analyse the relationship between picture and text in the memes with the meaning and the social function of it. The writer chose five famous and best memes randomly from the Google picture used keyword “best memes” as sample. The memes are taken randomly based on the needs of this research. Then the memes, as samples, were analysed using critical discourse analysis. Critical discourse analysis itself can be defined as “above the sentence” or “beyond the sentence”. It means it’s not only about the structure of the sentence but also about the meaning and the power behind the sentence. Finally after analyzing it, the writers found that memes are created with many purposes not only based on humour but also for express somebody’s feeling or even to give sarcasm to others.

Keywords: *Critical Discourse Analysis, Memes*

INTRODUCTION

In globalization era, almost every people in the world are using internet, whether it is for communication, searching information, or just entertaining themselves. Internet also becomes the biggest source of the social media. Many social media are built to make people easier in communicating but social media are created not only to communicate with friends but also to share people’s daily activities, share the music that they listened, and even share the pictures.

The purposes of sharing those kinds of things are also varied, it can be just to show off, to sell things, to make humour, or even to provoke people. Those kinds of purposes are also appeared in the memes that people usually share in the social media. Memes itself is pictures that consist of image/s and text which have many

meanings. In order to know the meaning inside the memes, the writers conduct this research. The writer proposes a research question: “what are the purposes of the memes?” and “what are the deep meaning of the memes?” The purpose of this study itself is to know the purpose and the deep meaning of the memes. The writer used a critical discourse analysis to get the answer of those questions.

Discourse is any kinds of text whether it is written or spoken, and visual description that unified whole. So, it can be concluded that discourse analysis is a method to analyse any kind of written and/or spoken text, and also the visual description. Besides the writer, there are also some other writers that analysed this kinds of study. First related study has been done by Abdul Aziz TurhanKariko from English Department of Binus University in

2013 with title Analysis on Internet Memes Using Semiotics. He studied five random memes specially only on images that contain characters and humour-based captions, these memes are posted anywhere on the internet from 4chan.org or 9gag.com, and they are even shared by users on social media network Facebook (Kariko, 2013).

He conducted the study to know the relationship between images, text, and meanings connect with each other to form social messages, political, universal emotions, or even just to be funny and entertain its users. He found out that memes contain humour, as well as reflecting universal emotions, social message, cultural message and many more. The difference between Kariko's study and this study is Kariko limit his sample only in humour-based memes meanwhile this study did not limit its sample. This study not only use humour-based memes as sample but also other kinds of memes.

The second related study has been conducted by Brandon Eychaner from Truman State University in 2013 with title Memes and Humour: A Linguistic Analysis. This paper seeks to explore several topics, including a possible cognitive model of humour, the linguistic features of a specific meme paradigm, and integration between the cognitive models of humour and the study of meme humour. In this experiment, 10 random images were taken from the top 100 memes of each type under inspection for 30 total images.

The results seem to indicate a significant relationship between the type of meme and the average subjective humour associated with each type. The difference between Eychaner and this study is in the method of the study. Eychaner used experimental method to conduct his study

meanwhile the writer used critical discourse analysis as a method to find out the deep meaning of the memes.

The third related study has been conducted by Ryan M. Milner from Communication Studies and the Graduate Faculty of the University of Kansas with title The World Made Meme: Discourse and Identity in Participatory Media in 2012. This study is a dissertation that focuses on better understanding of discourse and identity in participatory media through an investigation of memes and the collectives producing them. To answer question of mediated cultural participation, Milner used a critical discourse analytic method and focused on three criteria indicative of cultural participation: processes, identities, and politics.

The results were mixed. First, while the formal processes necessary for making memes were open, they required literacy to engage. Second, while meme collectives were readily and broadly accessible by diverse identities and perspectives, they were gate kept by subcultural insiders who privileged some and marginalized others. Third, while diverse political commentary did occur, it happened in a relatively narrow frame of perspectives. The difference between Milner and this study is in the purpose, this study only wants to find out the deep meaning and the purpose of the memes.

This study is expected to give explanation about the deep meaning of the memes using critical discourse analysis. After knowing the deep meaning of the certain memes, the writer knows the purpose of those kinds of memes. At first the writer will explain about critical discourse analysis and memes itself.

METHOD

This study used critical discourse analysis or CDA as a research design to answer the research question; “what are the deep meanings of the memes?” and “what are the purposes of the memes?”. At first, the writers searched the most famous and popular memes in the internet by searching it in Google picture using keyword “best memes”. After all memes are appeared by Google picture, The writer chose five random memes based on the needs of this research. The memes are randomly chosen by differentiate it on its purposes and the writers had make sure that the memes were already shared by many users in internet. It can be found out by seeing how many times the memes are shared.

Then after found the five memes randomly as the sample of the research, the writer answered the research question by describing the context of the memes. It was done by finding out the meaning of the memes by analyzing the picture and the text in it. After that, the writer found the deep meaning of each memes and the last procedure to answer the research question is found the purpose behind each memes. All data analysis procedure of this research has been done by using critical discourse analysis (CDA).

RESULT AND DISCUSSION

Critical Discourse Analysis

Discourse is any form of written and/or spoken text or visual description that is unified whole. Discourse analysis (DA) itself is both a theory and a method (Rodgers, 2004). Discourse analysis can be defined as “above the sentence” or “beyond the sentence”. It means it’s not only about the structure of the sentence but also about the meaning and the power behind the sentence. Wodak& Meyer (2001) support

the statement by stated that DA focus not only on texts, spoken or written, as objects of inquiry but a fully ‘critical’ account of discourse would thus require a theorization and description of both the social processes and structures which give rise to the production of a text, and of the social structures and processes within which individuals or groups as social historical subjects, create meanings in their interaction with texts.

Although there is no formula for conducting critical discourse analysis (CDA), researchers who use CDA are concerned with a critical theory of the social world, the relationship of language and discourse in the construction and representation of this social world, and a methodology that allows them to describe, interpret, and explain such relationships (Rodgers, 2004).

Fairclough and Wodak (1997 cited in Rodgers, 2004) offered eight foundational principles of CDA. These principles are a useful starting point for researchers interested in conducting CDA. The principles are: CDA addresses social problems, power relations are discursive, discourse constitutes society and culture, discourse does ideological work, discourse is historical, socio cognitive approach is needed to understand how relations between texts and society are mediated, discourse analysis is interpretive and explanatory and uses a systematic methodology, and CDA is a socially committed scientific paradigm.

Beside those principles, CDA also have some approaches which stated by Deborah Schiffrin (1994). Those principles are: the speech act approach, interactional sociolinguistics, the ethnography of communication, pragmatic approach, conversation analysis, variationist

approach, and systemic functional linguistic (SFL).

Pragmatic approach is used in this study to analyze the memes. Pragmatic is a study of meaning in context. Griffiths (2006) stated that pragmatics is concerned with the use of the tools in meaningful communication, it is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. Levinson (1983) conclude pragmatic as a study of language use.

Memes

"Meme" comes from the Greek word "mimema" (meaning "something imitated", American Heritage Dictionary) (Gill, 2016). A meme, a behavioral or cultural trait that is passed on by other than genetic means, e.g. by imitation, first coined in 1976 by Richard Dawkins as an example of replicator, information copied in evolutionary process, e.g. habits, skills, stories, or games passed on by imitation (Kariko, 2013). Dawkins described memes as a being a form of cultural propagation, a way for people to transmit social memories and cultural ideas to each other (Gill, 2016). Memes set up their own linguistic context (that is, idiosyncratic symbolic systems), which is readily observed in the image rather than in the language included within the meme (Eyechaner, n.d).

Mememes present image and text to deliver the maker message. All people can make meme using many applications. For example, using imgflip.com website. It's a free online image maker that allows user to add custom resizable text to images. First the maker has to choose the background or the image. The maker can use the image that the website provides or user can use another image by uploading it to the website. After that input the text you want

in the text box. Here is the screen capture of the website:

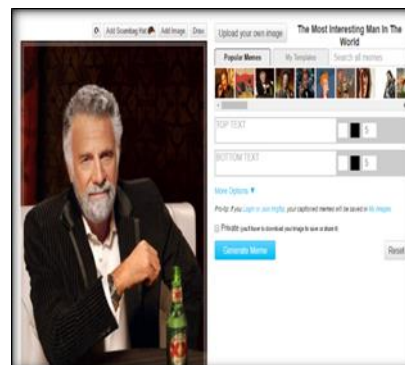


Figure 1. Website contains of memes

Findings and Discussion

There are five memes that the writer selected.

First meme is



Figure 2. First meme

This meme shows the baby who have expression of surprise. The baby's eyes are open wide and his mouth is close, it seems like the baby's is shocked by something. There is also text which writes "that moment when you realize it wasn't a fart". It makes clear that the baby shock because he didn't fart but he pooped in his panties.

The purpose of this meme is just to entertain the internet users. It is humour-based meme. The funny thing from this meme is the expression of the baby. Users

think the expression of the baby is just too cute.

The second meme is



Figure 3. The second meme

This meme shows two adults; a man and a woman, and one baby. They are from different race. The women and the baby are white skin meanwhile the man is a 'black'. At past time in America, there is a significance difference between white people and black people. Black people are identified as low people. The baby in this picture is holding the man's hand and the man is giving his smile to the baby. The baby and the man show a happy face meanwhile the woman do not see the man and look like she doesn't care about the man.

Besides the image of three people, there is also text write "no one is born racist". The text and the image shows that no one in this world are born racist. It can be proven by the image of the white baby who is smiling when holding a black man. This meme is created to persuade people to stop being racist because no one in this world is born racist. They are taught to be racist so stop teaches your generation to be racist.

The third meme is

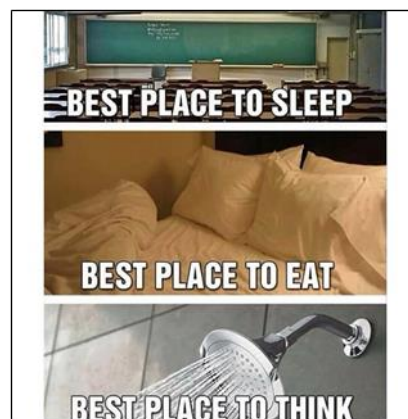


Figure 4. The third meme

This meme shows three images. First image is a classroom with caption "best place to sleep". Second image is a bed with caption "best place to eat" and the last image is a shower with caption "best place to think".

A classroom image with the caption means that many of students feel sleepy when they are in the classroom to study. A bed with caption image means that some of people like lay in the bed and eat snacks. They feel comfortable in laying in a bed while eating. The last image is a shower with the caption means that some people like to think while they take a bath. So it can be concluded that this meme is just to entertain the internet users. It is just like the first sample of this study.

The fourth meme is



Figure 5. The fourth meme

This meme shows a man with a really serious face. He looks like he is observing something very carefully. The image is completed with caption “10-year old girls are crying because they broke up with their boyfriend. When I was 10, I cried because I missed the morning cartoons”.

It shows that this meme is a sarcastic meme. This man use sarcasm when look 10-year old girls are crying for their boyfriend. This meme think those girls are too young to cry over boys.

The fifth meme is



Figure 6. The fifth meme

The last meme shows a man, who known as a candidate of the new president of United States, Donald Trump. He looks like wants to say something with anger. The image of his face added with caption “Says he is going to destroy ISIS. Too scared to speak in Chicago”.

This meme means to be sarcastic to Donald Trump because Donald Trump said that he will destroy ISIS in America if he is chosen as American president. He will deport all Muslim in America; he will not allow Muslim to visit America.

Besides that, Donald trump have said many bad things in his interview, and also in his twitter account. It makes some people feel angry at him especially people in Chicago. Many people in Chicago don't

like Donald Trump and made a demonstration while Donald Trump wanted to come to Chicago to do his campaign. Because of the demonstration, Donald Trump cancelled his campaign. This meme also can be a black campaign from the people who hate Donald Trump. So the supporters of Donald Trump are being decrease.

CONCLUSION

Based on the finding of the research, it can be concluded that the memes for the internet not only be used for humour purposes but also for another purposes. There are other purposes and meanings behind every meme. The writers found out other meanings beside humor-based meme. There is a meme who persuade people to being nice, to keep peace in this world. There is also a meme that being sarcastic and even the writer found out that meme can be used to be black campaign. It depends on the purpose of the makers of the meme whether s/he wants to spread the positive thought or negative thought. Hence by using or creating memes, people can express their feeling and their purposes explicitly to other people in internet.

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**AN ERROR ANALYSIS OF STUDENTS' GRAMMAR IN WRITING
(A Mix Method at Darul Ulum, A Private Islamic Boarding Senior High School in
Lhokseumawe)**

Helmiyadi
STKIP Bumi Persada
Email: helmiyadi_1987@yahoo.com

Abstract

The aim of the research is to find out the grammar errors which are commonly made by the students of Darul Ulum Islamic Boarding Senior High School in their writing and to find out the causes of grammar errors which are commonly made by the students of Darul Ulum Islamic Boarding Senior High School in their writing. This research uses a qualitative and quantitative approach and its type is a mix study. The population is the total object of the research. In this research, the population was all the students of the first year students of MAS Darul Ulum in academic year 2015/2016, they are 120 students and divided into 56 male students and 64 female students. Result of the research from test most of the first year students of MAS Darul Ulum Lhokseumawe made many errors in grammatical aspects in writing, a high percentage of errors was found in one out of three categories. The highest error category was tense errors. They occurred 88 errors, while article is 19 time of errors and sentence 10 of errors. Total of all errors found in these three categories are 117 errors occurring in whole categories. Moreover, the students felt difficult in getting ideas to begin free writing. The causes of errors were made by the students because of lack of interactive facilities is one of the problems to develop interactive classroom activities. The errors made by students were influenced by their mother tongue, and were also caused by the difficulties of the students in learning the second language.

Keywords: *Error Analysis, Grammar, Writing*

INTRODUCTION

It has been known that language is a means of communication to convey our ideas, opinions, and feelings. This indicates that language has an important role in many parts in human life which is particularly realized in communication activities. According to Lazaraton (2001:19), knowing the language well is indicated by their abilities to speak the language because speech is the most means of human communication.

In the context of language teaching, English as a foreign language for Indonesian students have become a compulsory subject in the school curriculum. Every level of education starting from kindergartens up to

universities includes English as one of the obligatory subjects in their curriculum. In this context, students are supposed to be able to apply English to interact and to use it to get more knowledge as much as possible since the world of knowledge is commonly written and spoken in English. This indicates that mastering English is a must for students to actively engage in international relationships and to gain more knowledge about the world.

One of important aspects in language teaching is grammar because it helps students to combine words to be a good sentence or paragraph. However, students need to increase the knowledge about grammatical concepts before starting learning any skills in English. Regarding

this, Made (2000: 20) states that whether students are conscious or not they will deal with grammar orally or written. It means that grammar has an important role in language. This statement is in line with Chomsky *et al.* (1965: 94) who states that grammar is one aspect necessary to be mastered by learners to enable themselves to use the target language.

In teaching grammar the teachers should have interesting ways to prevent students from getting bored. According to Sudjana (2004:47), teaching grammar by asking students to remember the pattern of grammar generally is not the good point to help the students to develop their language competences. Therefore teachers should find out the appropriate teaching aids to help students in mastering grammar without making them feel suppressed. Nunan (1995: 39) believes that in order to make grammar lesson effective and interesting, teachers should develop some techniques in the classroom.

Many students found some difficulties while learning a foreign language, especially grammar, Nunan (1995: 117) states that one of the obstacles that the students face in learning English is grammar lesson because it is difficult and boring. Besides the other reasons why students have difficulties in learning grammar are students learn more slowly and forget things quickly, get bored easily, may not be motivated to learn if they are not interested (Ellis, 1997:27).

They usually make mistakes in grammar. Grammar is one of English components that play an important role to avoid misunderstanding in communication. In senior high school, the students are usually confused to write correct grammar although they can speak English. They do

not understand about the grammar so that they cannot analyze sentences correctly.

Rodney (2002: 1) states the description of a language comprises three major components: phonology, grammar and lexicon. The phonology describes the sound system: consonants, vowels, stress, intonation, and so on. The two most basic units grammar are the word and the sentence: one subcomponent of grammar called morphology, deals with the form of words, while the other called syntax, deals with the way words are combined to form sentences. The lexicon-or dictionary, to use a more familiar term- list the vocabulary items, mainly words and idioms (such as *red herring*, *give up*, and so on), specifying how they are pronounced, how they be have grammatically, and what they mean. This research focused on subcomponent of grammar called morphology because the researcher only focuses with the form of word or word structure.

Grammar was integrated in other four skills, in this research the researcher wants to analyze the students' errors in writing skill. Based on the curriculum, it has been mentioned that the first level students of senior high school was required to be able to understand and express meaning in short functional text and simple written monologue in forms of descriptive in their daily life context.

It is true that grammar is not only aspect that the teacher focuses on when grading students' writing, but basic grammar is the most important thing to check before other aspects such as diction or relation between paragraphs. Teachers' feedback on students' grammatical and lexical errors resulted in a significant improvement in both accuracy and fluency in succeeding writing of the same type over the same semester (Chandler, 2003: 113).

In order to make students' grammar exercise better than the previous one the researcher should remind them simultaneously about the mistakes they have made and tell them how to avoid their mistakes in order to make the next writing better than before, nevertheless, the result is not always satisfied.

Based on the preliminary Observation in May 2013, the researcher found that the students at MAS Darul Ulum Lhokseumawe are so hard to master writing so that they got the lower scores. Many students got the scores under 70 the criteria of success (KKM) which has been determined by the school, 70 % to 80 % the students got the score under 70, and only 20% to 30% students got the score up to 70, this information based on the teacher explanation. Their abilities in understanding and mastering writing were low, and in fact the teachers when teach the material to the students they do not care about these problems, they do not try to overcome these problems. The researcher tries to find out the causes from this problem, what the problems are faced by the students when they learn writing.

It is a serious problem and impact to the student's achievement, especially in English subject and also gives a bad effect to school development, in this private boarding school all of the students communicate in English language in their daily life, they always speak in English but in fact their grammar scores especially in writing skill were low. Based on this reason, the researcher interested to conduct a case study to find out the causes and to analyze their grammar errors in writing. In conclusion, understanding the grammar is very important to have a good score in students' grammar mastery that is relevant to the students' need in order to be success

in teaching- learning process. Based on the preliminary observation result the researcher can identify that the students got some difficulties in constructing the sentences in a good grammar. Firstly, the students cannot differentiate the verbs that should be added "s" and the verbs that should not be added "s" in simple present tense sentences.

Examples:

My mother cook every morning (wrong)

My mother cooks every morning (right)

From these examples the students do not add "s" after "cook".

Secondly, the students cannot use "to be" correctly, they often used "to be" after subject in verbal sentences in simple present tense, and they are difficult to differentiate "to be" that should be used after subject in nominal sentences in simple present tense.

Examples:

I am go to school everyday (wrong)

I go to school everyday (right)

Rina and Winda is the students (wrong)

Rina and Winda are the students (right)

Based on the examples above, the students are still confused in using the suitable "to be".

Thirdly, the students cannot differentiate when to use do or does in interrogative sentences in simple present tense.

Examples:

Do Rina buy a new dress? (wrong)

Does Rina buy a new dress? (right)

Lastly, the students cannot identify the past verb when they make a sentence in

simple past tense, and they also cannot differentiate “to be” which are used in simple past tense.

Examples:

We study in the classroom yesterday (wrong)

We studied in the classroom yesterday (right)

We was junior high school students last year (wrong)

We were junior high school students last year (right)

Based on the example above, the students got difficulties in identifying the past verb, and they cannot identify “to be” should be used after subject “we”.

To know the difficulties faced by the students at MAS Darul Ulum Lhokseumawe in mastering grammar in writing, the researcher needs to search these problems more deeply in that school by doing research. Finally, the purposes from this research are (1) to find out the grammatical errors are commonly made by the students of Darul Ulum Islamic Boarding Senior High School in their writing and (2) to find out the causes these errors for the students of Darul Ulum Islamic Boarding Senior High School in their writing.

METHOD

This research used a qualitative and quantitative approach and its type is a mix study. The population is the total object of the research. In this research, the population is all the students of the first year students of MAS Darul Ulum in academic year 2015/2016, they are 120 students and divided into 56 male students and 64 female students. The sample of this research was taken from the population

above. The sample of this research selected by using random sampling technique, it is by using lottery. All of students' name was written in a sheet of paper, and the researcher take twenty of them as the sample in this study. In this study, only 20 students and one English teacher involved as the sample.

In this research, the researcher use two kinds of instruments, they are test and interview guide.

1. Test

The instrument in this study was a test, the test constituted the instruction which the researcher gave to the students through their English teacher. The students were instructed to write a descriptive essay or composition freely, then the students could chose any topic as far as it was narrative writing.

2. Interview

Interview guide is the questions are going to be asked to the students and teachers to get the data about the student's problems in mastering grammar in writing, interview guide divided into two forms, they are interview guide for English teachers and interview guide for English Students.

Sugiono (2008:180) states that interview is a communication form between two persons, involving a person who wants to get information from another one by asking some question based on particular objective. Sugiono (2008:182) also states that interview can be characterized into three kinds of interviews namely, structured interview, semi-structured interview and unstructured interview, but in this research the researcher used structured interview which the researcher provided some written questions for teachers and students and each respondent will be asked the same

question, because the researcher wants to get detail information.

RESULT AND DISCUSSION

Result

As mentioned in Chapter one, this study was only focused on the grammatical errors are commonly made by the students in writing. The grammatical errors are classified based on the scope of the research. Therefore, it was found from the students' writing that they made many grammatical errors when they were asked to write. Here is the chart of the errors is commonly made by the students:

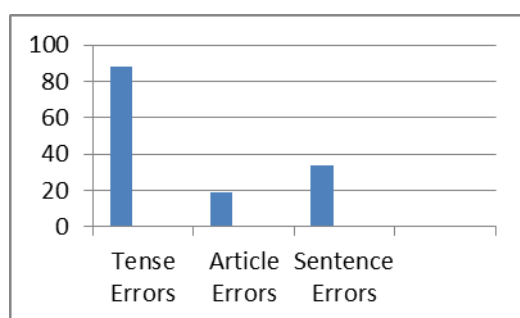


Chart 1. Grammatical Errors

The chart shows the frequency of the occurrences of three grammatical errors categories found in the students' writing. They are tense errors, article errors and sentence errors. A high percentage of errors were found in one out of three categories. The highest error category was tense errors. They occurred 88 of errors, while article 19 of errors and sentence 10 of errors. Total of all errors found in these three categories are 117 errors occur in whole categories.

Discussion

The frequency of the occurrences of three grammatical errors categories found in the students' writing. They are tense errors, article errors and sentence errors. A high percentage of errors were found in one out of three categories. The highest error

category was tense errors. They occurred 88 of errors, while article 19 of errors and sentence 10 of errors. Total of all errors found in these three categories are 117 errors occur in whole categories.

Almost all students made errors in using past tense, especially in the changing of the verb to past form for activities done in the past. The students tend to use the simple verb form instead of past tense verb while they write about their writing. This is called as misinformation errors. The students actually wrote correctly for what they wanted to tell but they made these errors grammatically in meaning. In this case, Norrish (1983) says that these errors might occur because of interference by students' first language and translation from the first language. Moreover, the errors are also characterized by the omission both affirmative and negative sentences.

The highest type of errors made in this category was past tense. The errors in this category were related to the use of past verb form (main verb and auxiliary), incorrect use of infinitive, and use of pronoun. These errors commonly appear when the students did not put any verbs of auxiliaries or action verb in sentences. The most frequent errors made when the students attempt to write nominal sentences, they omitted auxiliary. They failed to put auxiliary 'was' in their sentences. It is also found in the writing the omission of 'ed' in using regular verb. In other words, the errors of omission occurred as the students did not understand the use of auxiliary and morpheme both in nominal and verbal sentences.

There are 33 cases occurring in the students' writing in the category of simple present tense, such as when the students put the past form instead of simple form, and

when the verb is added with third singular inflection (-s).

The errors on the use of article both definite and indefinite articles were also found in the students' writing. There were 9 errors dealing with definite article and 10 errors with indefinite article. There were 5 errors related to the incorrect use of word order. There is a problem of the position of adjective as modifier noun. These errors are identified easily when the students put something which not appears.

According to Gustian (2012), these errors can be seen when they put auxiliary 'was' and 'were' in verbal sentences. From the students writing the writer found that the students made this very often. For example, the students attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet as in '*I was sent you*'. We simply know that there should not be put an auxiliary in the sentences. In this study, errors of addition are commonly found in the use of article.

The students failed to put the correct position of the article in sentences. For example, they wrote '*we go to the Suzuya in the Monday*'. This condition caused by lack of understanding about the correct use of the article in the sentences they had written. Therefore, it would be necessary for the students to learn more not only about the correct use of articles but also the correct use of verb tense.

The second research question is about the causes of errors in learning writing, based on the result of interview with the teacher, the researcher concluded that the teacher is communicative enough in teaching writing for students. He tried to motivate his students to love English as an international language. The method used in his teachings mostly direct method and

communicative approach. The errors were made by the students because of lack of sense of vocabulary use so they cannot develop their writing as effectively as possible.

Beside that, lack of interactive facilities is one of the problems to develop interactive classroom activities. In addition, decision maker should have a real action to support toward the improvement of English acquisition, especially in writing mastery. Finally, the teachers hardly focused the lesson plan development on writing. In other words, the teacher might have a great concern on developing students' vocabulary mastery. So they have a very limited time to focus deeply on students' writing. Therefore, the errors were still committed by students when they produce writing. These occur because the students do not know what the correct answer is, and thus it cannot be self correction.

As mentioned previously, the errors made by students were influenced by their mother tongue, and were also caused by the difficulties of the students in learning the second language. The students have not mastered the rules of structure of English for the reason. Based on this reasoning, it can be concluded that many of the students made errors because of interlingual and intralingual transfer. Ellis (1997) states that some errors seem to be universal, reflecting learners attempts to make the task of learning and using the target language simpler.

The researcher also interviewed the students to know how they felt in the process of teaching and learning writing, especially when they were instructed to write a composition. When the researcher questioned about that, their responses are little bit different. Nevertheless, the average answers were that the like English, but not

like writing very much. According to them, writing is difficult not only because their lack of knowledge about constructing sentences, but also because of their difficulties of collecting ideas in order to put it in a composition. There are some persons though, who like to write and they expressed that in their composition, although the sentences still contained an error. If learners perceive writing tasks to be useless, they may approach them in a careless manner.

The errors produced by the students could be indicated that the students attempt to try to activate their linguistics competence communicatively like the use of verb, articles, modality, negatives, etc in producing an utterance in writing. This condition is very essential for second language learners because students wanted to develop their communicative competence to others, but they might still have difficulties to perceive the rules of grammar while they write something. Whereas this problem could be solved if they just do a lot of practices and learning like using the rules of grammar in communicating their ideas as they are the heart of language to produce semantics function as Block (2003) claims that the students have already had linguistics competence in their mind or Universal Grammar.

CONCLUSION

Based on the data, a high percentage of errors was found in one out of three categories. The highest error category was tense errors. They occurred 88 of errors, while article 19 of errors and sentence 10 of errors. Total of all errors found in these three categories are 117 errors occur in whole categories.

The most common errors made by the first year students for grammatical errors are in tense errors category. It is found frequently in students' writing. Meanwhile, other errors are also found since they have not understood the use of verb form correctly. Therefore, the researcher concluded that the students have a serious problem in verb tense, especially in changing the verb form.

The causes of errors were made by the students because lack of interactive facilities is one of the problems to develop interactive classroom activities. The errors made by students were influenced by their mother tongue, and were also caused by the difficulties of the students in learning the second language. The students have not mastered the rules of structure of English for the reason. Based on this reasoning, it can be concluded that many of the students made errors because of interlingual and intralingual transfer.

With regard to the result of the study there are some suggestions that the researcher intends to offer, as follows:

To the students, they should learn more the changing of the verb in past tense both in regular and irregular. They should give more concern about the use of auxiliary verbs both in nominal and verbal sentences. Therefore, the students need to give more attention in English as one of National Examination (UN) subjects.

To the teachers, they understood the source of the errors so that they could provide appropriate remedy, which will resolve the learners' problems and allowed them to discover the relevant rules. Thus, the source of errors is an important clue for the teacher to decide on the sort of treatment. The teacher should know serious and minor errors. Distinguishing between serious and minor errors may be a good

guide in choosing what to correct and can be items when grading the students.

The teacher should prioritize what he/she is correcting and grading, the teacher did not force only on grammar because students started to think that grammar is only thing that counted in writing. Lower level learners particularly will have trouble with finding the appropriate word and they needed more modeling. The teacher had better provide them correct vocabulary choice, most of the time word choice is idiomatic or conventionally agreed upon and it is difficult for the learners to come up with the correct or appropriate word even if they consult the dictionary.

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AN APPRAISAL ANALYSIS : THE INTERPERSONAL MEANINGS IN THE DISCOURSE OF A LYRIC

Yuningsih
State University of Jakarta
Email: yuningsihlegiman@gmail.com

Abstract

Lyrics have significant contributions to the music by giving the audience deep understanding about the message contained in the song. The message can be delivered depending on how the writer put the words in the lyrics (Bertoli-Dutra and Bissaco, 2006: 1053). This study focused on analysing interpersonal meanings and linguistics features from the perspective of Appraisal Theory. Due to the time constraints, the study only analysed the interpersonal meaning from Attitude categories, - Affect, Judgement and Affection. The method used was descriptive which data collected from “Lonely Night” song lyric by CNBLUE. The process data analysis was based on Appraisal Framework, a development of Systemic Functional Linguistics, proposed by Martin and White (2005). The result of study showed that the song “Lonely Night” has high Affect sub-categories which reached 81.25%, meanwhile the Judgement and Affection reached the same amount, 9.3%. From all affect types, the song showed unhappiness where the composer revealed the feeling of being dumb and disrespected. Finally, Appraisal Framework, as one of approach used in many genres, can be used as an alternative for analysing song. Appraisal Framework was developed to make analysis which is more systemic and organized as it was developed from Systemic Functional Linguistics.

Keywords: *Appraisal Theory, Song Lyric, Affect, Text Analysis*

INTRODUCTION

In communication process, human beings use language to express almost everything such as thought, ideas, emotion, desire, message, etc (Griffiee, 1995:4). The forms of communication used can be either in speaking or writing. Griffiee (1995) explains that speaking is a communication form to deliver messages directly; meanwhile, writing is a communication form that requires media to convey the messages, such as, television, magazine, newspaper, etc., to convey the messages.

Relating to language and communication, music, - known as a language of emotion, has been a part of people’s life in providing entertainment, relaxed feeling and even, being a therapy for people (Salcedo, 2002:74). Generally, music consists of two elements, sounds as

the primary and lyrics as the secondary (Dallin 1994). People use imaginative diction and rhyme to express their emotions through the lyrics representing their feelings and thoughts (Halliday and Hasan, 1997; Griffiee, 1992).

Lyrics have significant contributions to the music by giving the audience deep understanding about the message contained in the song. The message can be delivered depending on how the writer put the words in the lyrics (Bertoli-Dutra and Bissaco, 2006: 1053). Dallin (1994) states lyrics are written as a form of interaction between the writer and the listeners by carrying a message for motivating the listeners to think about. The purpose and form in that interaction are embedded in the cultural context of these people, according to their musical

preferences, time, etc. According to Gerot and Wignell (1994:12), the wording of texts or discourses simultaneously encode three types of meaning: ideational (it is about phenomena), interpersonal (expressing a speaker's attitude), and textual (expressing the relation of language to its environment). The approaches, such as Systemic Functional Linguistics (SFL), Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MDA), are commonly used in analyzing those meanings.

The studies on song lyrics have been conducted by some researchers, such as Setyono and Wahyuni (2012), implementing Systemic Functional Linguistics (SFL) and Critical Discourse Analysis (CDA) in analyzing *Ilir-Ilir* song lyric, with focus on its textual surface of discourse and interpretative stages. In 2015, Olateju Moji conducted Multimodal Discourse Analysis highlighting the ideational, interpersonal and textual aspects in analysing song lyric of a Yoruba song-drama.

Appraisal theory, the development of interpersonal meaning in Systemic Functional (1994), was developed by Martin and White (2005) has been widely used in many genres but rarely conducted in English song discourses. Appraisal framework explains how the taxonomy of the language is employed in communicating evaluation, how the users convey attitude, engagement and graduation. Some studies implementing this approach, found in Souza (2006) conducted a study on some national anthems to analyze the construal of their interpersonal meanings.

Another study is Xiaqing Li (2016) that conducted an attitudinal analysis to some English song discourses. The Korean

wave - "*hallyu*" in Korean - refers to a surge in the international visibility of Korean culture, beginning in East Asia in the 1990s and continuing more and more (Ravina, 2008, p. 1). One important aspect of the *hallyu* phenomenon is South Korean popular music (known colloquially as K-Pop). K-Pop mostly are formed in Idol groups, such as Exo, Infinite, SNSD, Sistar, Apink etc. Although it is rare, some popular music bands can be found, such as CNBLUE, FT-Island, N-Flying, Royal Pirate and Neil.

CNBLUE differs from other bands, as their songs are not only in Korean, but also in Japanese and English. CNBLUE consists of four members; Jung Yonghwa (Vocal, Guitarist, and Rapper), Lee JongHyun (Vocal, Guitarist), Kang Minhyuk (Drummer) and Lee JungShin (Bassist and Rapper) formed in South Korea, but they were firstly famous in Japan before they had debut in South Korea in 2010.

The present study focused on analysing the messages carried out by song lyric. Therefore, the researcher implemented Appraisal Framework to gain a better understanding of how the composers or singers construe and negotiate interpersonal meanings to their intended listeners. As what explained above, Appraisal theory is a framework developed from Systemic Functional Linguistic for systematizing and investigating the construal of interpersonal meanings in texts, in this case is the song lyric.

Specifically, appraisal focuses on how speakers' express feelings, how they amplify them, and how they may incorporate additional voices in their discourses (Martin, 1997, 2000; Martin & Rose, 2003; Martin & White, 2005). Due to

time constraints, this study focused only on the attitude system. Based on the phenomenon above, the present study attempted to address the following research questions:

- 1) What are language features found in CNBLUE songs based on attitude system of Appraisal Framework?
- 2) How did the composer or singer construe their interpersonal feeling toward the song “LONELY NIGHT”?

Theoretical Background

Appraisal Framework

Appraisal theory, the development of interpersonal meaning in Systemic Functional (1994), was developed by Martin and White (2005). Appraisal framework explains how the taxonomy of the language is employed in communicating evaluation, how the users convey attitude (emotion, judgement of people and appreciation of objects), engagement (assessment of the evaluations of other people) and graduation (how the writers may modify the strength of their engagement).

Appraisal framework was developed for systematizing and investigating the construal of interpersonal meanings in texts, in this case is the song lyric. Specifically, it focuses on how speakers' express feelings, how they amplify them, and how they may incorporate additional voices in their discourses (Martin, 1997, 2000; Martin & Rose, 2003; Martin & White, 2005). The overview of appraisal is explained on Figure 1.1.

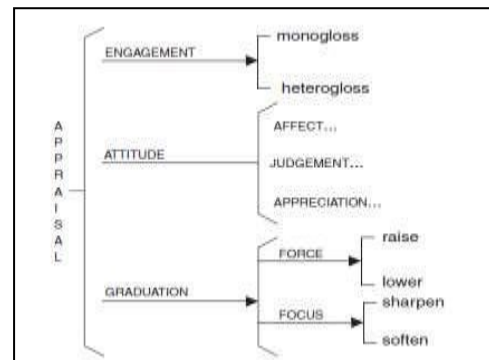


Figure 1.1 Appraisal Theory

1) Engagement

Engagement refers to the set of resources drawn upon by speakers for introducing “additional voices into a discourse, via projection, modalization or concession”. Through engagement, Martin and White (2005) deal with the linguistic constructions by which authors construe their point of view and the resources used to adopt stances towards the opinions of other people.

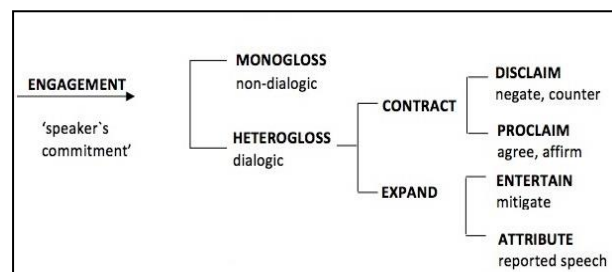


Figure 1.2 Engagement in Appraisal Theory

2) Graduation

Graduation refers to the writers or speakers alter the strength of their evaluation as a system of graduation (Martin and White, 2005). Graduation is a general property of both attitude and engagement. In graduation, it engages scales the authors' conviction in their utterance; meanwhile, in attitude it enables authors to convey greater or lesser degrees of positivity or negativity.

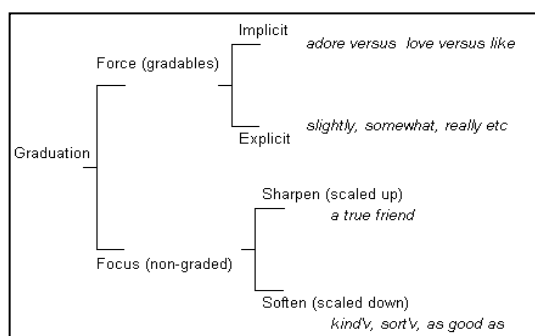


Figure 1.3 Graduation in Appraisal Theory

3) Attitude

The system of attitude is focused on speakers' utilizations for expressing positive and negative feelings involving in the construal of three main semantic domains; affect, judgement, and appreciation (Martin and White, 2005).

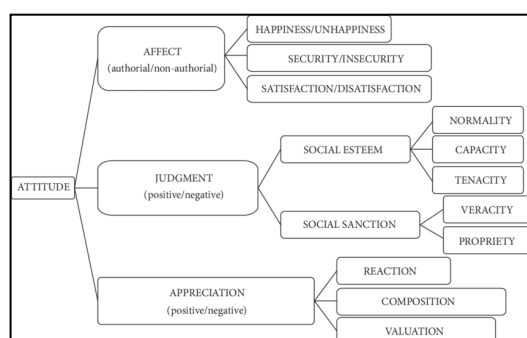


Figure 1.4 Attitude in Appraisal Theory

a) Affect

Affect identifies feelings—author's emotions as represented by their text. In Martin and White (2005:42), it describes that affect is concerned with registering positive and negative feelings: “do we feel happy or sad, confident or anxious, interested or bored?” The explanations are as followed (Martin and White 2005: 48-50):

- 1) Inclination concerns the emotional issue of intention and desideration.
- 2) Happiness involves the moods of feeling happy or sad.
- 3) Satisfaction deals with our feelings of achievement and frustration in

relation to the activities in which we are engaged.

- 4) Security covers our feelings of peace and anxiety in relation to our environs, including of course the people sharing them with us.

b) Judgement

Judgement deals with authors' attitude towards the behaviour of people; how authors applaud or reproach the actions of others, how author criticize, praise or condemn” (Martin and White 2005: 42). It is divided into:

- 1) Esteem concerns to normality’ (“how unusual someone is”), ‘capacity’ (“how capable they are”) and ‘tenacity’ (“how resolute they are”)
- 2) Sanction has to do with ‘veracity’ (“how truthful someone is”) and ‘propriety’ (“how ethical someone is”).

c) Appreciation

Appreciation considers the evaluation of things—both man-made and natural phenomena. Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field (Martin and White 2005: 43). It consists of three general classes explained as follow:

- 1) Reaction: Impact (did it grab me?) and Quality (did I like it?)
- 2) Composition: Balance (did it hang together?)
- 3) Complexity (was it hard to follow?); and 3) Valuation (was it worthwhile?)

METHOD

A qualitative was adopted in this study. It was appropriate in this study seeking to investigate how composer or

singers construe their feelings through the songs and the chosen words on their lyrics. Fraenkel and Wallen (1990: 10) state that “qualitative approach is employed when a researcher wants to acquire a holistic depiction of what actually happens in particularly circumstances or situation”. As explained on introduction, the “Hallyu” wave spreading widely recently made the researcher put interest in analysing the song lyrics from one of those *Hallyu* stars; therefore, the sampling was purposively taken by the researcher.

The data analysis is based on Appraisal Framework was developed by Martin and White (2005). This framework was developed from Systemic Functional Linguistics, - for more systematizing and investigating the construal of interpersonal meanings in texts. The data was taken from the song lyric, -Lonely Night, then it was coded based on the criteria of attitude system, then lastly data was analysed to interpret the message carried on the song lyrics. Due to space and time constraints, this study focused only on the attitude system.

RESULT AND DISCUSSION

R.Q 1: *What are language features found in CNBLUE songs based on attitude system of Appraisal Framework?*

The song lyric was made into a detailed analysis under the attitude meaning within appraisal theory, using the attitudinal analysis of the lyric under three perspectives of affect, judgment, and appreciation. This step to find out how this lyric demonstrate the emotion of composer and how they construct interpersonal relationship between composer/singer and readers/listeners through the analysis of the

realization and distribution of the attitude meaning within appraisal theory.

Table 3.1 Lonely Night Lyric

You are gonna be my **star**
Gotta be their **super star**
'n' tell 'em you will never change
I can feel the **love**
But I can't feel your **love**
You won't never make me fall **in love**

You are already a **star**
Gotta be their only **star**
'n' tell 'em you be stay the **same**
I can feel the **love**
But I can't feel your **love**
I can never ever fall in **love**

*Chorus
Gonna be a **lonely** night
I can't see you really **love** me
Gonna be a **lonely** night
I can't **trust** you all no more

Can't you be my **light**?
Please be my **light**
I not going back to “**old** me”
Gonna be a **lonely** night
I can't **trust** you all no more
You all **lie**

You are gonna feel **alive**
You know I will never **lie**
You can believe what I say
I can feel the **love**
But I can't feel your **love**
I can never ever fall in **love**

You are gonna feel like **flying**

You are gonna be **alright**
You be live in **neverland**
Can you let me breath?
Can you let me dream?
Can you really make me fall in **love?**

*Repeat

I feel **lost**
You tell me you feel **sorry**
I'll be gone soon
Before you take me **down**

*Repeat

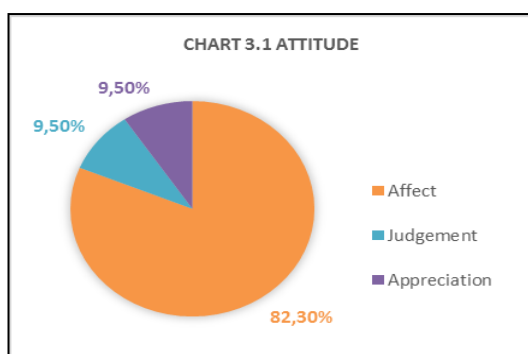


Chart 3.1 shows the general and remarkable tendency of attitude resources in the song “Lonely Night”. The frequency of Affect is the highest from all attitude resources. It reaches 81.25%; meanwhile, Judgement and Appreciation reach the same amount, 9.3%. The detailed distribution can be seen in Table 3.2 below.

Table 3.2 The Distribution of Attitude

Attitude	Features	Amount	
		Positive	Negative
Affect	Un/happiness	8	12
	In/security	2	4
	Dis/satisfaction	-	-
Judgement	Inclination	-	-
	Normality	-	-
	Capacity	-	-
	Tenacity	-	-
	Veracity	1	1
	Propriety	-	1
Appreciation	Reaction	-	-
	Composition	-	2
	Valuation	1	-
Total Amount		12	20

The highest frequency reached by Affect can be explained by the following reasons:

Affect deals with people’s emotional states and reactions to others behaviour and phenomena, while judgment attends to the normative assessments of people’s behaviour that we admire or criticize, praise or condemn. Appreciation are properties, which relates to the things we make and performances we but, but also

the phenomenon under evaluation rather than the participant who does the evaluation.

The sub type often appearing in affect is Unhappiness – Misery (37.5%), the phrases can be found in “*can’t feel your love*”, “*can’t make me fall in love*”, “*a lonely nigh*”, “*old me*”, “*feel sorry*”, “*fee; lost*”, “*gone soon*” and “*take me down*”. This sub-type reached the highest of affect sources. Another negative affect is Insecurity – trust (12.5%), these can be found in phrases “*can’t trust*”, and “*you all lie*”. The positive affect occurred reached 6.50 %, which consists of happiness and security-trust. The phrases of positive happiness can be found in “*feel the love*”, “*fall in love*”, and “*love me*”; meanwhile for security –trust, the phrase can be found in “*trust me*”.

The attitude of Judgement and Appreciation reach the same frequency, 9.3%. As explained in the paragraph above, Judgement and Appreciation relate to evaluating either ethics, aesthetics and phenomena. The judgement types occurring in this song are Veracity (6.24%) and Propriety (3.12%). The phrases of Judgement are “*lie*” and “*never lie*” as the Veracity and “*feel sorry*” as the propriety. Here the composer or singer condemn. Lastly, for Appreciation, it occurred three times, twice as composition which can be found in “*change*” and “*stay the same*”. Meanwhile, for valuation occurred only once in the phrase “*alright*”

R.Q 2: *How did the composer or singer construe their interpersonal feeling toward the song “LONELY NIGHT”?*

According to Martin (1997, 2000), Martin & Rose (2003), and Martin & White (2005), attitudinal meanings can be realized

either directly “inscribed” or implicitly “evoked”. Due to time constraints, the researcher reveals some figurative phrases in the song, such as “*my star*”, “*their superstar*”, “*already a star*”, “*my light*”, “*like flying*” and “*Neverland*”. The figurative phrases in this song used by the composer made the song more poetic, as we already know that song can be categorized as a poem as well.

From the analysis of linguistic and explanations above, we can see that song from CNBLUE entitled “Lonely Night” has attitude affect to demonstrate the feeling of the composer or the singer. Although, most affect attitude showed are in negative affect, it still shows the interpersonal relationship between the composer/singer and audiences. From this song, the composer/singer expresses the feeling of being dumbled or disrespected and misery. It is shown in phrases such as “*I can’t feel your love*”, “*I can never ever fall in love*”, “*You all lie*”, “*I can’t trust you all no more*”, “*I’m not going back to old me*”, “*Gonna be a lonely night*”, “*I feel lost*”, and “*Before you take me down*”

Lastly, this song is not composed by band coming from English – speaking country, it might make this song is easy to be understood. As it uses words and phrases which are simple, although in some lines, the composer uses some figurative phrases to make the song more poetic.

CONCLUSION

Appraisal Framework was implemented in this study has revealed that the song can have three types of interpersonal meanings, such as:

- 1) Affect identifies feelings—author’s emotions as represented by their text. In Martin and White (2005:42), it

describes that affect is concerned with registering positive and negative feelings: “do we feel happy or sad, confident or anxious, interested or bored?”

- 2) Judgement deals with authors’ attitude towards the behavior of people; how authors applaud or reproach the actions of others, how author criticize, praise or condemn” (Martin and White 2005: 42)
- 3) Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field (Martin and White 2005: 43).

Although Appraisal Theory has been used in many genres, but it is still rare to be in analysing song lyrics. As it is developed for from Systemic Functional Linguistic for systematizing and investigating the construal of interpersonal meanings in texts, in this case is the song lyric. Specifically, appraisal focuses on how speakers’ express feelings, how they amplify them, and how they may incorporate additional voices in their discourses (Martin, 1997, 2000; Martin & Rose, 2003; Martin & White, 2005).

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IMPROVING THE SPEAKING SKILL OF THE STUDENTS OF STKIP-MB THROUGH THE USE OF THREE-STEP INTERVIEW TECHNIQUE

Yahfenel Evi Fussalam¹⁾ and Renda Lestari²⁾

¹STKIP Muhammadiyah Muara Bungo

²STKIP Muhammadiyah Muara Bungo

Email: yahfenel88@gmail.com

Abstract

The article provides information about the implementation of cooperative learning: three-step interview among students STKIP Muhammadiyah Muara Bungo (STKIP-MB) and the improvement of their speaking skill on descriptive text through the use of this technique. Participants were 15 students of the first year students at English Department. The method of this research was classroom action research (CAR) which consisted of planning, actioning, observing and reflecting. Data of the research were analyzed by using two methods of data analysis namely quantitative analysis and qualitative analysis. Quantitative data analyses were used to measure and interpret the data from the task and speaking test, while data which had taken from observation, field note and interview were analyzed by using qualitative data analysis. The research results showed that there was a significant increase of students' speaking skill on descriptive text over the cycles test. The student's score rose gradually, it was started at 46.48 in pre-cycle test and being increased 68.17 in the first cycle test. Then, it rocketed at around 75.88 in the second cycle. The improvement of students speaking skill influenced by two factors remained as internal factor and external factor. The internal factors proposed by students' motivation and their anxiety, whereas external factors concerned with the teaching material and the classroom management.

Keywords: *Speaking, Descriptive Text, Three-step Interview*

INTRODUCTION

Developing speaking skill is commonly considered as daunting mission for almost language learners. Although before they were becoming a university students, they had years of learning speaking. This fact, the researcher found at English Department STKIP-MB through the students' daily test average score in speaking. The students' achievement score just around 62.60 or it defined that the score test was under the expected minimum scoring of STKIP-MB (70). Another interesting point is that the result of speaking test showed that only 4 (26.7%) of 15 students who had reach the expected minimum score, then 11 (71.3%) of the students experienced not pass the speaking test. Based on the result of the students

speaking test, it identified a serious problem of students STKIP-MB especially in their speaking of descriptive text.

The researcher's observation noticed some problems over the period of speaking class. Primary, students were quite hard to develop and transferred their ideas in English when the lecturer asked them to describe something. They did not recognize what they should utter about the identification and the description of an object that they might described. They had somewhat in their mind but they had lack of vocabularies and appropriate words to conveying their ideas, for example, when they were asked to illustrate an animal, "*It has big body, it has nice eyes, it is very cute*". The students frequently used the same words (repetition) during speaking

activities, and most of time they did not mention the subject that they refer to.

Next, the second problem is related to the language feature of descriptive text like tense and grammar. In using simple present tense, the researcher found that students had problem to differentiate the use of the present verb (V1) for the third person and singular. However, the lecturer has reminded them that the tense that usually use in speaking a descriptive text is simple present tense. For instance, students prefer to say: *she talk slowly, she look an monsters, she like modeling artist*. Those sentences were incorrect because of the third person singular present verb (V1) must attach by s/e's. The correct sentences are *she talks slowly, he looks an alien, he likes playing football*. From 15 students only 7 (46.7%) of them were able to use the simple present properly.

According to Fulwiler (2006:34), descriptive text is types of text that describes a person, place, and/or thing. The functions of this text is to create a verbal image so that listeners can see what you see, hear what you hear, and taste, smell and feel what you taste, smell and feel. In the line with it, Wardiman et al. (2008:26) mentions that by listening a descriptive text, the students will create their sense of immersion and get a clear picture of object which is described.

The third problem is very close to the technique that used by the lecturer during teaching and learning process in the classroom. Rigidity learning gives the impression to be deficient on students' involvement. For example, lecturer often presenting materials not interesting yet and set the group discussion without managing their task and setting. In teaching descriptive text, He just showed the picture of a place or thing and asked them to

describe it unclearly. It also only focused on the materials from handbook and did not add new materials. This situation made the teaching and learning process was not done well.

Then, the most noticeable problem is that the students' motivation. Having low motivation had posed the students to do anything else inside the classroom such as keep silent, sleep, and sometime disturbing to their friend. The study showed that half of students were unwilling and embarrassed to speak English in speaking class because were afraid of making mistakes. It seem; when the lecturer asked the students to present in front of the class, most of the students motionlessly kept silent or even dropped their heads, and avoided the eye contact with the lecturer. They were hesitant to speak and they haven't confidence to speak because when they tried to speak with good pronunciations, stressing, and gestures their friends laughed at them. The researcher discovered that the students feel doubt performs their speaking in front of the class (Fussalam, 2014:3).

Therefore, the lecturer applied new technique "three-step interview" in teaching speaking on descriptive text. The technique had given deliberate students' active participation and the tasks have clear instruction. Then, the technique was also provided students wide opportunity independently in speaking descriptive text. By practicing actively, the students get influence effect like encouraging students to speak without being afraid of getting fault. In addition, the process of cooperative learning during the implementation of this technique has also known as the way to gained students enjoyable to follows some activities in the classroom.

The research questions in this research article focus on:

1. How can three-step interview improve students' speaking skill on descriptive texts at first year students of English Department STKIP-MB?
2. What factors influence the change of the students' speaking skill on descriptive text by using three-step interview technique at first year students of English Department STKIP-MB?

METHOD

The research was conducted through Classroom Action Research design. Kemmis and Taggart (2008:11) states that Classroom Action Research as the systematically way to be aware about what happens in the school or classroom, implementing critically informed action where improvements are thought to be possible, and control the effects on the action with a view to continuing the improvement.

This research was done at the English Department of STKIP-MB where the researcher as one of the English lecturers in this Department. It was held in even semester academic year 2017/2018 since for this period of time speaking subject substances had well inserted some types of monologue text such as descriptive text, recount text, narrative text and procedure text that were officially planned by the curriculum of the English Department of STKIP-MB. There were two kinds of data that the researcher had used in this research namely qualitative data and quantitative data. Hence, two types of instruments were designed in collecting data.

First and foremost, the researcher conducted the instruments for collecting

the quantitative data through the uses of "tasks and speaking test". They were designed by the researcher in the form of rubric of speaking test of descriptive text. The task was given before the end of speaking class. All students have the same opportunity to present their skill in front the class. The researcher set a task because he tended to know his student' speaking passion in the classroom. From the result of the task, student's progress also can be measured.

In conducting rubric of speaking test, the researcher had arranged the indicators of descriptive text and mixed them up into the rubric of assessing speaking which adapted from O'Malley and Pierce (2006:60), Hughes (2003:131). The components such as content, grammar, vocabulary, comprehension, fluency, and pronunciation were involved in the rubric of assessing speaking of descriptive text. Each component also had scored or rating. In detail, the scoring consisted of four levels (1-4).

Moreover, the researcher had also set the instruments for collecting the qualitative data. It was created into two types of instrumentations which called observation sheet and interview guidelines.

Observation sheets become part of collecting the real information about teaching and learning process. The result of observation sheets were analyzed in order to know whether or not the lecturer and students had applying three-step interview technique in their activities in speaking class.

In addition, an interview guideline was also arranged by the researcher as research instrument for collecting qualitative data. Kajoorboon (2005:123) states that an interview guide is the list of questions, topics, and issues that the

researcher wants to cover during the interview. In this research, the students were invited by the lecturer to discuss about their views linked to the factors that influence the change of students speaking skill of descriptive text. Interview result was used by the researcher to answer the second research questions.

Overall, the techniques of collecting data involved four instrumentations as follows;

1. Speaking test and task were used to identify students' speaking skill. The test was given at the end of each cycle.
2. Observation checklists as lecturer's and collaborator guidance to monitor the students' activities.
3. Field note was used to highlight some information that had not grasp by the observation checklists.
4. An interview was also carried out the students to shares their perception about factors which influenced the improvement of students' speaking skill on descriptive text.

RESULT AND DISCUSSION

Result

The result of the data analysis answered both first research questions and the second research questions of the research. It discussed the research finding in the pre-cycle test, first cycle test, and second cycle test. For the first research question, the research focused on describing how three-step interview technique can improve students speaking skill of descriptive text in every circumstance in speaking class.

By looking at the tests given to the students in each cycle, the researcher identified how three-step interview technique can improve students speaking

skill of descriptive text. He had finds out a dramatic increase of the improvement on the students' achievement over the whole implementation of this technique from first cycle test to second cycle test. The enhancement of students' speaking skill was concerned all indicators of speaking skill of descriptive text such as content, grammar, fluency, pronunciation, and vocabulary.

Table 1. The Indicator of Speaking Skill of Descriptive Text Average Score in All Cycle Test

Cycles	Con t	Gra m	Flu	Pro n	Vo c
Pre-cycle	1.90	1.94	1.67	1.90	1.87
First Cycle	2.85	2.48	2.20	2.50	2.83
Second Cycle	3.07	2.98	2.70	3.03	3.43

The table 1 shows the information about the students' average score over a 3-cycle test. Overall, what stands out from the graph is that there were considerable increases of students' score over period of the research. Although each indicator of speaking of descriptive text in pre-cycle test was initially the lowest score (1), then it experienced a slight increase (2) in the first cycle test before reaching of peak of score (3) toward the end of second cycle test.

Another interesting point is that the indicator of vocabulary was defined as the highest speaking score by the time period (3.43). Despite vocabulary depicts as the lowest (1.67) in the beginning of cycle, it was jumped up to 2.83 in the second cycle. In contrast, the indicator of fluency remained as the lowest score through out the period. Looking at the details comparison of the students' average score can be seen in the graph below:

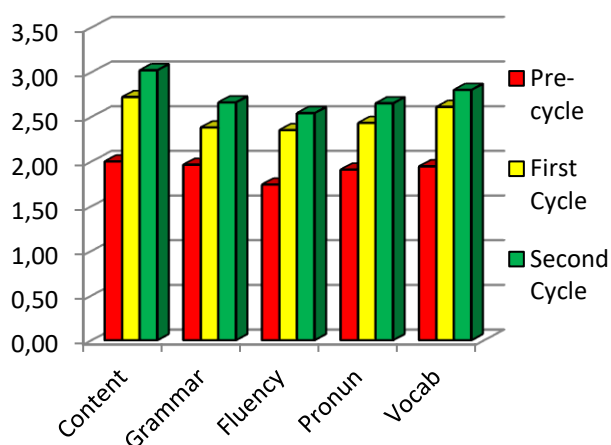


Figure 1. The comparison of the Speaking indicators of descriptive text

Based on the figure 1, there were 4 indicators of speaking skill rising gradually. Those were content, grammar, pronunciation and vocabulary. However, the other indicator like fluency remained relatively stable at approximately at around 2. In other word, the students initially had difficulty in fluency. For instance, some students often repeated frequently the words or sentences in the speaking test. In this case, the lecturer had forced an effort through offering the students with wide opportunity to perform their speaking in a variety of contexts in the classroom.

In general, the average score of students speaking skill improved by time to time, starting at the pre-cycle test, then in the first cycle, and last cycle test around 46.38, 68.17, 75.88 respectively. The improvement of students average score also followed by the significant increase of all indicators of speaking of descriptive text such as content, grammar, fluency, pronunciation, and vocabulary.

In more details, the researcher displayed the data about the mean percentage of students achievement score in speaking skill into the following figure visually. The researcher compared the

mean of students' speaking skill achievement in all cycles test.

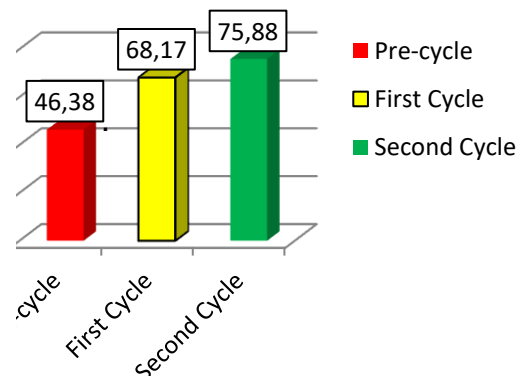


Figure 2. The Mean of Students' Speaking Skill

The figure 2 provides information about the improvements of speaking skill of descriptive text over the cycles test. In whole data, there were dramatic increases of students speaking skill especially in descriptive text over the period of test. There was slightly improvement of students speaking score approximately by 21.79 in first cycle. It went up from 46.38 in pre cycle to 68.17 in first cycle test. Likewise, the improvement of second cycle was rose almost doubled from 46.38 in pre-cycle test and 75.88 in the second cycle test. It means that overall students speaking skill were increase significantly through implementation of three-step interview technique.

Discussion

The table and two charts above show how the indicators of speaking skill of descriptive text achieved from the first cycle and the second cycle. The improvement of students speaking skill was identified through the improvement of the indicator of speaking descriptive text. Furthermore, several factors that affected their speaking skill are also discussed.

First of all, *content* of descriptive text. The lecturer has realized that practicing speaking skill is not easy for first semester students for some reason such as knowledge and experience. So, before going to the lesson, the lecturer needs to explain about the social function and the content of descriptive text as foundation of descriptive text. Here, the form of contents like generic structure of descriptive text itself (identification and description) should be understandable clearly by the students. By giving details explanation about the content, it helped them to construct a good descriptive text. Lecturer encouraged the students to produce identification of an object by using topic sentence correctly. Besides, the lecturer also explained how to use description correctly.

In the beginning of the class, the lecturer had described the generic structure of descriptive text; identification and description. Then, he also clarified his explanation through some examples of descriptive text on the whiteboard, and showed a picture, and enlightens how to develop the ideas by using picture. It forced the student to develop their ideas in their worksheets, by writing practice accurately sentences placed in their worksheet the students be able to remained position of identification and description in the pattern of descriptive text. Otherwise, to check the students' concept about it, he controlled the speaking class activities, checked the students' worksheet whether or not it involved as the content of descriptive text.

According to Hammond (1992:4), the identification as the generic structure of descriptive text gave the information about the object or phenomena that will be described. Then, description helps the students to tell parts, qualities and characteristics of the object in detail. By

using three step-interview technique the students have been more betterment to create content of descriptive text appropriately. The process of asking questions, answering, and taking note is an effective way to persuade students to create a clearly identification and description of an object (Kagan, 2009:131).

Next, Good grammar also defines as one of the important indicators of speaking skill in producing good monologue descriptive text. However, some students' considered that grammar was very tricky and less important in speaking, but the lecturer proposed their students to know the function of grammar. He supposes that the students are used correctly produced sentences in pattern, thus their sentences were systematic, clear, easier and understandable by others. It was also declared by Hughes (2003:131-132) that the student's error in using the grammar or pattern caused misunderstanding.

The researcher' observation result was initially that the students tended to imitate or copying incorrect sentence structure from their friend. As the result, they had lacked knowledge to use a good sentence with correct grammar. To solve this problem, the lecturer asked the student taking notes into the worksheet (three-step interview form). This action was intended to assess students' grammar mastery. It was maintained by Kagan (2009:143), three-step interview also has advantages to advance the student's grammar through the process of writing sentences in worksheet of three-step interview activities.

Thirdly, fluency also mentioned as indicator to be good at speaking. Students were intended to increase their fluency because its one criteria, improvement of speaking skill. They practice to be natural and only a small number of pauses and

“Eee” or “um”. These fillers indicate that the student have spend a lot of time searching for the language items needed to express the message (Brown, 2004: 4).

In other word, fluency in speaking labeled as the ability to utter words or sentence freely without too much impede or hesitating. As Kagan (1994:35) states that three-step interview technique promotes students’ active speaking because they are independently responsible for sharing their group’s information with the team.

Furthermore, the lecturer had accomplished enhancing students’ consciousness in pronunciation during speaking. Even though it is almost impossible to force them to have smoothly pronunciation, at least they were relatively close to the real tone of voice and sound like a native speaker. The target of teaching speaking skill is that the students have consistently correct and clear pronunciation (O’Malley and Pierce, 1996:60, and Hughes, 2003:131).

Last but not least, vocabulary is also placed as a basic indicator of speaking skill. It has become a central position in speaking, since the students should be transferred into their own language into English form. Being easier for students told something if their vocabulary rich. The impact of role activities during the interview pushes them to enrich new English words. In addition, discussion unknown word and interesting feedback from the lecturer make them happy. Unconsciously, the process of asking questions and answering questions in the interview they also establish their vocabulary. Thus, it could raise their vocabularies. Then by taking notes on the worksheet they could engender many ideas.

The concept above has been held up by prior researcher (Kagan, 2009:143). He

describes three-step interview has various advantages; one of them could enrich students’ vocabulary. Kagan points out that the students not only be able to raise their vocabulary and the structure of the sentence. The activities of three-step interview was also led them to think about mere appropriate or particular vocabulary. Moreover, the lecturer’s approaches in teaching learning process also had crucial input to improve the student’s vocabulary mastery. Whereas the students did three step activities, the lecturer checks them; he pushes them to use proper and right vocabulary.

Turning into the second research question that it was associated with the factors that affect students’ speaking skill on descriptive text, the researcher was used qualitative data analysis. The data from the result of observations, field notes and interviews were interpreted by him. He has found two general factors improvement of their skill.

The major factor defines as internal factor. This factor comes from the students themselves (Mai, 2011:10). This factors related to the things within the students include motivation and anxiety.

Begins with *motivation*, it is an essential condition of learning to enhance their speaking skill. This research had agree that motivation to speak is given by the students’ in learning process over the period of implementation of three-step interview had increased their self confidence. They had eagerness, enthusiastic to study better, and become talk active in doing the activities. As declared by Brown (2002:234), “motivation is one of the most important factors for success in English.” Nearly half of people are strongly arguing that motivation to learn a language, others are not, and others

are no comment. It means that everyone has different reasons and purposes in learning something.

Generally, the results of the interviews identify that the students eager to speak English through grouping students in a classroom. They were greatly motivated since three-step interview activities were introduced to them as a new technique in speaking class. The opportunity to speak in the group was made the students joyful to learn how to speak well. It can be seen from the fact that most of the students take involved in activities, joined the activities eagerly, and did the task seriously.

In this case, motivation did not only tend to the student personal pleasure, curiosity, satisfaction or pleasure they get from the activity itself but also the reward, benefit, or purpose for doing it, which make it useful. For example, the result of interview informed that almost of the students were attracted to speak English because they know English apply for anything and used everywhere in the future.

Besides, findings have generally shown that anxiety also influenced students' speaking skill in several ways. For instance, when being stand up in the classroom; the students were worried about "forgetting vocabulary and making mistakes" due to the fear of speaking in public, and not being able to express a clear message. Briefly, the students is frightened to be called stupid or to be underestimated by listeners, their lecturers, and their friends (Brown et. al, 1996:26).

In other cases, the students did not ask for clarification, even when certain aspects have been unknown yet. They preferred to ask a classmate. It seemed they preferred to avoid a conversation with the lecturer since it would involve a more

complex interaction they were not willing to make. By working in groups, students had more opportunity to learn from their friend through the way how their partners constructed a sentence and developed new ideas.

In other word, three-step interview activities in the group also offering fun and relax atmosphere to the students. The communication process within the group had motivated and established the students' self confidence before they were challenged to perform their speaking skill in front of the class. The fact shows that when the students joined in three-step interview, anxiety was reduced and speech fluency was generated. As stated by (Kagan, 2009:143), "this technique can establish students' confidence in speaking."

Beside the internal factors above, the researcher also found the factors outside the students, which control the improvement of students' speaking skill. The factors are mentioned as external factors such as teaching materials and classroom management.

The materials that were given to students had been chosen based on the curriculum and the students' environment. The colorful pictures, drawing pictures, and showing posters attracted the students' attention. As stated by Harmer (2001:233), one factor of successful students speaking skill is materials, or topics given, when the topic related to students' real life, so they could easily to image the real portrait of the picture and produce or speak fluently.

For example, they can tell about a topic when they have prior knowledge of the topic. It means that having much more background knowledge about some topics was leading the students to be interested in speaking activities.

It was proved by the interview result, half of the students felt the materials were not too difficult and easy to understand. They believed that the materials could be explained. Based on the collaborator's observation and her notes, the topics were relevant to the students' want such as favorite artist, football player, and funny animals attracted them to speak by describing the pictures.

Classroom management by designing classroom activities was also one of the factors that influenced the students' speaking skill. In addition, the lecturer approach during implementation three-step interview brought the success of learning process could be achieved. The lecturer should be able to design activities, control, organize, and manage the group work, the use of time allocated for tasks, and monitor student activities by walking around and helping them if necessary. It was supported by Nunan (2003:233), the important role of the lecturer is monitoring what and how well the students are do an activity.

Based on the result of the interview, the learning through these techniques made the students happy and enjoyable because the lecture approach through classroom activities push the students worked in the group with different roles, helped each other, and they had each responsibility. Even though some of the students in the group were still confused about their role, the lecturer was guided all students to do the activities in the classroom.

As stated by Richard (2001:52), the lecturer must be able to control the class by organizing the activities during teaching and learning process. It means that the lecturer's control the students' activities in order to improve students' willingness to speak. The lecturer had made the classroom

atmosphere exciting and interesting during the activities happened.

CONCLUSION

Based on the research finding and discussion, three-step interview technique has known as an appropriate technique that it is worthwhile to enhance students speaking skill of descriptive text, especially in the first year students of English Department STKIP-MB. All in all, the improvement of students speaking skill can be seen from the mean score of students speaking skill in each cycle test. In the pre cycle, the average students' score that had achieved just under a half (46.38), after that it experienced a sudden rose sharply at over around one in the third (68.17) in first the cycle test before reaching of peak of more than a three-quarter (75.88) in the last cycle test. Therefore, it also noticeable that the first research questions about students' problems in speaking of descriptive text was covered through the implementation of three-step interview technique.

As regards to the second research question, the improvement of students speaking skill was influenced by two factors namely internal and external. The result of the interview was shown that an increasing student' ability proposed by their motivation and anxiety. In spite of the factors within the students, there are also some external factors that affect students seriously such as teaching materials and classroom management. By the end of this research, the data from research instruments display that the students felt enjoyable in three-step interview activities and they were also interested in learning much more materials which were presented by the teacher in the classroom.

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THE TEACHING OF READING COMPREHENSION BASED ON 2013 CURRICULUM AT SENIOR HIGH SCHOOL

Elsa Ernawati Nainggolan
State University of Jakarta
Email: batuarabornengelsa@gmail.com

Abstract

This study aimed at describing how the English teachers of SMA N 1 Raya applied 2013 curriculum in the teaching of reading comprehension. The study employed descriptive qualitative research. The data were collected through observation, in-depth interview, and documentation. The results showed that there were five ways used by the teachers in teaching reading comprehension. They were; asking for students' knowledge, correcting students' pronunciation, asking for the students' comprehension of text, highlighting the moral value of the text, and asking the students to translate the text. However, in reference to 2013 curriculum and the concept of teaching reading, the teaching ways presented by the teachers seemed to be misperceived. The misperception was due to the teachers' lack of knowledge and skill to realize the concept of curriculum and teaching reading into practice. To achieve one of the final purposes of 2013 curriculum in making students independent reader, the teachers are supposed to master the conceptual knowledge of curriculum and teaching reading to produce the better quality of teaching and learning process. Hence, the teachers would have skills to realize the concept into real teaching behavior to run effective teaching and learning reading in classroom.

Keywords: *2013 Curriculum, Teaching Reading Comprehension, Senior High School*

INTRODUCTION

Curriculum is one of the important components in the world of education as curriculum becomes the reference for every level of education, education organizer as well as the teacher and the headmaster. Holding into this fact, the development of curriculum is considered being important as curriculum is one of the element which gives significant contribution to improve the teaching and learning quality.

2013 Curriculum offers the ideas of teaching and learning alteration which is reputed capable to renew a more effective teaching from the previous curriculum (KTSP). One of the alteration offered is the teaching and learning covers the attitude of competency, knowledge, and skill, which is then developed to the core competency and

basic competency of 2013 curriculum. Curriculum 2013 also offers the teaching and learning through the scientific approach which has the step started from observing, questioning, exploring, associating and communicating.

This scientific approach can be integrated to the three main learning model of 2013 curriculum which are discovery learning, project based learning and problem based learning. This is done due to the revolution changes in the 2013 curriculum is student-centered which practices the basic opinion that knowledge cannot be just transferred from the teacher to the students but the students themselves are the subject who have the ability to actively search, process, construct, and apply the knowledge. English as one of the compulsory subject

taught in Senior High School gets positive impact from the changes of this new curriculum. Certainly, English teachers need to be more creative and innovative in the teaching and learning process towards the 2013 curriculum. English teacher must be able to bring the change in the English teaching. It means they have to leave the old teaching style in which the learning material taught is centralized on the language structure (grammar). The English teaching should be taught or centralized on the language competency as the tool of communication to deliver the idea and knowledge which is appropriate with the demand of 2013 curriculum.

Specifically, the teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself.

The demand of the 2013 curriculum insists the creativity and the ability of the teachers to implement the theory of curriculum into the classroom particularly in teaching and learning process. Moreover, one of the factors to make the successful in teaching and learning depends on the teacher' pedagogic and teacher' mastery towards learning material and curriculum. As

Mulyasa (2007:5) argues that the less understanding of the teachers and education organizer towards the curriculum, the less achievement of the students' competency.

The writer was interested to conducting this study to see how the English teachers applied the theory of 2013 curriculum in the teaching and learning process of reading comprehension. This study was conducted in one of the Senior High School in Indonesia. The school has been implementing 2013 curriculum since 2013 and no similar study which has been conducted before. It was highly expected that the realization of 2013 curriculum conducted by the English teacher ran effectively particularly in the teaching process of reading comprehension.

METHOD

This research was conducted under the principle of qualitative research. The researcher has no control over the variables. The researcher only described what was happening as it was without giving any treatment that could influence the results to be analyzed (Creswell, 2007).

The Subject of the research was three English teachers who have been teaching reading comprehension in SMA N 1 Raya. In this research, classroom observation, in-depth interview, and documentation were conducted to obtain the data. The data were analyzed through the following stages that were adapted from the data analysis technique proposed by Miles and Huberman (in Sugiyono, 2013). The data analysis procedures were; (1) transcribing the recorded observation, recorded interview, and documentation, (2) identifying the data

by matching the theory of 2013 curriculum with the data, (3) classifying the identified data in accordance with the problems of study and the basic theory, (4) finding the interrelationship of the data by using Matrix of Miles and Huberman, and (5) drawing the conclusion based on the interrelationship of the data.

RESULT AND DISCUSSION

A. Teaching Ways of Reading Presented by the Teachers

There were five ways presenting by the teachers in teaching reading comprehension based on 2013 curriculum. They were presented as follow.

1. Asking for the Students' Knowledge

In the teaching of reading comprehension, it is quite important to involve the students' prior knowledge to assist them comprehend and learn from the text. The act of asking for the students' knowledge was presented by the teachers as shown in data 1.

Data 1

Teacher : good... [walking around] have you got traffic accident? How about you?

Learners : yes sir.

Teacher : what accident?

Learners : motorbike.

Teacher : motorbike... motorcycle.. alright, others?? It is usual yeah, the usual view in our daily life. When you get the newspaper and you read the news will on.. somebody get accident...

The question of "have you got traffic accident?" was arisen to attract students' attention towards the topic discussed "traffic

accident". Related to the theory of reading comprehension, the question arisen was to find out the students' previous experience. Carrel and Eisterhold, (in An 2013) defined that exploring students' experience refers to content schemata. Content schema refers to background knowledge of the content area of the text or the topic a text talks about. Unfortunately, the activity presented by the teacher did not match to facilitate better comprehension. The question stopped at the point. In other words, the act of asking question did not have any relationship to the facilitation of reading comprehension.

2. Correcting Students' Pronunciation

The other ways of teaching presented by the teachers was by correcting students' pronunciation as shown in data 2.

Data 2

Teacher: enhancement yeah.. good.. let's read this text together

Teacher : come on... start from you!

[ask the students to read the text out loud for one paragraph and it was continued by the other students until the text was completely read, sometimes the teacher also fixed students' pronunciation if it was needed]

Learner :fourth, the streets are becoming more crowded every day. The number of veh.. ngg...

Teacher : / 'vi:əkl / Vehicle [correcting the Learner's pronunciation]

Learner : / 'vi:əkl / Vehicle running on the street is increasing.

According to *Kamus Besar Bahasa Indonesia (KBBI)*, reading aloud is reading by paying attention to intonation, dynamics, and tempo. It means, it is important to fix

students' pronunciation while they are reading the text aloud. However, reading comprehension should not be confused with reading accuracy as the purpose is to get the text meaning comprehensively. Furthermore, correcting students' pronunciation directly instead of asking them to open their dictionary broke the principle of scientific approach in which the teacher is supposed to make the students an independent learner and a problem solver (kemdikbud, 2013)

3. Asking for the Students' Comprehension of the Text

The teachers' behavior of asking for the students' comprehension of the text should cover all level of reading comprehension. In contrast, this way was used less effectively as the level comprehension of reading mostly achieved literal level comprehension as shown in data 3.

Data 3

Teacher : Okay, what is the title of the text?

Learner : obesity is a nightmare...

Teacher : very good... okay, thank you.

As Shown in data 3, the question (what is the title of the text) proposed by the teacher was literal reading comprehension level. Burns et all (in Sinambela 2015) pointed out that literal level demands the students as a reader to be able to retell the facts or information already presented in the text. However, the teachers' way in asking for the students' comprehension broke the principle of scientific approach as this way did not use to be more effective in involving the cognitive process to stimulate the

intellectual development, particularly the skill of high-level thinking of the students (kemdikbud, 2013).

4. Highlighting the Moral Value of the text

The teacher emphasized the moral value by taking it directly from the topic. This was showed in data 4.

Data 4

Teacher : I need to tell you... you are not supposed to drive if you don't have the license yet. Just take the bus. So.. from the text we read, you learn that being discipline in driving is required to avoid the accident. I suggest you... don't drive your father's vehicle if you don't get license to do it. Got it?

Learners : yes sir..

The subject' purpose in raising the statement or warming related to the topic was to build the moral value from the topic towards the students' daily life. This was relevant with the theory of 2013 curriculum in which the principle of learning based on scientific approach must construct the students' self concept and develop the students' character (Kemdikbud, 2013).

5. Asking the Students to translate the text

The teachers' purpose in asking the students to translate the text was to assist the students to understand the text as shown in data 5.

Data 5

Teacher :okay, the importance of breakfast. Come on... who wants to read and translate this text... give up your hand... I'll take the score.

Learner :yes mam... mam...

Teacher : one by one please... Kezia.

Learner : do you know that breakfast is important for a whole day activities? A group of students said that breakfast is good for health and it can improve our concentration and strengthen memory.

Teacher : translate!

Learner : apakah kamu tau,, bahwa sarapan penting untuk aktivitas.... Siswa mengatakan sarapan baik untuk... untuk kesehatan dan itu dapat apa...

Teacher : meningkatkan. [helping the students translate the difficult word]

Learner : mmmm.... Meningkatkan konsentrasi dan ingatan.

Theoretically, translation is a process of getting equivalent meaning from source language into target language in which the focus is translating individual words to get meaning (Jixing, 2013). In relation with the theory of reading comprehension, Scoot (2009) argues that translation is not recommended in the teaching of reading comprehension as the purpose of reading comprehension is to get many meaning like lexical, contextual, implicit and related meaning.

The teacher confessed that the purpose of translation in her way of teaching reading comprehension was meant to increase students' vocabulary. Unfortunately, this way limited the better reading comprehension as this did not suit with the theory of reading comprehension. Most importantly, this way did not involve the potential cognitive process in stimulating the intellectual development particularly the skill

of high-level thinking of the students as expected in 2013 curriculum.

B. The Underlying Reasons of the Teachers' Way in the Teaching Reading Comprehension

After figuring out the ways of teaching reading presented by the teacher, the reason behind those ways of teaching was then investigated through in-depth interview. Based on the data analysis, the teachers' ways in the teaching of reading comprehension was caused by the misperception of the concept of teaching reading comprehension. This misperception laid on a) activating the students' schemata, b) the use of genre knowledge in teaching reading comprehension, c) the purpose of teaching reading comprehension and, d) the level comprehension of reading.

1. The Activation of Students' Schemata

The purpose of doing questioning by the teachers was only meant to attract the students' interest and introduce the topic. It means this activity did not on purpose to activate students' schemata to facilitate better reading comprehension. This was shown in data 6.

Data 6

Interviewer : before reading activity, "The Importance of Breakfast", you gave some questions to be discussed. Why you did so?

Subject : I did that to attract their curiosity of the topic. The questions such "do you think breakfast is important" and others questions would trigger their interest. More importantly, they could

exchange information. it trained them to speak and deliver their opinion.

Interviewer : Did that activity have any relevance in comprehending the text?

Subject : indirectly, they were interested to read. I think, the most important thing is to arise their will to read and their contribution in the learning activity.

From the data 6, it was seen that the act of teacher questioning reflected scientific approach of 2013 curriculum. In scientific approach, the teacher is supposed to issue the problem or case to stimulate the curiosity of learning. This activity would trigger the students be independent learner and problem solver (Kemdikbud, 2013).

2. The Use of Genre Knowledge in Teaching Reading Comprehension

The reason why the teachers used genre knowledge in the activity of teaching reading was presented in data 7.

Data 7

Interviewer : well, you also asked questions "what is the genre of this text?" what is the purpose of this question?

Teacher : I think the students should know that text has different genre. And the questions to provide information to students that we were talking about analytical text.

Interviewer : after that?

Teacher : from this text genre, they would wonder "what the text is about?"

Interviewer : what does it mean?.

Teacher to guide them, guide their reading interest

Interviewer : is that so?

Teacher : from the text genre, yeah... right, their reading interest. They would get interested to read the text. Let's say, analytical text has purpose to persuade the reader, so by knowing it, they would wonder what things that persuades the reader.. I think like that.

In data 7, the teacher confessed that the purpose of the act of questioning was meant to make the students able to differentiate text types and attract students' interest in reading. In reference to reading comprehension, this activity refers to formal schemata. Carrel and Eisterhold (in An 2013) stated that formal schemata are the organizational form and rhetorical structure of written text. They include knowledge of different text types and genres and also include the knowledge that different types of texts use text organization and languages structures. According to Klinger (2006) the understanding of genre can assist the students 1) to form expectation about what they will read 2) organize incoming information and 3) judge the relative importance of what they read.

3. The Purpose of Teaching Reading Comprehension

Data 8

Interviewer : why did you ask the students to translate the text into target language?

Teacher : how would they know the content of the text if it was not translated?

Interviewer : what do you mean?

Teacher : by translating the text, they would know what was the text

about, and also to increase their vocabulary.

Interviewer : and then?

Teacher : it would make them understand the text and could be able to answer the text questions.

As shown in data 8 above, the teacher claimed that by doing translation would increase the students' vocabulary and automatically the students would be easier to understand the text. However, the act of asking the students to translate the text into target language is not recommended in the teaching of reading comprehension as reading comprehension demands the reader to construct many meaning (lexical, contextual, and implicit meaning) not just equivalent meaning as what the subject did in translation (Moore, 2005).

Therefore, it was concluded that the teacher did not teach reading comprehension but used text as a media to teach vocabulary. Furthermore, this way did not involve the potential cognitive process in stimulating the intellectual development particularly the skill of high-level thinking of the students as expected in 2013 curriculum (*kemdikbud*, 2013).

4. The Level Comprehension of Reading

Data 9.

Interviewer : okay. After reading text, you asked the students to answer the text questions. Why you did so?

Teacher :the questions provided in the text have purpose to know students' comprehension of text. The question such "what is the text about?"... certainly

the indicator is the students are able to find text theme. So if they were able to answer such question, I just need to guide them to find detail information in the text. They were able to answer the text questions means they comprehend the text.

Interviewer :how would you know that they answer the questions correctly?

Teacher : of course by having discussion with them. they could exchange information with their friend. I only placed myself as facilitator... just to guide them to answer the text questions.

In data 9 the teachers seemed ignored the level of comprehension. They stated that question was only used as an assessment to find out students' comprehension. It was then concluded that the teachers' way of asking for the students' comprehension is less effective as this way was lack of facilitation to the better reading comprehension. Most importantly, the teachers' act of asking for students' comprehension does not suit with the theory of scientific approach of 2013 curriculum as this way broke the principle of scientific approach and did not use to be more effective in involving the cognitive process to stimulate the intellectual development, particularly the skill of high-level thinking of the students (*kemdikbud*, 2013).

There are a few researches similar to this study that has been conducted before. Sibarani (2009) conducted a research dealt with the misbehaviors of teachers in teaching English. His Study aimed at describing the

teachers' misbehaviors in teaching English to the junior high school. As a result, he found that the misbehaviors of English teachers lay on two processes. The first was in the process of making lesson plan and the second was in the teaching and learning process. He further found that the misbehaviors of teaching English were caused by two factors which were, (1) the lack of linguistic knowledge such as the linguistic concept of language skills and text structure and (2) the lack of pedagogic mastery of the teachers towards language skill such as sentence structure and vocabulary.

Furthermore, Scott (2009) in her study about knowledge for teaching reading comprehension investigate what teachers know and do in the course of teaching reading comprehension. She revealed that reading comprehension instruction in U.S. classrooms and the resources available to teachers focus extensively on the use of comprehension strategies with little or no attention to constructing meaning of the content in the text. It seems that if there were better coherence between the research literature and the influences on teachers' teaching, the terrain of reading comprehension instruction would look different. The finding of Sibarani (2009) and Scoot (2009) also support the finding of present study. In the present study, the teachers' way in the teaching reading comprehension did not facilitate the students to be independent reader as the final purpose of teaching reading. This was due to the lack of knowledge of the concept of teaching reading comprehension.

For those facts presented above, it was definitely concord with the study of

classroom teaching by Dunkin and Biddle (in Stripling 2013). Dunkin and Biddle clearly pictures that the success of any teaching depends on three variables, they are: (1) presage variable, (2) context variable, and (3) process variable. How the third variable happens in the classroom depends on the interaction between the presage and context variable. In this study presage variable which is the teachers' knowledge, teaching skill and intelligence significantly affected the process variable which was the teaching and learning process in the classroom. The relationship between presage and process variables determines the quality of product variables in the final result. This study proves that the lack of teachers' knowledge towards the concept of teaching reading and curriculum produced the poor quality of teaching.

CONCLUSION

Teachers play an integral part in the process of teaching and learning. Moreover, the most significant role of the teacher is to teach knowledge to students. The teaching of reading comprehension should create independent reader as the final purpose. In addition, teaching reading helps students develop their language skill. In reference to the goals of 2013 curriculum, reading as one of the language competency functions as the tool of communication to deliver the idea and knowledge.

The poor teaching quality presented by the teacher indicates the lack knowledge and skill of reading teaching concept and curriculum. It is then expected that the teachers should master the concept of knowledge of teaching reading comprehension to produce the better quality

of teaching and learning process. Most importantly, the teachers should also have skills to realize the concept into real teaching behavior. The result of this study is supposed to be considered as an effort of improvement of teaching reading quality. Moreover, it is necessary to be replicated by applying different research approach for the purpose of further verification.

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BUILDING CHARACTER OF ALTRUISM PRAXIS IN ENGLISH CLUB AT MAN KARAWANG

Fina AUFAR Laela Ibrahim
State University of Jakarta
Email : alifnafina@gmail.com

Abstract

This study aimed at investigating the altruism praxis in English club extracurricular program at Senior High School. This study employed a case study and conducted in MAN Karawang. The data in this study were the occurrence of altruism aspects in one of English club annual program, which is English show-up. This study employed two instruments in collecting data, namely observation sheet and interview guide. This study revealed that two aspects of altruism, prosocial behavior and aversive-arousal reduction appeared in school English program at MAN Karawang and the most dominant is prosocial behavior. In other words, it can be concluded that MAN Karawang has contributed in that altruism praxis. The contribution is shown by adjusting students of MAN Karawang to benefit for each other, through following kind of behaviors, Student leads to write and translate the script for show-up program; Students carry the properties in and out of the stages along the show; Students set the music and scene for background of show; and Student practices each other in lack of pronunciation.

Keywords : *Altruism, school English program, Senior High School*

INTRODUCTION

Several types of character educations are highly promoted around school practice in Indonesia, and altruism is one of that highlighted character. Altruism can be defined as the willingness to help others without expecting in return (Baron & Byrne, 2005). Nevertheless, Altruism seems barely to find (Wibowo, 2014). It is due to the activities which are more concerned on the developing the cognitive rather than on affective (moral or character) and psicomotoric (Yeung, 2006). Yet in fact, character – altruism - will invariably be attempted to wide range of professions (Bialik, 2015).

To prevent the degradation of Altruism in school practice, Uliana & Setyowati (2013) suggested that Altruism might be implemented and integrated in the teaching and learning process. For instance, in teaching and learning English. The

English language might be considered as a tool to create Altruism among students by reflecting, discussing, sharing ideas and feelings. Furthermore, somebody who is good at English is able not only to read and write in English, but he/she is also able to interpret the social situations (Jimenez & Diaz, 2018).

Drawing upon those phenomena, there had been some studies intended to be conducted in terms of altruism praxis in English classroom, such as Jimenez & Diaz (2018) found that English language is considered as a tool to create anti bullying attitudes among students. English is chosen as the subject since it is a neutral common language for all the students. Further, in Indonesia, there is Novianti (2017) who reported a study on the teaching of character education in higher education using English Bildungsromans, Jane Eyre. The study aimed at finding at whether

students were able to identify, get involved and have insights with the virtues contained in a story, textual analysis drawing upon Parker Ackerman. The results show that most students have successfully identified the virtues in a novel and can relate to characters and their events. However, only a few students are able to show their involvement with and insight of the virtues contained in the novel.

Those recent studies confirmed that the school subject and learning process are suitable to be used as the way to build the character education. Nevertheless, there are still few studies investigating the altruism praxis in English teaching and learning at Senior High School, particularly in Indonesia context. As limited literature demonstrated, hence this study attempts to investigate the Altruism praxis in English language instructions.

Summing up what is noted in the background, the problem of study is How is altruism practiced in English teaching and learning school activities at MAN Karawang?

METHOD

This study employed a case study, because this study intended to describe the extension of particular program or innovation has been implemented, which is the movement to inculcate character building, especially altruism (Gay, Mills, & Airasian, 2012, pp. 444 & 445). The data collected in this study were several activities occurred in school activities or in this case is English show-up, one of program is held by English club. In addition, observation sheet and interview guide were used as the instruments to collect the data. The explanation of each instruments is as following :

The observation was used to explore the Altruism praxis in English show-up at MAN Karawang. The observation was held on 23rd April 2018.

Observational checklist is used as the instrument to identify the data related to aspects of altruism, likely empathy; prosocial behavior; and aversive-arousal reduction in English show-up. The identification was done by ticking based on the components and giving the details of praxis on notes column.

Besides, this study also used interview to collect the data. The interview was directed to find out teacher`s and students` opinions toward the praxis of Altruism during the activities. The questions in the interview were not designed in a rigid way. They are related with the praxis of altruism aspects and the reason beyond the praxis in perspective of teacher and students. Furthermore, to make the interview clearer and more comfortable, the language used for the questions of the interview is Bahasa.

The data analysis in this study includes several steps such as transcribing the recorded interview; the recorded classroom observation and observation field note into written form; and after it was converted, the data were then categorized into several codes as summarized in the table analysis in beginning of finding and discussion section.

Afterward, the researchers interpreted the data by calculating the total of each indicators realized in praxis of each altruism aspects and drew a shared perspective related to the most dominant aspects are presented in English show up which is a program of English club extracurricular at MAN Karawang.

RESULT AND DISCUSSION

Extracurricular program is one if school activities and applied right after the classroom activities getting completed,. By the school activities, students might involve to gain more knowledge, competence and experience beside they have learned academically at classroom. School

activities concerned in this study is English show-up and was held on 23rd April 2018. To acknowledge what appeared in that school activity, this section elaborates how school activities supports the implementation of altruism through altruism aspects.

Table 4.1 Altruism praxis in School Activities

NO	ASPECTS	CODE	INDICATORS
1	Prosocial Behavior	A25	Student practices each other in lack of material or pronunciation
		A30	Students set the music and scene for background of show
		A31	Students carry the properties in and out of the stages along the show
		A37	Student leads to write and translate the script for show-up program
2	Aversive-arousal reduction	A44	Student uses positive language during discussion
		A45	Student does not force his/her opinions to be realized
		A46	Student appreciates others` opinion by listening carefully

In referring to table 4.1, there were 7 indicators presented in English show-up of English club program. Prosocial behavior is the one highly emerged in this program. The emergence of this aspect is reflected by 4 indicators, namely student practices each other in lack of material or pronunciation (A25); Students set the music and scene for background of show (A30); Students carry the properties in and out of the stages along the show (A31); and Student leads to write and translate the script for show-up program (A37).

A37 indicator appeared in preparing the show for english club program and proved by the student response who did translation and writing the script in her interview. In interview, she said “*Teman-teman bilang saya yang paling jago di Bahasa Inggris, dan kebetulan saya suka menulis, jadi saya yang menulis skenarionya dan menerjemahkannya ke*

dalam bahasa inggris”. A25 indicator is appeared while they are doing practice; and for another aspects, like A30 and A31 are appeared as long as they present the English show-up performance. In simply, those indicators are categorized as prosocial behavior aspect is because the students try to benefitting another person and may include in doing every kindness as well as larger efforts to improve the world (Dovidio, et.al, 2004; Penner, et al., 2005, p. 3).

Next aspect seems to be highlighted is aversive-arousal reduction, it is consisting of any desire or motivation to help by reducing the unpleasant experience and the negative emotion caused by other`s distress (Batson & Powell, 2003; Myers (2012); Feigin, et.al, 2014). In this component, Aversive arousal reduction is realized through three indicators, such as student uses positive language during

discussion (A44); student does not force his/her opinions to be realized (A45); and Student appreciates others' opinion by listening carefully (A46).

Relevant with the elaboration in previous sections, prosocial behavior takes place on the highest number of indicator. It is portrayed that students have gently improved by adjusting themselves to be benefit for others. The improvement is expressed in form of doing some kindness not only during English classroom activities but also school activities, in this case is English show up of English club program.

CONCLUSION

In brief, altruism praxis in school English program can be presented by adjusting students to benefit for others, through following kind of behaviors, student leads to write and translate the script for show-up program; students carry the properties in and out of the stages along the show; students set the music and scene for background of show; and student practices each other in lack of material or pronunciation.

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APPLYING THE INSIDE-OUTSIDE CIRCLE (IOC) TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE OF SMA INSHAFUDDIN

Nurul Kamaliah
STKIP Bumi Persada

Abstract

This study is based on the problem of the low speaking skill at the eleventh grade students of SMA Inshafuddin. The study is intended to know whether Inside-Outside Circle (IOC) can improve the students' ability. It also focused to know what the responses of the students are when Inside-Outside Circle (IOC) is applied in speaking class. The subject of the study was the second grade class XI IPA of SMA Inshafuddin. This study used pre-experimental research by focusing on one group pre-test and post-test design. Techniques in collecting the data were test and questionnaire. Then, they were analyzed by using statistic calculation of t-test and percentage formula. The results of this study show that Inside-Outside Circle (IOC) can effectively improve students speaking ability. The improvement of students was obtained from the differences between pre-test and post-test. The mean score of pre-test is 66.11 and it improves to 70.11. Further, it is supported by the t-test result as the calculation value obtain t-score (4.381) > t-table (2.120). It can be concluded that there is a significant improvement of students' speaking ability after they were taught by using Inside-Outside Circle (IOC). The result of questionnaire shows that by using Inside-Outside Circle (IOC) the students become more active to speak and interact with each other in teaching and learning process. Therefore, the result of the study implies that English teachers could apply Inside-Outside Circle (IOC) technique in teaching speaking that can give students many chances to speak.

Keywords: *Inside-Outside Circle (IOC), Speaking Ability*

INTRODUCTION

Speaking is an important skill for communication. It helps us to communicate our thoughts, ideas, suggestions, comments, etc in the most natural and reliable way without much distortion of information. Speaking skills can enhance one's personal life, as increase their information about the world by exchanging the information each other, feel easier to get job, and develop more relationship. Kayi (2006:65) says that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

Thereby, speaking is a way for people to communicate each other and make their life success. Nowadays, the mastering of English speaking at senior high school is still far from teaching

learning goal. According to Basic Competence, the government determines of learning language standard for eleventh grade semester 1 (Depdiknas, 2013). Especially in speaking skills, the students have to study and achieve some competences goal of learning is communicative competence like they able to construct oral and written texts to express and respond to expressions of opinion and thoughts, with regard to social functions, generic structures, and language features which are true and in context. Thus, the writer found the students less achieve these aim of speaking goal.

According to Hasanah as quoted by Yunus (2012), at least there are two factors that influence students' speaking ability, internal and external factors. The familiar internal factors are lack of vocabulary, less

motivation, and difficulty to express their idea. Then, the external factors are the same teaching learning process, the teacher seldom never try out to teach in various method until make the students boring. Thus, these factors have influence students' speaking performance.

There are many problems appear in the teaching learning process, especially in the speaking activities, as found by the writer when doing an observation at SMA Inshafuddin Banda Aceh. The first, the students are shy and not confident while performing speaking English activities in front of class. The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, they rarely practice to use English to communicate each other. And the last, the students are not interested and passive in English learning process. Therefore, the English teaching learning process was not going effectively.

To respond it, the writer assumed that one of ways to solve these problems is by playing a good method. It will have a great influence in teaching learning process. Cooperative learning is one of teaching method which can be used in speaking class that can make students achieve the goal of speaking above. Jacob (1999:5) says that:

“Cooperative is a diverse group of instructional methods in which small group of students work together and aids each completing academic tasks. In other word, class member are organized into small group after receiving instruction from the teacher. They work through the assignment until all group members successfully understand and completed”.

One of the techniques of cooperative learning is Inside-Outside

Circle (IOC) which enables and motivates members of the group to acquire certain concept deeply by the students' role. This is developed by Kagan (1994). This technique can be used to make the students active in speaking (fatirul, 2011: 43). Besides, Maulida and Narius (2013) say that Inside-Outside Circle (IOC) influences the students to improve their confidence in doing speaking. The role that they play in the technique makes them to be usually involving themselves to face each other and try to transfer their idea verbally.

Regarding to the explanation above, the writer intends to conduct a research, entitled “Applying Inside-Outside Circle (IOC) Towards Students' Speaking Ability at the eleventh grade of SMA Inshafuddin”. This study is expected to have some contributions for teaching-learning process, particularly in improving speaking skill. The study is aimed to know (1)whether Inside-Outside Circle technique can improve students' speaking ability and (2) how do students respond towards Inside-Outside Circle technique.

METHOD

The study is aimed to revealing and describing the effectiveness of the use of Inside-Outside Circle (IOC) technique towards students' speaking ability. The study used pre-experimental research by using one group pre-test and post-test design, where the writer did an experiment in a single group only. Borg (1989:670) said: “The one group pre-test and post –test involves three steps: first, the administration of a pre-test measuring the dependent variable; second, the application of the experimental treatment (independent variable) to the subject; and finally, the administration of a post-test measuring the dependent variable again”. The following

variables for the study: 1) Variable X (Independent Variable) is the use of inside-outside Circle (IOC) as the technique of teaching speaking. While 2) Variable Y (Dependent Variable) is the students' speaking ability.

The population of the study was the second grade of SMA Inshafuddin Banda Aceh in academic year 2017-2018, which consisted of two classes, class XI IPA (26 students) and XI IPS (30 students). While for the sample, the writer randomly selected class XI IPA which is consisted 26 students. However, the valid data were from 17 students because some of them did not participate in all process of collecting data.

The techniques used in collecting the data in this study were test and questionnaire. The test was conducted in two sessions; pre-test and post-test. Pre-test is a test given to measure students' ability about something that will be learned. While, post-test is a test given to measure students' ability about something that they had learned (Sugiyono, 2012: 110). In this term, the first test was pre-test done to know the students' speaking ability before being the treatment by using Inside-Outside Circle (IOC). Then, the post-test is done to know the students' speaking after being taught by using Inside-Outside Circle (IOC). The test was assessed by using speaking rubric assessment which consist 5 aspects, namely; fluency, pronunciation, accuracy (grammar and vocabulary) and body language.

Moreover, questionnaire is given to know the students' responses towards Inside-Outside Circle (IOC) in improving their speaking ability. The questionnaire sheet consisted 10 (ten) close ended questions. The questions was answered by marking one of four demanded rating scale

(strongly agree, agree, disagree, and strongly disagree).

The procedures of data collecting were conducted in five meetings; where the pre-test was given in the first meeting, treatment was given in the second to fourth meeting, and the last are post-test and questionnaire were given in the fifth meeting.

Having got the data from pre-test and post-test, they were analyzed by using statistic calculation of T-test. Then the questionnaire data was processed by using percentage formula.

RESULT AND DISCUSSION

Result

administered to know the response of students to the Inside-Outside Circle (IOC). Through deeply and systematically step, those data were calculated to find the result.

1. The Analysis of Test

After conducting the test, the data obtained from pre-test and post-test was ranged in frequency distribution. In the pre-test section, it shows that the students got the highest score is 77 and the lowest score is 57. Nevertheless in the post-test section, the highest score is 85 and the lowest score is 60.

As stated before, the pre-test was aimed to identify the basic levels of the students' speaking before giving treatment and post-test was aimed to see the effect after treatment. From the results, the mean of pre-test is 66.11 and the mean of post-test was 70.11. Thus, the mean of post-test was improved from the mean of pre-test, and the writer conclude that the students' speaking ability was better after learning speaking through Inside-Outside Circle technique. To prove whether Inside-

Outside Circle (IOC) affected the students' speaking, it needs more following steps.

Based on the result of pre-test and post-test, the writer put the data into the

difference of pre-test and post-test as follow:

Table 1. Difference estimating between pre-test and post-test.

Student's Initial	Pre-Test (X)	Post-Test (Y)	D = (X-Y)	D ² = (X-Y) ²
KK	60	62	+2	4
M	62	70	+8	64
IS	73	82	+9	81
SA	64	66	+2	4
IM	77	85	+8	64
WM	58	62	+4	16
W	75	72	-3	9
NH	61	60	-1	1
MF	76	85	+9	81
M	66	64	-2	4
ZS	76	79	+3	9
NW	76	79	+3	9
N	57	64	+7	49
BH	58	61	+3	9
EM	59	62	+3	9
FM	69	75	+6	36
RN	57	64	+7	49
N = 17	-	-	$\sum D = 68$	$\sum D^2 = 498$

Which:

D = Difference between variable X and Y, the writer calculated the mean of difference (MD) shown below:

$$\begin{aligned}
 M_D &= \frac{\sum D}{N} \\
 &= \frac{68}{17} \\
 &= 4
 \end{aligned}$$

By calculating the mean of difference (M_D), total difference ($\sum D$), and total difference in square ($\sum D^2$), the writer calculated standard of deviation (SD) as shown by the following statistical step.

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum D^2}{N} - (M_D)^2} \\
 &= \sqrt{\frac{498}{17} - (4)^2} \\
 &= \sqrt{29.29 - 16}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{13.29} \\
 &= 3.65
 \end{aligned}$$

Having had the estimation of standard of deviation, the writer calculated error standard of mean difference (SEMD) between variable X and Y as follow:

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{3.65}{\sqrt{17-1}} \\
 &= \frac{3.65}{4} \\
 &= 0.913
 \end{aligned}$$

Next step is finding out t_0 value by:

$$\begin{aligned}
 t_0 &= \frac{MD}{SEMD} \\
 &= \frac{4}{0.913}
 \end{aligned}$$

$$= 4.381$$

Finally, the writer compared t_0 with the score of t_r . Therefore, she needed the degree of freedom (df) as follow:

$$\begin{aligned} Df &= N - 1 \\ &= 17 - 1 \\ &= 16 \end{aligned}$$

Then, the writer checked out the score of degree of freedom to t-table at significance of 5% ($\alpha = 0.05$). It showed that:

At the degree of significance 5% = 2.120
The result obtained that t score is 4.381 and t table is 2.120.

From the result, it could answer the categorized hypothesis. The hypothesis used in the study is an alternative hypothesis that says "There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using Inside-Outside Circle (IOC)". This hypothesis can be formulated as follow.

Null hypothesis is H_0 : $H_1 = H_2$

Alternative hypothesis is H_a : $H_1 \neq H_2$

H_1 : The Achievement of students' speaking before using Inside-Outside Circle (IOC)

H_2 : The achievement of students' speaking after using Inside-Outside Circle (IOC).

H_0 : There is no significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using inside – outside circle (IOC).

H_a : There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using inside – outside circle (IOC).

Arikunto (1991:70) said the criteria of t-test are:

1. If the result of t score is higher than t-table ($t_0 > t_r$), the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
2. If the result of t-score is lower than t-table ($t_0 < t_r$), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

Having analyzed the data of pre-test and post-test by using t-test formula, from the result of calculation, it is obtained the value of the t-score (t_0) is 4.381 the degree of freedom (df) is 16 (obtained from $N-1$) = $(17-1=16)$. The writer used the degree of significance of 5%. In the table of significance, it can be seen that on the df 16 and on the degree of significance of 5% the value of degree of significance are 2,120. The calculation value obtain t-score $(4.381) > t\text{-table } (2.120)$. This result means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. So, hypothesis states that "There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using Inside-Outside Circle (IOC)".

1.2 The Analysis of Questionnaire.

The data of students' responses about applying Inside –Outside Circle technique in speaking class were obtained through questionnaire. The questionnaire

was given to 17 students of class XI IPA. Below were 10 questions which were distributed in the questionnaire.

1. Students' interest in speaking class
2. Students' need to learn speaking by using good and fun methods.
3. Students feel comfortable in learning speaking through Inside Outside Circle technique.
4. Students' vocabulary development by using Inside- Outside Circle technique
5. Students' pronunciation development by using Inside- Outside Circle technique
6. Students' motivation development by using Inside- Outside Circle technique
7. Students' grammar development by using Inside- Outside Circle technique
8. Students' cooperative development by using Inside- Outside Circle technique
9. Students' confidence development by using Inside- Outside Circle technique
10. Students' idea development by using Inside- Outside Circle technique

The students gave their opinion for each mentioned number as described in the following chart.

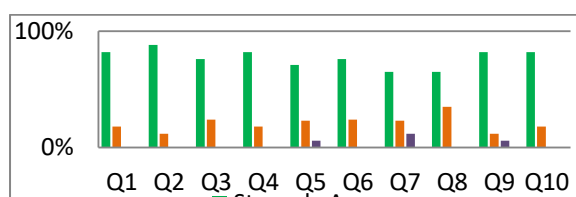


Chart 1. The Students' Response towards Inside-Outside Circle (IOC) in teaching speaking.

Based on the chart, it shows that the students had positive responses. On the first statement, the majority of students (82.35%) strongly interested to learn speaking and only 3 students (17.65%) that

said they agreed to interest in speaking class.

The second statement shows that there was 88.24% students strongly agreed that the students' need good and fun methods in teaching speaking and 11.77% students agreed about it. On the third statement, 76.47% stated strongly agreed and 23.53% agreed that if they feel comfortable in learning speaking through Inside-Outside Circle technique. The statement number 4, showed almost of all students (82.35%) strongly agreed and 17.65% agreed if their vocabulary could be increased after they did speaking activity by using Inside-Outside Circle technique. In the statement number 5, only one student (5.9%) disagreed about Inside-Outside Circle (IOC) could improve their pronunciation, while twelve students (70.59%) strongly agreed and 4 students (23.53%) agreed about it.

Then, on the sixth statement, it was strongly agreed by 13 students (76.47%) and 4 students (23.53%) agreed if their motivation was increased when learning speaking using Inside-Outside Circle (IOC). The seventh statement describes as many 11 students or 64.71% of the total students strongly agreed and 4 students (23.53%) agreed that Inside-Outside Circle (IOC) could improve their grammar, while 2 students (11.77%) disagreed about it. The statement number 8, shows that 11 students (64.71%) strongly agreed and 6 students (35.29%) that Inside-Outside Circle (IOC) affected their cooperative learning. The students felt nearer among classmates and made their study become enjoyable.

The students' response on the number 9, shows that the majority of students (82.35%) strongly agreed and 2 students (11.77%) agreed if they got enhancement for their confidence after

applying Inside-Outside Circle technique. Yet, 5.88% of the students or a student did not think that they got improvement. On the last statement, as many 82.35% of the 17 students or 14 students strongly agreed, and 3 students (17.65%) agreed if Inside-Outside Circle (IOC) is helping them to get idea and controlling themselves to speak in the topic area.

Regarding to the result of questionnaire, it could be concluded that the students got many improvements in term of speaking area. They would able to practice their speaking ability more intensively while doing conversation using Inside-Outside Circle (IOC).

Discussion

Previously, the result of pre-test was low which shows that the students still had many obstacles in mastering speaking skill. The students got lack of vocabulary to use in their speaking activity. They have not been able to deliver a word, a suitable phrase or construct a complete sentence. Sometimes they used wrong word in a certain context and also they often repeated the same word in various situations.

Because of their vocabularies was lack, the students felt reluctant and less confident to express their idea verbally. They only speak in shortly sentence, used more pauses and also got lost idea before the speaking was finished. In addition, the students spoke with low quality of grammar. They usually couldn't build a good sentence even in the simple sentence. It affects the information were not delivered effectively to the listener.

So as the Inside-Outside Circle (IOC) was applied to solve the students' problem in speaking. It was expected to improve the students' speaking ability in terms of fluency, pronunciation, accuracy

(grammar and vocabulary) and body language. The implementation of Inside-Outside Circle (IOC) was conducted after pre-test. The students were involved in this treatment for five times regularly.

Based on the obtained result, it is proven that the students able to improve their speaking ability by using Inside-Outside Circle (IOC). As cited by Kagan (1994), this technique is effective to train the students in practicing their speaking more creatively in a group work. The students met various classmates with different characteristic and different level of speaking achievement. It opens more opportunities for each student to take and share the knowledge of speaking among their rolling pairs.

Regarding to the speaking achievement, the students' score was significantly improved between before and after the treatment. After conducting the treatment by using Inside-Outside Circle (IOC), all of the students' improvement can be seen from the aspects of speaking ability. The students' vocabularies were increased (about 30%) when they want to say something in English. Such as the word of nouns (basket, cigarette, etc) and verbs (allow, consult, etc). The technique taught them to participate actively in a group. They have to show all their competencies totally in order to get the successfully learning objectives. Besides vocabulary, the aspect of grammar was also improved (about 25%) in which the students able to use and construct the sentence in the properly rules. For example, the combination of pronouns and to be ('he is' not 'he are', 'It is' not 'he are', 'Amru does' not 'Amru do', 'you were' not 'you was'). Again, the use of verb in present and

past tense (buy for present and bought for past).

Then, the students' pronunciation was improved also. By the technique, the students got more knowledge and learned many things from their partner, such how to say the word between 'patient' (*sabar*) and 'patient' (*pasién*) correctly. Those words were produced wrong by the students in the pre-test. The interaction that the students passed in the technique made the students to say English repeatedly and continuously. This condition directly influences the students' fluency. This aspect was improved about 20%. The last aspect is body language which is improved about 15%. The students was demanded to show out their role completely, so that beside their speaking have to do well, their body language must be played entirely. They felt enjoy to carry out themselves in conversation activity. Sometimes they played their eyes, their head, their hand and others body language feature to convince their speaking to the listener about what they want to deliver.

Likewise, the characteristics of cooperative learning also encouraged the success of the technique. Roger and David as quoted by Lie (2002: 31-35) categories them into five; positive interdependence, individual accountability, promote face-to-face interaction, group processing and group process evaluation. These aspects closely related to each other, so that the student got many advantages to improve their speaking process. The students should enthusiast to engage themselves involved as the player on the technique. They had to be responsible to themselves that refers to group objectives.

Working in a group, one student not only had to accountably for him/herself but also for his/her teammate. Each of them has

the specific duties to complete. When one of them got difficulties, such as using a disconnect vocabulary, incorrect pronunciation, and lost ideas, others partners should give a help. This effort made the students realize that they could need each other in achieving a goal.

Face-to-face interaction gave a good point for students to build their motivation and confidence. Unconsciously, each student learnt how to interact to others and get communicatively interaction. To carry out their role, the students must be confident to face and speak to others. The students in inside circle tried to speak for each new partner that they face in outside circle. This repeated action made the students speak for more times and enhance their motivation to do it.

Actually, every student would know how to work effectively in a group. They started it from the selection of member and group, the duties that they got and the roles that they play. Each of them passed this process in order to get the learning objectives. To achieve a success, evaluation is needed to see how far the duties are working on. So, this condition opened many opportunities for students to realize about their work, whether the duties as intended goal or not until they got the correction and suggestion from each other.

In conclusion, the result of the data analysis proven that the students' score of speaking taught by Inside-Outside Circle technique is better. It means that the use of Inside-Outside Circle (IOC) is effective. Another reason based on the students' responses because most students felt that Inside-Outside Circle (IOC) is enjoyable. This reason leads to better attention in learning and stimulate them to participate in Inside-Outside Circle (IOC) activities.

CONCLUSION

The writer conducted a research which the aim is to improve the students' speaking ability using Inside-Outside Circle (IOC) technique and get the students' response to this technique. Based on the research result, the writer can draw the conclusion as follow:

1. Based on the data obtained during the research, the data from 17 students were used for this analysis. There is a significant difference between students' speaking ability and Inside-Outside Circle Technique. It refers to the result of test proved that the students have improvement at their speaking achievement after applying Inside Outside Circle technique. Besides, the t calculation of value of 4.381, with significant probability (sig) of=0.05 and $df=n-1=17-1=16$, the table is 2.120, so the t calculation value obtained (4.381) > t table (2,120). Thus, H_0 is refused and H_a is accepted. Therefore, the hypothesis stating that, "There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using inside – outside circle (IOC).
2. The questionnaire's result showed that the students recognized if this method gives advantages for them in English such as their improvement in grammar, pronunciation, vocabulary, classmate relationship, etc. Besides, most of the students are quite enjoyed and interested to be taught applying Inside Outside Circle technique in their speaking class. In conclusion, the students had positive responses about Inside-Outside Circle (IOC) as an

effective technique to improve their speaking ability.

This research had proven that the use of Inside-Outside Circle technique in teaching speaking shows good results. Then, it is suggested:

1. A teacher of English at Senior High Schools should be creative in selecting interesting methods in teaching learning-process. Especially, Inside-Outside Circle can be used as an alternative technique of teaching speaking. In fact, Inside-Outside Circle technique can improve the students' mastery in speaking.
2. The writer has recommended that this technique gave an advantage such made the students more interactive and attractive to speak English. The students also learned more knowledge about speaking by following conversation activity with different classmate whether being less or high achiever students. Although, an additional disadvantage of this technique is being difficult to apply if the teachers don't do enough preparation in advance and also good monitoring in the classroom.

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INVESTIGATING STMT (*SEKOLAH TINGGI MANAJEMEN TRANSPORTASI*) STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH FOR TRANSPORTATION AND LOGISTIC

Novi Indah Susanthi¹, Yanu Rarasati Indraning Tiyas², and Siti Fadiah³

¹State University of Jakarta

²State University of Jakarta

³State University of Jakarta

Email: oct4th2003@gmail.com

Abstract

The positive attitudes are expected from students when they are learning English. These positive attitudes will help them to get the benefit of learning the language easily and smoothly. When students have positive attitudes meaning that they are at ease to learn and accept the material from the lecturer. This is important since learning process takes place when they are at ease. On the other hand, if students already perform negative attitude towards the language, they will stuck with the barrier, the difficulties to master the language. Consequently, students are de-motivated in mastering the language. For this reason, teaching learning process in the class is not optimum. If this is happen, students do not learn the language at their best. Hence, they are not capable to learn the material that they need to master. Language mastery, in the future, will help them to be able to cope with the language related to their career or job. This study is aimed to find out whether there is a relation between their attitude towards English learning and the mastery of English in their work field. The students are asked to fill in the questionnaire and the researchers are observing the students' attitudes in the classrooms when they are studying. The implication of this study is to influence the students' attitude in the teaching learning process. Therefore, the result reveals that the participants indicate some negative attitude towards learning English.

Keywords: *Positive attitudes, learning English, ESP, Transportation and Logistics, STMT Trisakti*

INTRODUCTION

STMT (Sekolah Tinggi Manajemen Transportasi) Trisakti has just celebrated its 47th anniversary last April 2017 which means that it has been competing in the education field for more than 30 years. There is not ideal age for an institution of education to stop growing and expanding especially for an institution that focuses on specific subjects. STMT Trisakti provides four majors which are Air transport management, Land transport management, Sea transport management, and Logistics management. There has been a change in the industry. At first, air transport management was chosen by most of the students due to its future work field at the

airport or airline industries. However, as the fast growing industry, all transportations and people activities around the world are circled around logistics. The trend of students' choices is changing to logistics management.

Based on the particular majors provided, STMT Trisakti should also provide the specific language learning with its specific activities to cope with the needs in the transportation and logistics industries. In that case, English for Specific Purposes (ESP) should be delivered to students. Munby (1978) stated that there are two major categories of ESP which the first one is related to our institution. He claimed that someone who studies English

for the purpose of working such as in civil aviation or tourist hotel management could be considered as taking ESP or EOP (English for Occupational Purposes). Hyland (2002) reassured previous statement that ESP has differences in ELT (English Language Teaching) because ESP gives specific language instruction to fulfil the purpose of English language learning.

Talking about ESP related to English for transportation means talking about targeting the specific needs. Teachers need to creatively design the class activities and the test that will achieve the target needs. The present needs of STMT students are the same as any other university students that is basic needs in communicating. However, due to their future organizations, students need to have communicative competencies in workplace. Airports, airlines companies, ports, freight forwarding companies, travel agencies, and others need students to be able to actively communicate in English. Belcher (2009) stated that teachers have the responsibility for finding out what their learners will likely need (want) to be able to read, write, speak, and comprehend as listeners to achieve their goals.

Depending on the teachers is only the beginning but the rest of the lesson will need much investment and effort of the students themselves. In this case, STMT students need to have high motivation and positive attitudes in learning the language to get the best achievement. Students should build their own way in gaining the benefit and reaching their purpose of doing the activities in the class. They should not depend entirely the result on others; teachers, classmates, university condition, etc. Candlin and Mercer (2001) examined that attitudes of language learners towards the EFL activities, its speakers and the

learning situation all play its role in describing their success or failure.

Attitude is taken into account in this study because attitude along with motivation, personality, etc could affect the level of proficiency achieved by the students (Gardner, 1980, 1985; Oxford & Shearing, 1996) although the way it affects varies from situation to situation (Crookes & Schmidt, 1991). In addition, Brown (2000, 181) describes several studies about the effects of attitude on language learning and concludes that “positive attitudes towards the self, the native language group, and the target language group enhanced proficiency.” ESP, for this matter, is suitable with the statements above. ESP should focus on the student and the purposes for which he requires the target language, and the whole language program follows from that (Munby, 1978).

Based on teachers’ academic report every quarter, it can be found that students’ attitude towards learning English affect their learning achievement. It affects their presence and their performance in the classrooms and of course when they are having the tests. Though, this report is only evidence that cannot be proven related to teachers’ objectivity until there is a research conducted to discover the real situation. In line with the teachers’ report, some research conducted in some universities proved that though there is a lot of thing teacher could do in the class, “at the end of the day, it is all up to the students whether or not to participate positively in the lesson. In other words, it all boils down to your attitude” (Abu Melhim, 2009).

Many research conducted about students’ attitude towards English learning showed positive impact on how students perform their ability in acquiring the

language and in using their skills in communicating (Meenakhshi H. Verma, Amal Ali Alkaff, 2013, Ming, Ling, and Jaafar, vol. 17, Gajalakshmi, 2013). In “Learner’s attitude and its impact on language learning”, Verma concluded that only less percentage of college students in India are indifferent to learning English.

Their reasons of learning are to pass the examination and to get a job while Alkaff (2013) in “Students’ attitudes and perceptions towards learning English” showed the result of his research as an inspiring result. He stated that the students of King Abdul Aziz University are willing to improve their language ability despite their insufficient time, pressure of the intensive course, long hours course, and the demand of other subjects in the same semester. In line with the previous researchers, Ming, Ling, and Jaafar (2011) in “Attitudes and motivation of Malaysian secondary students towards learning English as a second language: a case study” concluded that their students have positive attitude towards the learning of English.

They realized the importance of English in the school programme and have the desire to learn English. Gajalakshmi (2013) in “High school students’ attitude towards learning English language” mentioned that students perform different attitude based on the gender, the locality of the school, type of school, type of management, and also the parents’ occupation.

However, SirikunNookua and Abu Melhim (2009) research showed different results with those studies. SirikunNookua in “An investigation on English language learning attitudes of Siam University students” found that the weaker students have wrong belief and less self-confidence on themselves. Positive attitudes will be

enhanced by eliminating wrong belief, building self-confidence and creating motivation by using more effective approaches to classroom teaching. Abu Melheim in “Attitudes of Jordanian college students towards learning English as a foreign language” conducted three open-ended survey items that the result was about a growing motivation towards learning the language.

There are some definitions of attitude. Hogg and Vaughan (2005, p.150-151) provided several different but, still related definitions. From many of their definitions, the researchers took only two that were considered suitable with the research. The first one is “a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols.” The second is about positive and negative attitude. The positive attitude is “taking decision of acceptance or reaction that agrees the attitude we met or it is the attitude that reveals the advantages of the subject to take up its value.” On the contrary, the negative attitude is “the attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude.”

Furthermore, Holmes (1992) believes that when people feel positive attitude towards target language users, they will be highly motivated and consequently more successful in acquiring the target language. Contributed the same belief as Holmes, Gardner (1985), seven years before, had stated that students with positive attitude and high level of motivation will be more successful compared to those with negative attitudes and no motivation.

According to Gardner (1985), attitude has three components which are the affective component, the behavioral

component, and the cognitive component. The first is the feeling about the attitude object. The second component is predisposition to act towards the attitude object in a certain way.

The last one is beliefs about the attitude object. From those three components, it can be concluded that attitudes are related to thoughts as well as to feelings and emotions. Attitudes govern how the student approaches learning that in this case requires exposure to a different culture and also to the difficult task of mastering a foreign language. Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, attitude “forms a part of one’s perception of self, of others, and of the culture in which one is living” (Brown, 2000).

METHOD

This quantitative study employed a questionnaire survey to collect data. The classroom observations were conducted to support the data taken from the questionnaire. The questionnaire consists of two parts: the first one is about the demographic profile of the students (the gender, the major, and the school year) and the second part is the statements of students’ attitude towards learning English for transportation and logistics. The second part used Likert Scale ranged from 1 to 5 with definition strongly disagree (SD) to strongly agree (SA).

The second part consists of 15 statements of behavioural aspect of attitude, 15 statements of affective aspect of attitude, and 15 statements of cognitive aspect of attitude. The items in the questionnaire were partly adapted from the attitude questionnaire test employed in a

study by Boonrangsrietal (2004). Other items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Moreover, there were some items based on the teachers’ report every quarter about teaching and learning English in the classrooms. All items were composed in English and if necessary, the researchers explained some statements in Bahasa. The questionnaire was completed in class and collected immediately.

The procedure was carried out in STMT (Sekolah Tinggi Manajemen Transportasi) Trisakti, Kebon Nanas, Jakarta Timur. The 55 participants are 38 female and 17 male. They are 19 students of Air transport management and 36 students of Logistics management. There are not any of Land and Sea transport management students because the sample is small. The students were in the second year (41 students) and third year (14 students). They were studying English 2 and 4 when the study was conducted.

The collected data was analysed by the SPSS Program version 19 aiming to answer the research questions quantitatively. Descriptive statistics was conducted to determine the mean, median, modus, variance and standard deviation of the gathered data. One-way ANOVA analysis test was the other type of statistical analysis to examine the research questions. The findings are indicated in the next section.

RESULT AND DISCUSSION

A. Attitudes of STMT Trisakti students towards learning English for Transportation and Logistics regarding participants’ demographic profile

This part discusses whether there is any statistically significant difference in the students’ attitudes towards English for

Transportation and Logistics in terms of their demographic profile.

a) Language Attitudes and students' Gender

The inferential statistical analysis was employed to answer question concerning the differences in the students' attitude towards English for Transportation and Logistics by gender variable.

The results in Table 1 show that the mean score of language attitude among female students is 2.8599 and standard deviation is 0.64763 while they are 2.5856 and 0.70298 respectively among male students. These descriptive results show that the attitudes of female STMT Trisakti students towards English are slightly higher than that of male ones.

Table 1. Language attitudes and students' gender

Statistics				
Gender				
N	Valid	55		
	Missing	0		
Mean		1.3091		
Median		1.0000		
Mode		1.00		
Std. Deviation:				
Female		.64763		
Male		.70298		
Variance		.218		

Gender				
		Frequency	Percent	Cumulative Percent
Valid	Female	38	69.1	69.1
	Male	17	30.9	100.0
Total		55	100.0	100.0

The findings are in line with a study by Shoaib and Dornyei (2005). They supported that gender is an important perspective under second language learning investigations and concluded that females show more interests, positive behaviours and performances compared with the males.

The differences between the male and female respondents' attitudes may be due to the diversity of English teaching strategies and classroom activities employed by English language teachers to teach female and male students. On one hand, male respondents do not show a positive reaction towards Learning English for Transportation and Logistics.

b) Language Attitudes and students' Major

Table 2 indicates that the mean score of attitudes among Air Transport Management (ATM) students is 2.4566 (SD= 0.52877), the mean score of attitudes among Logistics Management and Material (LMM) students is 2.7446 (SD= 0.56557). It is clear that Logistics Management and Material students showed the highest attitudes towards English contrasted with the Air Transport Management students who indicated the lowest.

Table 2. Language attitudes and students' major

Statistics				
Major				
N	Valid	55		
	Missing	0		
Mean		2.9636		
Median		4.0000		
Mode		4.00		
Std. Deviation:				
ATM		.52877		
LMM		.5657		
Variance		2.073		

Major				
		Frequency	Percent	Cumulative Percent
Valid	ATM	19	34.5	34.5
	LMM	36	65.5	100.0
Total		55	100.0	100.0

The investigation of the probability of the difference in the students' attitudes towards English for Transportation and Logistics regarding

their specialization was conducted by using One-way ANOVA test. Table 3 shows the test of homogeneity of variances. The results displayed that the p-value of homogeneity of variances is 0.214. Thus, the assumption of equal variances is met because p-value is greater than the Alpha level (0.05).

Table 3. Probability of the difference in the students' attitudes towards English

Source	Sum of Squares	Df	Mean Square	F-Ratio	P-Value
First year	2022.16	12	412.996	3.523	0.032
Second year	2118.61	13	440.245		
Third year	1457.23	6	95.115		
Total (Corr)	5598.00	31			

One-way ANOVA analysis was to look into the differences in the attitudes of respondents towards English in terms of their specializations. In Table 3, the SPSS output shows that there is a difference in language attitude among the three groups of specializations ($F= 3.523$, $p= 0.032 < 0.05$).

So, it is concluded that there is a statistically significant difference in the participants' attitudes towards learning English language regarding their major. The analysis of Multiple Comparison was also conducted to determine which groups are statistically different. In Table 4, the students test demonstrates that the statistical difference is significant between Air Transport Management students and Logistics Management and Materials students since the p-value is less than Alpha level ($p= 0.025 < 0.05$). Moreover, the mean difference between the two groups of Logistics Management and Materials students and Air Transport Management ones is

0.28807. This result shows that the Logistics Management students' attitude towards English is higher than that of Air Transport ones.

These finding are in line with a study conducted by Rad (2009) to probe the English Language Major Student's beliefs and attitudes towards learning English. Regarding the specialization variable, the SPSS results showed that there was a significant difference in the respondents' perceptions about English as a foreign language. It was concluded that Literature students beliefs about three aspects of studying English i.e., aptitude, difficulty, and nature represented higher level than that among students.

The current research results point that the differences in the attitudes regarding the majors may be influenced by the content of the curriculum and the nature of these specializations. The Logistics Management and Materials students study Supply Chain Management, Warehousing, Safety Issues, Multimode Freight Forwarding while the Air Transport Management students study mathematics, Air Transport Economics, Airport Management and Civil Aviation and Regulations. Hence, it is proposed that specialization can influence the nature of attitude towards the major in general and English language in particular.

c) Language Attitudes and Participants' Year of Study

Table 5 shows that the attitudes mean scores among first, second and third-year students are 2.6985 (SD= 0.51455), 2.5941 (SD= 0.55893), and 2.5572 (SD= 0.70107) respectively. It

can be seen that there is a difference among the three groups in their attitudes towards English. The first year students showed a slightly higher attitude, compared with the other two groups.

Table 5. Language Attitudes and Participants' Year of Study

	N	Minimu	Maximu	Mean	Std. Deviation
First year	55	1.24	3.91	2.6985	0.51455
Second year	55	1.33	3.87	2.5941	0.55893
Third year	55	1.07	4.00	2.5572	0.70107
Valid N	55				

Al-Zahrani's (2008) study also revealed similar findings and the descriptive statistics showed that the respondents in the three years had the same level of attitude towards learning English. Perhaps, the result of the current study highlights the similarity in the content and design of English curriculum among the three years in each specialization. Therefore, all STMT Trisakti students from three years showed no difference in their attitudes towards learning English for Transportation and Logistics.

B. Students attitudes towards Learning English for Transportation and Logistics

The result of descriptive analysis shows that the overall mean score of English Language Attitude (ELA) among the participants is 2.6167 (SD= 0.59177). This result reveals that the participants have a negative attitude towards learning English. In addition, the mean scores of the three aspects of attitudes towards English among the respondents differ. The mean score of Behavioral Aspect of Attitude (BAA) is 2.5711 (SD= 0.60468), that of the Cognitive Aspect of Attitude (CAA) is

2.6722 (SD= 0.63402). Yet, the mean score of responses regarding the Emotional Aspect of Attitude (EAA) is 2.6067 (SD= 0.63262).

C. The behavioral aspect of attitude towards Learning English

The behavioural aspect of attitude towards English language represents the lowest mean score (2.5711). That is, the participants have negative behavioural attitude and feel not relaxed whenever they have to speak in English class. The item "studying English helps me to have good relationships with friends" obtained the second rank (M= 2.89, SD= 1.153), while the lowest mean score is (2.22) and demonstrates that the participants do not pay any attention when English teacher is explaining the lesson with standard deviation of 1.231.

Besides, the results of the current study disclosed that some of the students agreed that they do not pay any attention when English teacher is explaining the lesson. Thus, they show negative behaviors in the English classes. This could be due to the belief among the ESP students that learning English is not needed and important as other results of this study showed that most of the students never ask their friends or teachers for the homework and what has been taught when they miss the English class (M=2.27) and they put off English homework as much as possible (M=2.71).

D. The cognitive aspect of attitude towards English language

The cognitive aspect represents the highest mean score of attitudes towards English (M= 2.6722, SD= 0.63402). The findings indicate that the majority of the respondents showed negative cognitive

attitude and agreed that they could not summarize the important points in the English subject content by themselves. This response among the respondents represents the highest mean score 3.02 with (SD=1.153).

This result is similar to the findings of a study by Boonrangsri et al. (2004); the descriptive statistics revealed that 55 students showed a moderate attitude in their ability to summarize the important points in English subject. Besides, the respondents showed that they could not apply the knowledge from English in their real lives (M= 2.99, SD= 1.081). However, some of them believed that people who speak more than one language are very knowledgeable. This response represented the lowest meanscore 2.35 with (SD=1.179).

E. The emotional aspect of attitude towards learning English

The responses regarding the emotional aspect of attitude towards English are quite different from those of cognitive aspect and the mean score is 2.6067 (SD= 0.63262). Most of the participants showed that they preferred studying in their mother tongue rather than any other foreign language, representing the highest meanscore (3.81) with (SD= 1.157).

This result is in line with that in Al-Nofaie's (2010) that examined the attitudes of Saudi teachers and students towards using Arabic as a facilitating tool in English classes. It was revealed that the teachers and the students showed generally positive attitudes about using Arabic rather than English language. However, few of the respondents in this study had a positive attitude and wished to speak English fluently. This finding highlights the importance of encouraging the students to

participate in collaborative dialogues and activities in which they can acquire the language effectively and this can enhance EFL learners to observe and assess their progress in learning English language.

CONCLUSION

The students' obvious negative attitude towards learning English for transportation and logistics such as worried to speak English, prefer to speak in mother tongue, study English only to pass exams, etc may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject. Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning. ESP teachers should respect and think about students' feelings, beliefs and behaviors before the cognitive abilities.

English teaching and learning in the classroom should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. It is very important to learn students' personalities. Cognitive performance can be achieved if the ESP students possess positive attitudes and enjoy acquiring the target language. For that reason, the affective perspective, especially attitude, should be considered in language research.

Regarding the observed negative attitude towards English, the ESP teachers are recommended to create an encouraging atmosphere in the English classes to promote the students' positive attitudes towards learning English. They should also motivate the students to learn English, highlighting its importance. This can be achieved by implementing the appropriate methods and activities of teaching English

effectively. Moreover, they should integrate up-to-date materials and supplementary resources related to transportation and logistics. This could help them capture students' attention to learn English successfully. Moreover, the ESP teachers should consider the role of gender perspective in language learning, exposing various approaches to improve the students' attitudes, motivation and language performance as well.

They are also recommended to teach the English curriculum as it is supposed to be taught, focus in got the communicative approach. The ESP teachers must be aware that communicative approach encourages ESP learners to collaborate and discuss their experiences and other issues regarding transportation and logistics subjects. This can increase their attitude, enthusiasm and their motivation to acquire the language.

Furthermore, syllabus and content developer should review the content and the design of the syllabus to meet the needs and the interests of the students. They are recommended to consider that the ESP learners have different perceptions about learning other languages due to their differences regarding gender, major, year of study, etc. Thus, taking all these issues into account, the syllabus development should be re-evaluated so that students could see something different concerning the activities, content, topics, teaching practices etc. and be more motivated to learn English.

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A CRITICAL DISCOURSE ANALYSIS AND ILLOCUTIONARY ACTS OF JOHN MAY'S SPEECH IN THE DUKE OF EDINBURGH'S CEREMONY AWARD

Yesvika Fibry Prescilla¹ and Resti Amalia²

¹State University of Jakarta

²State University of Jakarta

Email : yesvika@gmail.com

Abstract

The aim of this article is to investigate John May's speech in The Duke of Edinburgh's ceremony award in Indonesia. This study was designed based on descriptive qualitative research using critical discourse analysis approach, focusing on illocutionary acts under the speech acts theory. The video of speech was transcribed and analyzed to gain the deep insight of the speech. The result showed that speaker addressed not the audiences only but also all the people in the world. The purposes of John May's speech are to congratulate the awardees in completing the program and then achieving the award, to encourage all the audiences, and to convince young people, especially the one who joined the award. The speaker's feelings through the speech are happy, satisfied, excited, proud, and confident/sure. Those expressions show no hidden agenda. The types of illocutionary acts that the speaker used are representatives, directives, commissives, expressive, and declaratives. However, mostly he used expressive speech acts in his speech in order to encourage other people.

Keywords: *Speech, Critical Discourse Analysis, Illocutionary Acts, Speech Acts, Expressive*

INTRODUCTION

Someone could deliver some messages by the utterances they spoke to the audiences. The utterances spoken in the speech also could influence people's mind. In order to understand the utterances spoken by the speaker, the audiences need to analyse critically about the content of the utterances. Therefore, some people need to understand it. Meaningful utterances which are delivered to the society is a part of discourse. Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used, McCarthy (1991).

On Wednesday, May 17th, 2017 in Nusa Dua Room (Level 14), Gran Melia Hotel, Jakarta, The Duke of Edinburgh's International Award was held for the first time in Indonesia. This award is given to all 14-24 year olds. This award teaches young people about life without looking at their

background, culture, physical ability. This Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognizes their achievements.

The speaker of the speech is John May. John May is the Secretary General of the Duke of Edinburgh's International Award; a campaigner, storyteller, teacher, youth worker, independent diplomat, writer, broadcaster, urban cyclist, avid park runner, lifelong Scout, habitual chocolate cake eater and mischief-maker. He spent his career working with and for young people in the United Kingdom and around the world.

The participants and audiences of the event are Paskibra Indonesia, Pondok Pesantren Pabelan, BPK Penabur, Muhammadiyah Mualimin, Special Project SOS Children Village, Ciliwung Bersih Bestari Project, KDM, Sahabat Anak, all Award Leaders and other invitation.

Investigating John May's speech, audience can get the deeper meaning of the event, the importance of the award, and the prospect of this event on the future for Indonesian young people. This kind of investigation has done by other researchers previously.

The first previous study entitled "Contrast and Critique of Two Approaches to Discourse Analysis: Conversation Analysis and Speech Act Theory" written by Van Han (2014). In this study, Van Han (2014) described the common features between conversation analysis and speech act theory. Furthermore, it also describes the contrasting points between both of them. The second previous study entitled "The Analysis of Illocutionary Acts of Jokowi's Speeches" written by Saputro (2015). He used a descriptive qualitative research design and focused on speech act theory of Austin (1962) and Searle (1969) in analyzing the data.

According to the background of the study, the writers will examine John May's speech in the first Duke of Edinburgh ceremony award in Indonesia by using critical discourse analysis framework. The types of illocutionary acts performed in John May's speech in the event are also examined in order to investigate the deeper insight of the speech.

The result of the study is expected to give information to the readers about The Duke of Edinburgh's ceremony award in Indonesia. Furthermore, the writer hopes that the result of the study could inspire and motivate the reader because of the content of the speech.

Young (2006) defines that, critical discourse analysis is an approach to language that examines how ideology and power are expressed, produced, and reproduced through discourse. Fairclough

(2010) explains that critical discourse analysis brings the critical social analysis into language and focus on discourse and on relations between discourse and other social elements; power relations, ideologies, institutions, social identities, education, and so forth. Therefore critical discourse analysis does not primarily aim to contribute to a specific discipline, paradigm, and school or discourse theory. It is primarily interested and motivated by pressing social issues, which it hopes to better understand through discourse analysis, Van Dijk (1993).

Young (2006) categorized the critical discourse analysis approach into three parts: (1) Type I questions: Who is doing what to whom. (2) Type II questions: Attitudes, beliefs and opinions, and (3) Type III questions: Holding the discourse together

According to the categorization, there are some questions that needs to be answered in each parts of types. It is used for understanding more about the content of the speech. In type I questions, we could use these questions: who is the discourse aimed at?, who is involved in this discourse?, what is the intention or purpose of this discourse?, etc. Then, in type II questions: what is the impression of speaker's feeling?, which words/phrases used to indicate the feeling?, etc. Last, in type III questions: how the content of the discourse could effect people's mind?, what is the general conclusion of the speech?, etc.

Beside critical discourse analysis, this study also focuses on illocutionary act under the speech acts theory. Nordquist (2017) defines speech acts as an utterance which has the speaker's intention and the effect it has on a listener. In order to determine which way a speech act is to be

interpreted, one must first determine the type of act being performed. As cited in Nordquist (2017), Austin categorized all speech acts into three categories which are locutionary, illocutionary, and perlocutionary. Moreover, Searle (1979) gave more categorization on the speech acts as follows: (1) Locutionary act is the basic act of utterance, or producing a meaningful

linguistic expression. (2) Illocutionary act is the real actions which are performed by the utterance. We form an utterance with some kind of function in mind. This communicative force of an utterance is known as illocutionary force. (3) Perlocutionary act is the effects of the utterance on the listener, reveals the effect of the speaker wants to do over the listener.

Table 1. The List of Illocutionary Acts

Illocutionary Acts	Details
Representatives	<i>suggesting, putting forward, swearing, boasting, concluding</i>
Directives	<i>asking, ordering, requesting, inviting, advising, begging</i>
Commissives	<i>promising, planning, vowing, betting, opposing, threatening</i>
Expressive	<i>thanking, apologizing, welcoming, deploring, congratulating</i>
Declaration	<i>declaring war, firing the employment</i>

METHOD

This study was designed based on descriptive qualitative research. The data was words, phrases, clauses, sentences of John May's speech in The Duke of Edinburgh's Ceremony Award. The data source was a private video taken by The Duke of Edinburgh's team. The three minutes and twentynine second length video was taken on Wednesday, May 17th, 2017 in Nusa Dua Room (Level 14), Gran Melia Hotel, Jakarta.

This study used critical discourse analysis which the theory explained by Young (2006). This study also used illocutionary acts of speech acts theory by Searle (1999). A critical discourse analysis and the illocutionary acts were used to analyse the content of the speech. The video of the speech transferred from the team to the writers directly by using a smartphone. The data then transferred again to a laptop in order to be transcribed and analyzed.

The video transcription was analyzed using critical discourse analysis and illocutionary acts in speech acts theory.

Firstly, the data was analysed using a critical discourse analysis theory by Young (2006). There were three concepts used in that Critical Discourse Analysis Approach; (1) Type I questions: Who is doing what to whom, (2) Type II questions: Attitudes, beliefs and opinions and (3) Type III questions: Holding the discourse together. Secondly, the illocutionary acts theory by Searle (1979) was implemented in the second part of the Critical Discourse Analysis Approach.

RESULT AND DISCUSSION

Analyzing the data using critical discourse analysis, the writers started by analyzing for whom the discourse aimed at. This part was intended to answer Type I question. The event was attended by important people that directly addressed by John May in his speech. Here is the part of the speech which showing people who involved in the discourse:

“Good morning everyone (Good morning)”

Everyone – it refers to all people who attended the Edinburgh's award ceremony. He used the word **everyone** to greet all the people in the event and showed that some people attend the ceremony.

“And I am so excited to be at the very first national award ceremony here in Indonesia”

Himself – it was shown through the word **I**. Therefore, John May also included himself in the discourse of his speech.

“And I am so, so pleased that His Excellency the British Ambassador been able to join us as well and He's gonna speaks in a moment”

He - referring to Mr. Moazzam Malik, British Ambassador to Indonesia, Timor-Leste and ASEAN. It was shown that the British Ambassador of Indonesia also involved in the discourse. It was because of his present to give a speech after John May.

“And it's absolutely brilliant, brilliant to see you”....

“But I wanted just to say to those of you who are receiving award”....

“You, yeah, you deserve to take yourself for that award”....

You – it refers to Indonesian Awardees/Award Participants and Award Leaders. The word **you** in the first sentence refer to all people who attended the event. Then, the word **you** in the second and the third sentences were especially referred to Indonesian

Awardees/Award Participants and Award Leaders who join the award.

“It's there are quite a lot of people in the world who believe in themselves”

“And there are quite a lot of people in the world who believe in the power of teams”

People - referring to all people in the world. He mentioned the word **people** in his speech to give an example of what people mostly did to the audiences.

“It's not enough just to believe in yourself and believe in the power about us”

Us, it refers to all people who attended the Edinburgh's Award Ceremony and all people in the world.

In result, according to Young's (2006) categorization, those answer from Type 1 questions: Who is doing to what to whom, could described the important people who are addressed by the speech. Therefore, the speech was addressed to Mr. Moazzam Malik as British Ambassador to Indonesia, Timor-Leste and ASEAN], all Indonesian awardees and their leaders, alumni of Edinburgh's award and invitation, and all staffs of Edinburgh's award. In term of CDA about critical social analysis, this speech showed normative critique that assess the extent to which they match up to various values for decent societies (Fairclough, 2012). The next one to be investigated is the purpose of the speech to answer Type II question as presented below:

Table 2. The Speech Purposes

Utterances	Purpose
<i>But I wanted just to say to those of you who are receiving award</i> <i>Well done!</i> <i>You, yeah, you deserve to take yourself for that award</i> <i>Well done!</i>	To congratulate the awardees in completing the program and then achieving the award
<i>But I really just want to say to you three little things</i> <i>First of all, Believe in yourself</i> <i>Secondly, Recognize the importance of working together in a team</i> <i>The third,.....And you actually have to make things happen</i>	To encourage all the audiences that they can do whatever they want and make things happen in their life.
<i>You are the future leaders of this great country. It's now time for you to take that leadership and do something really, really exciting with it</i>	To convince young people, especially the one who joined the award, to be the next future leader of Indonesia.

In result, according to Young's (2006) categorization, those answer from Type II questions: Attitudes, beliefs and opinions, describe the purpose of some utterances spoken. So, there were three purposes from the utterances spoken in John May's speech which can be concluded. The first one is to congratulate the awardees in completing the program and then achieving the award. Second, to encourage all the audiences that they can do whatever they want and make things happen in their life. And the last is to convince young people, especially the one

who joined the award, to be the next future leader of Indonesia.

This speech was not only containing normative critique, but also explanatory critique. It didn't simply describe existing realities but seek to explain them by showing the structures or mechanism which were being postulated (Fairclough, 2012).

The next parts that will be analyzed were the overall impression of the speaker's feelings and the words/phrases that indicate the feelings. This part was to answer Type III question. Therefore, here is the description of the analysis:

Table 3. The Speaker's Feeling

Feelings	Word/Phrases
Happy	And it's absolutely brilliant, brilliant to see you.
Satisfied	Well done!
Excited	And I am so excited to be at the very first national award ceremony here in Indonesia
Proud	You, yeah, you deserve to take yourself for that award
Confident/Sure	You are the future leaders of this great country

In result, according to Young's (2006) categorization, those answer from

Type III questions: Holding the discourse together, describe all the correlation from

Question Type I and Type II. Therefore, the description of the analysis above, there were some word/phrases which could indicate the speaker feelings. Through the utterances used by the speaker, we knew that the speaking was feeling happy, satisfied, excited, proud, and confident/sure while was giving the speech in The Duke of Edinburgh's award ceremony.

The way of people saw, represent, interpret, and conceptualize the speech was a part of the social realities (Fairclough, 2012). Therefore, the object of CDA was material-semiotics that this material had a reflective character. The relationship itself was in the form of dialectical relations.

Furthermore, the content of John May's speech is analyzed using illocutionary acts theory. As mentioned in the literature review that illocutionary act is the real actions which are performed by the utterance. It is an utterance with some kind of function in mind of the speaker. The illocutionary act theory used to understand what kinds of utterance that the speaker used, so there were messages behind the content of the speech. I classified each of the utterance and categorized it based on the illocutionary acts classifications. The classification can be seen in the table of Appendixes 2 and the result of the classification can be concluded as follows:

Table 4. The Frequency of Illocutionary Acts

Illocutionary Acts	Frequencies
Representatives	9
Directives	3
Commisives	1
Expressives	17
Declaratives	9

According to Searle (1979), there are 5 kinds of Illocutionary Acts; (1) Representatives, (2) Directives, (3) Commisives, (4) Expressive, (5) Declaration. The table above shows that the illocutionary acts found in John May's speech consist of representatives, directives, commisives, expressive, and declaratives. Expressive have the highest frequency of occurrence or 17 times. It is followed by representatives, declaratives, directives and commisives which occur 9 times, 9 times, 3 times, and once.

An expressive speech acts used for showing sympathy and empathy, congratulate and give appreciation to someone. John May used that utterance to congratulate the awardees for their

achievement in conducting the Duke of Edinburgh's award. Then, a representative speech acts used for illustrating and describing facts/events. He used that utterance to mention the fact/condition that the awardees has been passed as he already did in the past. Furthermore, declaratives speech acts used for a statement that may lead to the change of condition in reality. The speech was not enough if the aim is to change social realities for the better; but values, evaluation and moral critique of the speech were a necessary part of critical social science (Sayer, 2003).

In the end of the speech, John May gave a statement which he believed that Indonesia will be a great country in the future because of the future leaders.

Moreover, there are 3 utterances of directives illocution that are really important and wanted to be shared by the speaker: (1) Believe in yourself, (2) Recognize the importance of working together in a team, and (3) You have to get off your seat and you actually have to make things happen.

Lastly, there was one phrase which stands out rather than other phrases in John May's speech. That phrase is **"Well done!"**. That phrase occurs five times in the content of the speech. It shows that the main purpose of the speaker is to congratulate the awardees of The Duke of Edinburgh's Award.

CONCLUSION

From the whole analysis, it can be concluded that the speaker addressed not only the audiences who attend the ceremony but also all the people in the world. The purposes of John May's speech are to congratulate the awardees in completing the program and then achieving the award, to encourage all the audiences that they can do whatever they want and make things happen in their life, and to convince young people, especially the one who joined the award, to be the next future leader of Indonesia. From the discussion, the speaker's feelings through the speech are happy, satisfied, excited, proud, and confident/sure. He expressed the feeling by the spoken utterance in the award ceremony.

Moreover, the types of Illocutionary acts that the speaker used are representatives, directives, commissives, expressive, and declaratives. However, mostly he used expressive speech acts in his speech. It is because the main purpose for his speech is to congratulate the awardees in The Duke of Edinburgh's

ceremony award. It implies that there is no hidden agenda in his speech. But it also implies that there is no further planning for the next award event.

Examining John May's speech in the Duke of Edinburgh awards using critical discourse analysis, we could find out purpose of the speech, the speaker's feeling, and what utterances that he used in order to deliver the messages to the people. On the other hand, we can get the deeper insight of the speech content by analysing the illocutionary acts of the speech.

Generally, the utterance spoken by someone in specific occasion has deeper meaning. CDA is a suitable method to gain better insight toward a discourse such as this speech by John May. The speech has great impact to Indonesian young generation.

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THE OBSTACLE IN TEACHING SPEAKING BY USING DEBATE TECHNIQUE

Sri Wahyuni¹, Hijjatul Qamariah², Sofyan Abdul Gani³, and Yunisrina Qismullah⁴

^{1,2}STKIP Bina Bangsa Getsempena

^{3,4}Syiah Kuala University

Email: sri.wahyuni.sw837@gmail.com

Abstract

The study highlighted the obstacles of teaching Speaking using debate technique at higher education students at Abulyatama University under the course named Critical Speaking. The aim of this study was to identify the obstacles found in teaching speaking by using debate techniques in higher education. the study was designed using the descriptive qualitative method where the data was collected through interviewing the designated lecturer who taught the course and then analyzed through three basic steps, they are data condensation, data display, and data conclusion. The lecturer described her difficulties in teaching speaking using debate technique that related to the limitation of time, participation, critical thinking ability, and the speaking ability. Hence, the lecturer applied some solution to the challenges, such as obligating the case-building process even to the audiences, assigning the students to enhance their knowledge on the current issues and starting the debate by the very basic motion.

Keywords: *Obstacle, Speaking, Debate Technique*

INTRODUCTION

Speaking is a fundamental component of the English language to stimulate other skills. Thus, it is an essential element in communicating ideas, concept, knowledge and information to other people. Despite its importance, *speaking* has been considered to express an expression to listeners, how to spell word well, and how to persuade the others to trust what we are talking about.

Speaking is a way of communication, whenever communication takes place; there are a speaker and a listener. Communication among the speaker is an extremely complex and ever-changing phenomenon. Richard and Renandya (2002:2014) defined that effective oral communication requires the ability to use the language appropriately in social interaction, it is involved not only verbal communication but also paralinguistic elements (such as pitch, stress, and intonation).

To communicate in foreign language, especially English language, it is required some elements of speaking, there are pronunciation, fluency, comprehension, grammar and vocabulary to improve the ability to speak.

In designing speaking, teachers are expected to plan and implement the appropriate technique in order to make interactive learning in the classroom. As stated by Brown (2001:271), there are some types of classroom speaking performance that the teachers or lecturers should investigate. They are: (1) Imitative is drilling type where students simply repeat word, phrases or sentences, (2) Intensive is an imitative of any speaking performance for practicing some phonological or grammatical aspect of language, (3) Responsive is short replies of questions or comments held between teacher and students and its' performance includes interaction and comprehension, (4) Transactional is aimed at conveying or

exchanging the specific information (5) Interpersonal (dialogue) is carried out for the purpose of maintaining social relationship than for transmission of fact and information, it can be an interview, role play, discussion, and (6) Extensive is monologue form for advanced level, it can be oral reports, summaries or short speech.

Speaking in a different language is not easy, there is some differences rule in speaking systems and these difference make the student have some difficulties in speaking and also make some obstacle for the lecturer during teaching-learning process. According to Hornby (2009:50), the difficulty is the state or quality of being hard to do or to understand. In other words, the difficulty is doubtful or problem question, a thing hard to understand or something that is not easy to do or to deal with.

Moreover, teaching speaking is teaching about all of the points that are important to know when we want to have a good teaching. The successful of teaching speaking is depending on the lecturer because he/she is a model in the class. If the lecturer used an interesting method, it is leading the students in catching the lesson well. For instance, the lecturer asked students to practice speaking in the class, certainly, students will practice it and followed the lecturer instructions. Knowing the characteristics of students is the first step that will help the lecturer in teaching-learning process and ease the lecturer to facilitate them.

According to Nunan (2003:23), teaching speaking is selecting the appropriate words and sentences based on the social setting, audience, situation and subject matter. It means a lecturer should be able to choose the appropriate words which are simplifying to remember by

students and the comfortable atmosphere of learning as what they are expected during the learning process. In designing speaking in the classroom, the lecturer is expected to plan and implement the appropriate technique to make the interactive learning process in the classroom. One of the techniques that can be applied in teaching speaking is debate.

The debate is a speaking situation in which every debater has to present point of view about an issue. This is the action to persuade and entertain audiences by using gesture and voice, also for sweeping the adjudicator that our argument is rational for acceptable in their side. According to Akerman and Neale (2011: 9), the debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on an issue. Using debate in speaking encourage students to improve their communication skill because they are able sending their specific purpose. The experience or information which is obtained really helps them in sharing their background knowledge. Therefore, the teacher should provide students' opportunity to share their own mind to solve one issue problem.

As a communication and interaction technique, the debate can be integrated into the classroom context. By seeing and watching debate exhibition in-classroom students can improve their speaking skill automatically. The debate has many advantages according to Barkley (2005: 126), as follows: (1) This kind of teaching technique also can give a great contribution to increasing motivation. (2) The students can develop critical thinking, improve communication proficiency and attract in-depth multiple persuasive analysis of issues. (3) The debate may help students in

encouraging students to challenge their existing assumptions, moving them beyond simple dualistic thinking, deepening their understanding of an issue, helping to recognize the range of persuasive inherent in complex topics, building appreciation for diversity and developing a tolerance for other viewpoints. (4) The debate is appropriate to be applied as medium of teaching English mainly speaking skill.

METHOD

Research Design

The study used a qualitative approach to analyze the difficulties found during the process of teaching and learning speaking by using debate technique which is in line with the statement of Arikunto (2010:15) that emphasize the study in qualitative focuses on the process rather than the output. Moreover, according to Miles & Huberman (1994), the result of the qualitative study was displayed in form of words and transcription rather than numbers and diagram. This study was conducted in form of case study. According to Hancock & Algozzine (2006: 15), case study research sometimes focuses on an individual representative of a group, more often it addresses a phenomenon.

Participant

The participant in this study was selected based on the materials compatibility to the debate technique. After analyzing the related document, the researcher concluded that the most appropriate subject to this study is critical speaking. Hence, the study chooses the lecturer of critical speaking subject in the 4th semester of English Department in Abulyatama University.

Data Collection Method

The data were obtained through an interview guide that consists of two questions that purposely created to find the answers to the research questions. the researcher used in-depth interview which is in line with the statement of Seidman (2006) that stated that the purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to "evaluate" as the term is normally used.

Data Analysis Method

According to Miles, Huberman & Saldana (2014), the qualitative study analyzed the data through three sequential steps. They are data condensation, data display, and data conclusion.

1. Data condensation

Data condensation is the phase where the data was selected and filtered due to the need of the research to answer its research questions.

2. Data display

In this phase, the filtered data were displayed based on the information that required to answer the research question. Since it was a qualitative research, the data displayed in form of transcription.

3. Data conclusion

After displaying, the transcribed and displayed data were concluded and formulated to answer the research questions.

RESULT AND DISCUSSION

The results of the study were categorized into three parts. They are the obstacles in the students' capability, students' interest, students' participation, and time allocation.

The first obstacle is the students' capability on three points. They are students' English fluency, critical thinking and students' background knowledge on

the current issue. The interviewee stated that the lack of

“Our main problem in applying the debate technique is the matter mastery. Which mean that the challenges faced by the students are not only the language capability and fluency problems but also the critical thinking ability which is still far from the expectation”.

“what I mean. The debate requires us to select the various motions in order to enrich students’ capability in speaking in various setting. But the problem is, students do not have that background knowledge since the debate is not merely about their area of interest. So, it is hard for them to debate”.

The second obstacles found during the application of debate technique in teaching speaking is the obstacles regarding the students’ interest. The interviewee stated that the students’ interest influenced the eagerness of students to involve in the debate and master the matter of the debate.

“they are slothful to read the subject that aimed to be discussed in the debate because it is out of their interest. For example, yesterday. I was asking them to debate on the theme of politic, at the moment, the debate was very low in quality, their speech was getting worse at that time”

The third obstacles found in this study was the challenge on the students’ participation during the debate technique used in teaching speaking. The interviewee stated that the debate technique could not cover the large number or participation in the process. Since the number of active participation in the debate technique was only eight students. The technique could not share an equal opportunity to each

student to participate in the debate technique.

“but another biggest obstacle in the application of the debate technique which only covers 8 participants and it let others to only listen without having the same portion of the involvement. This cause an unequal share of opportunity to the students”

The last obstacle found in the study is the time allocation. This problem is related to time and meeting that was provided by the university. The interviewee stated that she expected more meetings on the critical speaking to habituate the English spoken atmosphere.

“another obstacle in this course is the limited meetings assigned by the university to the meeting so I will only be able to assign 3 to 4 meetings using debate technique. I know it was not enough. But that the most meetings that I can deploy to this cause”.

The above results show the discussion on the problem mentioned by the interviewee was an obstacle in students’ capability on English fluency, Critical thinking, and students’ background knowledge. Moreover, the interviewee also faced the obstacles on students’ interest, students’ participation and time allocation that assigned by the university decision makers.

CONCLUSION

As the conclusion, the obstacles found by the lecturer in teaching speaking using debate technique in Abulyatama University is an obstacle in students’ capability on English fluency, Critical thinking, and students’ background

knowledge. Moreover, the interviewee also faced the obstacles on students' interest, students' participation and time allocation that assigned by the university decision makers.

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AN ANALYSIS OF THE ENGLISH LANGUAGE CURRICULUM FOR SENIOR HIGH SCHOOL ON 2013 CURRICULUM REVISION EDITION

Mulyani
STKIP Bina Bangsa Getsempena
Email : ummathary@gmail.com

Abstract

English language curriculum is considered essential to be conducted appropriately and effectively. The appraisal of the curriculum which sits in the 2013 curriculum is highly needed to be conducted in order to find the appropriate and effective learning and teaching instruction in the classroom. The method applied in this study is a qualitative method in which the library research and the documentation of 2013 curriculum edition revision document were used. From the findings of study, it indicated that the English language curriculum which sits in the 2013 curriculum and its revision edition can be considered appropriate and effective for conducting language learning instruction in the classroom. It also meets the main goals stated in the curriculum as well as it meets the students' needs and interests. Nevertheless, the results of this appraisal are still limited and have a few shortages since the curriculum is still new and is being applied in all schools in Indonesia.

Keywords: *Analysis, English Language Curriculum, 2013 Curriculum Edition Revision, Senior High School*

INTRODUCTION

Curriculum development changes frequently happen in any educational domains. Its changes are often driven by dynamic aspects and political issues like the changes in government structures. Yet, there is also an attempt of the government in order to revise the old curriculum and gain an innovative and appropriate curriculum. Generally, curriculum is seen as the central basis in educational area developing and forming human resources especially learners to be more knowledgeable, skillful, and culturally developed.

Curriculum is a set of plans and arrangements related to the objectives, content and learning materials as well as the tools used to guide the implementation of learning activities in achieving specific educational objectives (UU No.20 Year 2003). Curriculum can be a basis for language teachers in developing creative

work and ideas about teaching instruction. According to Graves (2008), in the curriculum, there are planning, implementation, and evaluation. To design a curriculum, these three stages should be passed systematically. In addition, there are stakeholders needed to be involved in designing a new curriculum such as government as policy makers, educational experts, politicians, press, local community, parents, principals, teachers, and students.

History of Curriculum in Indonesia

The type of mainstream curriculum which is currently applied in Indonesia is the 2013 curriculum and its revision edition. This curriculum is a compulsory national curriculum for all schools in Indonesia based on Permendikbud No. 24 Year 2016. Nevertheless, the fact is some schools in some areas in Indonesia still apply the 2013 curriculum and others apply the latest one, namely the 2013 curriculum

revision edition revised in 2016 and 2017. There have been several major curriculum changes in Indonesia over the last thirty years, from a curriculum based on an active learning style (CBSA-1984 to 1994), to the competency-based curriculum, called KBK (2004), a school based-curriculum, called KTSP (2006) to 2013 curriculum (2014) and lastly 2013 curriculum (revised in 2016 & 2017).

Previously, the 1994 curriculum was made as a refinement of the 1984 curriculum and carried out in accordance with Law no. 2 of 1989 concerning the National Education System which used *caturwulan* system or trimester system in the learning process. Then, KTSP was developed following government legislation of National Education System, Number 20, Year 2003; this allowed for the replacement of the previous one, KBK. The development of the school-based curriculum took a number of years. The KBK was a top-down model (hierarchical approach) in which the government designed, managed, and determined all the implementation of the curriculum. As asserted by Graves (2008, 149) that “curriculum is not a top-down process....in hierarchical approach, a curriculum is a plan for what to be taught and teachers, through instruction, implement the plan”.

Principally, there were no huge changes from English language curriculum in KBK to the one in KTSP. The major way in which the English curriculum in KTSP differs from the one in KBK is its student - centered nature and its incorporation of authentic teaching material and texts devised using local context. In the KTSP English language curriculum for senior high school level, the students as the EFL learners are developed to be able to comprehend and elicit discourse or text,

either spoken or written through mastering four-macro language skills; listening, reading, speaking, and writing. All the macro-skills are placed as the *standard of competency* in which each of skills has its specific objectives or so-called *basic competency* with different focuses (Depdiknas, 2006). Then, these both components will be translated into syllabus and lesson plans.

In the curriculum of KTSP, a bottom-up model is employed, whereby the school itself, together with all members, including the principal, teachers, students, and stakeholders and community are authorized to manage and implement the curriculum instruction. The KTSP curriculum focuses more on developing and preparing learners to be knowledgeable, skillful, communicative, independent, active, and cultural persons. When the 2013 curriculum firstly applied in 2014, it caused many problems in which the most problematic thing was haste (Permendikbud RI, 2016). The handbooks were not prepared and written properly and they were inappropriate for the learning and teaching instruction, as well as the teachers were not ready yet with the change of curriculum.

There is a slight difference in 2013 curriculum in which there are two competencies covered; core competency and basic competency. Basic competencies in the 2013 curriculum contain the ability and learning material for a subject in each education unit that refers to core competencies. The goals of the 2013 curriculum cover four core competencies, namely (1) spiritual attitude competency, (2) social attitude, (3) knowledge, and (4) skills (Permendikbud No. 24 Year 2016). These competencies are achieved through the process of *intrakurikuler* (all subjects

learned), *kokurikuler* (such as field visit, outdoor learning, etc.), and/or extracurricular (such as scouts, sports, arts, etc.) in which there are basic skills for each competency of knowledge and skill. In terms of similarity, KTSP and the 2013 curriculum place the students at the center of the learning process.

The changes in specific and broad aims of the national curriculum have been carried into the English language curriculum itself, which sits within 2013 curriculum and its revision. Basically, the focus of English curriculum in Indonesia has shifted from merely learning grammar and vocabulary into communicative language learning. Richards (cited in Graves, 2008, p. 149) argues that “language curriculum development is an interrelated set of processes that focuses on designing, revising, implementing and evaluating language programs”. As earlier explained, the Indonesian curriculum has been conducted some changes from the old curriculum to 2013 curriculum revision edition which is lastly revised in 2017 in an attempt to achieve an appropriate national curriculum and meet students’ needs and interests.

Principally, there were no huge changes from English language curriculum in 2013 curriculum to the revised one in which there was only a few of revisions. The major things in which the current English curriculum on 2013 curriculum revised in 2017 differs from the one on 2013 curriculum are social attitude competency is omitted since it is covered by the attitude competence and the skill is changed to be literacy. Besides, there is hidden curriculum, such as praying together, flag ceremony, national/local songs, cleaning the environment, etc. which is added into the process of learning-

teaching other than *intrakurrikuler*, *kokurikuler*, and extracurricular. Also, some of the terms in the 2013 curriculum edition revision are used differently from the previous one.

Goals and scope of competency of current English language curriculum for senior high school level

There are three general goals of the current English language curriculum instruction for senior high school level literacy (2013 curriculum revised in 2017): (1) character, (2) competence, (3). Character deals with how to face the environment changing over the time shown with the character of students such as, belief, ability to adapt, to initiate, to lead etc. Competence is specified with how to overcome the overwhelming obstacles such as, to think creatively, to solve problem, to communicate etc. Meanwhile, literacy deals with the ability to write, to count or basic literacy, literacy of information and technology, science, culture and nationality. In order to achieve all of these goals, varied learning experience from the simple one to the complex one is required to be conducted by the teachers with the relevant teaching instruction and assessment.

All of the teaching instructions are encouraged students to have competence of critical thinking from the low level to the high level (or so-called HOTS) conducted step by step. Moreover, there are some scopes of competency provided for teaching English language for senior high school level: 1) composing texts of oral and written, short and simple of transactional interactions; (2) composing interpersonal interactions of short and simple text, oral and written and 3) supporting competencies like linguistic competency such as

grammar, vocabulary, phonology, and literacy, sociocultural competency in using appropriate utterances, and strategic competency in problem-solving.

Theoretical concept of innovation curriculum

Educational curriculum, notably the English language curriculum is critical to be evaluated. The national curriculum needs innovation in which it is too prescriptive and overloaded with contents. This notion is triggered by the intention to enhance the educational system and to prepare learners for the global life in the 21st century. To reach the innovative curriculum, there are some elements to consider such as educational goals, learning objectives, evaluation, etc. As pointed out by Duke, 2004 (cited in Kostogriz, 2012) that ‘educational innovation’ involves the process of some changes like educational goals, learning objectives, teaching, evaluation and the administration of educational system. “Curriculum theory indicates the importance of situating innovations at the meso-level of the school or education institution (Ball, 1990), notably at the level of teachers (Hargreaves, 1994; Bloomer, 1997) and/or teams of teachers (Fullan, 1991)” (cited in Kostogriz, 2012).

Related to ‘who’, ‘where’ and ‘how’ the curriculum innovation conducted as suggested by Markee (cited in Nunan and Lamb, 2001), there are some stakeholders involved in eliciting curriculum innovation such as education policy-makers and principals as the curriculum designers, language teachers as the implementers and students as the adopters. Language teachers should be encouraged to design the language syllabus and develop its lesson plans based on the

curriculum designed by the government as the policy-makers together with principals in order to fit the students’ needs. At this stage, the current curriculum is no more as the top-down approach as it does not pay attention to the teachers’ voices or solely a bottom-up approach, yet it is another approach combining both; top-down and bottom-up approach, whereby the education policy-makers, researchers, innovation designers, principals, teachers, local community, and students can work collaboratively in planning, implementing, and evaluating the curriculum.

METHOD

The method applied in this study is a qualitative method in which the library research and the documentation of 2013 curriculum edition revision document were used. Therefore, in this study, English language curriculum on the 2013 curriculum and its revision revised lastly in 2017 or so-called the 2013 curriculum edition revision which is currently applied in Indonesia as the national curriculum will be analyzed in order to find out whether: (1) it is appropriate and effective or not for conducting language learning instruction in the classroom, (2) it meets the main goals stated or not and (3) it meets the students’ needs and interests or not. The analysis will be based on the theoretical approach underpinning the curriculum and the main organizing principles underlying this current English language curriculum. This analysis focuses on the English language curriculum for senior high school year 10, 11 and 12.

ANALYSIS AND DISCUSSION

Approach of language learning within current language curriculum

The approach of language learning which underpins this current English curriculum is scientific approach, cognitive approach, communicative approach and/or integrated approach. Scientific approach has five steps, namely observing, questioning, experimenting, reasoning and networking. “This approach is a student center approach requiring both student and teacher to be creative in learning environment” (Roza, Satria, & Siregar, 2017, p. 2). Cognitive approach is the learning process focusing on how input is comprehended.

As Krashen asserted (cited in Block, 2003) that comprehensible input $i+1$ is fundamental in language learning. For example, each of learners has prior knowledge or universal language brought to the classroom, then this knowledge will be supplemented with other knowledge related. The input in the current curriculum involves *intrakurikuler*, *kokurikuler*, extracurricular and hidden curriculum (as explained earlier). Then, it is also regarded as communicative approach because it covers materials building learners’ ability of how to use the language either written or spoken. As pointed out by Richards and Rogers (cited in Knight, 2012) communicative approach focuses on communicative competence and develops four language skills which builds mutual support between language and communication. As well as it is involved as integrated approach since there are some language skills and language elements which can be integrated together in language learning such as writing and speaking, listening and writing, or reading, vocabulary and grammar, and so forth. As suggested by Harmer (2007) that skill integration is an essential feature in language learning.

All of these approaches overall have been well applied by the language teacher in the classroom instruction. However, the strategy and task used in employing these approach are not appropriate enough yet since there are some language teachers who do not have enough competences either English language proficiency itself or ability in developing appropriate and effective strategies and tasks suiting the approaches, methods, and objectives of learning.

Language description within current language curriculum

Regarding the language description or analysis underpinning this current English language curriculum, systemic functional grammar approach is applied. This approach focuses on how the language is used or functioned. In other words, the emphasis is on the meaning not on the forms. Grammar learning is not the main focus but it is an insertion to support the learning of language use. Another approach related to language description which also being the focus of this current curriculum is genre-based approach. Derewianka (2003, p.135-136) asserts that this approach puts “the emphasis is on the creation of meaning at the level of the whole text....and genre theory starts from the premise that language use is goal-oriented”. As it is known from the scope of competency of this curriculum for senior high school level (indicated earlier) that there are many types of composing texts of oral and written, short and simple transactional interactions and simple text of oral and written interpersonal interactions texts employed in the language learning, such as narrative text, procedure text, recount text, descriptive text, announcement text, official invitation text, analytical exposition text, personal letter

text, explanation text, job application letter, image accompanying text (caption), news item text, etc. At this point, language teachers are allowed to adapt the materials from the authentic texts, such as English songs, novels, etc. in order to adjust to students' needs and interests.

Nevertheless, as it is applied to the EFL context, students may have difficulty with the type of texts employed even though those are the short ones (Derewianka, 2003). The fact is language teachers do not highly engage the students with many exercises or practices dealing with eliciting and comprehending the texts so that the students' competence in using the language has not improved significantly.

Relationship of current language curriculum and its mainstream

Relationship between English language curriculum and school as the mainstream where it is applied is important to be well built. Language teachers, as the persons in charge for the language teaching and learning process in the classroom, should organize and develop effective and integrated language learning through applying any appropriate approaches, methods, and strategies instructing useful and real-life activities so that the learners are able to achieve good language learning process.

In fact, there are some language teachers who are not capable enough in instructing teaching learning process based on the current curriculum in the classroom. Indeed, there are some of them who still use traditional method in the classroom like focusing on teaching grammatical accuracy (e.g. focus on forms or rules) and vocabulary all the time or as it is known as Grammar Translation Method. As a

consequence, learners' capability in terms of communicative skills and social interaction skills are not completely developed during the learning process.

This current English language curriculum can be regarded as an innovative language curriculum since there were some revisions in some aspects in the previous curriculums and a movement from merely a top-down approach to combination of top-down and bottom-up approach. Besides, as explained earlier; student - centered nature and the new main goals of curriculum and the demand of high level of students' critical thinking can be the main points for regarding this curriculum as an innovative curriculum. As well as it is also strengthen through covering all components such as four language skills, linguistic skills, genre text competency, communicative skills, problem-solving skills, the use of authentic materials and sociocultural interaction skills with other members.

In terms of bottom-up approach, however, Kelly (cited in Kostogriz, 2012) argues "this approach may seem particularly democratic, but it entails a crucial weakness – the intellectual capital". Thus, to be more innovative, this current curriculum should take into account the employment of collaboration of top-down and bottom-up approach. In the same manner, Fullan (cited in Kostogriz, 2012) points out that both of these approaches are pivotal to appear. Similarly, McDonald (cited in Kostogriz, 2012) asserts that these both approaches combination put emphasis on collaborative cooperation between stakeholders like educational administrators, policy makers, researchers, book publishers, professional organizations, teachers, students, parents and local community.

Current English language curriculum and suiting its context

Classroom as the social and educational context of where the enactment of curriculum occurs is important to consider. All the entities, including teachers, learners, syllabuses, materials, etc. are interrelated each other. Curriculum cannot be enacted without the involvement and interrelation of all those entities in the classroom (Graves, 2008). In terms of the way this English language current curriculum suiting its context, the materials used within teaching learning instruction in the classroom are frequently based on the local knowledge and context.

It is openly whereby the language teachers are allowed to use authentic materials, for example from newspapers, magazines, novels, and so forth. However, it is quite often whereby the language teachers have difficulty in adapting and adjusting the authentic materials taken from the local context to meet students' needs and interests.

Sometimes, what students need is mismatch with what language teachers provide for the instruction. It is realized that in this global and digital time, most people are influenced by high technology tools, including students. English language teachers, as the key persons in the classroom, are required to be able to adjust, adapt, and modify the materials based on the students' needs and interests and suit the local context. Then, to be more socially interacted, this current curriculum is required to take into account the local contexts such as social and cultural aspects in which the language teachers are able to bring the students' culture to the classroom so that students still interact with their local context.

Main organizing principles of the current language curriculum

Main organizing principles underlying this English language curriculum are the employment of some macro-skills, communicative skills and interpersonal development within the syllabus strands. Language learning components are integrated and developed through integration of several syllabus strands; genre-based syllabus, skill-based syllabus (integration of four-macro language skills; listening, reading, speaking and writing), and task-based syllabus under the umbrella of the analytic syllabus which is more process-oriented.

The focus of this current English curriculum is on language-focused and learning-focused since it covers some grammatical features combined with or inserted in other language skills and also it develops students' capability in decision-making, negotiation of meaning and problem-solving in the tasks and activities in which they engage in the classroom. However, in the textbook used in language learning, task-based syllabus, which being one of the syllabuses employed, is not really taken into account its implementation in the classroom by the language teachers. The students are not really engaged with the tasks like doing a project, role-plays, simulations, debate competition, etc. since the language teachers focus much on the linguistic knowledge mastery. On the other hand, the communicative skill as the basis goal of English language curriculum is possibly developed through the employment of lexical syllabus within the current English language curriculum.

Lexical syllabus which is proposed by Dave Willis in 1990 and popularized by Michael Lewis in 1993 and 1997 (cited in Harmer, 2007) can be adopted as the

approach in language learning in the classroom. Through this approach, students are able to enrich their corpus of utterances through the utility of lexical chunks, collocations, idioms, fixed and semi-fixed phrases. Principally, stage organization of students as another organizing principle within the current English language curriculum is not applied.

In senior high school level, students are not classified based on their proficiency of English language mastery but rather on general grouping: for year 11 and 12, they are divided into four specific course programs; scientific, social, language and religion courses, while for year 10 there is no specific classification. In the language course program, there are only five credits of time allocation allocated per week for English language teaching in which each time allocation is forty five (45) minutes. It means English language subject is learned for 225 minutes per week, whereas there are more or less 12 other subjects to study for a semester as well.

Since it is a specific language course program, it is better if the credit, particularly for English language is added more and number of the rest subjects is reduced in order to enable students focus their attention much on the English language and other foreign languages mastery. In addition, in order to enhance students' proficiency in learning English language, stage organization of students to particular levels of language proficiency, such as level of elementary, pre-intermediate, intermediate, etc. is important to execute. This students' stage organization intends to ease students in developing, improving and sharpen their ability of learning English language as the foreign language.

Assessment and evaluation of the current language curriculum

Within the curriculum enactment, assessment and evaluation are highly required. Assessment and evaluation are two components that cannot be separated each other. After conducting assessment directly evaluation will be followed in order to see students' achievement and proficiency and then to evaluate what should be executed for the follow up actions in the language learning. Basically, there are formative and summative evaluation employed within the 2013 curriculum and its revision. Formative evaluation is applied in the process of teaching and learning, while the summative one is conducted at the end of course program such as semester examination and national examination.

Within formative evaluation, the evaluation is conducted by executing combination of traditional and authentic assessments. Traditional assessment is applied only to count and sum up the students' result of works in order to see their achievement quantitatively. Traditional assessment is usually for certain language and element skills like reading and listening test, grammar and vocabulary test, while authentic assessment is conducted for the remaining skills like speaking and writing test. Gulikers, Bastiaens, and Kirschner (2004, p. 69) define authentic assessment as "an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life". For speaking test, either holistic or analytical procedure can be applied depending on the context such as ability and goal.

Basically, for senior high school students it is better to execute analytical procedure in order to see their deep and specific proficiency and mastery in language learning. What incomplete within the employment of assessment in this English current curriculum is that student self-assessment and pair-assessment are very rare applied, whereas these such assessments are good for students' autonomy and students' cooperation building in language learning. Both are essential when they are away from any classroom environment, they are powerful enough for their social interaction with other members as well as for their future development.

In terms of specific evaluation, evaluation within specific aspects of students' performance is also pivotal in the curriculum. Specifically, within this current curriculum, there are three criteria of evaluation employed; knowledge, literation (skills), and attitude. Language teachers usually use observation sheet to evaluate students' achievement on particular language skills and language elements. For example, for pair-work and group work task, teachers want to see students' engagement, interaction, and cooperation beside other linguistics aspects in the classroom activity. Nevertheless, the fact that cognitive or knowledge is the solely aspect which the language teacher focuses on, while literation and attitude aspects are usually evaluated unspecifically at the end of course (without deep evaluation conducted), whereas both of them are essential in order to form students' best performance and behavior in English language learning.

Overall, evaluation is not only a tool but also as a feedback that can be used to see whether this current curriculum,

which can be considered innovative, is effective and worthwhile or not for all involved, particularly students as the center of learning. Evaluation reflects an attempt to discover drawbacks in the implementation of a curriculum as well as to sustain quality assurance. It is very possible that some changes or revisions are needed within this current curriculum in order to meet the specific goals as well as students' needs and interests in language learning. In other words, curriculum evaluation can pave the way for curriculum change to be more innovative.

Tensions in the current language curriculum

Regarding tensions or clashes within this current curriculum, generally some language teachers are psychologically still burdened and confused with the implementation of current English language curriculum that has some changes in a few aspects (as indicated earlier). Teachers especially language teachers are under pressure of many works to accomplish in implementing the new curriculum frameworks mandated to them. In one point, they have to prepare and develop appropriate lesson plans meeting students' needs and interests based on the current curriculum but in another situation, they have to fulfill or meet the other stakeholders' needs like principals, educational ministry officials, and parents.

Furthermore, the goal of the English language curriculum which is to enable students to communicate English language either spoken or written and to build an awareness of the importance of learning English language in order to compete with the global community in the 21st century is mismatch with the implementation in the field. In other words, the implementation of

current English curriculum is focusing much on fulfilling the requirement of school accreditation and students' pass on national examination. On the other hand, students as the center of learning process are also affected by the implementation of new curriculum. They are confused and very often students are not ready with the implementation of the new curriculum. Indeed, some language teachers and students are still influenced with the traditional approach and the previous curriculum.

Based on some real experiences of language teachers, they tend to focus on how to make students pass the summative examination such as national examination but neglect to put the emphasis on the learning process and the students' improvement of communicative skill as stated in the goal of current English language curriculum. Apparently, in the execution of national examination, not all language skills are tested. The emphasis of content of materials tested is on the receptive skills; reading and listening skills solely as well as language element; grammar and vocabulary, while speaking and writing skills as the productive skills are missed. Principally, speaking and writing are very important in pragmalinguistics context in which the emphasis is on how the language is used (Block, 2003). The students need to learn the use of language either spoken or written rather than just focusing on language forms or rules.

CONCLUSION

In summary, language teachers as the catalyst of change in the educational system are required not just accept the curriculum that has been already designed by the government but also take part by

giving critical thinking and opinions towards the concept and its implementation at the school basis. Initially, all the stakeholders like education policy-makers, principals, researchers, professionals, parents, local community, and students should be involved in the process of curriculum innovation design. From the analysis conducted, it is found that the English language curriculum which sits in the 2013 curriculum and its revision edition can be considered appropriate and effective for conducting the language learning instruction in the classroom. It also meets the main goals stated in the curriculum as well as it meets the students' needs and interests.

Somehow, there are a few aspects should be taken into account that the 2013 curriculum are required to do, such as in terms of the consideration of applying combination of top-down and bottom-up approach so that the partnership and collaboration among stakeholders in planning, designing, implementing and evaluating the curriculum will be built appropriately. Nevertheless, the result of this appraisal is still limited and has a few shortages since the curriculum is still new and is being applied in all schools in Indonesia. Thus, in order to have highly effective and appropriate results for the next or another study on the same area, it is recommended that the further studies may include all the aspects of analysis related and needed specifically.

It is critical in which students as the center of language learning process are taken into account. The content of materials instructed in the classroom which is based on the English language curriculum should meet the students' needs and interests. Thus, it is suggested that the current curriculum notably English language

curriculum needs some more considerations to be more effective and innovative and meets students' needs and interests as currently the notion of curriculum changes is emerging in Indonesia since the education minister and the official education ministry reveal it to the press.

However, they put the emphasis of changes is on the general national curriculum perspective, whereby they argue that the future national curriculum should focus on students' academic skills and attitudes. This plan of changes is flown because of problematic issues; degradation of morality of Indonesian students, character education and an attempt to tighten a number of subjects for a course program.

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THE STUDENTS' PERCEPTIONS TOWARDS AUTHENTIC MATERIALS FOR READING AND LISTENING ACTIVITIES

Abdul Halim¹, Nur Mukminatien², Mirjam Anugerahwati³

¹Muhammadiyah University of East Borneo

²State University of Malang

³State University of Malang

Email: ah918@umkt.ac.id

Abstract

This paper was aimed at investigating the students' perceptions towards authentic materials in reading and listening activities. In addition, this study also surveyed the students' preferred materials for both listening and reading activities for future classes. The learning of English has been evolving from using traditional media to more advanced and technology-friendly media. One of the media that is very accessible with the support of wide internet access nowadays is online authentic materials. With all the benefits of authentic materials and the use of technology in classroom activities, an English teacher at SMAN 10 Samarinda had been utilizing authentic materials for the past semester. A case study design was employed. The case was considered unique that the school is eminence with good student intake and the quality of student outcomes in academic achievement. Based on a pilot study, there was a need of supplementing the materials with authentic texts. It was for three reasons; first, there was tendency from the students to underestimate the lesson because the lesson, for them, was easy. Second, the book was not enough to prepare them for the national exam (UN) and real communication. Third, they often ran out of materials when they only used the students' book. The data was collected through questionnaires and semi-structured interview. The questionnaires were spread to 50 high school students from 2 accessible classes at the institution. After that, the data was analyzed. First findings from the questionnaire became the base for developing interview sessions with the students to get in-depth perspective of certain answers from them. The findings of how the students perceive the use of authentic materials were discussed. Finally, some suggestions to related significance were also proposed.

Keywords: *Authentic Materials, Listening, Reading*

INTRODUCTION

Authentic material has been an issue since the need of teaching applicable English has been emerging. This is because the society does not only see the role of English as part of the lessons they need to pass on the exam (instrumental) but also the presence of international society in the domestic education, work places, and tourism which raise the awareness of learning English language in real use (intrinsic). Learning a language cannot depend heavily on teaching the structure of the language and meaningless drilling

practice. If the learning activity always uses graded/pedagogic materials, which are suited to the learning objectives and the structure of the language, students might not see how the language is used in real world.

The activity of learning a language, in this case learning English, should have balanced focus between form focus and meaning focus. As stated by Lightbown and Spada (2013:197), "Many teachers still work in environments where there is an emphasis on accuracy that excludes spontaneous language in classroom."

Therefore, the use of authentic material in EFL classes may be a great help to avoid the stiffness in language learning and to see how the language is actually used in real situations.

Not only will it help the learners to realize and capture how the language is expressed in real use, the use of authentic material will also expose the learner to more comprehensive exposure of the language which means that the students will be able to see how to suit the language functions and expressions more appropriately based on the situations. As stated before, the focus on form – non meaningful – learning was still a strong influence to many teachers. This may lead the learners to insufficient exposure of real language use. Although there was an argumentation that a language set for the students on a textbook was design to help the students understand the target language better, yet there's still a chance that the students missed a culturally loaded language when the language was set out of its original context (Gilmore, 2007). Furthermore, when the content of the language is the focus of the speaker, natural language environment is exposed. Teachers, therefore, must simulate real use of the language in real situation in the classroom activities.

Despite all benefits that the authentic materials offer, there are numbers of challenges that the teachers might face in employing them in the classroom; first, it is time consuming to prepare the tasks so that the authentic texts, either in the forms of written or recorded, are ready for classroom use. This is because the authentic texts are not intentionally made for classroom purposes but for native speakers' consumption. Second, as they are not intended for students, some authentic texts

sometimes do not fit the students' ability to comprehend. This will demand the teacher to select the materials carefully, at least in a comprehensible input range. Third, the authentic texts sometimes break the rules taught by the teacher in the classroom. Haines (1997) gave one example for this case that the language in advertisement is often notorious e.g. *'Discover why Pearl drops is whiter than white'*. When the students are not ready, this can be confusing and demotivating.

However, more advantages could be gained by utilizing authentic materials in the class (Haines, 1997; Berardo, 2006; Benavalent et.al., 2011; Al-Azri et.al., 2014): (1) Authentic materials are written or spoken in real English. This means that they are structurally and lexically varied. They also avoid repetition which characterized the graded materials. Furthermore, they have communicative purposes rather than the language focused purposes. (2) Authentic materials do not patronize foreign language learners. The non-graded materials are not for language learners. They are simply the examples of language in use. (3) Authenticity itself is attractive to learners.

Learners enjoy reading magazines, novels, and enjoy listening to latest popular English songs. (4) These materials can improve students' motivation and maintain their interests to the target language. (5) Authentic texts help students develop useful listening and reading strategies. Being exposed with the authentic texts in their tasks, students will be more ready with strategies to cope with various texts they find in the daily life. (6) Authentic texts can be exploited at different levels. It is possible to utilize the authentic materials for any levels ranging from elementary for reading for gist skill and scanning skills to

advanced level for in-depth understanding for the register and style of the author or the speaker. (6) It can be obtained from many different sources such as the internet, television commercials, newspaper, magazines, short stories, office documents, songs, books, etc. This can be options for the teacher to use wide variety of materials models.

In Indonesian context, specifically at SMAN 10 Samarinda a typical case about using authentic materials was identified. The school was considered as one of excellent schools at the province. Fully funded by the province government, this school became one of the best schools with above average student outcomes and achievements. Based on the results of initial interview with the XII-grade teacher, authentic materials were used as supplementary materials for the students. The need of supplementing the student's book with these materials emerged because the lessons from the students' book (*Buku Bahasa Inggris XII*, Curriculum 2013) was considered easy by the students and the teacher often ran out of materials when he rely on material from the book solely.

This is due to the students' level of proficiency that was quite high. Besides, at the school internet connection is very accessible. The connection supports the both students and teachers to access the heavy-load materials such as audio and video contents. In addition, from the teacher's perspective, when he used authentic texts, it was quite effective to engage the students in the learning process since there was tendency to underestimate the lesson from single use of student's book. This is considered as the uniqueness of the case that might not be found in most average schools.

Furthermore, in Indonesia there is the national exam (UN) that is administered by all the education level ranging from elementary school to senior high school (*BNSP, UU No. 20 Tahun 2003*). The exam is conducted as one of the components to evaluate the students' understanding and performance during their study. This exam consists of listening section and reading section with multiple-choice options. This is against the fact that the textbooks are rarely devised with the audio files for listening practices.

Some other interview results were related to using authentic materials for classroom purposes. First, the teacher thinks that it is important to find supplementary materials to support the student's textbook, as he cannot rely heavily on the textbooks for preparing the students ready for the exam. Second, the teacher finds authentic materials are now more accessible with the Internet so that he can get either the printed media or digital contents such as English songs, videos, etc more easily. Third, the students need more enrichment materials as a means to help them improve to face the national exam (UN) especially in listening and reading as these two skills are the core aspects to be tested in the exam.

These points have made the teacher decide to use the authentic materials for classroom purposes. Interestingly, he has been using the authentic materials such as newspaper, novels, short stories for reading activities and songs, films, and short videos for listening activities since August 2015. This means that the students have been exposed with some forms of authentic materials for more than one semester. Therefore, this study emerges to be conducted to investigate how the students perceive the current student's book and the

use authentic materials for listening and reading activities at SMAN 10 Samarinda so that the teacher could adjust future classes based on the results of the study.

METHOD

In order to probe the aims of the study, case study design was employed. It was considered because of the characteristics of the case at the school as mentioned in the background and the phenomenon that not many teachers in Indonesia used authentic materials for classroom purposes. So, to study the groups of the XII-grade students, case study was used to get further explanation about how the students at the school whose level of proficiency was good, perceive the current student's book and the use of authentic materials in the classroom (Latief; 2012).

This study was conducted with its nationally administered by the government. The stages of data collection are described as the following. focus to explore and to describe the students' perception on authentic materials so that it could answer the research problems (Creswell; 2007: 79). Bassey (1999:20) stated a criterion of case study is if it is an empirical inquiry conducted within localized boundary of space and time. The present study was conducted within groups of classes from the twelfth grade at SMAN 10 Samarinda and the students had experienced learning with various types of authentic texts for the past semester in 2015/2016.

Participants

This study was conducted at SMAN 10 Samarinda, East Kalimantan. The selection of the school was on the basis of accessibility, availability, and suitability reasons. Furthermore, total population in the twelve grade is 125 students from 5

classes which were administered by the school consisting of 4 science program classes and one social program class. All of the students were typical that they have experienced learning with authentic materials. Random sampling technique was done in selecting the groups of subjects involved from the whole population in the current study. Two of five classes were chosen. This means there were two classes with 50 students involved. The chosen classes were XII IPA 2 and XII IPA 3.

Instrument

In this study the researcher utilized two main instruments for data collection. The first instrument was interview and the second instrument was questionnaire. The interview consisted of two sets of questions; one set was for pilot study and another set for following up the results of the data collected from the second instrument, which was questionnaire. The questionnaire was adapted from the questionnaires designed by Al-Mussallam (2009: 128-131) to collect the data about the students' demographic data, the current classes with the textbooks, the use of authentic materials, and kinds of preferred authentic materials. However, some items are deleted because they are unrelated to the present study and some others are added to suit the need of the data in this study. Furthermore, a semi-structured interview was conducted with ten participants in order to get insights towards the results from the questionnaire which was previously distributed to the students.

Procedure

The data collection was conducted at the beginning of year 2016. This was the end of the semester for the students as they were about to be facing the national exam.

First, a pilot study with the teacher was conducted. From the result, it indicated that the teacher usually used various forms of authentic materials for the classroom activities in support of the use of the student's book. The teacher stated that he used authentic materials such as newspaper articles, magazine articles, songs, videos, internet materials to add more variations of activities so that he would not run out the materials from the book and the students were avoided from the boredom because the lesson from the book was sometimes considered easy by the students. Besides, he needed to add activities with authentic listening materials was well because the student's textbooks were rarely devised with audio files.

Second, as previously described, the questionnaires were distributed to all subjects. To ensure the effective implementation, the questionnaires were distributed in person by the researcher. The collection of the data was administered in turn in each class. There was introduction session between the researcher and the students which then was followed by an explanation about the topic and the purpose of the research. The students was informed that the questionnaires were as a means of data collection for masters' degree thesis. Next, the students were given 20 minutes to

fill in the questionnaire and none of them were allowed to leave the class before the time. This is to avoid the students from trying to rush in filling out the questionnaire.

Third, the data from the questionnaire were analyzed. After getting the results from the questionnaire, interview sessions with ten students were conducted. These sessions were to confirm the findings from the questionnaire results. Each session with one student lasted for about 15 minutes so the time spent for interview sessions with the students was 150 minutes.

Fourth, interview session with the teacher was conducted to collect the data to answer the fifth research problem. The interview lasted for 60 minutes.

RESULT AND DISCUSSION

This section presents the results of the study about the students' perceptions towards authentic texts for listening and reading activities. The data were collected through questionnaire and interview. The scale index in the following tables was statistically calculated from the questionnaire and it represented the degree of students agreement to the questions in the questionnaire items.

Table 1. Students' Perceptions towards Authentic Materials for Reading

Item	SA		A		N		D		SD		SD	Score	Scale Index
	N	%	N	%	N	%	N	%	N	%			
1. improve my knowledge on vocabulary items used for daily communication through authentic texts	15	30	27	54	8	16	0	0	0	0	0,23	207	83%
2. help me to get used to reading authentic	9	18	29	58	11	22	1	2	0	0	0,23	196	78%

materials

3. improve my understanding in reading texts in daily communication contexts.	9	1 8	3 0	6 0	1 1	2 2	0	0	0	0	0,2 5	198	79%
4. help me practice my reading skills such as scanning and skimming.	1 2	2 4	2 7	5 4	7	1 4	2	4	2	4	0,2 1	195	78%
5. help me practice to understand the explicit and implicit information.	8	1 6	2 2	4 4	1 9	3 8	1	2	0	0	0,2 0	187	75%

Table 1 above shows how the students perceived their attitude towards the authentic materials in reading. The students strongly agreed with scale index 83%, the higher is the percentage, statistically the more the participant agreed to the statements, in this case that authentic text can help them improve their knowledge on vocabulary items used for daily communication. The next three items are almost alike in the scale index (78%, 79%, 78%) indicating that the students agreed that these materials could help them

get used to reading English authentic texts which have various difficulties and various dictions. Besides, it could improve their ability in understanding the texts in daily contexts that might have differences with the pedagogic materials. Furthermore, they agreed that it could help them practice their skills in reading such as scanning and skimming. Similarly, using these materials also helped students practice deeper skills of reading like understanding explicit and implicit information as shown in Item 5.

Table 2. Students' Perceptions towards Listening Authentic Materials

Item	SA		A		N		D		SD		SD	Score	Scale Index
	N	%	N	%	N	%	N	%	N	%			
6. improve my skills in comprehending oral instruction in English.	11	22	32	64	4	8	2	4	1	2	0,26	200	80%
7. help me practice to comprehend oral texts from listening materials such as radio, video, songs, podcast, commercial, etc.	17	34	25	50	6	12	1	2	1	2	0,21	206	82%
8. improve my understanding of the articulation and pronunciation through listening audio in English.	15	30	20	40	14	28	0	0	1	2	0,18	198	79%

9. improve my understanding of how to respond various conversations through listening the examples of conversation. e.g., “How are you doing today?” “I am doing good.”	13	26	27	54	9	18	0	0	1	2	0,22	201	80%
10. help me practice to listen to more complex conversation like in drama, film, or discussions either from <i>radio podcast</i> or <i>videos</i> from <i>YouTube</i> .	18	36	26	52	5	10	0	0	1	2	0,23	210	84%

Table 2 above shows the description of the students’ perceptions towards listening authentic materials. Unlike their opinion towards reading materials, in this section the students exhibited more enthusiasm. This can be seen that the students believed that the listening materials which are taken from authentic sources would improve their skill in comprehending oral instruction in English with scale index of 80% in item 6. Furthermore, 82% of the students from the scale index agree that these materials can help them practice in comprehending the listening texts such as radio podcasts, songs, etc.

Similarly, positive perceptions are also shown by the students in taking the advantage of authentic materials in listening to help them practice their pronunciation and how to articulate certain words. It can be seen from their respond to item 8 with strong index of 79%. The students also agreed in item 9 with scale index 80% that through authentic materials they can get more examples in understanding on how to respond various situations from the listening materials. Furthermore, they also agree with 80% scale index that it can help them practice to listen to more complex conversations like in drama, film, or discussions.

Table 3. Students’ Preferences on Types of Authentic Materials

Types of Authentic Materials	Total	%
Newspaper	15	30%
Magazines	40	80%
Novels	37	74%
Short stories	40	80%
Internet materials	36	72%
Reading book	29	58%
Poem	12	24%
Brochure	18	36%
Poster	33	66%
Picture/Photos	41	82%
Songs	49	98%
Films	49	98%
Radio Podcast	17	34%

First, the data from the questionnaire elaborates the students' preferences on the authentic materials to be used in the class. Table 3 describes which of the materials are most preferable and least preferable for the students.

From Figure 2, it can be seen that the students preferred authentic materials to

be used in the class, ordered from the most to the least, films, songs, pictures/photos, magazines and short stories, novels, internet materials, reading book, poster, radio podcast, newspaper, and poem. Films and songs are at the most preferred ones with 98% students choosing them. On the other hand, poem is the least with only 24%

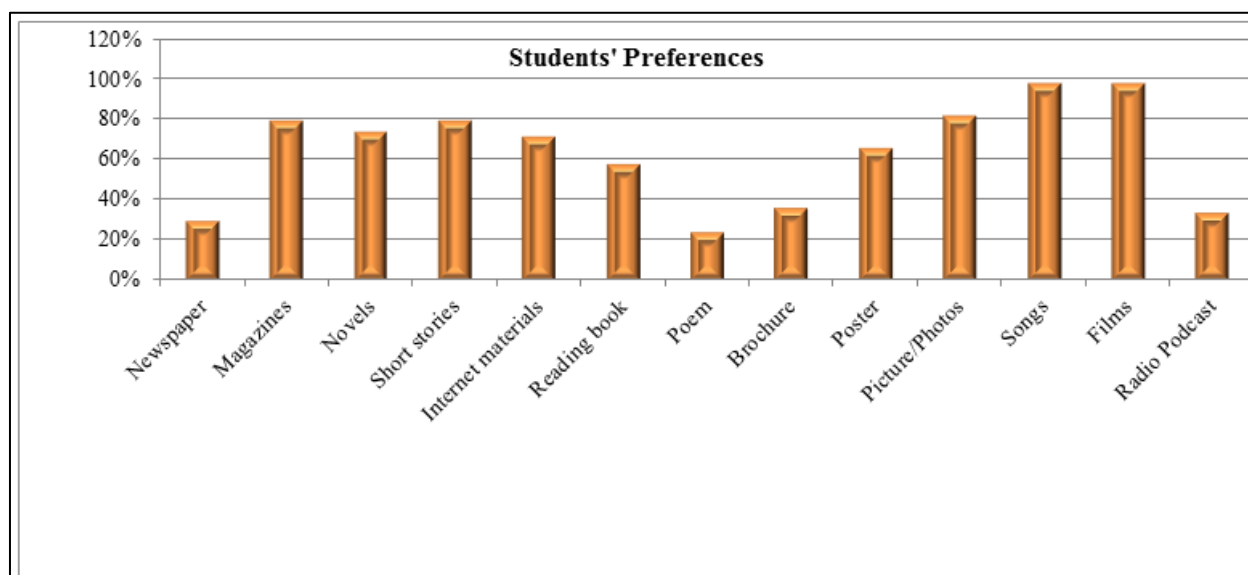


Figure 2. The Students' Preferred Types of Authentic Materials.

The Interview Results

1. The Students' View on the Use of Authentic Materials for Reading

There were some points why the students show very positive opinion about using authentic materials in the classroom. First, they can help improve the students' mastery on vocabulary. These materials provide various kinds of vocabulary items. One interviewee said, "*Penggunaan materi tersebut (authentic materials) sangat menarik. Misalnya penggunaan majalah. Bahasanya agak ringan dan isinya menarik.*" [The materials (authentic materials) were very interesting. For example, in the use of magazine, the language was easy to understand and the content was attractive]" Another interviewee said, "*Ada banyak*

contoh kosa kata yang baru saya dapatkan dari majalah atau short stories." [There are many new vocabulary items I could get from the magazine or short stories]"

Second, authentic materials, from the students' point of view, can also help the students practice their skills in reading in daily contexts and can help them prepare their skills in reading various texts in every-day situations. "*Bisa belajar lebih banyak untuk melatih skill reading di kehidupan sehari-hari,* [I can learn more to practice my reading skills in everyday life]" said an interviewee.

2. The Students View on the Use of Authentic Materials for Listening

The students' view towards the use of authentic materials in listening activity is

quite interesting. This is considering that the scale in each point has absolutely high scale index (98%). Most of the students agreed that these materials were helpful to improve their ability to comprehend oral texts in various contexts such as commercials, radio broadcasts, or videos and songs. Besides, they also agreed that these can help them improve their understanding of various examples of daily conversation and help them practice understanding more complex conversation. As supported by one of the interviewee, “*ada banyak contoh percakapan, dan lebih bervariasi.* [There were many conversation examples, and it had more variations.]” Another one said, “*contoh yang ada di materi seperti itu kadang lebih kompleks, jadi bisa latihan untuk listening.*[the example given in such materials was sometimes more complex, it could be a good practice for listening]”

DISCUSSION

1. The Students’ Perceived Perceptions towards the Use of Authentic Materials for Reading in English Subject

As seen on the findings of the study, most of the students perceived their perceptions positively towards the use of authentic texts in reading activities. This finding supports the previous studies (Al-Mussalam, 2009; Syafri 2011; Tanasavate; 2013, Haines, 1997; Berardo, 2006; Benavalent et.al., 2011; Al-Azri et.al., 2014). They agreed that the use of authentic materials in reading activities would improve their vocabulary mastery, help them to get used to reading, improve their understanding various texts in daily contexts, and help them practice their reading skills such as scanning, skimming, finding detailed or specific information.

Furthermore, the students preferred the certain types of authentic texts for reading activities to be used in the class. Short stories as the most preferred materials in reading. This finding was in line with the findings from Al-Mussalam (2009), Syafri (2011) and Tanasavate (2013). It means that using this type of material is much recommended. However, in this study, magazines also have the same percentage with short stories which made it as popular as short stories for the students in the school. Novel followed with 74% that made it also preferable after short stories and magazines. Meanwhile the least preferred material was poem. This supports the claim from other studies (Al-Mussalam, 2009; Syafri 2011; Tanasavate; 2013) that poem was not very recommended to supplement materials in the classroom. Hwang (2005) argued that poem was not very popular as it possessed highly stylistic language features that sometimes break language convention for aesthetical respects that made it difficult for the students.

2. The Students’ Perceived Perceptions towards the Use of Authentic Materials for Listening in English Subject

Unlike previous research (Al-Mussalam, 2009; Syafri, 2011) that focused on the students’ perceptions towards reading authentic materials, the current study involved another variable that is how the students perceived their attitude towards the use of listening authentic materials. In findings section about the students’ perceptions towards the listening to authentic materials, it can inferred that these types of texts are very preferable. Most of the items scored above 80% which means that they perceived their perceptions

positively towards these materials. This is consistent with the study from Tanasavate (2013) that authentic materials other than reading such as listening materials also can affect positively to students' motivation. It can be the basis to use listening authentic materials as it can improve motivation. Since motivation is one of the factors to classroom success (William & Burden, 1997).

When facing authentic materials, students also showed more interest. From the teacher's interview, students were more enthusiastic when he used it in the class. It supported the argumentation that it can arouse students' interest (Haines, 1997) and can help them to succeed learning particular language (Azri & Rashdi, 2014).

3. Types of Authentic Materials that the Students Preferred to be Used in Future English Classes

In the questionnaire, various kinds of authentic materials were included to investigate the students' preferences for future classes. It turned out that for the reading types of authentic materials short stories and magazines were the most preferred. This confirmed previous findings from Berardo (2006), Al-Mussalam (2009), Syafri (2011), and Tanasavate (2013). In the interview section with the students, they argued that it was easier and more interesting to learn with those types since they were up to date and more meaningful. Meaningful learning is one of essential parts in teaching and learning principles as proposed by Brown (2007: 65).

For the listening types, almost all students 98% agreed to use films and songs as learning materials in the class. This is important information as recommended by Peacock (1997: 152) that teachers are encouraged using appropriate authentic

materials because it can improve learners' on-task behaviours, concentration, and involvement during the lesson.

CONCLUSION

Conclusion

First, to confirm the research questions about the students' perceptions towards authentic materials for reading and listening activities, it could be inferred that most of the students have positive attitude towards the use of authentic materials. They agreed that using authentic materials would 1) demonstrate how English is used in daily communication in both written and oral forms (80%); 2) give examples of how language structures are used in daily life (80%); 3) make the lesson more interesting (77%) and they disagreed using authentic texts would make them feel frustrated and be too difficult to comprehend.

To be specific, the students agreed that authentic materials for reading activities would improve their knowledge on vocabulary items used for daily communication, help to get used to reading authentic texts, improve their ability to comprehend reading texts, help them practice reading skills such as scanning and skimming, and help them practice to understand the explicit and implicit information.

Furthermore, they also have highly positive perceptions towards authentic materials for listening like films and songs. They agreed that it would improve their skills in listening, help them practice listening to various kinds of listening materials, improve their understanding of how a word is articulated and pronunciation, improve their knowledge of how to respond various expressions and help them practice comprehending more complex conversation.

Second, on one hand, it was found that the students' top preferences for the types of authentic materials were short stories (80%), magazines (80%) and novels (74%) for reading. Meanwhile, for listening activities their top preferences were films and short videos (98%), and songs (98%). On the other hand, the least preferred ones were poem (24%) and newspaper (30%) for reading and radio podcast (34%) for listening. Therefore, these top preferences could be the best options to be used by the teacher for future class as some are more motivating than the other ones. Meanwhile, the least preferred ones could be avoided. This also confirmed the fourth research question about students' preferences on the authentic material that can be used in future classes.

Suggestion

From the conclusions, some suggestions are proposed for future studies and practitioners. First, to prospective researchers this study, a replication case study with wider scale may be conducted in different school that has lower school standard (accreditation, students' level of proficiency). There might be different perceptions towards certain types of authentic materials because the use of authentic text should match the level of students' level of proficiency.

Another replication study can also be done with different variables such as the students' motivation and engagement in the classroom to investigate deeper insights about the students' reaction towards the use of authentic materials in for classroom purposes therefore holistic results could be gained. Furthermore, elaboration of the activities used by the teacher to get the students engaged with authentic materials could be developed into other studies such

classroom action research, or quantitative studies like experimental for generalization.

Second, to practitioners, this study can be guide for materials selection and for utilizing the materials for various tasks. It is recommended to use both pedagogic book and authentic materials so that teachers could gain advantage in both curriculum achievement and the success of language learning. In addition, as drawn in the conclusion, certain types of materials are more preferred than the other types. Therefore, teachers are suggested to use particular types of texts such as short stories, magazines, novels, songs and films in order to enhance the students' engagement.

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THE USE OF WHISPERING TEAM TO ENHANCE STUDENTS' LISTENING SKILL AT GRADE 6th OF KLASAMAN 2 ELEMENTARY SCHOOL SORONG CITY

Lulu Jola Uktolseja¹ and Melda Agnes Manuhutu²

¹Victory University of Sorong

²Victory University of Sorong

Email : lulujola39@gmail.com

Abstract

The aim of this journal is to enhance students' listening skill especially the students of grade 6th of Klasaman 2 Elementary School, Sorong City, West Papua Province. The model of the research is Classroom Action Research (CAR). The researcher used test in cycles and observation sheet to due the data. The result of the data is 61% students succeed to execute the exercises in second cycle. Meanwhile, the students need more thing to help the students for example picture. The picture helped the students to remind the sentences they heard from the latest whispering person. The mean of scores in cycle 1 is 56.25 from 100 and cycle 2 is 87.5 from 100. Moreover, the students also learn character value by this game, they learnt to give appreciation for their friends whether they were succeed or failed. This game helped students to learn happily and fun. It can be proven by the observation sheet. The result and discussion of this study revealed that the implementation of whispering team game enhances students' listening skill. The conclusion of this study revealed that the implementation of whispering team game enhances students' listening skill.

Keywords: *Whispering Team, Students' Listening Skill*

INTRODUCTION

Every teacher in a school certainly faces different challenges to produce a successful learning process. This is certainly not easy because the character of each student also determines what learning methods or techniques are appropriate to apply. Klasaman2, is an elementary school located in Sorong City, West Papua Province. Any number of student characteristics could also influence the effectiveness of a given learning technique (John Dunlosky *et al*, 2013). 80% of the students in the school, especially Grade 6, are students from the Eastern part of Indonesia, where these children are more likely to like to learn by moving.

The failure of the learning process is the inaccurate implementation of techniques with needs. Traditionally, the learning techniques used are lectures by asking students to record what the teacher

wrote on the board. Learning techniques are a plan for ways to utilize and use existing potentials and means to improve effectiveness and efficiency (teaching). In other words, learning techniques are a plan for how to carry out identified learning tasks (analysis results) so that the task can provide optimal learning outcomes (Slamento, 1991).

It is probably more likely that most instructors do not solely teach in this passive fashion but also have engaging or interactive classroom moments or situations (Jana Hackathorna, *et al*, 2011). Perhaps this is because many recent studies (e.g. Bonwell & Eison, 1991; Michel, *et al*., 2009) suggest that the passive method may not be the most effective way for students to learn. Teacher awareness is important in determining the direction and learning process to run well. The teacher has a very vital and fundamental role in guiding,

directing, and educating students in the learning process (Davies and Ellison, 1992). English teachers face a lot of challenges towards teaching foreign language to the students especially the students at Elementary School. Thus, the teacher should be creative to build students' interest in learning English.

There are several opinions said that students should not learn foreign language in elementary school, but several people are disagree. A study conducted by Johnson and Newport, 1991 (Santrock, 2007: 313) shows that immigrants from China and Korea who started living in America for up to 7 years were better than parents or adults. This opinion is in line with what was conveyed by Ur that foreign language learning in schools should start as early as possible, more easily attract the attention and interest of children than adults as revealed by Ur (1996: 296). According to Suyanto (2008: 14), English Young Learner (EYL) are young learners who learn English. They can be classified as schoolchildren from kindergartens and elementary schools who get English language lessons at their school.

Teaching and improving listening skills have also been limited to the use of songs. Elementary school children also need to study in groups, so they can help each other. In reality in accordance with the observations made, teachers in schools teach English in Indonesian so that most students do not get the experience of listening to English directly. Then, after studying at school, the students go home without getting English experience too. This is because English is a foreign

language in Indonesia, not a second language. Furthermore, Hakim and Dian (2015: 30) argued that it would be very important for a teacher who taught early childhood to be able to provide English material and topics based on the conditions and needs of students because sometimes when foreign students learn English, they still feel confused about what they have to do.

The first thing that became a big challenge for researchers to accommodate the needs of students to learn and experience the language process directly was not only based on books. The second thing is to determine and implement a learning listening technique that matches the character of students in Kelas 2 Elementary School, Sorong City, West Papua Province.

METHOD

This study uses the Classroom Action Research (CAR) method. According to Arikunto (2006: 3), explaining classroom action research is a study of learning activities, an action that is deliberately raised and occurs in the classroom together. More concisely the procedure for implementing classroom action research includes: 1) Planning; 2) Actions; 3) Observation; 4) Reflection.

Action research has been described as an informal, qualitative, formative, subjective, interpretive, reflective and experiential model of inquiry in which all individuals involved in the study are knowing and contributing participants (Hopkins, 1993).

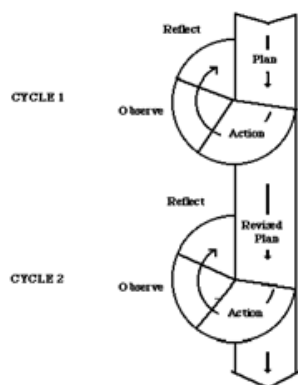


Figure 1. Action Research Protocol after Kemmis (cited in Hopkins, 1985)

This action research was carried out in class VI of Klasaman 2 Elementary School 2018/2019 Academic Year as many as 50 students divided into two classes namely VIA and VI B. The researcher was the key instrument in this study, which took data and analyzed it. In this class action research the object to be examined is students' listening ability. One way to complete this research is by using data collection techniques, this is intended to obtain complete data that can later support the success of the research. Data collection techniques in this study used tests, and observation sheets. The analysis technique used is comparing the results of the initial and final tests of students after the treatment given. Then reduce the data collected through observation and draw conclusions. To carried out the result of the test, the researcher took the result of the students worked in line (honesty), and the important one the last sentence mention by the last people in line.

Data reduction includes selecting data through summary, brief description and management of data into a more directed pattern. Presenting data is done to organize data from data reduction. Withdrawal of conclusions means giving meaning to the data obtained by triangulation, namely the process of

ensuring something from various points of view, its function is to increase the sharpness of the observations through various ways in data collection. Data analysis was carried out since data was obtained from observations by researchers.

RESULT AND DISCUSSION

Cycle 1

The learning process in cycle I was carried out on September 15, 2018 until October 20, 2018. Learning was carried out in 6 meetings, with material in the form of time, namely simple present tense and present continuous tense. The time needed for this cycle is 6 meetings, each 2 x 35 minute meeting held on Saturday. At this stage the researchers carry out learning to students by implementing the whispering team technique. The researcher also observes the development of students while accepting lessons and executing techniques.

In cycle 1 it was found that students enjoyed the learning process with the whispering team technique. But it still has not shown significant progress. After reflection, the researchers realized that the division of the team was not evenly distributed because in cycle 1, researchers divided the team randomly. There are 4teams in each class consisting of 6 members per team. On 4tests after treatment, the team that succeeds in all exercises is team Bwhile the other teams can only complete the short clue.

1. *Exercise 1:*
Simple Present Tense
 - a. I am a teacher
 - b. My father is a teacher
2. *Exercise 2:*
Present Continuous
 - a. I am eating
 - b. I am eating now
3. *Exercise 3:*

Simple Present Tense

- a. We study English
- b. We study English everyday

4. *Exercise 2:*

Present Continuous

- a. We are studying English
- b. We are studying English now

Table 1. The Result of Cycle 1

Grou p	Exercises				Total
	1	2	3	4	
A	<i>succee</i>	<i>succee</i>	<i>failed</i>	<i>failed</i>	50
	<i>d</i>	<i>d</i>	0	0	
	25	25			
B	<i>succee</i>	<i>succee</i>	<i>succee</i>	<i>succee</i>	100
	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>	
	25	25	25	25	
C	<i>succee</i>	<i>succee</i>	<i>failed</i>	<i>failed</i>	50
	<i>d</i>	<i>d</i>	0	0	
	25	25			
D	<i>succee</i>	<i>failed</i>	<i>failed</i>	<i>failed</i>	25
	<i>d</i>	0	0	0	
	25				
Total Score For All Teams					225 (35 %)
Mean Of Scores					56.25

Cycle 2

The learning process in cycle 2 was carried out on October 13th, 2018 until November 3rd, 2018. The learning also carried out in 6 meetings in 2 classes, with the same material about sentences especially used simple present tense and present continuous tense. The time needed for this cycle is 6 meetings, each 2 x 35 minute meeting held on Saturday. After first cycle, the researcher reflected and finally decide to add one thing according to succeed of this treatment. At the end of the line of whispering team, the researcher put several pictures which one of them is the correct picture according to the sentence. The student who wanted to answer should take the picture and mention the sentence.

After explaining to students about the rules, the researcher divided the students into groups where the researcher with consideration put the students in

mixed group, 2 students with the last score in cycle 1 of 80-100, 2 students with the last score in cycle 2 of 60-79, and 2 students with the last score in cycle 1 of 50-59. This group arranged to help students all involved and helped each other around the exercises.

The teacher made 4exercises, where 4 groups (all students) in class VI A can finish the sentences after the last lines. The same treatment was held in class VI B, but only 3 groups (19 students) who succeed. The other 6 students in group C was failed in exercises 3 and 4, because they were not 100% put attention while the learning process happened. The sentences gave by the teacher are as follows:

1. *Exercise 1:*

Simple Present Tense

- c. I go to school
- d. I go to school on foot everyday

2. *Exercise 2:*

Present Continuous

- c. I am studying English
- d. I am studying English with my friends now

3. *Exercise 3:*

Simple Present Tense

- c. We usually speak in English
- d. We always speak in English each other

4. *Exercise 2:*

Present Continuous

- c. They are speaking in English
- d. They are speaking in front of the class

Table 2. The Result of Cycle 2

Grou p	Exercises				Total
	1	2	3	4	
A	<i>succee</i>	<i>succee</i>	<i>succee</i>	<i>succee</i>	100
	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>	
	25	25	25	25	
B	<i>succee</i>	<i>succee</i>	<i>succee</i>	<i>succee</i>	100
	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>	
	25	25	25	25	

C	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	<i>failed</i> 0	<i>failed</i> 0	50
D	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	100
Total Score For All Teams					350 (61 %)
Mean Of Scores					87.5

This exercises held and repeated continuously, sometimes the researcher also changed the sentences and added some if the students asked for more. The students were happy and joy along the learning process. The students also advised to give in applause to the other friends when they are succeed or even wrong. The appreciation in important to help students motivated in learning English. and conducted in 6 meetings of the class. At this stage the researchers carry out learning to students by implementing the whispering team technique. The researcher also observes the development of students while accepting lessons and executing techniques.

In cycle 1 it was found that students enjoyed the learning process with the whispering team technique. But it still has not shown significant progress. After reflection, the researchers realized that the division of the team was not evenly distributed because in cycle 1, researchers divided the team randomly. There are 5 teams in each class consisting of 5 members per team. On 3 tests after treatment, the team that succeeds is team B while the other team can only complete the short clue.

Discussion

Based on the diagram below known that there is a big change between the first and second cycle. 61% students succeed to execute the exercises in second cycle.

Meanwhile, the students need more thing to help the students for example picture.

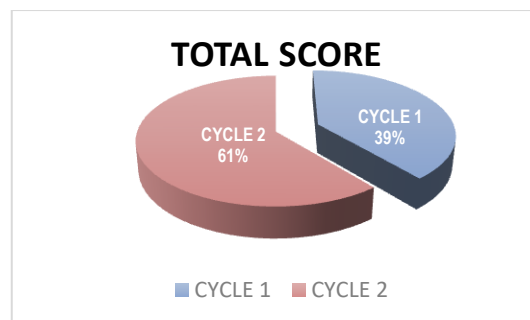


Figure 2. The Result in Diagram

Tabel 3. The Observation Sheet

No.	Statement	Observation Result	
		Yes	No
1.	The students are happy	✓	
2.	The students can work together with the other students	✓	
3.	The students were silent when listen the explanation	✓	

The picture helped the students to remind the sentences they heard from the latest whispering person. The mean of scores in cycle 1 is 56.25 from 100 and cycle 2 is 87.5 from 100. Moreover, the students also learn character value by this game, they learnt to give appreciation for their friends whether they were succeed or failed. This game helped students to learn happily and fun. It can be proven by the observation sheet.

CONCLUSION

The result and discussion of this study revealed that the implementation of whispering team game enhances students' listening skill. It seemed to be effective, as shown by the results' differences of cycle 1 and cycle 2. This game will greatly help students to learn English. Moreover, the observation sheet shown to be clear that 44 students agreed that this game is so much

fun. This game also enhance students' interest to learn English. The teacher can help students to love English which it is always being one terrified things in school.

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ENHANCING STUDENTS' LISTENING PROFICIENCY THROUGH THE INSTRUCTION OF (META)-COGNITIVE LISTENING STRATEGY

Dodi Mulyadi
Muhammadiyah University of Semarang
Email: dodi@unimus.ac.id

Abstract

Metacognitive listening strategy instruction is fruitful to enhance students' autonomy by planning and deciding what the best strategy in mastering listening skills is. Meanwhile, the cognitive strategy instruction facilitates students to find out the solution to their listening problems. The study aimed to find out the effectiveness of (Meta)-cognitive listening strategy (M-CLS) instruction by administering the integrated listening strategy instruction between metacognitive and cognitive strategies on students' listening proficiency. The participants were 38 EFL students of Universitas Muhammadiyah Semarang that consist of 20 for the experimental group and 18 for the control one. The M-CLS instruction that utilized the three stages including planning, monitoring, and evaluating stage was administered in experimental group for ten meetings. The quasi-experimental design was conducted to investigate quantitative data. The data were gathered by using a listening proficiency test adopted from TOEFL listening section. The descriptive statistics, Generalized Linear Model, and Paired Sample t-test reveal that the students in the experimental group achieve a higher score of listening proficiency with a significant achievement than those in the control group.

Keywords: *(Meta)-Cognitive Listening Strategy (M-CLS), Listening Proficiency, Experimental Design, TOEFL, EFL Student Teachers*

INTRODUCTION

The problems of students' listening comprehension are related to the unfamiliar word sounds, limitation of listening strategy use, a shortage of their prior knowledge, the major concern of acknowledging content words, a reduction of memorizing and superficial processing for remembering. Those problems also occur for college students. Most EFL students at university, especially for student teachers, ignore the importance of listening practices when they are studying English.

Such problems occur from year to year in the world of education, especially among EFL students at the university (Lotfi, 2012). Not only do the students who ignore the importance of listening practices, but most lecturers also perceive that teaching listening is a passive process in EFL learning process (Serri, Boroujeni,

& Hesabi, 2012). As a result, in the teaching process, the lecturers only focus solely on testing the students' listening comprehension without considering the importance of being good listening learners.

Considering the fact that listening is one of the essential skills for mastering English, it is paramount for the lecturers to teach them how to master listening skills instead of testing their listening comprehension. Consequently, the lecturers should be an active inquirer into their pedagogical ability. Listening in English mastery is an active process that demands students to deal with various tasks, such as distinguishing sounds, interpreting stress, and understanding intonation (Coskun, 2010). Therefore, the lecturers or the teachers of listening subjects are responsible for making sure that their

students get involved in the process of constructing their understanding.

Considering the importance of listening skill for mastering English for the EFL learners, the problems dealing with listening skill mastery should be solved by using effective strategy instruction in the teaching and learning process of listening course. The lecturers or teachers should be able to adjust students' listening strategy use to deal with various situations, types of input, and listening purposes. Consequently, the lecturers should give students listening strategy instruction so that students can develop a set of listening strategies and match the appropriate strategies for each listening situation and their listening purposes as the strategy poses preeminent role for supporting the language mastery.

Strategies are the thoughts and behaviors that are employed by the learners to help them comprehend, learn, or retain information (O'Malley & Chamot, 1995). Furthermore, they declare that the ability to utilize the strategy effectively are particularly important in foreign language listening in the EFL classroom setting.

Researchers who investigated metacognitive strategy awareness believed that the instruction of metacognitive strategy could enhance student' listening proficiency. For instances, Selamat & Sidhu (2011) found that metacognitive strategy could improve their lecture of listening skills and make students more effective in following and comprehending knowledge conveyed in English. Furthermore, metacognitive strategies particularly a directed-knowledge strategy is beneficial to improve students' concentration and focus on overcoming the difficulties in listening activities (Bidabadi & Yamat, 2014).

In addition, Altuwairesh (2016) disclosed that many students perceived that listening is difficult, and he suggested that the learners' strategy instruction should be implemented in the classroom. Similarly, Coskun, (2010) highlighted that metacognitive strategy instruction should be incorporated into the regular listening teaching program to help students become more effective listeners. All the aforementioned studies have employed the metacognitive strategies, but the researchers did not implement the metacognitive strategies in their teaching and learning process. They only observed the students' awareness of the strategy used in which the data of awareness observations were gathered via questionnaires. Those postulates resulted from the previous research are considered bias.

Furthermore, studies that implemented the metacognitive strategy instruction in listening classrooms confirm the insignificant results (Rahimi & M. Katal, 2013; Mulyadi, 2015). In Rahimi's and Katal's study, for instance, sixteen weeks of implementing metacognitive listening strategy instruction for students in upper-intermediate English courses did not influence significantly on students' listening comprehension with mean post-test score 20.64 for the experimental group and 22.40 for control one.

In the other side, Mulyadi's work dealing with the effect of metacognitive listening strategy training on English students' listening comprehension of the second-semester students of English department of Universitas Muhammadiyah Semarang shows that the differences of students' listening comprehension between pre-test (57.87) and post-test (64.40) are insignificant. Therefore, considering the results of the previous research, it can be

concluded that metacognitive strategy instruction should be developed to make listening strategy instruction more effective on enhancing students' listening skills.

In developing the metacognitive strategy, a cognitive strategy is considered as the proper strategy to be integrated with the metacognitive strategy to make students not only have autonomy by planning and deciding what the best strategy in mastering listening skills is but also find out the solution of their listening problems. Serri, Boroujeni, & Hesabi (2012) reported that cognitive focus on the process of understanding the linguistic input and getting the knowledge to find the solution of students' listening difficulties. As cognitive and metacognitive are considered being inseparable methods, metacognitive strategies in one context are possible to be cognitive in another.

Therefore, cognitive strategies and metacognitive strategies will run simultaneously. For example, when the lecturer plans to listen out for stressed words in an utterance as the strategy qualifies as metacognitive, students do it as cognitive strategies (Field, 2008). However, many researchers investigated metacognitive strategy instruction separately for implementing cognitive strategy instructions. The cognitive strategy instruction was taken into account because it helped students to find out the solution to their listening problems.

Moreover, (Kim & Phillips, 2014) and Kim & Phillips (2014) suggested that cognitive instructional implications is important to be implemented to help students in mastering listening comprehension. However, no studies explored the integration between metacognitive and cognitive strategies. To fill the gap and find the solution to the

problems above, the present study implemented metacognitive listening strategy instruction integrated with cognitive strategy instruction. Thus, in this work, M-CLS instruction as the integration between metacognitive and cognitive strategy instruction was the novel listening strategy instruction that was developed to find the effective listening strategy instruction on students' listening proficiency.

METHOD

The study was conducted by using a quasi-experimental design as it was not feasible to use random selection since the population does not consist of the individual but the groups that were intact (Nunan, 1994; Cohen, Manion, & Morrison, 2007). The experimental and control group are not selected randomly, but both classes have already assembled groups were assigned to receive teaching method (Ary, Jacobs, Razavieh, & Sorensen, 2009). The participants of the study were 38 EFL students of English Department at Universitas Muhammadiyah Semarang in the Academic Year 2017-2018. There were, specifically, 20 students in the experimental group from second-year students and 18 students in the control group from third-year students. Also, two lecturers were voluntarily willing to get involved in this research. One of them taught the students in the experimental group by applying the treatment of M-CLS instruction, and another taught listening comprehension for control group without strategy instruction as a usual method in teaching listening there.

The implementation of M-CLS instruction was conducted in three stages. Firstly, planning stage comprises setting purposes, activating background

knowledge, and predicting. Secondly, monitoring stage consists of listening to keywords and making inferences, taking notes, verifying predictions, checking predictions, and re-listening. Finally, evaluation stage involves evaluating overall progress, asking strategy use, and summarizing.

The implementation of M-CLS instruction was the independent variable. Meanwhile, the students' listening proficiency was the dependent variable. The treatment of M-CLS instruction was conducted ten meetings with the various topics of an extensive listening class. They were comprehending listening materials of the interview, evaluating the specific information from listening long talks, making an inference based on listening to the news, listening and review the gist based on listening to speech, listening comprehension and review the story based on short movies.

The data were gathered by using a listening proficiency test in order to find out the students' listening comprehension that has been influenced by ten-week intervention program. The test was adopted from listening section of Longman TOEFL Test. The test was chosen due to the fact that it is the most widely used in recent researches of listening skill (Attarzade & Farahani, 2014; Hariri, 2014; Harputlu, 2014; Hmoudova, 2013; Lynch, 2011; Moradi, 2013; Rahimirad, 2014; Selamat & Sidhu, 2013).

In addition, this test is a standardized test in English mastery in the world as it is used by more than colleges, universities, and agencies around the world and it includes a section on real-life lecture listening. The students did the pre-test before conducting treatment of applying the strategy instruction to find out homogeneity

and reliability. After the 10-weeks listening strategy instruction, they did a similar test as a post-test. The test was given in either experimental group or control group. The results of the test were analyzed quantitatively using Descriptive Statistics, Generalized Linear Model and Pair Sample t-test.

RESULT AND DISCUSSION

Result

The Implementation of M-CLS instruction

Practically, M-CLS instruction was administered in three stages. In pre-listening activities, some activities were integrated into planning of listening tasks such as students were taught how to set purposes of listening class, they were asked to activate their background knowledge. Setting purposes of listening class involved listening to specific information and getting the main idea from speech, long conversation, news, and short movies.

Activating background knowledge was conducted by conveying students' opinion about the topic and speakers of speech, discussing related vocabulary, and predicting the possible answers and response related to pre-listening questions (Mulyadi, Rukmini, & Yuliasri, 2017). In the while-listening activities, monitoring comprehension was conducted by asking students to listen to keywords from the audio or video they were listening, make inferences based on the keywords, do note-taking for listening details, verify predictions and check for inaccurate guesses based on their answers and prediction, and listen again to check their comprehension.

In the post-listening activities, evaluating comprehension was conducted in three stages. First, students were evaluating overall progress in listening and

in particular types of listening tasks, such as they discuss with their partners either agree or disagree with the speakers' statements, students were asked to retell what they had heard, and so on. Secondly, students were asked to give their opinion if the strategies used were appropriate for improving their listening comprehension, such as students were asked to reflect about strategy that has been done to understand the dialogue of interview, the speeches, the news, short movies. Thirdly, students were asked to summarize content and messages based on listening activities.

The Analysis of the Effectiveness of M-CLS instruction on Students' Listening Proficiency

The mean scores of students' pre-test between an experimental group and a control group are slightly different with the distinction 1.036. The statistical significance analyzed by using paired sample t-test shows that there is no significant difference with p value=0.213 which is bigger than the standard error ($p > 0.05$). It can be concluded that both groups were homogenous of the listening proficiency before having the treatment.

The effects of the treatments on students' listening proficiency can be seen from the post-test score and the delta score that were analysed using the Descriptive Statistics in Table 1. The results show that the means of the post-test score in the experimental group is higher than the control group with the difference score 4.119. In addition, Delta score for the experimental group is 4.000, but the control one is just 0.917. It means that the students taught with M-CLS instruction have a better listening proficiency than those who were taught without it.

Table 1. Descriptive Statistics based on the Post-Test Score and Delta Score between Experimental Class and Control Class

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Post-test	Exp.	46.786	.664	45.451	48.120
	Cont.	42.667	.718	41.225	44.108
Delta	Exp.	4.000	.542	2.911	5.089
	Cont.	.917	.586	-.260	2.093

Further analysis of GLM presented in Table 2 shows the effect of M-CLS instruction on students' listening proficiency has a significant difference on students' listening comprehension with a significance value of post-test score is below 5%.

Table 2. GLM Analysis based on Tests of Between-Subjects Effects

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre_	13.863	1	13.863	.729	.397	.014
Post	219.260	1	219.260	17.738	.000	.262

The paired sample t-test also reveals that there was a statistically significant difference in students' listening proficiency after teaching listening using M-CLS with p-value is less than the critical value of 0.05. Meanwhile, the comparison between pre-test and post-test is not statistically different p-value is higher than the critical value of 0.05 after teaching listening without M-CLS.

Discussion

The statistical analyses show that there is a big influence on students' listening proficiency after conducting the treatments with the 10-weeks listening strategy instruction using the M-CLS. The students in the experimental group have a better achievement of listening proficiency than those in the control group. It proves that the integration of two listening strategy instructions between metacognitive strategy instruction and cognitive strategy instruction is very beneficial in enhancing students' listening proficiency.

Thus, the EFL student teachers were not only taught with the instruction of metacognitive strategies by realizing their learning process in mastering listening but also they got the instruction of cognitive strategies to find out the solution of their listening challenges. Having cognitive strategies were able to understand their listening difficulties by tracing the problems, and they will know to overcome them (Goh, 2000). Practically, EFL student teachers got an instruction about the four stages of metacognitive strategies including planning, monitoring, and evaluating. Furthermore, during the process of listening class the cognitive strategies were also communicated and explained explicitly to them. It is also relevant to Field's (2008) statement between metacognitive and cognitive strategy instruction cannot be separated in teaching listening comprehension.

Most researchers such as Hariri, (2014); Coskun, (2010); Birjandi & Rahimi, (2012); Selamat & Sidhu, (2013); Rahimi & Katal, (2013); Dodi, (2015) concern only the instruction of metacognitive strategy instruction without considering the cognitive strategy

instruction. Some of them reported that the treatment of Metacognitive strategy instruction had no significant influence on students' listening proficiency. However, there is no data can be explored related to the implementation of M-CLS.

Therefore, this instruction can be the alternative solution in applying listening strategy instruction in order to increase students' listening proficiency. Likewise, the studies reported that listening strategy instruction has significant effects on students' listening proficiency (Amin, 2011; Selamat & Sidhu, 2013, Birjandi & Rahimi, 2012; Hariri, 2014; Guan, 2014). Thus, the M-CLS instruction is useful for teaching listening strategy instruction by considering metacognitive and cognitive strategies in order to make students better in mastering the spoken language.

The findings also reveal that M-CLS instruction is successful to find the better listening strategy instruction compared with teaching listening course by using metacognitive strategy instruction only. Thus, M-CLS also can be the alternative of applying the listening strategy instruction to improve the previous studies such as the research findings conducted by Rahimi & Katal (2013), there was not a significant difference of listening proficiency after performing sixteen weeks of metacognitive strategy instruction to Iranian EFL learners.

Moreover, in this M-CLS facilitates students in identifying their problems in mastering listening because cognitive strategy instruction integrated with metacognitive strategy instruction can help students not only to be autonomous learners but also to be solvers of their listening problems. It is in line with Kim & Phillips's (2014) and Goh's (2000) studies that the intervention with cognitive skills can help

students to find out the solution with their difficulties in listening comprehension by identifying the learners' listening problems at an early age and could help students to become better listeners.

Besides, the findings of this study have also contributed to improving skilled students' listening proficiency by giving them the listening instruction both metacognitive and cognitive one. It is supported with the studies that the skilled students had no more benefits by applying the metacognitive strategy instruction because they tend to consider the cognitive strategy instruction (Hosseini, 2015; Cross, 2010 as cited in Rahimi & Katal, 2013).

CONCLUSION

In conclusion, the effect of the M-CLS instruction as an integration strategy between metacognitive and cognitive strategy instructions clearly improve the students' listening proficiency. As the evidence, the experimental group who got the treatment benefited significantly on students' listening proficiency based on statistical analysis. In other words, the M-CLS instruction is a fruitful listening strategy instruction to enhance the students' mastery of the spoken language.

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THE EFFECTIVENESS OF APPLYING CONSTRUCTIVE CONTROVERSY METHOD IN GAINING STUDENT'S CRITICAL THINKING FOR WRITING ARGUMENTATIVE ESSAY

Cahya Komara¹ and Widi Sriyanto²

¹Muhammadiyah University of Prof. DR. HAMKA

²Muhammadiyah University of Prof. DR. HAMKA

Email: cahya.komara@uhamka.ac.id

Abstract

This research examined the effectiveness of applying Constructive Controversy method in terms of gaining student's critical thinking, thus their argumentative writing become solid. By using quasi-experimental design, this research took 20 students as respondents from both two classes, V-A as experiment class and V-B as control class. The scores of pre-test and post-test gathered from both classes are tested first through pre-requisites analysis; Normality of Kolmogorov-Smirnov and Homogeneity of Fisher. Then, the result of t-test showed that the t-observed was 2.88, and t-table was 2.02 on level of significance 0.05 with degree of freedom ($df = n_1 + n_2 - 2$) was 38. Regarding to the calculation, $t_o > t_t$ which means H_o hypothesis is rejected meanwhile H_a hypothesis is accepted. Therefore, Constructive Controversy method is effective to help students in gaining their critical thinking known from their arguments when writing argumentative essay.

Keywords: *Writing, Argumentative Essay, Constructive Controversy, Critical Thinking*

INTRODUCTION

Writing is always considered as important skill to be mastered by students when learning English. In fact, many literatures argue not only writing is important, but also it is difficult or complex to be learned (see in Stein & Kucan, 2010: 207; Westwood, 2004: 99; Al-Mahrooqi, Thakur, & Roscoe, 2014: 1). According to Silliman, Jimerson, & Wilkinson cited in Rijlaasdam (2005: 153) has pointed out this complexity by stating many processes occur at the same time when doing writing: decisions on information, meaning construction, language formation, editing the product, and constant monitoring of the process.

Thus, writing is a skill which creates multiple activity within the processes of thinking (to decide which information to be written), constructing ideas (by selecting language; word to word, sentence to sentence), and revising (review

and recheck the writing). Although the process of writing seems difficult and complex for students to master, however, it should be noted that writing is simply to gain control over your ideas and get them down on paper (Wingersky, Boerner, & Balogh, 2009: 2). From this perspective, the soul of writing is ideas to be built. Consider, for example, students who understand every types of writing they learn in class, such as descriptive, report, argumentative, and many more, they also know the genre or social function of those types of writing, but they get problem in gaining ideas about the topic they need to explore. These facts emerge one big question, particularly when they write argumentative essay: What makes the students get hard to gain or develop ideas in writing it?

For Indonesian students' context, writing argumentative essay is not just easy as teachers think even in the level of

university. Students need to understand not only the generic structure or social function of the essay, but also the arguments to be expressed in their writing, so the readers can comprehend and be persuaded by writer's point of view about specific topic discussed. As it is already known that argumentative essay is one of types of writing that concentrates on writer's arguments of one topic by giving additional reason, evidence, or data (See Oshima & Hogue, 2006: 142; Anker, 2010: 258). In brief, when the arguments are not successfully convincing the readers, it cannot be categorized as a good argumentative essay.

This problem happened to students in fifth semester of Muhammadiyah Prof. DR. HAMKA University who study argumentative essay. Students often fail to propose good arguments, and the teachers are also rare to provide their student a situation to gain or develop their own opinion convincingly. In this case, students should do critical thinking which can force them to enhance, to state, and then to write strong arguments about specific topic based on factual data. There is one method that can be used to make students think critically named as Constructive Controversy method. Constructive Controversy can be understood as managing the controversial topic discussed together within a group to share argument and learn about its problem. Constructive Controversy is to learn as much as possible by understanding the various arguments pertaining to both sides of the issue in question. The main value lies in engaging the students in exploring, developing, and presenting arguments for a position with which they may not entirely agree (D'Eon, Proctor, & Reeder, 2007: 32).

Introduced over 30 years ago by Johnson and Johnson (1979), Constructive or Structured Controversy was as a way to engage students and deepen their understanding. It involves a group of students and engaging in a debate-like discussion of some controversial issue, but the students in applying this method must switch sides not only in pro position but also contra point of view or known as "Double Switch" into two rounds (See D'Eon & Procto, 2001: 251), then they draw a conclusion.

Moreover, D'Eon & Proctor (2001: 251-252) mentioned the steps or procedures conducting Constructive Controversy method known are as follow: In the first round, the instructor forms about four or five groups of controversy's teams. Then, determine issue or problem to be addressed by informing each group that they will identify the topic 2 times (two positions as pros and cons). Next, establish or draw each team on the position (pro or con) on this round, the instructor gives controversy sheets (topics and ideas must be inserted). Each team must think critically, expresses the main ideas and details in accordance with supporting information.

Furthermore, each member of team is picked randomly against other teams. All teams gather to declare the position of consensus, based on the information and perspective of each (team discussion results). Last, the instructor gives time to each team member to express their opinions. In the second round, the instructor asks the team to swap positions (if previous Pro, then become Cons, and vice versa). Next, instructor adjusts the position of the team against other teams (double switch). Afterwards, instructor gives a different controversy sheets (topics and ideas must be inserted again). Each

team must critically rethink in different perspective or side; express the main ideas and details in accordance with supporting information. Then, students are asked to do the same procedures as in the first round.

Practically, Constructive Controversy has been widely used and modified in line with the implementation as it is explained above, however Constructive Controversy method simply emphasizes on five points: 1) Organizing information and deriving conclusions, 2) Presenting and advocating positions, 3) Uncertainty created by being challenged by opposing views, 4) Epistemic curiosity and perspective taking, 5) Reconceptualization, synthesis, integration. Constructive Controversy is potentially a useful method to support and facilitate students by providing a structural and practical evidence which rationale ideas to strength their position (Millis, 2010: 96). This method is widely used to promote students' not only active learning, but also their critical and open-minded thought during the process, and tend to attempt an agreement.

Thus, the use of Constructive Controversy method which stresses on the activity of debate-like, may promote the students with critical thinking. As we know, critical thinking cannot be separated from daily life. Like Sternberg, Roediger, and Halpern (2007: 6) defined that critical thinking is important and necessary skill for people who deal with messy and complex situation in daily life, thereby they can find solution of each social problem appears. This important skill has many beneficial impacts in giving some opinions especially in the aim of solving problems.

Moreover, Pascarella and Terenzini (2005: 118) explained that critical thinking (CT) is an individual's ability to do some or

all of the following: identify central issues and assumptions in an argument, recognize important relationships, make correct inferences from data, deduce conclusions from information or data provided, interpret whether conclusions are warranted based on given data, evaluate evidence or authority, make self-corrections, and solve problems. Moreover, CT skill is much needed, and it can be acquired since early when people are in school. They can train that skill as school is a good and conducive place to create active thinkers with stimulus from teacher. As Dam and Volman (2004: 357) stated that critical thinking skills will encourage students to think independently and solve problems in school or to participate in the context of everyday life.

However, in real life educational system, teachers are invisible to make their students to be active thinkers, especially in writing. It means the teachers rarely involve high thinking activities in the class to gain students' critical thinking. In fact, Liaw (2007: 51) explained that higher-order thinking skills are needed for students in facing community as part of knowledge-based society; thus EFL teachers have to responsible in assisting their students with this skill while learning English." Additionally, critical thinking has some great impacts for the students in language learning, such as in communicative language task whether in writing and speaking. Students can easily explore their thoughts if they have critical thinking skill.

Critical thinking itself is understood as the type of thinking that focus on reviewing, evaluating, and revising of previous thinking (Stratton, 1999: 28). For instance, there is a paradigm that appears to say "smoking is good for health", then someone thinks critically to review, evaluate, or even revise this idea whether it

is true or not. Other literatures enlightened critical thinking as the ability of someone to do at least four processes; 1) hunting assumption, 2) checking assumption, 3) See things from different viewpoints, and 4) taking informed action (Brookfield, 2012: 1).

In the context of writing argumentative, students who are asked to write, for example a topic about “sex abuse from man to woman” with a question “who needs to be blamed?” they will not tend to write their assumption about this topic only in one perspective, such as the man, or woman to be blamed, but more of that they can think critically by checking it, see from different points that might be other factors appear; parents, technology, fashion style, and many more before giving final action of conclusion. Thus, Constructive Controversy is a method that is promising for creating a critical thinking situation that improve students’ competency in writing a good argumentative essay.

Regarding to the problem found and the explanation given above, this study investigates the effectiveness of applying Constructive Controversy method in gaining student’s critical thinking for writing argumentative essay. Research findings about the use of this method have been positively affected to gain students’ critical thinking in various contexts and settings such as Pederson, Duckett, & Maruyama (1990), Johnson and Johnson (1988, 1993, 2007), Daniels & Cajander (2010), Pratiwi (2014), or Mut’ia, Sunardi, & Slamini (2018). However, in the context of EFL, there is found still lack of findings about the Constructive Controversy method effect, particularly in terms of how successful and critical students in managing topic to be written in their argumentative essay.

Thus, the writer states question; is there any significant effect of applying Constructive Controversy method in gaining students’ critical thinking for writing argumentative essay? Therefore, the hypothesis of this research is $H_0: \mu_x = \mu_y$ (There is no significant difference between the students who are treated using Constructive Controversy method and those who were treated using the conventional method) and $H_1: \mu_x > \mu_y$ (There is significant difference between the students who are treated using Constructive Controversy method and those who were treated using the conventional method). If $t_o > t_t$, it means H_0 is rejected and H_1 is accepted.

METHOD

The method of this research was the quasi-experimental design through the analysis of pre-test and post-test results. The quasi-experimental design had been a great opportunity to find out whether the Constructive Controversy method could effectively gain and build a foundation of students’ critical thinking. The populations of this study were 134 students in fifth semester of Essay Writing subject in 2017/2018 Academic Year, which are four classes from V-A to V-D. However, this study only took 20 students as respondents from both two classes, V-A as experiment class and V-B as control class using purposive sampling technique.

To get the factual data, three instruments were used in this research, such as the 1) constructive controversy worksheets, 2) the argumentative writing worksheets (pre-test and post-test), and 3) the critical thinking rubric for argumentative essay proposed by NEIU Version (2005).

There were some procedures to be completed: At the beginning, students were given the argumentative writing worksheets (pre-test), then the students were group situated based on constructive controversy system to discuss an issue using constructive controversy worksheet given (total 4 issues). After all activity had been done, the students were given again the argumentative writing worksheets (post-test). Both students' argumentative writing results (pre-test and post-test) were measured by using critical thinking rubric (2 assessors) for argumentative essay as it is mentioned before.

The scores of pre-test and post-test gathered from both classes were tested first through pre-requisites analysis; Normality of *Kolmogorov-Smirnov* and Homogeneity of *Fisher*. After that, the hypothesis testing through t-test formula (Sudjana, 2005: 47) was applied to determine whether there are significant differences between the post-test scores of experiment class and control class.

RESULT AND DISCUSSION

Result

The results of this study were showed in following table, and the discussion was explained afterward. The data itself had been collected from the results of the pre-test and post-test scores from both classes. It was then statically calculated and tabulated as follows:

Table 1. The Score of Pre-test and Post-test from both classes

Symbol	Control Class		Experiment Class	
Respondent	Pre-test	Post-test	Pre-test	Post-test
r.1	27	30	70	85
r.2	56	59	50	58
r.3	59	62	60	68
r.4	44	46	70	82

r.5	59	60	75	85
r.6	58	58	46	58
r.7	54	56	58	70
r.8	50	48	54	60
r.9	65	68	63	75
r.10	70	72	38	44
r.11	63	66	60	73
r.12	44	46	38	50
r.13	42	48	42	50
r.14	46	46	42	58
r.15	46	48	50	66
r.16	38	42	64	74
r.17	50	54	56	64
r.18	54	60	63	72
r.19	63	66	33	36
r.20	42	46	50	70
n	20	20	20	20
\bar{X}	51.5	54.1	54.1	64.9
S	111.429	109.098	139.996	176.199
s^2	10.5556	10.44522	11.83171	13.27403

Based on the table 1 above, it can be seen that the pre-test scores from both classes (control and experiment classes) are not excessively different proved by the mean (\bar{X}) of both classes which are 51.5 and 54.1. However, there is slight difference in the post-test scores of both classes. The experiment class mean (\bar{X}) results showed the higher outcome than the control class which were 64.9 than 54.1. It means that the post-test scores achieved in control class are different; the post-test scores of the control class were in average level, meanwhile the post-test scores of the experiment class were better. Thus, the hypothesis testing or t-test can be done to determine or validate the significances impact of the data achieved from both classes.

Before conducting the t-test, the pre-requisites analysis is required which are the normality test and homogeneity test. The normality test is used in order to ensure the data to be normally distributed. In this

research, the normality test was calculated through *Kolmogorov-Smirnov's* statistical analysis under the alpha (α) = 0.05, and the hypothesis for calculating the normality test was H_1 (The data of Control/Experiment class is not normally distributed if < 0.05) and H_0 (The data of Control/Experiment class is normally distributed if > 0.05). Below is the calculation of normality test:

Table 2. The normality test results from both classes

T		Kolmogorov-Smirnov Z				
		\bar{X} .	SD.	Stat. (Z)	Asymp. Sig. (2-tailed)	D.
Co	Pre.	51.5	10.55 562	0.442	0.990	N
	Post.	54.1	10.44 522	0.755	0.619	N
Ex	Pre.	54.1	11.83 171	0.443	0.992	N
	Post.	64.9	13.27 403	0.454	0.986	N

Based on the calculation of normality test (pre-test and post-test) from control class above, it was known and obtained that significant value (pre-test) = 0.990 is bigger than alpha (α) = 0.05, as well as significant value (post-test) = 0.619 which is bigger than alpha (α) = 0.05. Therefore, H_0 is accepted, and the sample of the control class is **normally distributed**. Similar results were also seen in the calculation of normality test (pre-test and post-test) from experiment class. It was obtained that significant value (pre-test) = 0.992 is bigger than alpha (α) = 0.05, as well as significant value (post-test) = 0.986 which is bigger than alpha (α) = 0.05. Therefore, H_0 is accepted the sample of the experiment class is also **normally distributed**.

Meanwhile, the homogeneity test was used in terms of the data must fulfill the criteria of homogenous and avoid the data

to be heterogeneous. For this research, the homogeneity test was calculated by using the *Fisher's* statistical analysis under the hypothesis: H_0 (The variance data between Control and Experiment Classes is homogeneous if $F_{\text{observed}} < F_{\text{table}}$) and H_0 (The variance data between Control and Experiment Classes is not homogeneous $F_{\text{observed}} > F_{\text{table}}$). Below is the calculation of homogeneity test:

Table 3. The Homogeneity test results from both classes

C	T	Fisher		
		F	Sig.	Remarks
Co	Pre. Post.	1.26	2.17	Homogenous
Ex	Pre. Post.	1.62	2.17	Homogenous

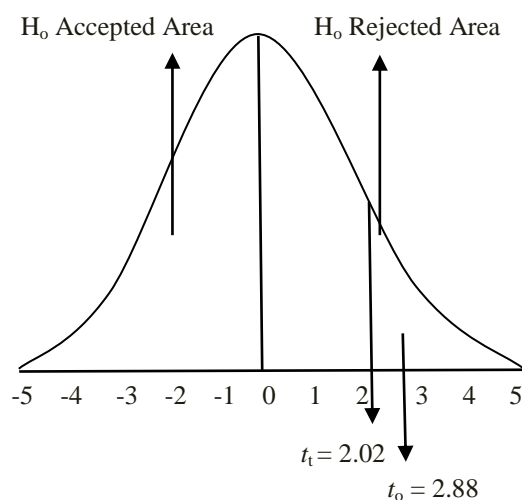
From the table 3 above, it was found that the variance (s^2) of pre-test scores between the experimental class and control class or $F_{\text{observed}} < F_{\text{table}}$ are $1.26 < 2.17$. Meanwhile, for the variance (s^2) of the post-test scores between the experimental class and control class had shown $F_{\text{observed}} < F_{\text{table}}$ are $1.62 < 2.17$. So, H_0 is accepted and both variance data is **homogeneous**.

After the two pre-requisites analysis had been done, next was the t-test. As previously mentioned that this t-test was used to determine how significant the impact or difference of the application of Constructive Controversy method compared with conventional method data that had been collected and calculated from the pre-test and post-test score. This hypothesis testing used one tail with alpha (α) = 0.05, degrees of freedom (df) = 38, and t_{table} (2.02). Therefore, H_0 is rejected if t_{observed} is higher than t_{table} . Below is the result or calculation of t-test:

Table 4. The t-test results from both classes

Symbol	Score	t-test			Decision
		df	t_o	t_t	
\bar{X}_1	64.9	38	2.88	2.02	H_o
\bar{X}_2	54.1				Reje
N_1	20				cted
N_2	20				/ H_i
S_{gab}	33.555	1			Acce
	1				pted

Due to the table 4 above, the result of t-test showed that the average score of post-test experimental class was more significant than the control class ($2.88 > 2.02$). It means that H_o is rejected and H_i is accepted. Therefore, the use of Constructive Controversy method is effective to gain student's critical thinking for writing argumentative. Below is the visualization of the curve of the t-test result:

**Figure 1.** The curve of t-test

Discussion

Regarding to the data analysis and the results presented above, it can be said that the hypothesis to exam whether there is or not (H_i and H_o) an effect of applying Constructive Controversy method to gain student's critical thinking for writing argumentative is truly exposed. Firstly, it was known earlier that the mean (\bar{X}) of pre-

test scores of both classes are quite similar, but the post-test of both classes showed slightly difference particularly the experiment class. This means the data of experiment class indicated better results. The data of the mean (\bar{X}) of pre-test and post-test results from experiment class were significantly increased from 54.1 to 64.9 within standard deviation (S) = 139.996 to 176.199 and Variance (S^2) = 11.83171 to 13.27403. Meanwhile, the mean (\bar{X}) of pre-test and post-test results from control class were not significantly increased from 51.5 to 54.1 within standard deviation (S) = 111.429 to 109.098 and Variance (S^2) = 10.55562 to 10.44522.

In addition, after phasing the pre-requisites analysis (data was normal and homogenous), the t-test was counted from the data which were found $t_{observed}$ or 2.88 was higher than t_{table} or 2.02. It then had successfully revealed there was evidence about positive effect of constructive controversy conducted in the experiment class compared to the control class; in this context is gaining students' critical thinking. This result is supported by the study from Yi (2004: 42-43) that showed Constructive Controversy system was a potential method to be applied in the context of EFL (English as Foreign Language) by his main findings that this method promoted high-level cognitive (metacognition) development which led to the increase of students' critical thinking. He argued that high-level cognitive was improved because the factor of Constructive Controversy system that encouraged students to take conflict as the way to stimulate students with the capability to think as protagonists equipped with the capability to think antagonist. Thus, they became more critical.

Zainuddin and Moore (2003: 3) also supported the result of this study and agreed that the use of Constructive Controversy method had created the students with better critical thinking. The main reason was students were provided with the manageable conflict; in addition they could focus on how to think critically with higher levels of reasoning that was vital to acquire the acquisition of academic language. They also found in their research that this method encouraged students to learn better writing, not only about the new concepts or understanding issue to which they have asked to write, but also students were be more gaining in terms of critical thinking skills especially when trying to generate new ideas.

Meanwhile in the different contexts, such as the research conducted by Smith, Matusovich, and Zou (2015: 19) who found the effectiveness of constructive controversy method for the undergraduate students, master, doctor, and professional setting with several concerns including increasing their critical thinking, supported their results with this findings that highlighted their undergraduate students, master, doctor, and professional setting who were treated with constructive controversy method had a great chance to think critically by learning about handling a controversial topic or issue which has multiple perspectives to discuss.

Bickford (2011: 41-42) who studied also constructive controversy method compared to debate method highlighted that students were tend to be more critical when they were treated with Constructive Controversy in three indicators; disposition, reason, and evidentiary support. His data showed that 80-90% of the students' comments were rational, employed logic, and utilized

evidence. In contrary with the debate that exposed simply 20-50% of the students covered their arguments with rational thinking, use of logic, and supported evidence. The similar result also figured out from the research conducted by Santicola (2015: 182-183) who got the findings that the use of academic controversy approach could motivate students to be more active in participating learning. This lead to a goal that when students faced information that were not congruent with their own understanding, students were begin into a condition of organizing the conflict which make release their epistemic curiosity. In other words, it successfully grew critical thinking of his students.

In summary, it can be argued that all researches mentioned above had identical findings about Constructive Controversy method with final conclusion that it gave significant effect to gain students' critical thinking.

CONCLUSION

This study has discovered that Constructive Controversy method gives positive impact in gaining students' critical thinking for writing argumentative essay. Due to the results of statistics calculation and data analysis conducted by t-test, it has shown t_{observed} is higher than t_{table} ($2.88 > 2.02$), with the degrees of freedom = 38 and a significance level of 5%. This means that H_0 is rejected and the hypothesis H_i is received. In addition, the results of this study also confirms that the Constructive Controversy method is suitable and effective to be applied for fifth semester students of Muhammadiyah Prof. Dr. HAMKA University in 2017/2018 academic year, particularly when learning

to build arguments rather than using conventional methods.

Some suggestions for other researchers who might interest in implementing Constructive Controversy method as the basic foundation to build students' critical thinking skills as follows: 1) Constructive Controversy method has successfully given a positive impact on the students' critical thinking to write argumentative essay, thus it is not impossible if this method can also be applied in teaching other different skills, for instant speaking that also requires students to talk based on the idea that is perceived through the critical and logical thinking, like in debate practices, speech, and many more. 2) By using Constructive Controversy, other researchers would have plenty opportunity and incentive for exploring other aspects not only how students can do critical thinking, but also how they solve problems, be open minded, adjust motivation, or create engagement to the learning skill or material given by lecturers or teachers. 3) Last, the results of this research hopefully can be a good reference to support the implementation of Constructive Controversy method on the other field of study that will enrich the sources or evidence of pre-existing research done.

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Banda Aceh
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Pos-el: pbi@stkipgetsempena.ac.id



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