

Journal

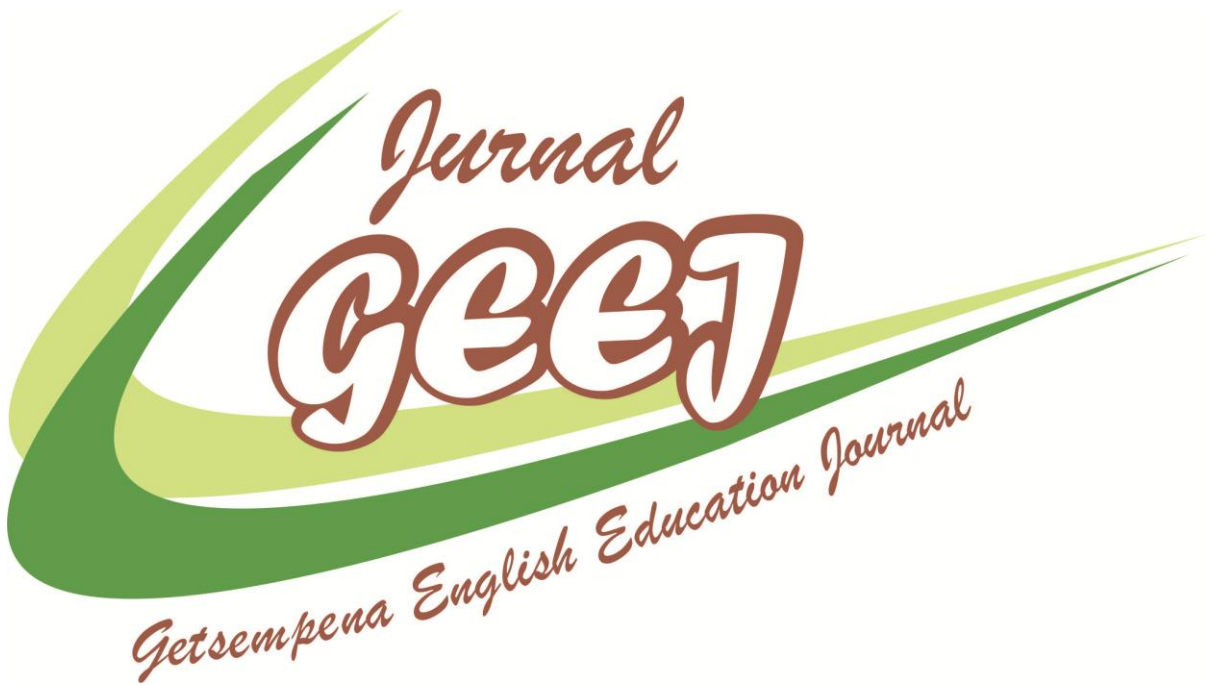
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Praise be to Allah, the most exalted, whose blessings have enabled *Getsempena English Education Journal (GEEJ)* of English Education Department, STKIP Bina Bangsa Getsempena Banda Aceh, Volume 6, Number 1, May 2019, could be published. The articles are:

1. Duolingo Gamification: Does It Reduce Students' Grammatical Errors In Writing?, Mulyadi Syahputra (STKIP Bina Bangsa Getsempena Banda Aceh).
2. Wonderful Or Awful? Student-Teachers' Classroom Management Experiences In Practicum Teaching, Saiful Akmal, Khairil Razali, Yuni Setia Ningsih, Rosdiana (Department of English Language Education, UIN Ar-Raniry).
3. Narrating Students' Identity To Promote Critical Language Awareness, Arini Nurul Hidayati, Bilal Mohnawawi, Rizal Ramdhani (Siliwangi University).
4. English Teaching Videos Employed In Efl Students Teacher Classroom: A Case Study Of Students' Perception On Utilizing English Teaching Video In Developing Teaching Skills, Hijjatul Qamariah (STKIP Bina Bangsa Getsempena Banda Aceh).
5. Songs From Youtube As An Alternative Media Innovation For Teaching And Learning English, Asmi Rusmanayanti (English Department of Faculty of Teacher Training and Education of Lambung Mangkurat University).
6. The Implementation Of Audio Visual In Teaching Listening (An Experimental Study At SMK Negeri 3 Langsa), Azizah (Universitas Islam Negeri Ar-Raniry).
7. The Analysis Of Texbook "Pathway To English" Used In The Second Grade Of Senior High School Based On Curriculum 2013, Regina Rahmi, Sri Wahyuni, Intah Rahmalia (STKIP Bina Bangsa Getsempena).
8. The Effect Of Direct Reading Thinking Activity (Drta) On Students' Reading Comprehension (An Experimental Study At SMA Negeri 4 Bogor), Fajaria Lusyani (State University of Jakarta).
9. Teachers' Perceptions Towards "When English Rings A Bell" Textbook At Some Junior High Schools In Aceh Tamiang, Veni Nella Syahputri (Teuku Umar University), Zahratul Idami, and Murni (IAIN Langsa).
10. Students' Perception On Lecturer-Student Interaction In English As Foreign Language (EFL) Classroom, Sri Wahyuni (STKIP Bina Bangsa Getsempena Banda Aceh).

11. The Effectiveness Of Teacher-Themed Movies Towards Pre-Service Teachers' Self-Efficacy, Abdul Halim, Sunarti, Rani Herning Puspita (Universitas Muhammadiyah Kalimantan Timur) Azhar Aziz Lubis (Universitas Bengkulu).
12. Clustering Technique In Generating The Students' Ideas, Putri Dini Meutia, Suryani, Ema Dauyah, Rahmayani (Universitas Abulyatama), Cut Mawar Helmanda (Universitas Muhamadiyah Aceh).
13. EFL Students Attitudes Towards English Academic Writing, Rosdiana (STKIP Bina Bangsa Getsempena Banda Aceh).
14. Students' Perception On The Contribution Of Literature In Reading And Writing Skills, Rita Hermida (English Department Language Education, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry)
15. Incorporating Genre Analysis In Teaching Writing, Nurhasanah Halim (STKIP Kusuma Negara, Jakarta).
16. The Acquisition Of Paraphrasing And Its Impact On Teaching And Learning Quotations To Avoid Plagiarism, Irena Ardelia and Yanu Rarasati Indraning Tiyas (Jakarta State University).

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, May 2019

Editor

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DUOLINGO GAMIFICATION: DOES IT REDUCE STUDENTS' GRAMMATICAL ERRORS IN WRITING?

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Abstract

The study is aimed to examine the effectiveness of Duolingo Gamification Platform to reduce the students' grammatical errors in writing a report text. The participant of this study were 25 students in the second grade of Methodist Senior High School in Banda Aceh, Indonesia. The research utilized a pre-experimental design with one group pre-test post-test. The instrument of this study is a test divided into pre and post-test. The data were analyzed using the t-test. The study revealed that the mean score of the pre-test is 53.8, and the mean score of post-test is 55.4. The standard deviation for pre-test was 7.18 and for post-test were 7.29 and the score of the standard of error of pre-test was 1.43 and post-test was 1.45. The t-score of the study was 4.0, with the degree of freedom 24, and the t-table was 1.69. The data showed that the t-score was higher than t-table, which leads us to the interpretation that the H_a was accepted and H_0 was rejected. It indicated that the use of Duolingo Gamification platform was sufficient to reduce the students' grammatical errors in writing report text. Therefore, the platform was highly recommended to use to increase the quality of students' writing skill, especially in the report text.

Keywords: *Duolingo, Gamification, Writing, Technology*

INTRODUCTION

Technology has become a part of the essential tools in our daily life. Its utilization is not only limited to communication, self-entertainment but it's also extended to pedagogical scope. One of the technological tools that its benefit is inevitable is a Smartphone. Over the last decades, Smartphone Technological Advancement has been developed massively in the form of the complexity of the hardware and sophistication of the software that allows the users to stay connected to the relatives and be entertained and educated with various apps, features, and games.

This attractiveness of Smartphone has made teenager depend on their life to its features. It is undeniable that the phenomenon of its excessive use has spread drastically among Indonesian students. According to the GSM Association and the

Mobile Society Research Institute (2013) that 77% of teenagers own their Smartphone, which the 87% use dominantly for various games.

Many experts have disseminated the various negative impacts of the excessive use of smartphone either from educational of the medical field of expertise. Salvation (2017) found out that the benefits and harms of the addict use of smartphone in academia are mediated by what applications that the user commonly access. If the user regularly uses the smartphone as a learning tool such as for searching information required for the assignment, conducting a test or learning through the courses that provided in the apps, the benefits of the addict use of a smartphone could weight its harm. Vice versa, if the learner is addicted to access smartphone for social application or personal entertainments, the impact of its

addiction would potentially reduce the academic ability of the users.

Moreover, according to Jones (2014), the over-use of the gadget will cause a psychological effect on the individual conditions and time-wasted that consumes many productive potentials of the users. The over-use behavior is not only hazardous to the educational output but also the mental situation of the future generation.

However, the use of Smartphone in the educational field has been under discussion based on whether or not it has more benefits than its barriers. Riasati, Allahyar, and Tan (2012) found that the use of technology in education has advantageous in many aspects of learning such as, engagement, improvement in academic ability, a paradigm shift in teaching and learning, an assessment shift, collaborative learning enhancement, and lowering learning anxiety level.

The other side of the coin of Riasati, Allahyar and tan's (2012) finding is that the use of Smartphone in formal educational context could lead the pedagogical process to some barriers such as lack of access to the practical training on the healthy use of the technological tools, teacher's attitude, students' attitude, and time over-consumption issue.

In another hand, the existence of technology in the world has become narrower; that is why the collaboration and competition among the international society are greater. The absence of a border between one nation to others on the internet of thing (IoT) era is a massive trigger to the growth of the competitive and collaborative environment in the society.

Education should equip the students with skills that make this competition and collaboration to face this

rising global competitiveness in many fields for future generations.

One of the essential aspects that makes this collaboration in competition possible is by having language as a tool of communication between diverse backgrounds. Hence, it required an effective teaching and learning process in the English language.

Therefore, education needs to pay a great deal of attention to the barriers of this unstoppable development of the Smartphone and the competition and collaboration challenges among the international community. Moreover, it could alternate most of the gadget operation to the benefit of the students' language education, such as e-learning interfaces and gamified platforms as an effort to develop the language skills of the learners.

One among four skills of language that need to be mastered by the students to face global challenges is writing ability. Leonard (2019) stated that the writing skill is essential in establishing collaboration and winning the competition in business to define the influential brand, building loyal relationships, and offering the ease of distribution of the product. It is understandable that the writing skill could help them to develop a new collaboration or to survive in the competition.

Writing skill is not only able to strengthen the learners' preparation for future challenges but also it directly impact the language skill of the individual. This statement has been supported by Klimova (2012) who stated that the writing skill acquisition is not only connected to the three language skills (listening, speaking and reading) but it also requires the writer to master a metacognitive skill.

Through his survey, Klimova (2012) revealed that the students'

difficulties in writing in formal context are limited knowledge of grammar (e.g.) article, word order, and tenses)

The result of the conducted preliminary study survey strengthened the statement of Klimova. It revealed that the teaching English in the second grade of Methodist Senior High School, especially

in the writing skill which was still far from perfection. There are three types of mistakes that redundantly found in students' writing in term of grammar, such as sentence formation, usage, and mechanics. The chart below displayed the results of the preliminary study.

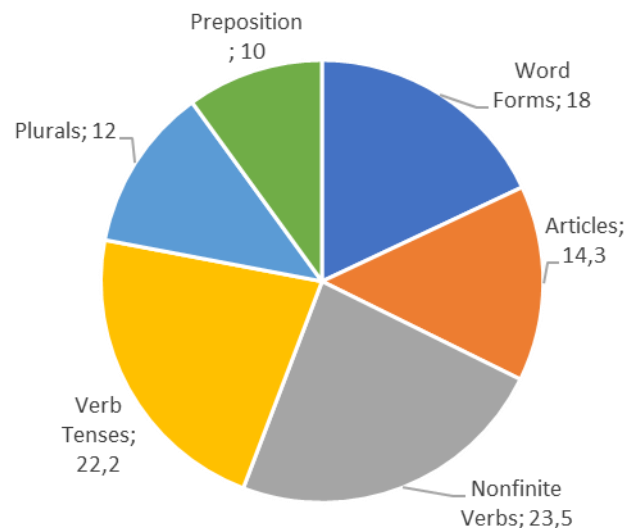


Chart 1. The Grammatical Error in Students' Writing

As the chart above, it can be seen that after conducting the preliminary study with 60 students as sample that the frequent errors found in students' writing is nonfinite verbs (23.5%), verb tenses (22.2), plurals (12%), prepositions (10%), articles (14.3%) and word forms (18%). The most fundamental error that needs to be reduced is nonfinite verbs and verb tenses.

Moreover, through the observation and teachers' interview, it was found that most of the students were experiencing the difficulty in constructing writing with minimum grammatical errors. Therefore, a study under the area of the issues was extremely required to conduct as a response to the challenges.

Duolingo is a gamified platform for learning a foreign language which was

launched in 2012 that consists of two major components: grammar and vocabulary exercises and an interface to translate articles in a form the web (Magnuson, 2014). According to Mehtala (2015), the first course of Duolingo is its top-down lessons' structure which was divided into small vary collections that called skills tree. It has been observed that each of the courses consist of 20 exercises. It requires the users to answer the questions in various forms such as translating, repeating, transcribing, opting multiple choice, arranging provided words, matching word-picture cards and word-translation pairs, All of the students' activity in Duolingo can be virtually reported to the teachers as either a daily or weekly report.

The researcher has investigated some relevant researches that could justify the H_a hypothesis of this study.

De Castro, Macedo & Basto (2016) conducted a study to establish the reflections on English Learning using Duolingo. Their study found out that the Duolingo usage in the formal educational environment could increase the students' vocabulary, pronunciation, and simple grammatical structures. Besides De Castro, Macedo & Basto (2016) stated that Duolingo motivated students to practice the target language daily.

As a gamified platform, Duolingo could hypothesize as a potential solution to decrease students' grammatical error in composing report text due to its attractiveness. Hence, the problem in this study stated as follow: does the use of Duolingo platform effective in decreasing students' grammar errors in writing report text?

METHOD

The writer designed the study as a pre-experimental study with one group pre-test post-test to identify the ability of the treatment to reduce the students' grammatical errors in writing a report text after applying the treatment.

Through purposive sample technique, the research opted the second grader of Methodist Senior High School. This class consisted of 25 students; surprisingly, all students participated in all phase of data collection (pre-test, treatment, and post-test). The instrument of this research was a test which consisted of pre and post-test.

This research was conducted in one meeting of pre-test and one session of post-test, while the treatments were

performed through the Duolingo Application.

In the pre-test, the teacher instructed the students to write a report text in between 250 to 300 words under the theme "horse" to find out a clear portrayal of the students' ability to avoid any grammatical error during in the report text writing. The writing of each of the students will be scored based on the grammatical errors made by them in their writing.

While in the treatments were conducted in four days in the form of assignment for the students to finish 21 Duolingo Courses in the given duration. The treatments were an independent duty that was conducted through the students' devices. The process and progress of the treatment were monitored by the web-page interfaces of Duolingo for School that specified only for teachers that can be accessed from www.school.duolingo.com. Through this webpage account, the teacher was not only able to monitor each student's progress and result but also to assign a new challenge that required to be done by students in a certain amount of time. Moreover, the teacher announced the daily progress of their Duolingo score through a class-wall magazine.

Moreover, the post-test was conducted similarly to the pre-test. Each student was instructed to write a report text in between 250 to 300 words with the theme "Zebra." The objective of this post-test is to investigate the improvement of the students after conducted the treatments by evaluating the students writing using a similar method to the pre-test assessing procedure.

Lastly, the researcher then compared the score pre-test and post-test using *paired sample t-test* to discover

whether or not the effort to reduce students' error in writing is effective.

The result of the data analysis was produced from the students' pre and post-test scores to discover the students' grammatical errors made in their writing. The pre and post-test result was obtained by analyzing the students' writing using the rubric of Wright (2015), which was adapted

from O'Malley & Pierce rubric. The rubric was analyzed respectively, based on three aspects, sentence formation, usage, and mechanism. The domain score for each criterion is 1-4.

The scoring rubric used for this research is based on the following table.

Table 1. The Analytical Scoring Rubric for sentence formation.

<i>Skill to assess</i>	<i>Scores</i>	<i>Indicators</i>
<i>Sentence formation</i>	4	Standard word order; no run-on sentences; no sentence fragments; effective transitions
	3	Mostly standard word order, some run-on sentences; some sentence fragments; occasional omission of words; errors do not detract from the meaning
	2	Some non-standard word order; several run-on sentences; several sentence fragments; omissions of several words; errors somewhat detract from the meaning
	1	Many nonstandard word order; mostly run on sentences or sentence fragments; omissions of many words; errors frequently detract from the meaning.

Wright (2015)

This first scoring rubric for sentence formation was used to find out the score based on the grammatical errors that found in the students' writing in terms of sentences' fragments, transition, run on sentence, and non-standard word orders.

To enrich the evaluation of the students' grammatical errors, the researcher equipped the scoring rubric by analyzing the usage. The rubric can be seen in the following table.

Table 2. The Analytical Scoring Rubric for usage.

<i>Skill to assess</i>	<i>Scores</i>	<i>Indicators</i>
<i>Usage</i>	4	Correct use of inflection (e.g., verb conjugations, plurals, prefixes, suffixes, adverbs); consistent tense; consistent subject-verb agreement; standard word meaning.
	3	Mostly correct use of inflections; Mostly consistent tense and subject-verb agreement; mostly standard word meaning; errors do not detract from the meaning

2	Some correct use of inflections; some consistency in tense and subject-verb agreement; several errors in word meaning; errors somewhat detract from the meaning
1	Little to no correct use of inflections; frequent tense shifts; little to no subject-verb agreement; many errors in word meaning; errors fully detract from meaning.

Wright (2015)

The above scoring rubric was used to investigate the students' grammatical error on the use of inflection that includes verb conjugations, plurals, prefixes, suffixes, adverbs, tenses, consistent subject-verb agreement, standard word meaning.

As the completion of the assessment, the researcher also investigated the students' grammatical errors in the form of mechanics. The scoring rubric for mechanics is in table.3 below.

Table 3. The Analytical Scoring Rubric for Mechanics.

<i>Skill to assess</i>	<i>Scores</i>	<i>Indicators</i>
<i>Mechanics</i>	4	Correct use of mechanics (capitalization, punctuation, spelling), and formatting.
	3	Mostly correct use of mechanics and formatting; errors do not detract from the meaning
	2	Some correct use of mechanics and formatting; errors somewhat detract from the meaning
	1	Little to no correct use of mechanics or formatting; errors fully detract from the meaning

Wright (2015)

The third scoring rubric was intended to portray the students' grammatical error on the form of capitalization, punctuation, spelling, and formatting.

To ease the clarification of the scores into the scale of 1-100, the researcher used the scoring criterion of Arikunto (2014) as the table.4 below.

Table 4. Scoring Criterion

<i>Score</i>	<i>Scoring Criterion</i>	<i>Scale</i>
1	Failing	0-25
2	Poor	26-50
3	Good	51-77
4	Excellent	78-100

Arikunto (2014)

In the next step, the research analyses the students' score in pre and post-test to discover the mean score by using these formulas.

$$\text{Pre-test} \rightarrow \bar{X}_1 = \frac{\sum x_1}{n}$$

$$\text{Post-test} \rightarrow \bar{X}_2 = \frac{\sum x_2}{n}$$

Sugiyono (2015)

Remarks:

- \bar{X}_1 = Mean of Pre-test
- \bar{X}_2 = Mean of Post-test
- n = Sample quantity
- $\sum x_1$ = Sum of Pre-test Score
- $\sum x_2$ = Sum of Post-test Score

Then the data were calculated using the below mathematical formula purposed to discover the standard deviation for pre-test and post-test scores.

$$\text{Pre-test} \rightarrow SD_1 = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

$$\text{Post-test} \rightarrow SD_2 = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

Sugiyono (2015)

Remarks:

- SD_1 = Standard Deviation for Pre-test
- SD_2 = Standard Deviation for Post-test
- x_i = Data Point
- \bar{x} = Mean
- n = Sample Quantity
- \sum = Sum

Then, the data were statistically calculated to find the standard of error as a measurement of the distance of the error reduction before and after conducting the

treatment. The formula deployed to measure the standard of errors were displayed as follow.

$$\text{Pre-test} \rightarrow s\bar{X}_1 = \frac{SD_1}{\sqrt{n}}$$

$$\text{Post-test} \rightarrow s\bar{X}_2 = \frac{SD_2}{\sqrt{n}}$$

Sugiyono (2015)

Remarks

- $s\bar{x}_1$ = Standard error of pre-test
- $s\bar{x}_2$ = Standard error of post-test
- $\sum x_1$ = Standard Deviation of Pre-test
- $\sum x_2$ = Standard Deviation of Post-test
- n = Sample Quantity

Then the data were statistically calculated using paired t-test formula to discover the answer to the research question whether or not the Duolingo Gamified Platform is useful to reduce students' grammatical errors in writing report text. The study used the following formula.

$$t = \frac{(\sum D)/n}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{(n-1)(n)}}$$

Sugiyono (2015)

Remarks:

- $\sum D$ = Sum of the Differences
- $\sum D^2$ = Sum of the Squared Differences.
- $(\sum D)^2$ = Sum of the Differences Squared

Lastly, the results of the calculations were interpreted and lead to an answer to the research question of the study.

RESULT AND DISCUSSION

Result

The writer presented and analyzed the data through pre-test and post-test. The following is the students score in writing the report text in pre and post-test based on

the errors that commonly done by students in Methodist Senior High School. Sentence formation, usage, and mechanics. The following table is the pre and post-test scores of the students.

Table 5. Students' Scores in pre and post test.

NO	Students' Initial	X1	X2
1	A	55	54
2	CW	45	48
3	CT	60	60
4	CLP	65	65
5	DI	65	67
6	DI	45	47
7	F	45	47
8	HAS	60	63
9	L	60	63
10	NA	45	48
11	NA	45	47
12	PL	50	53
13	SJHW	45	44
14	SP	50	52
15	S	60	62
16	Y	55	56
17	M	65	67
18	DH	65	68
19	K	45	45
20	AT	70	73
21	A	55	55
22	M	55	56
23	CHJ	45	45
24	C	40	43
25	DW	55	57

Moreover, the data were further analyzed statistically to find the mean score of the data. The calculation is as follow.

a. Mean Scores

$$\text{Pre-test } \rightarrow \bar{X}_1 = \frac{\sum x_1}{n}$$

$$\rightarrow \bar{X}_1 = \frac{1345}{25}$$

$$\rightarrow \bar{X}_1 = 53.8$$

$$\text{Post-test } \rightarrow \bar{X}_2 = \frac{\sum x_2}{n}$$

$$\rightarrow \bar{X}_2 = \frac{1382}{25}$$

$$\rightarrow \bar{X}_2 = 55.4$$

The results of the calculation above are a mean score for pre-test 53.8, and the result of the mean score for post-test is 55.4. Based on the estimates above, it can be seen that there is a slight number of differences in the mean score of pre and post-test conducted through the result of the mean score of each test.

Afterward, the data were calculated using the formula of the standard deviation to measure the spread of the data. The calculation is as follow.

b. Standard Deviation

$$\begin{aligned} \text{Pre-test} \quad \rightarrow SD_1 &= \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}} \\ &\rightarrow SD_1 = \sqrt{\frac{(1345 - 53.8)^2}{25}} \\ &\rightarrow SD_1 = \sqrt{51.6} \\ &\rightarrow SD_1 = 7.18 \end{aligned}$$

$$\begin{aligned} \text{Post-test} \quad \rightarrow SD_2 &= \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}} \\ &\rightarrow SD_2 = \sqrt{\frac{(1385 - 55.4)^2}{25}} \\ &\rightarrow SD_2 = \sqrt{53.2} \\ &\rightarrow SD_2 = 7.29 \end{aligned}$$

The standard deviation score was 7.18 for pre-test and 7.29 as the standard deviation for post-test. Based on the calculation of the standard deviation of the test, the result of the calculation shows that the score for post-test is higher than the standard deviation score in the pre-test.

Then the standard of error measurements was conducted for both pre-test and post-test to discover the accurate response of the samples which representable to the actual population.

c. Standard of Error.

$$\begin{aligned} \text{Pre-test} \quad \rightarrow S\bar{X}_1 &= \frac{SD_1}{\sqrt{n}} \\ &\rightarrow S\bar{X}_1 = \frac{7.18}{\sqrt{25}} \\ &\rightarrow S\bar{X}_1 = 1.43 \end{aligned}$$

$$\begin{aligned} \text{Post-test} \quad \rightarrow S\bar{X}_2 &= \frac{SD_2}{\sqrt{n}} \\ &\rightarrow S\bar{X}_2 = \frac{7.29}{\sqrt{25}} \\ &\rightarrow S\bar{X}_2 = 1.45 \end{aligned}$$

The statistical calculation above shows that the standard of error score for pre-test is lower than the standard of error score for post-test. This data could be interpreted that the sample of the pre-test is a more accurate reflection of the actual population compared to the post-test. However, the score differences between the standard of errors in pre and post-test were slight.

Lastly, the data were calculated using a paired t-test sample.

d. t-test Score

$$t = \frac{(\sum D)/n}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{(n-1)(n)}}$$

$$t = \frac{40/25}{\sqrt{\frac{108 - \frac{(40)^2}{25}}{(25-1)(25)}}$$

$$t = \frac{1.6}{\sqrt{\frac{108 - (6.4)}{600}}$$

$$t = \frac{1.6}{\sqrt{\frac{101.6}{600}}$$

$$t = 4.0$$

Based on the calculation, the data can be interpreted that the one tail t-test score found through the analysis is 4.0, and the t-table of the score is 1.69.

$$t_{\text{test}} > t_{\text{table}} = 4.0 > 1.69$$

Discussion

Through the displayed calculations, the lowest score found during the pre-test was 40, and the highest score among all the students was 70. After the treatment conducted, the minimum score for post-test was 43, and the maximum score was 73. It shows a slight difference between the score of pre-test and post-test. It indicates that there is a reduction on students' grammatical errors after the treatment using Duolingo gamification platform.

Besides, the mean score of students in pre-test was 53.8, and the mean score of the student in post-test was 55.4. The different mean score between pre-test and post-test is evident then it can be concluded that the treatment using Duolingo Gamification Platform was successful in reducing students' grammatical error in writing a report text.

Moreover, the standard deviation of pre-test score was 7.18 while the standard deviation score of post-test was 7.29; this indicated that the pre-test and post-test were highly polarized where the students have no reliability issues.

While the score of the standard of error in the pre-test, which was 1.43 and post-test, which is 1.45 prove that the sample of the pre-test is a more accurate reflection of the actual population compared to the post-test. However, without comparing both of the scores, the

results have shown that both of the tests were an accurate reflection of the real samples and population in the field.

Additionally, the statistical calculation conducted using the t-test, the result showed that pre-test and post-test scores are significantly different. It can be concluded through the t-test result. It found that the t-test score was 8,02 as stated in hypothesis testing that if the t-test result was higher than the t-table, which was 1.69 derived from the degree of freedom, which was 29. Therefore, hypothesis testing has shown that the Alternative Hypothesis (H_a) of the study is accepted. Otherwise, the data also showed that the null hypothesis (H_0) is rejected. So, the theory was confirmed. The statement indicates that using Duolingo platform to reduce students' writing errors in composing report text is effective.

Also, the researcher found that during the treatment given using Duolingo gamification platform, students were very excited and consistent in finishing the Duolingo Courses through their smartphone. The excitement of the students can be identified from the eagerness of the students to compete with other students to complete all the courses. When the teacher published the rank of the students' daily progress, all of the students were being motivated to be on the top of the list. This encouragement is highly effective in triggering their enthusiastic and attitude toward English, especially in writing skill.

Moreover, some of the students finish all the courses in Duolingo earlier than the deadline. Most of them finish the four days courses in 1 and two days. Even some of them did not complete all the courses more prior, but they were not exceeding the duration given by the teacher. The short-duration of students in

completing the trails is a sign of their enthusiastic in learning English using Duolingo Gamification Platform.

However, using Duolingo Gamification Platform required a medium-technology-literate-teacher that could operate a computer, smartphone, and the application of Duolingo and School of Duolingo website. The requirement of the students to be medium-technology-literate-teacher is because, during the treatment, the teacher mostly found the students' inquiry about the application usage and the solution to the technical error of the smartphone, which was not only limited to Duolingo Apps.

CONCLUSION

This study has revealed the conclusion that the use of Duolingo Gamified Platform is an effective tool to reduce students' grammatical error in composing report text. This statement can be interpreted from the obtained mean of pre-test 52.7 and post-test 66.4; both of the results shows that the data of pre-test and post-test are significantly different.

Due to the obtained data and statistical analysis conducted by the researcher, the t_{test} score 8.02 is higher than the t_{table} score 1.69. The result of the mathematical calculation indicates that the students' ability in constructing report text and avoiding grammatical error in post-test are improved after using Duolingo courses as a treatment.

Besides, the students' interest and motivation during the treatment was increased. However, the challenge that could be potentially faced by the teacher is a computer-related question that sometimes outside of the professionalism of the English teacher. That is why the writer suggested

that during the use of Duolingo Gamified Platform that the teacher should be at least a computer-literate users that at least master Computer and Smartphones basic setting and fixing mechanism and understanding the Duolingo App and Duolingo for School website interface.

However, the researcher understands that there many more information that could be dug from the use of Duolingo App in the classroom context. That is why the researcher suggested to other fellow researchers to further investigate the external and internal factors that made students' interest using the Duolingo app was increased and how far the Duolingo app can be used in various teaching materials, contexts and environments.

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WONDERFUL OR AWFUL? STUDENT-TEACHERS' CLASSROOM MANAGEMENT EXPERIENCES IN PRACTICUM TEACHING

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Abstract

This study is aimed at probing the strengths and weaknesses of classroom management experienced by student teachers at Department of English Language Education, UIN Ar-Raniry during the internship program at designated schools. Data collection was based on qualitative semi-structured interview with 8 student teachers chosen by purposive sampling from the 250 student teachers at the English Language Education Department in 2017/2018 academic year. The findings of the current study indicated that group discussion method applied in the classroom enable more efficient classroom management. On the other hand, it is found that student teachers still experienced great deal of anxiety in managing the classroom. This may cause serious problems when facing real classroom management following their graduation as real teachers.

Keywords: *Classroom Management, Student Teachers, Experiences*

INTRODUCTION

Internship program in school (practice teaching) is an integral part of any teacher education curriculum (Cheng, 2013). Because of this, Tuli and File (2009, p. 132) described practicum teaching experiences among pre-service teachers as the “most important part of teacher education program”. Although, according to Haigh, Pinder, and McDonald (2006: 16), practice teaching in education is still a challenge since it does not fully prepare student teachers for the actual classroom teaching, it is still a good avenue for pre-service or student teachers to apply the theories they learned in the artificial classroom setting to be a more prepared and qualified teachers. Starkey and Rawlins (2012: 34) mentioned that these student teachers should be well-monitored, supervised, and guided by their supervising teachers. Eventually, the student-teachers will learn how to handle and manage not just their daily lessons but the students and their classroom too.

A number of studies have emphasized the nature and importance of internship program in school. For example Nunan (2009: 48) gave an overview of the classroom practices in teaching. He said that “classrooms informed by current views on language pedagogy will involve a change in teaching approach away from a high-structure orientation towards a more low-structure orientation”. While Haigh, Pinder, and McDonald (2006) henceforth noted that if student-teachers were active on the actual practice teaching experience and with the constant guidance from their associate teachers, they would learn the art of teaching. This idea was supported by Tuli and File (2009) who argued that practicum teaching experience among student-teachers provides students the necessary experience towards understanding the responsibilities of a teacher.

Hastings (2004) mentions that all students experience a great deal of concern and anxiety regarding the school

environment, their roles, relationships with mentors and most importantly the effect of all of these on their classroom teaching performance. The difference between student teachers' expectations and the actual reality of a school environment could be experienced, in some cases, as a shock (Stokking et al. 2003). This might be due, in this context, to the fact that student-teachers' entire teaching experience, prior to their actual school experience and practice teaching courses, is confined to microteaching sessions at the university. In most microteaching sessions, the role of student's language is acted by classmates. However, no matter how hard one tries to simulate a real classroom it is still an artificial context in comparison to the language classrooms for young learners in which student teachers are expected to teach after their graduation. Thus, micro teaching can give the student teachers a false confidence, leading them to think that everything will run as smoothly when they are teaching in a real classroom. On the other hand, micro teaching has an awareness-raising effect for students (I'anson et al. 2003) and is also important because to some of them, this is perhaps the first teaching experience they have.

Current Trend of Research on Classroom Management

As it is clearly observed in the studies investigating the teaching problems of student teachers, classroom management has been one of the most frequently stated problem areas. A limited number of empirical research studies have also been conducted on Classroom Management in the field of teacher education. The following prior studies are specifically discussing Classroom Management

problems of the student teachers and their coping strategies.

The first study is the one conducted by Macías & Sánchez (2015). They analyzed the qualitative research techniques to investigate classroom management and a persistent challenge for pre-service foreign language teachers. The study considered participants' views initially gathered through a questionnaire and then further explored them via semi-structured interviews. The study involved the participation of 34 pre-service teachers, 10 practicum supervisors, and 17 cooperating teachers in the EFL teacher education program. This study aimed to ascertain the extent to which classroom management constituted a problem among pre-service foreign language teachers in a teacher education program at a public university in Colombia. The study also sought to identify classroom management challenges, the approaches to confronting them, and the alternatives for improving pre-service teachers' classroom management skills. The results revealed that classroom management is a serious problem with challenges ranging from inadequate classroom conditions to explicit acts of misbehavior. Establishing rules and reinforcing consequences for misbehavior were the main approaches to classroom management, although more contact with actual classrooms and learning from experienced others were alternatives for improving classroom management skills.

Recently, in their study, İnceçay, & Dollar (2012) analyzed two interrelated aspects: the efficacy of pre-service teachers and its relation to their readiness to manage their classrooms. Furthermore, the relationship among their efficacy beliefs, CM readiness and their implementation in a real teaching environment was also

examined. A total of 36 senior students in the ELT department of a university in Istanbul, Turkey participated in the study. The findings of the study indicated that there was a statistically significant relationship between the pre-service teachers' CM efficacy and their readiness to manage the challenging classroom behaviors. Moreover, no significant difference was found in the implementation of CM skills of pre-service teachers in a real teaching environment. The researchers explained the reason of this result by stating that there was lack of practical knowledge. That is to say, although the students had declarative knowledge about the construct of classroom management, they did not have an adequate level of procedural knowledge, they were not good at putting the theory into practice.

The Context of This Research

Based on The University Guide Book of UIN Ar-Raniry-Banda Aceh (2013), the objective of Department of English Language Education is to train the English Language teacher candidates to be professional, competent, conscious, and compassionate and having a strong character as educators. The Department of English Language Education has prepared some subjects which help the students to understand the learning teaching process. One of them is from Micro Teaching Subject. In this class, the students practice to prepare the lesson plans and to teach the classmate who acts as high school students. Micro teaching class also serve as preparation subject before internship program in school.

Furthermore, after passing the Micro Teaching class, the students are allowed to conduct the internship program in school once they have admitted as the

final year students. The internship program in school is prepared to train the student teachers to develop their competencies in teaching. It has three major objectives: to help the student teachers to understand the school environment as detailed; to apply the student teachers competences holistically and integrated in the real school; and to take the benefits of their experiences to become the professional teachers. The internship program in school is a compulsory subject. The rule in this program is that the students can take the block systems where they have to be in the school from Monday to Saturday. It usually takes times around two or three months to accomplish the program. The experiences which the student teachers received from the internship program in school are various.

One of the challenges that the student-teachers faced in their internship program in school was classroom management. Since they were just practicing teachers, they did not have enough knowledge on how to manage a number of students in the class. This is the same result found by Gan (2013); Coskun (2013); and Yusof et.al (2014) in their studies. Controlling the students' noise, dealing with misbehaviors, and the likes are just few of the problems that student-teachers experienced during their actual teaching. Some student-teachers found it difficult to start, to motivate and to prepare their students for the day's lesson since their students were not enthusiastic upon seeing them in the classroom. Coskun (2013) said that student-teachers have difficulty managing the classroom because of the fact that they are not considered to be real teachers.

Those are challenges of classroom management practice in this research.

Given all of challenges from current trend in classroom management research and its actual reflection, this research is interested to address the following issues regarding the ST experiences of classroom management in their practicum teaching. The first issue is regarding the strengths of practicum teaching experienced by STs that contributed to their classroom management skills. The next is concerning the weakness they felt during their practicum teaching in their classroom management experiences with the students.

METHOD

Participants

This study applied qualitative approach to find out the strengths and weaknesses of Classroom Management student teachers during their practicum teaching at the designated schools. The participants of this study were students of Department of English Language Education Department of State Islamic University of Ar-Raniry who already completed the practicum teaching. Therefore, 8 students sample from 2013 cohort were chosen purposively out of 250 students who completed the practicum teaching in 2016. There were four male and four female student teachers selected as participants to have an equal gender representation of the participants.

Methods of Data Collection

For the purpose of collecting data to find the strengths and weaknesses of classroom management of student teachers, a phase study was conducted based on the principles and assumptions of the sequential design method. The data collection phases of the study were

conducted by using one type of instruments: student teachers' semi-structured interview consisted of ten major questions. Selected student teachers presented their experienced of the phenomenon investigated along with other positive and negative experiences of classroom management to the educational system from their own points of view. It helped to note the similarities and the differences of responses of participants.

Methods of Data Analysis

The main method of analysis is qualitative descriptive analysis. The collected data of semi-structured interview were analysed and then concluded narratively. The data were divided into several sections. Each section were arranged into sub-sections. The researcher analysed the data by reading it several times and conducting an analysis each time. As well as, digital recording were used to ensure the data fully transcribed. The analysis mainly focused on strength and weaknesses of classroom management experienced by student teachers in their practicum teaching period.

The data analysis was conducted by using coding. Transcripts of interviews were analysed meticulously. This process of coding is called line-by-line coding which is important to build concepts and categories. But based on the research requirement, the researcher also look into a slightly broader scale and code against a sentence, paragraph, chapter and etc. Open coding is generally the initial stage of qualitative data analysis. After completing the open coding, depending on the methodology used, then the continued with axial coding and selective coding. At the later stage of the research, these coding help to build theories in an inductive

process. The first one is when open coding is used to read through the data several times and then started to create tentative labels for chunks of data that summarize the entire information (not based on existing theory – just based on the meaning that emerges from the data). Then, axial coding is used to identify relationships among the open codes. The last step, the selective coding is exercised to figure out the code that includes all of the data. Then reread the transcripts and selectively coded any data that relates to the code that have been identified.

RESULT AND DISCUSSION

From the reviews above, key results emerged in this study are twofold. The first one is the positive experience student teachers experienced during their practicum teaching regarding their classroom management. The next is the opposite one, participating student teachers in this study also revealed negative experiences they encountered in the practicum teaching with regard to the classroom management skills.

Positive Experiences

1. Interesting and wonderful experience

The first positive experience the student teachers experienced during their practicum teaching is the sense of joy and excitement. Participants perceived that teaching the students is wonderful. They claimed that they feel wonderful, happy, awesome, and interesting. This is as expressed by participant 1 in the following statement:

“Ok, talking about the internship program in school last year. It is actually, very interesting experiences”

In line with this, participant 6 also adds on this positive feeling. The student teacher said that the wonderful experience is perhaps caused by the familiarity of the school to him. He knew the environment of the school quite well. It was a bit of surprise in the end, but he started to like it:

“My experience is wonderful, hmm.. It is because I got school with their bad categorized, they famous because the student very naughty, you know. The teacher always push them to come to class and take a note and study but they don't do that, and at my first teaching experience and I get that school that is very wow. Very confusing to me, very amazing to me, something like that”

It can be thus concluded that some participants feel that teaching experience was one of their strength. Such feelings, they admitted are very positive to build confidence. These show that the first-hand experience they have had during their practicum teaching placement are central in the process of becoming real teachers following their graduation. As Timoštšuk, & Ugaste (2010) put it, it is essential for applicative teaching to become student teacher with strong professional identity

2. Time usage is important

Our findings on this study also at least hint another promising evidence about effective time management experience from student teacher. All participants agreed that time management is important part in teaching activities, and it is more than enough for the lesson to take effect in the right direction. The following quote from participant 1 says:

“It depends on the subject, actually effective or not is quiet clear for the

time being, it's enough actually. But less or more effective time management very much depend on the situation on the classroom itself"

Participant 7 also mentions the same thing:

"It depends on the topic, sometimes I need more time to explain the topic"

It is by now generally accepted that all participants agreed that time is an important necessary condition but far from the whole teaching. In line with this finding, it is central to highlight that as Rosenshine (2015) pointed out that academic achievement was moderately affected by the efficient use of time spent in the classrooms.

3. Clear rules and discipline is inevitable

The present study confirmed that participants believe that their experiences of the students' attitudes requires clear rules outlined from the very beginning. It is also worth noting that some participants defined list of do's and don'ts' in the class to discipline students. Below is what participant 4 says;

"So I make some rules. For example, student who did not show up in my class, let's say late for five minute. I would not allow them to sign the attendance list, so I would just put some notes. Sometime for my student who like singing during the class, I just remember their name, so next when they sing (again), I ask them to sing in front of the class, if they don't want to do it. I let them out of the class and sing alone"

Participant 1 agreed and furthermore elaborates:

"Right... that's the attitudes I found in the classroom. Some of them become so friendly and polite to the teacher but some of them are so rude and not discipline and very noisy, becoming the trouble maker in the classroom and when I found that. I usually make something for them, for example I would like to use.. hmm not use.. I will call their name as many as possible in the classroom so they can pay attention. That makes they listen to me more carefully ..."

Participant 8 also said that:

"I give a reward for student who came earlier..."

Together, the present finding confirm that clear rules and regulation imposed consistently from the outset of the class meeting are very important to discipline students in the classroom. Similarly, discipline involves employing guidance and teaching techniques to encourage students to become self-directive and thus to create an atmosphere conducive to learning. Way (2011) furthermore elaborates that assuring discipline can handle disruptive classroom environment is one that results in efficient learning.

4. Using group discussion can activate student participation

Our results demonstrated that some participants exercised group discussion to get student actively engaged in classroom activities. It is like the participant 5 said during the interview:

"maybe the strength is when they sit in group, they want to pay attention to the teacher more, then they work

more, because maybe when they work in group their friend can help each other..."

This gives clearly clear evidence that a more efficient classroom management cannot exclude student active participation through group discussion. In this case, the students will be more attentive to the student teachers because such activity may well satisfy student, increase their overall performance in the knowledge construction (Zhu, 2012).

Negative Experiences

1. The material preparation or lesson plan is complicated

Not All of participants agreed that the materials or lesson plans is important part of teaching activities, almost all of them rarely used lesson plan. When we asked them why they rarely used lesson plan, participant 1 said that:

"Talking about the lesson plan, I think for me lesson plan is little bit complicated, because I don't really understand about it, and I think it has so many paper, I have to make it, that actually the lesson plan is not the most important, because what we write in the lesson plan and what we do is not the same."

Participant 5 seemingly supported the idea:

"I made a lesson plan, I have a lesson plan. But it is not really easy, because we have to find the materials and we have to prepare the topic related to the text books"

The implications of these findings have found evidence that lesson plan and material preparation is simply a burden for some student teachers. This section it is

clearly illustrated how difficult is for them to conclude and to implement the lesson plan. Content-wise, they admitted that this is extremely important thing to prepare, but in reality such guidelines in scaffolding their pedagogical competence. Student teacher integration into the classroom and its management is often enhanced through the intensive lesson planning practice (Lee and Lee, 2014).

2. Improper sitting arrangement

This interview found evidence from participants for their difficulties in making sitting arrangement. Some of them rarely used sitting arrangement, because they have very limited students in the class, especially in vocational schools as complained by participant 2:

"I think the classroom management you know SMK (vocational school). It is only limited number of students. In my class its only 5 until 10 students ..., so that why I don't really think about class management or sitting arrangement. ... some of them is very naughty, come and get out repeatedly from the class, I have to call them and ask them to come back to class"

This leads to the clarity that "classroom geography" of "who sit where" or sitting arrangement can be a crucial factor to manage classroom environment (Çinar, 2010). The more positive environment the students have, the better effect on student learning outcome will be.

3. Speaking in front of the students is not easy

It is worth discussing that participants had problems in standing and speaking in front of the real students in the

classroom. They were very nervous when delivering lesson, and even forgot what to say although they have prepared it beforehand. In this realm, participant 3 argued:

"hmm.. the most challenging part is when I taught for the first meeting. It is a little bit hard for me. The other challenges is to speak English well. Sometimes I speak English well, sometimes ... very bad".

The statement gives clearly an insight that to speak in front of audience is a very challenging task. It needs some big effort such practices and experiences. That is why, the teacher talking time can be a perfect practice for many student teacher in their first teaching assignment. Hasibuan (1999) also acknowledged that teaching in the real classroom is a complex job to do.

4. Dealing with disturbing students in the classroom is rather difficult

The participants also encountered some difficulties in front of classroom. This is because of the students; skipping the classes, singing and making noises, as participant 3 describes:

"I found it in some classrooms, for example in social science class. They just like they don't want to come on time in classroom, sometime they sing in my classroom, just like making some noises"

This implicates that as Oliver, Wehby & Reschly (2011) said that these problems will always be present in teacher classroom management practices. Aggressive students do disruptive talking, persistent inaudible responses, sleeping in class, unwillingness to speak in the target language and many more are things the

student teacher should be able to handle in their class.

CONCLUSION

A difference between these two opposing experiences: wonderful or positive and awful or negative can only be attributable to the fact that have been discussed and analyzed in the previous section of this article. At this stage of understanding, we believe that the participating student teachers have absorbed fruitful experiences from their practicum teaching especially in enhancing their classroom management skills. Nonetheless, the extent to which it is possible to make a careful consideration that the negative experience are the utmost encounters perceived by the participants. Also, one concern about the findings of their experiences are the fact that this is somewhat against the expectation of the mainstream thinking that the practicum teaching shall generate a more positive perception from the participants. One limitation is due to the restricted scrutiny of the present research such as it did not explore the "why" questions and it is only paying attention to the "what" inquiries.

It is also interesting to note that, based on the findings the student teachers should improve themselves with their contextual learning ability. As discussed earlier these findings still support the notion that practical teaching, no matter what the student teacher participants experience, either both wonderful or awful experiences, can be regarded to be one of the most influential approaches in preparing professional teachers. This maybe the reason why some other explanation regarding student teacher experiences in doing practical teaching were and are equivalently important in teacher training education.

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NARRATING STUDENTS' IDENTITY TO PROMOTE CRITICAL LANGUAGE AWARENESS

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Abstract

This paper explores the use of students' narration of their personal and social identity to build their sensitivity towards the language form, use, and context in pedagogical arena. It shows how the students construct their multiple identities when they revealed a simple part of their own life history trajectories in one particular time and how these identities are transformed or conserved as they enter a new discourse community. A narrative analysis is employed to document the students' identification and negotiation of meaning as a social process in identity formation. The stories reveal three emerging themes showing students' raising critical language awareness; a strong ethnical identity of Silvani, a Sundanese-Javanese child growing as Betawinese living in Sundanese environment, realising Sonny's use of code-mixing in many inappropriate contexts, and considering self-belief in Barley's classroom interaction.

Keywords: *Critical Language Awareness, Personal Identity, Social Identity, Narrative Inquiry*

INTRODUCTION

Critical Language Awareness (CLA) in language classroom, an important subject facilitating the students to gain knowledge on how to think comprehensively about any phenomena on language whether in its form, context, or use, becomes one of the crucial issues. What is critical in Critical Language Awareness is the space of 'distantiation' from which new understanding dialectically unfolds and new ways of perceiving and acting and new discourse practices can arise (Males, 2000). CLA, recognized as an approach to language teaching based on a critical sociocultural theory of language and critical discourse analysis, believes that the use of language is a form of social practice and that all social practices are embedded in specific socio historical contexts where existing social relations are reproduced or contested and where different interests are served (Janks, 1999

p.111). It is particularly concerned with the relationship between language and power – with the way discourse is policed (Foucault, 1970: 120); with the way variety in language is suppressed and unity emphasized (Bourdieu, 1991); with the way all discourse is positioned in the struggle to represent (re-present) different versions of the world as legitimate (Fairclough, 2014); with the power of discourse to construct subjectivity (Gee, 2004).

One way to elaborate the students' critical language awareness is through narrating self-identity. This is due to a belief which Turner et al. 1987 in Stets and Burke (2000) argue, "identity [...] deals with intergroup relations-that is, how people come to see themselves as members of one group/category (the in-group) in comparison with another (the out-group), and the consequences of this categorization, such as ethnocentrism." Here, however, it is addressed on the view of social identity

to what occurs when one becomes an in-group member; and later we compare this with the view of identity theory on what occurs when one takes on a role. Having a particular social identity means being at one with a certain group, being like others in the group, and seeing things from the group's perspective. In contrast, having a particular role identity means acting to fulfil the expectations of the role, coordinating and negotiating interaction with role partners, and manipulating the environment to control the resources for which the role has responsibility. Implementing Wenger's social theory (1998) about identity formation, the students are directed to reveal any information they should provide to give information as many as possible about themselves. Identity is a dynamic process. Wenger proposes that identity formation is a dual process of identification and negotiation of meaning. It involves the interaction of two constituent processes; participation and reification. Participation refers to a process of taking part and also to the relations with others that reflect this process. It suggests both action and connection (Wenger, 1998, p. 57). It is the lived experiences of belonging that indicates who we are. Meanwhile, according to Holliday, Hyde, and Kullman (2004), reification means that we can imagine something to be real when it is not.

Identity in this context is defined as a long and flux process of human which has vital position in language education. It was regarded as a project of the self (a concept equally difficult to define) and as something to do with 'the mind/body/soul/brain' and therefore subjective, internal and unique (Riley, 2007). Tracy (2002) in Hua (2014) differs identities in two dimensions; stable vs. situated and

social vs. personal which is elaborated through following definitions:

- Master identities refer to those aspects of personhood (e.g. gender, ethnicity, age, nationality) which are relatively stable and do not change from situation to situation.
- Interactional identities refer to specific and situational roles people enact in a communicative context. A person can be a college student, a volunteer for Oxfam, a passenger and a mother.
- Relational identities refer to interpersonal relationships such as power difference or social distance between people involved in a given situation. They are negotiable and context-specific. For example, in an appraisal meeting, there is power difference between a manager and an employer whose work-related performance is assessed. If they meet in a lift, however, the power difference is less an issue.
- Personal identities refer to personality, attitudes and character which are relatively stable and unique.

Though language awareness has the merit of involving learners in the purely linguistic dimension of language, it ignores the fact that as a social phenomenon, it is best studied in its context of use (Kouassi, 2016). Since this study concerns on how the students experienced their social classroom contexts which shaped their social identity, Smaldino (2017) highlights two crucial features of this identity type. First, people care a lot about social identity, and place high value on clearly identifying to others who they are and to which groups they belong. Second, social identity is regarded as 'context dependent.' Who am I, and how I express that to you, depends on

where I am, who you are, and who else is around. We are all many things, and we are different things in different contexts, with different people in different time and places. Thus, diverse responses may likely appear due to particular given contexts encountered by the students.

METHOD

To obtain the data, interviews to three students taking CLA subject were conducted. Then, the interview results were transformed into narration following the concept of narrative analysis to explore the students' personal experiences about their own life phenomena. According to Berger (1997:4) a narrative is a story, and stories tell about things that have happened or are happening to people, animals, and aliens from outer space, etc. Akinsanya and Bach (2014) sistematically depict how to generate stories by the following structures:

1. Goal (Personal Experience Narrative)

A look at the personal experience narrative and elements of the narrative structure and evaluative language used in oral and written narratives. (Ozyıldırım, 2006) p.1209” [28-32] Narrative analysis in this form is readily explored to view the various parts (i.e. factors) merging to gather to form the narrative which, in this case, is of the personal experience form.

2. Factor 1 (Abstract)

“The abstract summarizes the whole story and consists of one or two clauses at the beginning of a narrative. (Ozyıldırım, 2006) p. 1211” [33-37] An overview of the narrative, while not overly necessary, is very instructive in giving the reader or intended audience a fore glance at what the narrative is all about.

3. Factor 2 (Orientation)

“Orientation gives information about the time, place, characters, and their activity or the situation in what will follow (Ozyıldırım, 2006) p. 1211” [38-42]. The orientation provides the necessary information regarding the time frame, location and characters involved in the narrative. Afterall, readers should know the cast of characters performing in a play.

4. Factor 3 (Complicating action)

“Complicating action clauses are narrative clauses that inform the audience about what happened (Ozyıldırım, 2006) p. 1211” [43-47]. This is the nitty-gritty of the narrative as it goes into detail about the content of the narrative i.e. what actually happened. This forms the body of the narrative.

5. Factor 4 (Resolution)

“Resolution informs the audience about how the complicating action was resolved. This section indicates the termination of a series of events by releasing the tension (Ozyıldırım, 2006) p. 1211” [48-52]. There can never be a Fig. 1 Path Diagram Showing Factors That Affect the Personal Experience Narrative beginning without an end. The resolution ties in the narrative, effectively concluding the story as told.

6. Factor 5 (Evaluation)

“Evaluation forms the emotional side of the narrative and explains why the story is worth telling (Ozyıldırım, 2006) p. 1211” [53-57]. This is where it gets pretty interesting as the narrator uses the evaluation phase to communicate how he/she felt during the time the narrative took place.

7. Factor 6 (coda)

“Coda clauses are located at the end of narratives and indicate that the story is over, bridging the gap between the narrative proper and the present, or sometimes providing a short summary of the narrative (Ozyıldırım, 2006) p. 1211” [58-62]. This contains what can be referred to as the “lesson learnt” from the narrative. Every narrative is in the past. This question is “how did it affect your present?”

Three students taking CLA subject at a university in Tasikmalaya that have conducted a mini research on investigating their personal and social identity, two males and one female, sincerely accepted when being requested to be the participants. For gaining the information about the participants regarding the issue they have encountered during the process of revealing their (1) master, (2) relational, (3) interactional, and (4) personal identity in CLA class, we conducted semi-structured interviews to them, on 9th of May 2018 with the length about 8.51 to 10.05 minutes for each and continued with another semi-structured interviews on the following days. The first participant is Silvani (*pseudoname*), a female student of English Education Department from Jakarta. The second participant is Sonny (*pseudoname*), a male student of English Education Department from Ciamis and the third participant is Barley (*pseudoname*). He is also a male student of English Education Department of Siliwangi University originally from Tasikmalaya city.

RESULT AND DISCUSSION

Result

A strong ethnical identity of Silvani, a Sundanese-Javanese child growing as Betawinese living in Sundanese environment

Silvani has grown up in Bekasi, a city located near to the capital of Indonesia, Jakarta, where the local language used is Betawi language. She is an intercultural marriage child in which her parents are Javanese (people coming from Java tribe) and Sundanese (people from Sunda tribe). At home, to run a plausible and comprehensible communication, her parents definitely avoid to talk by their own local language but rather use Bahasa Indonesia (the lingua franca of Indonesian people) as a daily basis communication tool. Thus, she is accustomed to speak Bahasa Indonesia, and her environment also requires her to do so, even though sometimes it is mixed with Betawi language. She is a talkative person so she has a lot of friends in Bekasi or even Jakarta. When she talks, you will think that she is mad at her interlocutors because of the high intonation she used. But, in her environment, it is common. This condition is then brought into her classroom context, which furthestmost impacts on her ability to adapt with new environment, especially when she took Critical Language Awareness class.

When the first time she came to Tasikmalaya, she absolutely cannot directly understand its local language, Sundanese, since it has very distinct characteristic with the language she speaks. People she met will directly realize that she is a Betawinese by hearing her accent. So in the first semester she did not have a lot of friends. It is a little hard for her to adapt in this city, even some of the local

Sundanese people have ever been offended with her high intonation every time she spoke to them. She always tries to learn Sundanese language to make a better relation in Tasikmalaya. Even though she is still rude in speaking Sundanese, she is the person who could be influenced easily.

One of her friends contends:

Excerpt 1,

“I agree if she is stubborn person, yet she could be easily influenced”

(line 18-20) Taken on Feb 23, 2018

Now she could speak Sundanese even though a bit impolite. Yet, she thinks it is better to make a good relationship with Sundanese people. Honestly, her close friends never take it as a problem whether she speaks Sundanese or Bahasa Indonesia. They are the best friends for her, the greatest friends for her and they always treat her well whereas she usually acts selfish to them. Another friend argues:

Excerpt 2,

“I think she is a talkative and selfish person...” Taken on Feb 23, 2018

(line 24-25)

She admitted that she is a garrulous person, since she always thinks that talking is her hobby.

Due to the process of her personal identification, she realized that she needs to reconstruct her language and her character for making a better future where she will probably meet more people with more diverse backgrounds. More specifically, it also aims to build a better relationship with her classmates and teachers in the classroom.

Realising Sonny’s use of code-mixing in many inappropriate contexts

Sonny lives in Sadananya, Ciamis, West Java. People usually call him as

“Sunboy” since he was in senior high school and he tends to be happy when people call him by that name. He thought that people better call him “Sunboy” rather than “Sonny”. He considered that “Sonny” is only his family nick name, therefore he prefers to use his name as “Sonny” when he is at home. He added that he felt better if people call him as “Sunboy” except his family. If it happened he might feel shy, he said that his parents have given him the name (Sonny) and he changed it. Sonny has learned more than three languages; Japanese, English, Sundanese and Bahasa Indonesia which often caused him doing the code-mixing such as Indonesian with Japanese and also Indonesian with English. He noted that he often made such kind of code-mixing before he took Critical Language Awareness class and it happened almost on his everyday life which subsequently he tried to avoid it. He thought that it has two different impacts to his life and those depend on the context (formal and informal) of situation. The most problem that affected his life because of this code-mixing was happened when he was required to present the materials in front of the class and it caused him felt really embarrassed. He told that the last time he did it when he was in Critical Discourse Analysis class. He spoke “*siswa mempresentasikan apa yang telah mereka ‘diskusikan’ di depan kelas*”. The word “*diskusikan*” is a mixed word derived from English (discussion) and Bahasa Indonesia (*diskusi*). Suddenly, the audiences laughed and he felt really embarrassed at the moment. In different case, when he made it in informal context and people laughed on it, he considered it as a fun thing. We concluded that this participant mostly felt embarrassed when he made code-mixing during his speech if he did it and people

laughed on it. Nevertheless, if he did it in informal context, he would not feel embarrassed but he would consider it as an entertainment.

Sonny was a boy with silent characteristic, talked less with a loud voice, and often answered anything in simple words, added a little smile on it, and preferred to end the conversation. But, it came upside down since he entered senior high school. The situation has really forced him to talk a lot there, and had to face many people that he did not know yet which confirms the probability of personal identity fluidity. The challenge was he was not really good at speaking standardized Bahasa Indonesia since he comes from a village with strong Sundanese language accent and behaviour. When he has class presentations, he often mixes his language with Sundanese language that makes his friends laugh at him, that is code-mixing.

Sunboy, what his friends address him now, is considered to represent his cheerfulness. He often makes jokes with his friends, although some say that he is weird because of many 'disgusting' sounds he could produce spontaneously to express his feeling and it comes randomly. After joining Critical Language Awareness subject, he found that he had a problem dealing with his language, it is about code-mixing or changing two or more words into another language. Sonny then puts some of his attention to this situation because it is really matter when he is speaking in English or Indonesian, he often mixes them with Sundanese language or even worse with Japanese language because he learns Japanese as well.

In Critical Language Awareness class, he ever did a presentation about the language phenomena that happened. He remembered when his friends responded to

his presentation and gave him some advices about the problems dealing with code-mixing. His friend said that he ever experienced it, he often speaks Indonesian language mixed with Sundanese language, but he realized what is going on and tried to avoid it by giving an answer in the same language with the question(s) or responding the conversation in the same language with his friends. There might be due to multiple languages that he used in daily life, such as he often sings Japanese songs, he also uses English when he has classroom presentation, and sometimes his friends talked in Indonesian languages, and when he arrived at home, he speaks Sundanese language as usual. Those then become the factors causing him to do code-mixing.

He was eager to share his experience to the others because he thought that out there, somewhere in this world, someone might have similar problems as his and he hopes that they can build their critical language awareness to recognizing any relevant problems in their pedagogical arena. To him, code-mixing is not really bad at all if it is only used in informal situation. According to the article he read, researchers found that there are complex grammatical structures involved in code-mixing or code-switching. But, it is different when it comes to formal situation that code-mixing will be confusing the audience, so that is why code-mixing should never be found on formal situation. The last thing is that he starts to become aware of repeatedly using code-mixing in daily conversation especially in academic contexts. Thus, he needs to reduce the code-mixing usage in inappropriate situations.

Considering Self-Belief in Barley's Classroom Interaction

He lives in Tasikmalaya, West Java. He has been living and studying in an Islamic boarding school since he enrolled to senior high school, which then changed his life a lot especially on how to socialize with his opposite sex. The first time he enrolled to university level, he was feeling the culture shock when he could not avoid any kind of interactions with his opposite sex. He tended to be an introvert person and he did not talk too much. As time goes, he tried to adapt with his new environment and he realized that he could not be introvert person all the time. Even though he did not feel the significant change, but he still tries to adapt so that he can develop better relationship.

Barley believes that everyone in this world has ever been astonished when moving from one place to another and adapt with new academic environment as part of culture shock, and it happened to him once he embarked the university level. It is because of several reasons, as: academic stuff, personal adjustment, and social adaptation.

He was born in Tasikmalaya twenty years ago by the name Barley Mohatta. Since he has been studying in a modern boarding school about five years, he has got many alterations of character including the manner how to interact with other people especially with women. It was heard quite awkward, especially for those who did not know his background. They would consider him as an abnormal person as a male who keep staying away from ladies, not talking to them, not even greeting them and doing hand-shaking.

The first time he enrolled the university, he thought everything will be running alright. The only problem was how

to adapt with the new class situation that he did not feel when he was student of senior high school where the both of men and women have separated classes. So that, he tended to avoid every kind of interaction involving women at that time. He did not really care whether people will judge him as an arrogant person, but he only tried to maintain the norm and value he believed in this far.

Day by day passed, he has been trying to find the solution on how to behave to overcome his problem, so that he can interact with the opposite sex without any anxiety but still keep the norm and value he believed. Although eventually, unfortunately, he still could not find 'elegant' ways to solve this, he just tries to keep his attitude to them and they also try to respect him as well.

He also thinks that every possibility might happen to everyone in this world. It depends on themselves whether to respond it positively or even negatively. Through this story, he can realize his own lack in building a good relationship among human and also this challenges him a lot to find the best manner to overcome this problem. So that is why he needs to share his experience here, hopefully it can be worth for other people in overcoming their social problem especially.

Discussion

In response to the case happened to Silvani (theme 1), Smaldino (2017) highlights two crucial features of this identity type. First, people care a lot about social identity, and place high value on clearly identifying to others who they are and to which groups they belong. Second, social identity is regarded as 'context dependent.' Who am I, and how I express that to you, depends on where I am, who

you are, and who else is around. We are all many things, and we are different things in different contexts, with different people in different time and places, where according to Janks (1999), it can be strenuous to everyone in the classroom and that it is important to have a good relationship with the learners before commencing. Thus, it developed new understandings about language, began to recognize the expansiveness of their linguistic toolkits, and came to legitimize variation and language shift as well as try on critical identities (Amato, 2015). Although Silvani has a very strong identity on her own, she eventually needs to try to adapt with other people from other culture since it is supposed to be a means to unite people as she ever said and as a means to open a dialogue between cultures. Savignon and Sysoyev (2002) reveal that this kind of perception envisages language learners as open-minded representatives of their L1 community and subjects engaged in a dialogue of cultures. This type of dialogue will result in a balanced and meaningful relationship as Mokhtarnia (2011) depicts, 'a utilitarian relationship between cultures, on the other hand, crops up when one of the cultures in contact imposes its values and norms leading the other culture to unquestioned acceptance of the conventions of the first culture.' In addition, the existence of 'the inequality deriving from the stereotyping of endogenously constructed groups can be greater than the inequality that can emerge when perceived identity is not malleable' (Kim and Loury, 2019). Therefore, positioning self equality and others in a new atmosphere becomes crucial factor determining the success of communication, notably in classroom interaction.

Theme 2 involving the code mixing phenomena encountered by Sonny is explained as a personal modification as Young, Natrajan-Tyagi, and Platt (2014) contend that it is easier to "modify self-images associated with personal identity (unique character traits) rather than social identity (shared traits within group)". Meanwhile, Brice (2000) considered it as a speech-language pathology. The experts in this field, speech-language pathologists, have viewed code switching or code mixing to be indicators for language proficiency and typically have voiced the opinion that its presence is a symptom of a language disorder (Cheng & Butler, 1989; Reyes, 2004). From the educators' viewpoint, this phenomenon needs to have special attention, since Sert (2005) emphasized the functions in utilizing code-switching and its understanding in which this understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to betterment of instruction by either eliminating it or dominating its use during the foreign language instruction. Similar to this case, Nordin, Ali, Zubir, and Sadjirin (2013) conducted a research which the findings suggest that the use of code switching is necessary when the situation requires the use of first language in the classroom to enable the learners to become more confident in mastering English. Code switching was also used to convey ideas in specific situations and to enhance solidarity in the first language (Azlan and Narasuman, 2013). In short, the use of code-switching will be helpful in certain situation and could become harmful in such inappropriate condition. Accordingly, the students need to be more sensitive to speculate the precise timing to use it.

Barley experienced a shock after having a significant shift from his former environment to the recent one. It is, according to Kulaksiz (2015), due to the impact of culture in which individuals have a tendency to perceive the reality within the context of their own culture which results in a 'created' reality rather than the empirically defined one. It brings about the liability for us to consider that our reality is the correct one. Regarding the issue of Barley in theme 3, as it had built his mind-sets, he is trying to find out strategies to overcome his problem, such as suggested by Winkelman (1994), strategies for coping cultural shock and adaptation include preparation, 'transition adjustments, personal and social relations, cultural and social interaction rules, and conflict resolution and intercultural effectiveness skills. Resolution of cultural shock is best achieved by a proactive cognitive orientation.' Moreover, teachers also play another important role in helping the students encounter problem like Barley's since Caner and Tertemiz (2015) contend that one of the vital responsibilities of teachers is to create and maintain a supportive, positive and orderly classroom environment conducive to learning. Barley could not stand by himself, the teacher has to supportively assist him by giving interventions in classroom management for instance, they added.

CONCLUSION

Every language classroom provides many challenges both for teachers and students. Critical Language Awareness class, the place where the research took place, has answered the needs of students' language awareness existence in pedagogical contexts practically. It has

been revealed by giving them chances to address their identity at first. The stories of their personal and social experiences would be utilized to be a means of being critical when it is narrated structurally and evident-based. Thus, facilitating the students with practical knowledge of self-narration has risen their critical language awareness which determine their future actions. It is acknowledged that this paper is still weak on the research methodology especially in data collecting technique where it only relied on the interviews, therefore, the next researchers are suggested to conduct more techniques to strengthen the collected evidences.

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NARRATING STUDENTS' IDENTITY TO PROMOTE CRITICAL LANGUAGE AWARENESS

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Abstract

This paper explores the use of students' narration of their personal and social identity to build their sensitivity towards the language form, use, and context in pedagogical arena. It shows how the students construct their multiple identities when they revealed a simple part of their own life history trajectories in one particular time and how these identities are transformed or conserved as they enter a new discourse community. A narrative analysis is employed to document the students' identification and negotiation of meaning as a social process in identity formation. The stories reveal three emerging themes showing students' raising critical language awareness; a strong ethnical identity of Silvani, a Sundanese-Javanese child growing as Betawinese living in Sundanese environment, realising Sonny's use of code-mixing in many inappropriate contexts, and considering self-belief in Barley's classroom interaction.

Keywords: *Critical Language Awareness, Personal Identity, Social Identity, Narrative Inquiry*

INTRODUCTION

Critical Language Awareness (CLA) in language classroom, an important subject facilitating the students to gain knowledge on how to think comprehensively about any phenomena on language whether in its form, context, or use, becomes one of the crucial issues. What is critical in Critical Language Awareness is the space of 'distantiation' from which new understanding dialectically unfolds and new ways of perceiving and acting and new discourse practices can arise (Males, 2000). CLA, recognized as an approach to language teaching based on a critical sociocultural theory of language and critical discourse analysis, believes that the use of language is a form of social practice and that all social practices are embedded in specific socio historical contexts where existing social relations are reproduced or contested and where different interests are served (Janks, 1999

p.111). It is particularly concerned with the relationship between language and power – with the way discourse is policed (Foucault, 1970: 120); with the way variety in language is suppressed and unity emphasized (Bourdieu, 1991); with the way all discourse is positioned in the struggle to represent (re-present) different versions of the world as legitimate (Fairclough, 2014); with the power of discourse to construct subjectivity (Gee, 2004).

One way to elaborate the students' critical language awareness is through narrating self-identity. This is due to a belief which Turner et al. 1987 in Stets and Burke (2000) argue, "identity [...] deals with intergroup relations-that is, how people come to see themselves as members of one group/category (the in-group) in comparison with another (the out-group), and the consequences of this categorization, such as ethnocentrism." Here, however, it is addressed on the view of social identity

to what occurs when one becomes an in-group member; and later we compare this with the view of identity theory on what occurs when one takes on a role. Having a particular social identity means being at one with a certain group, being like others in the group, and seeing things from the group's perspective. In contrast, having a particular role identity means acting to fulfil the expectations of the role, coordinating and negotiating interaction with role partners, and manipulating the environment to control the resources for which the role has responsibility. Implementing Wenger's social theory (1998) about identity formation, the students are directed to reveal any information they should provide to give information as many as possible about themselves. Identity is a dynamic process. Wenger proposes that identity formation is a dual process of identification and negotiation of meaning. It involves the interaction of two constituent processes; participation and reification. Participation refers to a process of taking part and also to the relations with others that reflect this process. It suggests both action and connection (Wenger, 1998, p. 57). It is the lived experiences of belonging that indicates who we are. Meanwhile, according to Holliday, Hyde, and Kullman (2004), reification means that we can imagine something to be real when it is not.

Identity in this context is defined as a long and flux process of human which has vital position in language education. It was regarded as a project of the self (a concept equally difficult to define) and as something to do with 'the mind/body/soul/brain' and therefore subjective, internal and unique (Riley, 2007). Tracy (2002) in Hua (2014) differs identities in two dimensions; stable vs. situated and

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METHOD

To obtain the data, interviews to three students taking CLA subject were conducted. Then, the interview results were transformed into narration following the concept of narrative analysis to explore the students' personal experiences about their own life phenomena. According to Berger (1997:4) a narrative is a story, and stories tell about things that have happened or are happening to people, animals, and aliens from outer space, etc. Akinsanya and Bach (2014) systematically depict how to generate stories by the following structures:

1. Goal (Personal Experience Narrative)

A look at the personal experience narrative and elements of the narrative structure and evaluative language used in oral and written narratives. (Ozyıldırım, 2006) p.1209" [28-32] Narrative analysis in this form is readily explored to view the various parts (i.e. factors) merging to gather to form the narrative which, in this case, is of the personal experience form.

2. Factor 1 (Abstract)

"The abstract summarizes the whole story and consists of one or two clauses at the beginning of a narrative. (Ozyıldırım, 2006) p. 1211" [33-37] An overview of the narrative, while not overly necessary, is very instructive in giving the reader or intended audience a fore glance at what the narrative is all about.

3. Factor 2 (Orientation)

"Orientation gives information about the time, place, characters, and their activity or the situation in what will follow (Ozyıldırım, 2006) p. 1211" [38-42]. The orientation provides the necessary information regarding the time frame, location and characters involved in the narrative. Afterall, readers should know the cast of characters performing in a play.

4. Factor 3 (Complicating action)

"Complicating action clauses are narrative clauses that inform the audience about what happened (Ozyıldırım, 2006) p. 1211" [43-47]. This is the nitty-gritty of the narrative as it goes into detail about the content of the narrative i.e. what actually happened. This forms the body of the narrative.

5. Factor 4 (Resolution)

"Resolution informs the audience about how the complicating action was resolved. This section indicates the termination of a series of events by releasing the tension (Ozyıldırım, 2006) p. 1211" [48-52]. There can never be a Fig. 1 Path Diagram Showing Factors That Affect the Personal Experience Narrative beginning without an end. The resolution ties in the narrative, effectively concluding the story as told.

6. Factor 5 (Evaluation)

"Evaluation forms the emotional side of the narrative and explains why the story is worth telling (Ozyıldırım, 2006) p. 1211" [53-57]. This is where it gets pretty interesting as the narrator uses the evaluation phase to communicate how he/she felt during the time the narrative took place.

7. Factor 6 (coda)

“Coda clauses are located at the end of narratives and indicate that the story is over, bridging the gap between the narrative proper and the present, or sometimes providing a short summary of the narrative (Ozyıldırım, 2006) p. 1211” [58-62]. This contains what can be referred to as the “lesson learnt” from the narrative. Every narrative is in the past. This question is “how did it affect your present?”

Three students taking CLA subject at a university in Tasikmalaya that have conducted a mini research on investigating their personal and social identity, two males and one female, sincerely accepted when being requested to be the participants. For gaining the information about the participants regarding the issue they have encountered during the process of revealing their (1) master, (2) relational, (3) interactional, and (4) personal identity in CLA class, we conducted semi-structured interviews to them, on 9th of May 2018 with the length about 8.51 to 10.05 minutes for each and continued with another semi-structured interviews on the following days. The first participant is Silvani (*pseudoname*), a female student of English Education Department from Jakarta. The second participant is Sonny (*pseudoname*), a male student of English Education Department from Ciamis and the third participant is Barley (*pseudoname*). He is also a male student of English Education Department of Siliwangi University originally from Tasikmalaya city.

RESULT AND DISCUSSION

Result

A strong ethnical identity of Silvani, a Sundanese-Javanese child growing as Betawinese living in Sundanese environment

Silvani has grown up in Bekasi, a city located near to the capital of Indonesia, Jakarta, where the local language used is Betawi language. She is an intercultural marriage child in which her parents are Javanese (people coming from Java tribe) and Sundanese (people from Sunda tribe). At home, to run a plausible and comprehensible communication, her parents definitely avoid to talk by their own local language but rather use Bahasa Indonesia (the lingua franca of Indonesian people) as a daily basis communication tool. Thus, she is accustomed to speak Bahasa Indonesia, and her environment also requires her to do so, even though sometimes it is mixed with Betawi language. She is a talkative person so she has a lot of friends in Bekasi or even Jakarta. When she talks, you will think that she is mad at her interlocutors because of the high intonation she used. But, in her environment, it is common. This condition is then brought into her classroom context, which furthestmost impacts on her ability to adapt with new environment, especially when she took Critical Language Awareness class.

When the first time she came to Tasikmalaya, she absolutely cannot directly understand its local language, Sundanese, since it has very distinct characteristic with the language she speaks. People she met will directly realize that she is a Betawinese by hearing her accent. So in the first semester she did not have a lot of friends. It is a little hard for her to adapt in this city, even some of the local

Sundanese people have ever been offended with her high intonation every time she spoke to them. She always tries to learn Sundanese language to make a better relation in Tasikmalaya. Even though she is still rude in speaking Sundanese, she is the person who could be influenced easily.

One of her friends contends:

Excerpt 1,

“I agree if she is stubborn person, yet she could be easily influenced”

(line 18-20) Taken on Feb 23, 2018

Now she could speak Sundanese even though a bit impolite. Yet, she thinks it is better to make a good relationship with Sundanese people. Honestly, her close friends never take it as a problem whether she speaks Sundanese or Bahasa Indonesia. They are the best friends for her, the greatest friends for her and they always treat her well whereas she usually acts selfish to them. Another friend argues:

Excerpt 2,

“I think she is a talkative and selfish person...” Taken on Feb 23, 2018

(line 24-25)

She admitted that she is a garrulous person, since she always thinks that talking is her hobby.

Due to the process of her personal identification, she realized that she needs to reconstruct her language and her character for making a better future where she will probably meet more people with more diverse backgrounds. More specifically, it also aims to build a better relationship with her classmates and teachers in the classroom.

Realising Sonny’s use of code-mixing in many inappropriate contexts

Sonny lives in Sadananya, Ciamis, West Java. People usually call him as

“Sunboy” since he was in senior high school and he tends to be happy when people call him by that name. He thought that people better call him “Sunboy” rather than “Sonny”. He considered that “Sonny” is only his family nick name, therefore he prefers to use his name as “Sonny” when he is at home. He added that he felt better if people call him as “Sunboy” except his family. If it happened he might feel shy, he said that his parents have given him the name (Sonny) and he changed it. Sonny has learned more than three languages; Japanese, English, Sundanese and Bahasa Indonesia which often caused him doing the code-mixing such as Indonesian with Japanese and also Indonesian with English. He noted that he often made such kind of code-mixing before he took Critical Language Awareness class and it happened almost on his everyday life which subsequently he tried to avoid it. He thought that it has two different impacts to his life and those depend on the context (formal and informal) of situation. The most problem that affected his life because of this code-mixing was happened when he was required to present the materials in front of the class and it caused him felt really embarrassed. He told that the last time he did it when he was in Critical Discourse Analysis class. He spoke “*siswa mempresentasikan apa yang telah mereka ‘diskusikan’ di depan kelas*”. The word “*diskusikan*” is a mixed word derived from English (discussion) and Bahasa Indonesia (*diskusi*). Suddenly, the audiences laughed and he felt really embarrassed at the moment. In different case, when he made it in informal context and people laughed on it, he considered it as a fun thing. We concluded that this participant mostly felt embarrassed when he made code-mixing during his speech if he did it and people

laughed on it. Nevertheless, if he did it in informal context, he would not feel embarrassed but he would consider it as an entertainment.

Sonny was a boy with silent characteristic, talked less with a loud voice, and often answered anything in simple words, added a little smile on it, and preferred to end the conversation. But, it came upside down since he entered senior high school. The situation has really forced him to talk a lot there, and had to face many people that he did not know yet which confirms the probability of personal identity fluidity. The challenge was he was not really good at speaking standardized Bahasa Indonesia since he comes from a village with strong Sundanese language accent and behaviour. When he has class presentations, he often mixes his language with Sundanese language that makes his friends laugh at him, that is code-mixing.

Sunboy, what his friends address him now, is considered to represent his cheerfulness. He often makes jokes with his friends, although some say that he is weird because of many 'disgusting' sounds he could produce spontaneously to express his feeling and it comes randomly. After joining Critical Language Awareness subject, he found that he had a problem dealing with his language, it is about code-mixing or changing two or more words into another language. Sonny then puts some of his attention to this situation because it is really matter when he is speaking in English or Indonesian, he often mixes them with Sundanese language or even worse with Japanese language because he learns Japanese as well.

In Critical Language Awareness class, he ever did a presentation about the language phenomena that happened. He remembered when his friends responded to

his presentation and gave him some advices about the problems dealing with code-mixing. His friend said that he ever experienced it, he often speaks Indonesian language mixed with Sundanese language, but he realized what is going on and tried to avoid it by giving an answer in the same language with the question(s) or responding the conversation in the same language with his friends. There might be due to multiple languages that he used in daily life, such as he often sings Japanese songs, he also uses English when he has classroom presentation, and sometimes his friends talked in Indonesian languages, and when he arrived at home, he speaks Sundanese language as usual. Those then become the factors causing him to do code-mixing.

He was eager to share his experience to the others because he thought that out there, somewhere in this world, someone might have similar problems as his and he hopes that they can build their critical language awareness to recognizing any relevant problems in their pedagogical arena. To him, code-mixing is not really bad at all if it is only used in informal situation. According to the article he read, researchers found that there are complex grammatical structures involved in code-mixing or code-switching. But, it is different when it comes to formal situation that code-mixing will be confusing the audience, so that is why code-mixing should never be found on formal situation. The last thing is that he starts to become aware of repeatedly using code-mixing in daily conversation especially in academic contexts. Thus, he needs to reduce the code-mixing usage in inappropriate situations.

Considering Self-Belief in Barley's Classroom Interaction

He lives in Tasikmalaya, West Java. He has been living and studying in an Islamic boarding school since he enrolled to senior high school, which then changed his life a lot especially on how to socialize with his opposite sex. The first time he enrolled to university level, he was feeling the culture shock when he could not avoid any kind of interactions with his opposite sex. He tended to be an introvert person and he did not talk too much. As time goes, he tried to adapt with his new environment and he realized that he could not be introvert person all the time. Even though he did not feel the significant change, but he still tries to adapt so that he can develop better relationship.

Barley believes that everyone in this world has ever been astonished when moving from one place to another and adapt with new academic environment as part of culture shock, and it happened to him once he embarked the university level. It is because of several reasons, as: academic stuff, personal adjustment, and social adaptation.

He was born in Tasikmalaya twenty years ago by the name Barley Mohatta. Since he has been studying in a modern boarding school about five years, he has got many alterations of character including the manner how to interact with other people especially with women. It was heard quite awkward, especially for those who did not know his background. They would consider him as an abnormal person as a male who keep staying away from ladies, not talking to them, not even greeting them and doing hand-shaking.

The first time he enrolled the university, he thought everything will be running alright. The only problem was how

to adapt with the new class situation that he did not feel when he was student of senior high school where the both of men and women have separated classes. So that, he tended to avoid every kind of interaction involving women at that time. He did not really care whether people will judge him as an arrogant person, but he only tried to maintain the norm and value he believed in this far.

Day by day passed, he has been trying to find the solution on how to behave to overcome his problem, so that he can interact with the opposite sex without any anxiety but still keep the norm and value he believed. Although eventually, unfortunately, he still could not find 'elegant' ways to solve this, he just tries to keep his attitude to them and they also try to respect him as well.

He also thinks that every possibility might happen to everyone in this world. It depends on themselves whether to respond it positively or even negatively. Through this story, he can realize his own lack in building a good relationship among human and also this challenges him a lot to find the best manner to overcome this problem. So that is why he needs to share his experience here, hopefully it can be worth for other people in overcoming their social problem especially.

Discussion

In response to the case happened to Silvani (theme 1), Smaldino (2017) highlights two crucial features of this identity type. First, people care a lot about social identity, and place high value on clearly identifying to others who they are and to which groups they belong. Second, social identity is regarded as 'context dependent.' Who am I, and how I express that to you, depends on where I am, who

you are, and who else is around. We are all many things, and we are different things in different contexts, with different people in different time and places, where according to Janks (1999), it can be strenuous to everyone in the classroom and that it is important to have a good relationship with the learners before commencing. Thus, it developed new understandings about language, began to recognize the expansiveness of their linguistic toolkits, and came to legitimize variation and language shift as well as try on critical identities (Amato, 2015). Although Silvani has a very strong identity on her own, she eventually needs to try to adapt with other people from other culture since it is supposed to be a means to unite people as she ever said and as a means to open a dialogue between cultures. Savignon and Sysoyev (2002) reveal that this kind of perception envisages language learners as open-minded representatives of their L1 community and subjects engaged in a dialogue of cultures. This type of dialogue will result in a balanced and meaningful relationship as Mokhtarnia (2011) depicts, 'a utilitarian relationship between cultures, on the other hand, crops up when one of the cultures in contact imposes its values and norms leading the other culture to unquestioned acceptance of the conventions of the first culture.' In addition, the existence of 'the inequality deriving from the stereotyping of endogenously constructed groups can be greater than the inequality that can emerge when perceived identity is not malleable' (Kim and Loury, 2019). Therefore, positioning self equality and others in a new atmosphere becomes crucial factor determining the success of communication, notably in classroom interaction.

Theme 2 involving the code mixing phenomena encountered by Sonny is explained as a personal modification as Young, Natrajan-Tyagi, and Platt (2014) contend that it is easier to "modify self-images associated with personal identity (unique character traits) rather than social identity (shared traits within group)". Meanwhile, Brice (2000) considered it as a speech-language pathology. The experts in this field, speech-language pathologists, have viewed code switching or code mixing to be indicators for language proficiency and typically have voiced the opinion that its presence is a symptom of a language disorder (Cheng & Butler, 1989; Reyes, 2004). From the educators' viewpoint, this phenomenon needs to have special attention, since Sert (2005) emphasized the functions in utilizing code-switching and its understanding in which this understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to betterment of instruction by either eliminating it or dominating its use during the foreign language instruction. Similar to this case, Nordin, Ali, Zubir, and Sadjirin (2013) conducted a research which the findings suggest that the use of code switching is necessary when the situation requires the use of first language in the classroom to enable the learners to become more confident in mastering English. Code switching was also used to convey ideas in specific situations and to enhance solidarity in the first language (Azlan and Narasuman, 2013). In short, the use of code-switching will be helpful in certain situation and could become harmful in such inappropriate condition. Accordingly, the students need to be more sensitive to speculate the precise timing to use it.

Barley experienced a shock after having a significant shift from his former environment to the recent one. It is, according to Kulaksiz (2015), due to the impact of culture in which individuals have a tendency to perceive the reality within the context of their own culture which results in a 'created' reality rather than the empirically defined one. It brings about the liability for us to consider that our reality is the correct one. Regarding the issue of Barley in theme 3, as it had built his mind-sets, he is trying to find out strategies to overcome his problem, such as suggested by Winkelman (1994), strategies for coping cultural shock and adaptation include preparation, 'transition adjustments, personal and social relations, cultural and social interaction rules, and conflict resolution and intercultural effectiveness skills. Resolution of cultural shock is best achieved by a proactive cognitive orientation.' Moreover, teachers also play another important role in helping the students encounter problem like Barley's since Caner and Tertemiz (2015) contend that one of the vital responsibilities of teachers is to create and maintain a supportive, positive and orderly classroom environment conducive to learning. Barley could not stand by himself, the teacher has to supportively assist him by giving interventions in classroom management for instance, they added.

CONCLUSION

Every language classroom provides many challenges both for teachers and students. Critical Language Awareness class, the place where the research took place, has answered the needs of students' language awareness existence in pedagogical contexts practically. It has

been revealed by giving them chances to address their identity at first. The stories of their personal and social experiences would be utilized to be a means of being critical when it is narrated structurally and evident-based. Thus, facilitating the students with practical knowledge of self-narration has risen their critical language awareness which determine their future actions. It is acknowledged that this paper is still weak on the research methodology especially in data collecting technique where it only relied on the interviews, therefore, the next researchers are suggested to conduct more techniques to strengthen the collected evidences.

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ENGLISH TEACHING VIDEOS EMPLOYED IN EFL STUDENTS TEACHER CLASSROOM: A CASE STUDY OF STUDENTS' PERCEPTION ON UTILIZING ENGLISH TEACHING VIDEO IN DEVELOPING TEACHING SKILLS

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Abstract

This study tries to investigate the use of English teaching video in EFL student teacher classroom. It was initiated by the importance of providing authentic classroom teaching activities to the students. Employing English teaching videos to improve students teaching skills is alternatively important to do in order to gain a good insight of how native English teachers teach in the classroom. Therefore, some English teaching videos accessed from CELTA link, which is a platform of teaching practice for TESOL teachers were showed in the classroom. The implementation of the video was conducted for one semester, during teaching and learning process in the course of TEFL. The data are gained from the interview conducted with the students asking their opinion about English teaching videos whether they can affect students teaching ability. The result therefore reveals that the students agreed that English teaching videos help them learn more about teaching skills, classroom managements, student-teacher interaction and teaching methodology. However, they also stated that there was a weakness of the video that it is sometimes hard to understand. They stated that native speaker teachers' talks could be difficult to understand sometimes.

Keywords: *English teaching video, EFL classroom, teaching skill*

INTRODUCTION

Teaching is a complex thing to do. It comes in many facets of communication. It goes from a very basic thing such as transferring and delivering, to advance things, such as building interaction and facilitating, giving motivation, modeling good instruction, and providing feedback. However, as it is a complex thing to do, teaching is not easy. It is a challenging activity not only for pre service teachers who are going to develop their career in teaching but it also puzzle in service teachers who have long time teaching experience. Every teacher expects to teach effectively. Having a well managed classroom, clear instruction and good comprehension of lesson delivered become characteristics of effective teaching. According to Kyriacou (2011; 2009) effective teaching is teaching that

demonstrates the success of students learning achievement as it is planned by the teacher. In other words effective teaching requires two important things "the teacher must have a clear idea of what learning is to be fostered and a learning experience is set up and delivered that achieves this" (p.7).

However teaching seems problematic, particularly for pre service teacher and students who are in training for teaching practice. Several previous studies conducted confirmed that most of students have difficulties in developing and applying their teaching skills. One study conducted by Genç (2016) stated that pre service teachers need to receive more understanding and perceptive productive feedback about how to teach better from more experts during their training and learning process. Formerly, Burns and

Richards (2009) also stated that what pre service teachers need is being more engaging in social context by constructing their knowledge and theory, thus it makes them avoid the process of only translating knowledge and theories.

Teaching can be transformed into a more pleasant and meaningful process when both teachers and the trainee have the insight to change (Canagarajah, 2013). One of ways is by instilling media like teaching video in order to provide more authentic experience for the student teachers to observe the classroom virtually yet authentically.

Teaching video is a video contains of real teaching activities in the classroom. The video reflects the situation in the classroom, interaction between teacher and students, the use of media and everything related to teaching and learning process conducted by the teacher and students. When a real classroom activity can be seen through a video, it provides a good picture for students who are learning and preparing themselves to teaching practice. For pre teaching training English department students, having a good teaching performance is significant. It is not only because English is a foreign language but making the students interested in studying it and the classroom more alive when teaching it are a must thing to do to make the students comprehend the lesson taught. The videos used in the classroom were taken from the internet from the CELTA program. The program is about teaching skill improvement and teacher development, thus it is useful to show the students about how English language taught overseas. It is also to provide an insight about classroom management and teaching methodologies. This authentic media is believed can show the differences

in term of classroom size, students' number, and language instruction. According to Erbaggio, Gopalakrishnan, Hobbs, and Liu (2012), providing authentic materials helps students to understand foreign language better in real situation and can make them have positive view on learning foreign language and culture. They also added that "By providing access to authentic content online, the pedagogical benefits of the use of authentic material can be maximized, while some of the drawbacks inherent in such use can be mitigated" (p. 28). Belaid and Murray (2015) also stated that nowadays source of authentic materials are many, either audiovisual or printed, for instance, TV, magazines, newspapers and internet, that the teachers and language learners can use them.

Providing students in their pre teaching training with authentic teaching practice in the classroom is impossible to be accommodated. Moreover, it is absolutely essential to provide more opportunities for students to observe more teacher practices in school. However, this is also impossible to do because later the students will get the opportunities to conduct teaching practices at school in their apprentice teaching period. To solve these difficulties, the researcher initiated to provide students more experiences in teaching practices by utilizing English teaching videos from CELTA Program. The researcher believes that even though this is not the real context of teaching practices but it gives different point of view on how teaching is conducted in the real classroom.

Another idea was triggered by intention to give authentic classroom situation about native speaker teacher in teaching international students with many

different background of language competent. This situation, at least build their confident about teaching English and inspires them to teach better. Providing English teaching video is hoped can bridge their understanding about the theory and practice, even though it is virtual practice.

Several researches have been conducted by many educators and practitioners on using videos in teaching classroom. A study conducted by Coffey (2014) reported that the use of video to increase teaching practice skills by reflecting and examining had been useful to enhance students' capacity to reflect on their teaching skills. A prior study on using video to see teaching practice was also conducted by Newhouse, Lane, and Brown (2007). The study revealed that "the use of digital video-based case study analysis clearly provides a good basis around which to reconceptualise teacher education courses and supports students in linking theory with practice" (p. 60). Shepherd & Hannafin (2008) study on video reflection stated that video recorded made pre service teachers considered diverse classroom perspectives that had not been considered previously; developed improvement plans; change their opinions of teaching outcomes based on examination of video evidence. Moreover, Romano & Schwartz (2005) identified 10 first year teachers were videotaped on their teaching and the results showed that teachers indicated that videotaping was the most important means for facilitating reflection because it helped them to "see mannerisms" and make changes in their teaching. All of studies conducted showed positive attitudes towards the use of video reflection on teaching practices. In addition, no research has been found that surveyed the utilizing of English teaching video in pre teaching

training classroom in order to support students teaching skills. Therefore the current research investigated students' perception on the impact of utilizing English teaching video in TEFL classroom.

METHOD

In order to achieve a better understanding of how students in TEFL class view on the use of English teaching video in the classroom can develop their teaching skills, the researcher conducted interviews individually through email with the students. This way helped the researcher in documenting the answers from the students. This research was guided by the following three research questions:

1. What are students' opinions on using English teaching video in TEFL course?
2. What do students consider they should do in English teaching?
3. What teaching skills do the students think can be developed through watching the English teaching video?

Participants

12 students from fifth semester of English Education Department of STKIP Bina Bangsa Getsempena were chosen to do interview and all of them are from TEFL class. The majority of the students are between the ages of 20-21 years old.

Data Collection and Analysis

The research design of this study is qualitative study by using structured interview by asking the students the same questions. The researcher employed qualitative research to explore the research questions because it could give more rich and deep data (Cresswell & Cresswell, 2017, Punaji, 2010, Ary, et al, 2010) for the

concern is to gain various students' opinion and beliefs. The interview was conducted through email. This is because the researcher wanted to give more time to students to give more explicit answers towards the questions asked. The participants or students would feel free to answer the questions without time pressures. The sample of the study is purposive because the researcher wanted to gain an insight of utilizing English teaching video in the TEFL classroom and wanted to know what and how students perceived it and commented to it. Transcripts were read thoroughly and common themes and perceptions were highlighted. In the first phase, the transcripts were read, and coded for initial reactions. The second phase, which Ary, et al (2010) labels the categorical phase, the researcher labeled the categories that involve students' view on how the teacher starting the lesson, what the teachers do in the class, how the teacher interact with the students and also how the teacher give appraisal to students. Finally, in the third phase, the thematic phase of coding, three major themes emerged that the researcher believes represents participants' views. Those are classroom management, teaching methodology, and teacher-students interaction.

RESULT AND DISCUSSION

During the final phase of coding, it is identified different point of views related to the use of English teaching video in the classroom that make the students talk out of the questions given in the interview session and some additional opinions made by them related to benefit and the imitation of utilizing English teaching video in developing English teaching skills.

The findings from the results of students' interview are discussed according to three thematic issues as mentioned below.

Classroom management

Most of the students interviewed responded enthusiastically toward the question asked about what is the best part of English teaching. They asserted that when the students respond to what they taught and understand the lesson explained well is the most interesting part for them. They said there is no exciting thing in teaching besides students understanding after all.

However, some students responded that having the capacity to make students feel enjoy in the classroom and are motivated to learn is the best part of teaching. That kind of classroom can be gained through investing creative and fun technique, for instance using game in the classroom before moving to more serious thing to teach. One of students said that “the best part of teaching is when I can give a clear instruction and then my student understand and respond it, So the student will involve (active) in the class and they love to study with me”.

Most of the students agreed that when classroom become comfortable place to learn, thus the teaching and learning process will run well. They also stated that teacher should understand students' differences and give appropriate instructions to them. Providing clear instruction before leading them to activities is a great and must thing to do, because they assume that when the instruction is unclear thus it leads to misbehaving and chaos in the classroom. The English teaching video shows them the way how teacher treats their students and make the

teaching and learning process becomes effective. Misbehaving students are always there when the teacher cannot manage the classroom well.

Almost all of the students also commented that teachers' knowledge is important in leading effective classroom. When the teachers lack of confidents because they lack of knowledge thus the classroom will not be an active and effective classroom. Thus teacher should have good knowledge about teaching and learning. Nervousness is also can lead to ineffective teaching. Two of the students revealed that it is always hard for them to manage good classroom because of their nervousness. Another opinion of the students related to classroom management is about teacher and students interaction. Almost all of the students agreed that interaction is crucial thing. When the teachers cannot build and maintain good interaction with the students, the teaching and learning process will not be effective. They agreed that it is not easy to make and maintain a good interaction with the students. One of the students said that it is hard to manage their emotion when interacting with the students and it is the hardest part of teaching. Thus, the video illustrated that how teacher interact with the students and maintain it well. The students said they learn something from the video how to interact effectively with the students.

Teaching methodologies

When it links to teaching methodologies, the students respond variously. Regarding the video played in the classroom, the students said that the video is useful in providing good way of teaching. The students asserted that "the video will help me in teaching and I can

imitate the way how she or he teaching and I got something new from the video so I can apply in my teaching later". Other said "Now I know how to teach well the student and how to make the class fun until they can enjoy the lesson. And then I can differentiate where the bad way and where the good way in teaching. So the video it's very beneficial for me and I hope in the future I can do that as well". They agree that the video is beneficial to give new insight for them in teaching.

The students agree that by watching the real classroom activity from the video, they learn several things such as, how to teach well, to speak clearly with the students, to gain students attention and their interest. They also learned that never make the students bored because boredom can lead to unmotivated situation.

One student said, the method used by the teacher in the video is practical. The teacher in the video performed very interesting way of teaching, delivered the lesson well and integrated skills in each lesson. The students literally know that integrating the skills in teaching is effective enough to make the students practice some skills. However, they do not know how to apply it. Thus, the video depicted the practical way how to integrate the skills. They said the way the teacher taught the lesson run smoothly and work well with the students' ability. In addition to that portrayal, they want to teach later like the teacher in the video.

Another student said that what I learn from the video that I want to apply later in my classroom is the ability to manage time in the classroom, so the lesson can transferred well and proper. She said, "I will have trouble with time, some time I will focus on something but miss other things, so it will not be effective".

However, from the video she can learn the teacher finished the lesson well in appropriate time.

Teacher-students interaction

The interaction in the classroom is important. The teachers should provide good and meaningful interaction with the students. Thus, she or he could maintain the teaching and learning process well. Regarding this point, the students in pre teaching training assumed that a good teaching and learning process is when the teacher and students interact well. The teachers know how much she or he should talk in the classroom, and know when the students should be given time to talk and express their ideas. Teaching should be fun and interesting so the students can feel comfortable in the classroom. Some students answered that classroom should be a comfortable place for students to learn. One of the ways to make them feel comfortable is by teaching them in a soft way. Therefore they do not feel intimidated and afraid of any instruction given by the teachers.

Other thing that should be paid attention in building a good interaction with the students is maintaining eye contact and smile. The students agreed that “I feel secure and interested to learn when the teacher smile at me and always look at me, so I want to do the same thing to my students later”. The teachers in the video always do that to their students and every student got the same attention by the teacher and had a chance to talk to the teachers.

However, some students think they will have difficulties in interacting with the students. They said that they have difficulties in questioning skills. They lack of communication skill and their speaking

skill is still low, since they believe interaction can be build through good communication skills. The students revealed that the teacher in the video has good communication skill as they are native speakers. It is similar with the findings of Benke and Medgyes’s (2005) study that 422 Hungarian learners of

English at various institutions stated that native-speaker teachers were seen as friendly and energetic, good representation for imitation, and expert at supporting learners to participate in the classroom.

Linking to research question of this study, the first question is asking about students’ opinions on using English teaching video in TEFL course. This question is answered by the students appreciatively. All of the students agreed that utilizing English teaching video in the classroom helps them improve their knowledge about English teaching practice. All of them choired that they want to do the same way like the teacher in the video did. They feel enthusiast to do their practical teaching later by applying the teaching skills that they got from the video. Regarding the second research question what students consider they should do in English teaching, the students stated that the most important thing to do to have a good teaching skill, one should have good English knowledge first. Thus they revealed speaking skill should be improved and vocabulary should be added to make them more confident to teach. Finally the last research question is about what teaching skills the students think can be developed through watching the English teaching video. In responding toward this question, the participants said that by watching this video, they know how to teach well in the classroom, even though it

might be not similar to experiencing the real teaching practice, but they said they can improve the way of managing classroom, handling misbehaving kids, making good interaction, presenting material integrating with other skills and appraising students properly. They said although the classroom is virtual they want to imitate they way teachers in the video taught their students and had fabulous classroom.

Overall the English teaching video has been seen as a good medium for them to observe real classroom activity. Students believe through this video they can add more knowledge about teaching skills, how to manage classroom and maintaining interaction and also encouraging students to participate in the classroom. However, there are also weaknesses of utilizing the English videos. Some students responded at the end of interview by stating that English teaching video is hard to understand. They stated that native speaker teachers' talks could be difficult to understand sometimes. It is also declared by the study conducted by Walkinshaw and Duong (2014) Native English speaker teachers' speech could be hard for L2 learners to understand, and the differences of linguistic and cultural background of most native speaker teachers sometimes hampered learning.

CONCLUSION

Teaching is a complex thing to do. It requires a lot of things to consider in order to having an effective teaching. It not only requires your cognitive capacity but more than that you should have high quality instruction, have creative ideas in developing students' skills, and manage student behavior. Having good quality of classroom management is essential thing to

have an effective classroom. However, many pre teaching training students do not receive adequate classroom management training before conducting their practical teaching at school. Especially in English teaching, having authentic and several of teaching method, classroom management, instilling appropriate material and technique are still needed by the students. It is because firstly English as a foreign language, students need model in teaching in order to compare ways of teaching, enrich their knowledge about English teaching and develop their teaching skills. Secondly, having a model from non native teacher, it is probably different in term of classroom management, teaching techniques and student teacher interaction, and activities. It does not mean, non native teacher lack of capacity in teaching, but it is about having new insight in teaching. Another thing is because observing native teacher teaching in a real classroom cannot be afforded. Therefore, utilizing English teaching video in the classroom is hoped can fulfill those deficient and needs. Students at least understand some differences in teaching method, classroom size, material delivery, classroom instruction and some techniques and strategies employed by the teacher in the video. The most important thing is the video can bridge the gap of theories and practice.

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APPENDIX

Interview Questions

Key: The principal research questions are in bold. The interview questions that researcher asked are in dot points. Potential follow-up questions are italicized.

Research Question:

What are students' opinions on using English teaching video in TEFL course?

- Tell me what do you think about the video of English teaching used in the classroom?
1. *Do you think it is good example of English teaching?*
 2. *What do you think is the best part of teaching and what is the obstacle?*
 3. *Do you think is the video beneficial? Or has a lot of deficient from real classroom?*
 4. *Does it represent the real classroom situation?*

Research Question:

What do students consider they should do in English teaching?

- What do you think you should do to have an effective classroom?
1. *What is the most important thing to do to have good teaching performance?*
 2. *Do you think a teacher should have cognitive skills? or are there a lot of things the teacher should do besides that?*

3. *What do you think you need to improve to have an effective teaching and good classroom management?*

Research question:

What teaching skills do the students think can be developed through watching the English teaching video?

- Tell me what is the most beneficial thing you got from the video?
1. *Is there any teaching skill that can be improved after watching the video? How?*
 2. *What do you learn about English teaching from the video?*
 3. *What aspect of English teaching from the video you think will help you in practical teaching later?*
- How do you think the teachers develop their teaching skills?
1. *What do the teachers should do to improve their performance?*

SONGS FROM YOUTUBE AS AN ALTERNATIVE MEDIA INNOVATION FOR TEACHING AND LEARNING ENGLISH

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Abstract

Since English is not our language, some EFL students often face difficulties in learning it. Therefore, the teachers try to create or adapt several techniques and try to find an alternative media for teaching English that can be used to solve the problem. Anyway, songs from YouTube are one of the alternative media in learning English. Through songs you can make the boredom away, can also have some fun while you are studying. Qualitative method was employed in this research. The data needed in this research were collected by using open-ended questionnaire and interview related to the songs from YouTube as a media innovation in learning English. The method used in this research is random sampling and chosen them as the representative of English Department of Lambung Mangkurat University academic year 2015 to 2017 which 40 students had involved during the research. The data analyzed based on the questionnaire and interview, all of the students mentioned that they love studying English through songs with a variation, not only seriously focused on grammar. They learnt many new words either the meaning or the way of pronouncing the words in the songs. From the selected songs on YouTube application, they just realized that songs can be used to learn grammar as well. In addition, the importance of through knowledge of English Language is becoming more and more obvious in modern world in which communication increasingly takes place in English.

Keywords: *media, songs, youtube, learning, English*

INTRODUCTION

English as a foreign language in Indonesia has big roles in several aspects, such as education, international relationship, technology, economy, etc. These days, many media which could be used in teaching and learning, one of those media is computer or mobile phone which can access of the internet. Many people who want to be able to speak English even just a little bit, but they never want to study hard. They want a big gain with a small pain. They consider English as a difficult thing to learn. It will take a long time and a big attention. Even if they go to the courses or learn by themselves with some books, soon or later, they will get bored, and this

condition will probably impede their progress.

Commonly, people who learn English has only one purpose, to be able to speak or to be able to understand. Therefore, we need a special way to overcome to problem, for example, learning English through songs. You do not have to study hard and it does not take a particular time, all you have to do is just relax and listen carefully. In short, by songs, you can have much fun and you can study while you rest.

English, as an international language is very important nowadays. Almost every sector and any kinds of job related to this language. The importance of through knowledge of English language is

becoming more and more obvious in modern world in which communication increasingly takes place in English.

Moreover, since English is not our language, we often face some difficulties in learning it. The problems are in the pronunciation system, spelling, listening, grammar, vocabulary, and so on. The teachers try to create or adapt several techniques in the teaching English that can be used to solve the problem.

Language classes can become tedious sometimes and a good solution to make them lively is by listening to music. Songs offer a change from the routine procedures in the classroom. They are invaluable tools to develop students' language abilities in listening, speaking, reading and writing and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on (Murphey, 1992 as cited in Millington, 2011, p.134). Additionally, using songs in YouTube application in EFL classes can make English language lessons fun and creative. In addition, both teachers and students will succeed in achieving their goal and students will have less stress learning second languages (Oh, 2015, p.3).

Youtube as a Media in Efl Learning

Rusmanayanti (2018), stated that the usage in learning English by using media either ICT has many benefits one of them is as a tool in teaching and learning process by using computer or mobile phone. The Teacher required should be able to carry out various tasks creatively. One of it is by using songs from YouTube.

According to Dewi (2015:4), YouTube is a multidimensional source that provides videos in all fields and category of knowledge that can be accessed

abundantly. It is have so many option that we can search in multidimensional videos. In addition, video clips on YouTube are limited in lengths; this makes them suitable for the constricted classroom`s time. Studies have also examined how YouTube can be part of a learning system to support independent learning, and language learning. Studies demonstrate how YouTube can increase college students` involvement and participation in the classroom and learning strategies.

Song as One of an Instructional Media

Nobody can deny how powerful music is or that it affects our feelings and energy levels. According to Brewer (1995, as cited in Ulate 2008:94) Without even thinking about it, we use music to create desired moods-to make us feel happy, to enjoy movement and dance, to energize, to bring back powerful memories, to help us relax and focus. Throughout history, people have used sounds for different purposes, and this has certainly enhanced our learning and living in many different ways (Leach, 2005, p.253, as cited in Ulate, 2008, p.94).

“Song is short pieces of music with word for singing” (Griffee, 2001:10). "Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language." (Džanić and Pejić, 2016, p.40). Song is a short poem intended for singing, or set to music, a ballad on lyric. Lyric of the song represent the feeling and idea of the composer. It means that song has a message or story to deliver to the audience or listener.

There are many kinds of song. They could be modern song or traditional song such as rock, pop, R and B, etc. Therefore, it

depends on the teacher's desire as long as it does not out of the aim and fit to the level of students. However, it is suggested to pick a slow and a simple one when you want to learn, but most of all it is important to remember to ask yourself what you like.

There are many different advantages of using songs (Ulate, 2008, p.95) : establishing a positive learning state, energizing learning activities, increasing attention, improving memory, releasing tension, enhancing imagination, developing inspiration and motivation, and adding an element of fun. Songs tend to have simplified, colloquial language, use natural rhythm, stress, intonation, contractions, slang, expressions, idioms, authentic material and communicative repetition, all of which help to build vocabulary and other language structures in way that is stress-free for many.

Furthermore, Griffiee (2007) stated that although everyone knows that songs are beneficial, people don't know why using songs are influential. In language teaching, using songs in EFL classrooms can be a valuable tool because it can make the students comfortable and build students' interest and motivation. According to Cook (2000), three main factors explain the speed of learners' learning in second language acquisition (SLA): age, personality, and motivation. Gardner (1985:10 as cited in Alizadeh, 2016, p.11) considers motivation as a goal directed and defines it as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language".

How Song can Improve Listening and Pronunciation

When you want to learn to memorize a new song, perhaps you have a

new cassette; try to listen carefully without looking at a text. At the first of the second time, all you have to do is just listen carefully. Next, you can pick in a piece of paper and try to write down to lyrics by your own hearing. After you finished, then you can compare your lyric to its original lyrics.

Here are some steps for learning English through song.

1. Choose a song based on the level of the students for the first time; try to choose a simple and slow music.
2. Ask the students to listen and jot down as many as possible the word that she/he can catch well.
3. Spread the incomplete text and ask the students to fulfil the blank space while they are listening to the song again.
4. Complete the text then discuss together in the class.
5. Ask the students to pronounce the word correctly.
6. Sing along to overcome the boredom in teaching and learning activity.

Below is the example of the text of the songs, it is simple and slow music. Then at the next song you can choose which is a little bit faster and more vocabulary.

<p>Song 1 (present perfect)</p> <p>Hello Adele 2015</p> <p>Hello, it's me I was wondering if after all these years you'd like to meet To go over everything They say that time's supposed to heal ya But I ain't done much healing</p>

Hello, can you hear me
 I'm in California dreaming about who we
 used to be
 When we were younger and free
 I've forgotten how it felt before the world
 fell at our feet
 There's such a difference between us
 And a million miles
 Hello from the other side
 I must have called a thousand times
 To tell you I'm sorry for everything that
 I've done
 But when I call you never seem to be home
 Hello from the outside
 At least I can say that I've tried
 To tell you I'm sorry for breaking your
 heart
 But it don't matter it clearly doesn't tear you
 apart anymore
 Hello, how are you?
 It's so typical of me to talk about myself I'm
 sorry
 I hope that you're well
 Did you ever make it out of that town
 where nothing ever happened
 It's no secret that the both of us
 Are running out of time
 So hello from the other side
 I must have called a thousand times
 To tell you I'm sorry for everything that
 I've done
 But when I call you never seem to be home
 Hello from the outside
 At least I can say that I've tried
 To tell you I'm sorry for breaking your
 heart
 But it don't matter it clearly doesn't tear you
 apart anymore
 Oooooohh, anymore
 Oooooohh, anymore
 Oooooohh, anymore
 Anymore
 Hello from the other side

I must have called a thousand times
 To tell you I'm sorry for everything that
 I've done
 But when I call you never seem to be home
 Hello from the outside
 At least I can say that I've tried
 To tell you I'm sorry for breaking your
 heart
 But it don't matter it clearly doesn't tear you
 apart anymore

Song 2 (present tense)

People work Song

Nigel Naylor, he's a tailor
 He makes trousers, suits and shirts
 Penny Proctor, she's a doctor
 Comes to see you when it hurts.
 Peter Palmer, he's a farmer
 He's got cows and pigs and sheep
 Wendy Witter, babysitter
 Minds the kids when they're asleep.
 People work in the country
 People work in the town
 People work day and night
 To make the world go round.
 Mabel Meacher, language teacher
 Teaches English, French and Greek
 Gary Gummer, he's a plumber
 Call him when you've got a leak.
 Patty Prentice, she's a dentist
 Keeps your teeth both clean and white
 Ronnie Ryman, he's a fireman
 Comes when there's a fire to fight.
 People work in the country
 People work in the town
 People work day and night
 To make the world go round.
 People work in the country
 People work in the town
 People work day and night
 To make the world go round.

Song 3 (1st Conditional)

Count on Me
Bruno Mars
2010

If you ever find yourself stuck in the middle of the sea,
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see,
I'll be the light to guide you
Find out what we're made of
When we are called to help our friends in need
You can count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
You'll be there
'Cause that's what friends are supposed to do, oh yeah
Whoa, whoa
Oh, oh
Yeah, yeah
If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song
Beside you
And if you ever forget how much you really mean to me
Every day I will
Remind you
Ooh
Find out what we're made of
When we are called to help our friends in need
You can count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
You'll be there
'Cause that's what friends are supposed to do, oh yeah
Oh, oh

Yeah, yeah

You'll always have my shoulder when you cry
I'll never let go
Never say goodbye
You know you can
Count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Oh, oh
You can count on me 'cause I can count on you

Song 4 (Past tense)

An old lady who swallowed a fly Song

There was an old lady who swallowed a fly
I don't know why she swallowed a fly.
Perhaps she'll die!
There was an old lady who swallowed a spider
That wriggled and wiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed a fly.
Perhaps she'll die!
There was an old lady who swallowed a bird
How absurd to swallow a bird
She swallowed the bird to catch the spider
She swallowed the spider to catch the fly
I don't know why she swallowed a fly
Perhaps she'll die!
There was an old lady who swallowed a cat
Fancy that to swallow a cat!
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider
She swallowed the spider to catch the fly
I don't know why she swallowed a fly
Perhaps she'll die!

There was an old lady who swallowed a dog
 What a hog to swallow a dog
 She swallowed the dog to catch the cat
 She swallowed the cat to catch the bird
 She swallowed the bird to catch the spider
 She swallowed the spider to catch the fly
 I don't know why she swallowed a fly
 Perhaps she'll die!

There was an old lady who swallowed a cow
 I don't know how she swallowed a cow
 She swallowed the cow to catch the dog
 She swallowed the dog to catch the cat
 She swallowed the cat to catch the bird
 She swallowed the bird to catch the spider
 She swallowed the spider to catch the fly
 I don't know why she swallowed a fly
 Perhaps she'll die!

There was an old lady who swallowed a horse ...
 She's dead, of course!

When you see the result, you will know your own capability. If you find yourself in trouble, or you make many mistakes in listening, do not lose your hope. It is okay when you go first and you go wrong, that is natural. Just try to listen carefully for many times and you will get used to it. Listening to the song will never put you in boredom, especially when you like that song and you the one who choose the song. By doing this, hopefully, you will improve your listening and automatically will improve your pronunciation as well. We know that learning pronunciation by imitate directly to the native speaker is a good method.

How Ict Roles in Language Learning

Asnafi in Ebrahimi (2008, p.1), defines ICT as the technologies that help us record, store, process, retrieve, transfer, and

receive information. ICT also refers to a set of disciplines and techniques used in handling and processing data. Still in a line, Heinich, Molenda, Russel, and Smaldino, (2002, p.26) defines technologies for learning as specific teaching-learning patterns that serve reliably as template for achieving demonstrably effective learning.

There are several kinds of ICT used as media in learning English. Darmawan (2011, p.2), stated that all kind of hardware, software, content and computer infrastructure are included in ICT. As the development of technology, the icon of ICT is not only computer. The newest ICT in this era is e-learning with the use of internet and mobile learning, including any kinds of gadgets. Furthermore, Pacuilla and Ruedel (2004, p.6-7) states that a system of computer learning environments can offer learning experiences that do the following:

- a. Motivate students by providing educational experiences that are at the student's present level of functioning and by providing a context for the learner that is challenging and stimulates curiosity.
- b. Provide highly individualized instruction for students with a range of disabilities
- c. Promote positive attitudes toward learning.
- d. Facilitate cooperative, collaborative, and positive social behavior of students to make them feel a greater independence and relief from anxiety.
- e. Provide learner-controlled instruction which can lead to feelings of competence and self-determination.
- f. Provide active learning experiences to make learning more interesting, allowing students to attend to reading and read for longer stretches of time.

However, since ICT nowadays mostly need to connect to internet, the teachers needs to always remind their students about the correct use of the ICT, they were also needs to provide the correct and appropriate media which in accordance with students' age and level, this is also needs the support of parents of students at home to always control the use of computer and smartphone that the students used.

How Song can Improve Speaking and Enrich Your Vocabulary

Song always contains a message or expression from the singer. When we listen to the song, it means we are listening to somebody's speaking. The singer tells us about the story which the song carry to. Commonly, the story which carried sometimes or often, happens in or daily lives. If you feel that way, please do not be shy or hesitate to imitate what the singer's styles. Moreover, you have to memorize the song and show your own character to be a good singer.

Therefore, do not be worried of not being able to memorize the lyric of the song. Just ensure and enjoy yourself that you can do that. Therefore, song is easy to memorize the lyric since the fact in our daily lives has shown the people can memorize songs, movies or interesting

stories books better than any other, say, a book of content.

If you have memorized the lyric, you can find into your dictionary the new word that you never knew before and find the meaning also. It is aims to enrich your vocabulary. After you have memorized it, I believe you will be able to speak English eventhough you just imitate the word of the song you have memorized. For example, you just meet someone who has not seen for a long time, you can say to someone using English word and bahasa in your dialogue to express your feeling, like- "Hey!, kemana aja?, I miss you like crazy lo!.

Do not be worried to express English in your daily life, because little is better than nothing.

Moreover, songs can used as a follow-up acticity aftr a new structure has been introduced, however, on occasion you might also want to try playing or singing a new song without any explanation. This would serve as a good motivation for a lesson that deals with a new structure or vocabulary. For vocabulary perhaps, you can find some new vocabulary and then try to find the synonym and the antonym for the words.

Here are some vocabularies that we can learn from the song "Hello".

Word	Verb 1	Synonym	Antonym
Wondering	Wonder	speculate, conjecture, disbelieve, inquire, query, question, ask oneself	answer, reply, anticipate, believe, expect, know
Healing	Heal	recover, pick up, revive, cheer (up), perk (up), pull through, survive	come down, sicken, fade, fail, languish, sink, waste (away), weaken, wilt, wither, worsen, regress, relapse
Dreaming	Dream	fantasize, daydream, stargaze, hallucinate	despise

Breaking	Break	split, implode, destroy, ruin, wreck, crush, burst	fix, heal, mend, patch, repair
Forgotten	Forget	disremember, unlearn	remind, recall, remember
Tried	Try	assay, attempt, endeavor, essay, seek, strive	drop, give up, quit

Here are some vocabularies that we can learn from the song “People Work”.

Word	Meaning
a tailor	a person whose occupation is making or altering garments (such as suits, jackets, and dresses) typically to fit a particular person
a doctor	A person who is qualified to treat people who are ill.
a farmer	A person who owns or manages a farm.
Teacher	A person who teaches, especially in a school.
a plumber	A person who fits and repairs the pipes, fittings, and other apparatus of water supply, sanitation, or heating systems.
a dentist	A person who is qualified to treat diseases and other conditions that affect the teeth and gums, especially the repair and extraction of teeth and the insertion of artificial ones.
a fireman	A male firefighter.

Here are some vocabularies that we can learn from the song “Count on Me”.

Word	Synonym	Antonym
Sail (v)	cross, cut across, go across.	remain, stay, stop, land
Guide (v)	conduct, direct, lead, marshal, route, show, steer, usher	follow, trail
Count (v)	calculate, depend, lean, reckon, rely	distrust, mistrust, question, suspect
find out (v)	ascertain, detect, determine, disclose, expose, identify	conceal, hide, ignore, neglect, overlook, suppress

Here are some vocabularies that we can learn from the song “An old lady who swallowed a fly”.

Word	Synonym	Antonym
Old (adj)	aged, aging (or ageing), ancient, elderly, geriatric, long-lived, senescent, senior	young, youthful
Swallowed (v) / Swallow	down, get down, ingest	-
Wriggled (v) / Wriggle	fiddle, fidget, jerk, jig, jiggle, squiggle, squirm	relax, rest, unwind, calm (down), still
a hog (n)	cormorant, stuffer, gorger	dieter, nibbler, picker
Dead (adj)	breathless, deceased, gone, lifeless	alive, animate, breathing, living

Absurd (adj)	unreal, unrealistic, unreasonable, illogical, irrational	logical, rational, realistic, reasonable, sensible
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From the songs above, we can also learn about expression and grammar.

Expression: - how are you, no delay, next time, etc grammar. There are many kinds of tenses that we learn in English. From the song above perhaps we can learn two kinds of tenses. The first one is past tenses. And the other one is Present Tense.

Present Tense

Basically, the form of present tense can be divided into some groups. They are simple present tense, present continuous tense, and present perfect tense.

Simple present tense is used to show a truth or a fact. Actions which are done habitually or which happen regularly are also use simple present tense.

From the song above, there are some lyrics as samples of Simple Present Tense, such as;

- Nigel Naylor, he's a tailor
- He makes trousers, suits and shirts
- People work in the country
- People work in the town
- People work day and night

Present continuous tense is used when an action is taking place at the time of speaking. It is formed with **'am/is/are'**+ the present participle.

Moreover, we used present perfect tense when an action has already taken place but the definite point of time is not known. It is used with indefinite time adverbs such as 'just', 'already', and 'yet'.

From the song above, there are some lyrics as samples of Present Perfect Tense, such as;

- I've forgotten how it felt before the world fell at our feet

- At least I can say that I've tried to tell you I'm sorry for breaking your heart

Past Tense

Even in Past Tense, it is also divided into some groups. They are simple past tense, past continuous tense, and past perfect tense.

The simple past tense is used for a past action when the time of action is known such as 'yesterday', and 'an hour ago', 'last night', etc.

From the song above, there are some lyrics as samples of Simple Past Tense, such as;

- There was an old lady who swallowed a spider
- She swallowed the cat to catch the bird
- She swallowed the bird to catch the spider

The Past Continuous Tense is used for an action that was going on the past when something else happened. This tense is often used with words like 'while'; 'when'; and 'as'.

The Past Perfect Tense is used for an action that was completed before another took place. This tense is usually used with words like 'when', 'after', 'before', etc.

Conditional Sentences

Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. Complete conditional sentences contain a conditional clause (often referred to as the if-clause) and the consequence.

There are four different types of conditional sentences in English. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances. Zero Conditional Sentences, First Conditional Sentences, Second Conditional Sentences, Third Conditional Sentences.

Zero conditional sentences express general truths—a situation in which one thing always causes another. When you use a zero conditional, you're talking about a general truth rather than a specific instance of something.

First conditional sentences are used to express situations in which the outcome is likely (but not guaranteed) to happen in the future.

Second conditional sentences are useful for expressing outcomes that are completely unrealistic or will not likely happen in the future.

Third conditional sentences are used to explain that present circumstances would be different if something different had happened in the past.

From the song above, there are some lyrics as samples of First conditional sentences, such as;

- If you ever find yourself stuck in the middle of the sea, I'll sail the world to find you
- If you ever find yourself lost in the dark and you can't see, I'll be the light to guide you

METHOD

Participants

This is a qualitative research. The study was conducted on English Department of Lambung Mangkurat University. Those participants levels are vary because the researcher took random

sampling and chosen them as the representative of English Department. The participants are from the academic year 2015 to 2017 which 40 students had involved during the research.

Instrument

Instruments used in this research is a set of open-ended questionnaires and interview to get more data. This set of questionnaires is related to the student's perception in using YouTube application as a media in learning English especially through songs. In mastering English skills, this study focused on helping the students in mastering English speaking. The instrument itself were distributed four weeks after they were acquainted with YouTube application. According to Brown (2001, p. 6), questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The researcher chose open-ended questionnaire over the closed one since open-ended questionnaire give more insight to participant's perception related to the topic. The selected respondents were also selected for further interview. It is aimed to get more data about the student's perception toward YouTube as their media in learning English. Application and make sure that the data is valid.

Procedure

As stated in the previous part, the questionnaire was distributed four weeks after the participants were acquainted with YouTube application during regular class hours. Before the participants began answering the questionnaire, they were informed beforehand that there was no personal information collected and the

participants were anonymous. The participants filled the questionnaire at their own pace with approximate time was 15 minutes. Since the data was collected by using a set of open-ended questionnaires, the researcher analyzed the data qualitatively. The results collected reflect the students' general perceptions and insights toward the use of YouTube applications in mastering speaking English skill. The selected respondents were also selected for further interview.

RESULT AND DISCUSSION

This research was conducted to investigate students' perception toward using YouTube applications, especially songs. As stated before, the data analyzed was collected from open-ended questionnaire related to the topic. The questionnaire was distributed four weeks after the participants were acquainted with YouTube application to make sure that they have understood the application well, whether it is the use or its functions. The questionnaire was divided to two parts, part one was for their perceptions on YouTube applications in general, and the second part was exclusively for their perception during learning English through songs in the application.

From the questionnaire, it was revealed that they thought that the YouTube app made them interested to try another app since they felt benefitted in enhancing their vocabulary. They said that YouTube applications is easy to use and make them easy to find out their favorite songs to master English skills, especially speaking since the participants thought that it is the hardest skill to master. Thus, YouTube application in general and particularly songs are big help for them.

There were many perceptions toward the strength of YouTube application generally, especially its songs. Related to YouTube applications, the benefit they got are:

1. There is no time restraint such as when in the classroom,
2. There are many variant song's genre that can be listened,
3. Flexible, not only related to time, but also place, since they can use it mostly everywhere.

Another interesting point that mentioned by the students, they learnt many new words either the meaning or the way of pronouncing the words in the songs. The data analyzed based on the students answers, all of the students mentioned that they love studying English with a variation, not only seriously focused on grammar. From the selected songs on YouTube application, they just realized that songs can be used to learn grammar as well.

CONCLUSION

There are many ways in learning English such as go to the course, or read Guidance Book, etc. One of them is learning English through visual songs, for instance YouTube Application.

Everybody like the term of learning and playing comes together, and learning through song is a way of learning and having fun. The matter in learning is boredom. When you get bored, you get nothing. That is why learning through song is a good option, especially in putting the boredom away, because you can have some fun while you are studying.

Here are some steps for you who want to learn English with fun through song.

1. Relax
2. Build your confidence to decode the new language. Use your intuition when analysing new song lyrics in terms of vocabulary, pronunciation, inflection, and syntax.
3. Play the song through several times. Encourage yourself to respond by tapping, clapping or by responding in any way they might enjoy. The natural sequence is to learn a tune before the words, so allow time for this.
4. After you have a feeling of the entire song, you may want to break the song down in order to make yourself clear about the lines or words that may be unclear.
5. Try different styles, folk, rock, calypso, etc. In addition, important to remember, ask yourself what you like.
6. Songs are frequently used as follow-up activity after a new structure has been introduced, however, on occasion you might also want to try planning or singing a new song without any explanation. This would serve as a good motivation for a lesson that deals with a new structure or vocabulary.

In addition, the teachers try to create or adapt several techniques and try to find an alternative media for teaching English that can be used to solve the problem. Anyway, songs from YouTube are one of the alternative media in learning English. Through songs you can make the boredom away, can also have some fun while you are studying.

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THE IMPLEMENTATION OF AUDIO VISUAL IN TEACHING LISTENING (AN EXPERIMENTAL STUDY AT SMK NEGERI 3 LANGSA)

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Abstract

This study was designed to discover the use of audio visual in teaching listening to the second year students of SMK Negeri 3 Langsa. The main goal of this study was to find out significant differences in students' listening achievement taught by either audio visual or audiotape. Therefore, two classes were selected randomly as the samples from the targeted population. The first class using audio visual was an experimental group, while the second-class using audiotape was a control group. Each class consisted of 24 students provided data through pre-test and post-test. The scores of the tests were analyzed quantitatively. After examining the data collected from both groups, it was found that the mean score of the post-test of the experimental group (78,79) was higher than the mean score of the post-test of the control group (53,75). Moreover, both of scores were analyzed through t_{test} compared to t_{table} . The result of t_{test} was 8,44 and the result of t_{table} score at the level of significant degree $\alpha = 0,05$ was 1,684. It displays that t_{test} score is higher than t_{table} ($8,44 > 1,684$). In other words, there is a significant difference in students' listening achievement between the experimental and control groups. Thus, it can be taken into account that the alternative hypothesis is accepted, while the null hypothesis is rejected.

Keywords: *teaching listening, audio visual, experimental study*

INTRODUCTION

The Ministry of National Education of Indonesia has developed a number of curricula to aid the students' English skills. However, most of Indonesian students are not very competent in carrying out English language skills, particularly listening skills. Listening is one of the most difficult skill to learn compare to other skills in English. In this skill, the students are require to be able to identify and understand the sound of the speech. It also involves understanding a speaker accent or pronunciation. (Hamouda, 2013). In a language classroom, listening ability plays a significant role in development of other language skill. Listening can help students construct vocabulary, develop language proficiency and improve language usage. (English, 2009). Rezai and Hashim (2013) assert that developing proficiency in

listening comprehension is the key to achieve proficiency in speaking. Otherwise Listening is not merely to listen to a speaker, but it needs effort and concentration to get the point of communication. Consequently, by having poor skills of listening, ones could lost the conveyed messages. For students, it might affect their grades, tasks, instructions, and so on. On the regard of basic competence in the syllabus for some schools, specifically vocational high school like Sekolah Menengah Kejuruan (SMK) Negeri 3 Langsa, East Aceh, the students need to be understood the everyday conversation. In detail, they are also demanded to be able in answering questions based on recorded materials in the listening section (Direktorat Pembinaan SMK, 2016). However, a preliminary study done in that school brought an unexpected result. The

average score of second grade students' listening skill was 54, while the Standard Passing Grade of English in that school requires the students to reach the score of 70.

Moreover, they admitted that they faced difficulties such as sound confusion, homonyms along with words with multiple meaning, the dialogue inference, and the dialogue topic. Some of such are in line with Rogers' details who specifies the problems in listening section faced by the students, namely: they are hard to understand words with many meaning, lack of vocabulary, sound-alikes, situation, the topic of the dialogue and unrecognised instruction (Rogers, 2011). In addition, the pupils also affirmed that the listening section through media of audiotape was uninteresting.

However, most of language learners, especially listeners, encounter several problems. As identified by Underwood that the listeners probably faced several conditions such as lack of control over a speaker's speaking speed, unable to get thing repeated, limited vocabulary, failure to recognise the pronunciation, problems of interpretation, inability to concentrate, and unestablished learning habits (Underwood, 1989). Those problems harm the language learners to get the message from the speaker. As a result, the listener probably cannot convey the good response.

Therefore, due to the importance of listening skills, an effective material in English as a Foreign Language (EFL) plays a fundamental role in the teaching method. With the intention of such circumstance, the use of technological method could be as an alternative way, particularly for a means of instruction. One of the technological methods, video, provides an assortment of

resource material which can be carried out to develop students' listening skill.

Since audio visual have a rich source of conversation, dialogue, and talks by English native speakers, those can be applied as an alternate instructional media. Besides, this can also support the learners' pronunciation. In teaching language learning, specifically in listening section, the implementation of video is preferably chosen since it has valuable input, which can motivate the learners to pay attention (Keihaniyan, 2013). In addition, the media is more prestigious since it provides cultural real-life communications (Liu, Y. (2005). That is, the employment of audio visual is considered to be carried out as a valuable addition to language learning. Besides, Liu (2005) mention that that the implementation of video in language learning was more valuable than other forms of authentic materials since it brings the contextual scene of life. For these reasons, the goal of this study was to obtain an improvement of listening skills by means of audio visual in the listening process. However, by doing this study, an insight to the language teachers of using video in listening skill will be obtained. This study expectedly will discover the effectiveness of using the media in the language classroom. Not only is the media applicable for listening skills, but hopefully it also will be relevant for other language skills. This research will implement audio visual in a vocational high school, SMKN 3 Langsa. Considering its specialty in several majors such as hotel accommodation, fashion, culinary art, and others, the participants of this study will be different with the other participants in the studies done by Cahyaningrum (2010), Isaza, et.al (2013), and Chan, Lei, and Lena, (2014). Therefore, due to the described

backgrounds, this study, the use of video in improving listening skill, is deserved to be conducted.

Several studies, which gave positive results from the implementation of video in teaching listening, were already applied by Maneekul (2002), Martinez (2010), Cahyaningrum (2010), Akufah (2012), Adnan (2014), and Woottipong (2014). Those studies proved that by using video in language classroom, the students' listening skills improved indirectly by a series of listening sections. Other teaching listening studies conducted by Ghasemboland & Nafissi (2012), Haghverdi & Vaezi (2012), and Kamarullah (2013) also brought a good outcome even though the media used in those studies was subtitled video. The media could develop the students' creativity, especially in building information literacy upon the given video (Mendoza, Caranto, & David, (2015), and it stimulated their ideas as well (Cakir, (2006). Other studies implemented by Bravo, et al., (2011) and Ramadhika (2014) revealed that video increased the students' motivation and caught their attention. Moreover, according to the study by Davidson, the employment of video in listening supported the students to be aware of the surrounding culture (Davidson, 2009).

Therefore, this research is considered having the same issue with the aforementioned studies. Practically, it will use the video to improve students' listening skill. Meanwhile, theoretically, the study aims that the students get supplementary benefits upon the use of video as depicted in the previous studies above.

METHOD

This study is considered as an experimental research as described by Cohen et.al. (2007). Practically, this study will test or examine the implementation of video in listening process; either it improves the students' listening skill or not. If it works as expected, the media can be an alternative way as a means of instructional process, specifically in listening.

As a true-experimental study, the design of this study will accurately test, analyse, and prove the hypothesis statistically. The researcher is likely to choose the pre-test-post-test control and experimental group design since it can discover the relationship between independent and dependent variables by comparing both groups, which presumably have the same characteristics and capabilities by using different treatments.

The population of this study was the second year students in the academic year of 2016/2017 at SMK Negeri 3 Langsa. They were categorised into five classes (hotel accommodation, fashion, cosmetics, patisserie, and culinary art), where each class approximately consisted of 25 to 30 students.

Meanwhile, as for sample, the researcher determined which via a probability sampling, the random sampling. In terms of sampling technique, the second year students of hotel accommodation, fashion, cosmetics, patisserie, and culinary art classes were selected randomly. Then, the researcher conducted the homogeneity test intended to measure either the students had similar capabilities or achievement in English. Based on the statistics, the students, were assigned to enter either experimental or control group.

Both pre-test and post-test applied in experimental and control groups were

designed in the form of multiple choice. Those were based on six videos taken from YouTube. Each test consisted of 25 questions. In addition, the tests were designed based on procedure text, manual, or Standard of Operation (SOP). The topic was considerably essential for the students as regards for their majors in that school. In addition, the test was referred to the listening section from Ujian Nasional (final national examination). Practically, the implementation of this study would enhance their preparation upon the exam. The listening section for the test then was represented by providing the sound only from the speaker. Both experimental and control groups were given the same test.

Next, in order to overcome the research question, the collected data were summarised and related qualitatively by using the following statistical procedures, namely: finding out mean score, calculating the value of standard deviation, checking normal distribution test, examining the homogeneity of variance, and computing the value of t_{test} . By doing such, the final score of t_{test} might determine the determination of null and alternative hypotheses.

RESULT AND DISCUSSION

Result

1. The Result of Result of the Independent t_{test} (Pre-test) of Experimental and Control Groups

Table 1. Statistical Summary of the Result of the Pre-test for Both of Experimental and Control Groups

	Experimental Group	S_{aab}	t_{test}	df	α	t_{table}	Control Group
n	24	7,9	0,03	46	0,05	1,684	24
\bar{x}	48,95						48,87
s^2	64						62
S	8						8

Based on the statistical summary above, two mean scores of the pre-test results were calculated for both experimental and control groups. Both of them were compared by employing an independent sample t_{test} . As shown in the Table 1 above, the mean score of the pre-test of the experimental group was 48,95 and the mean score of the pre-test of the control group was .48,87. Both of mean score were compared through an independent through an independent sample t_{test} with the level of significant degree $\alpha = 0,05$.

After comparing the two means in which

$$df = (n_1 + n_2 - 2) = (24 + 24 - 2) = 46$$

the result of t_{table} with the level of significance 0,05 was 1,684 and the result of t_{test} was 0,03. It could be perceived that the t_{test} was lower than t_{table} ($0,03 < 1,684$). In other words, there was no significant difference between the result of the pre-test of the experimental and control groups. Hence, the previous listening skill of the both groups was similar.

2. The Result of Result of the Independent t_{test} (Post-test) of Experimental and Control Groups

Table 2. Statistical Summary of the Result of the Post-test for Both of Experimental and Control Groups

	Experimental Group	S_{aab}	t_{test}	df	α	t_{table}	Control Group
n	24	10,59	8,44	46	0,05	1,684	24
\bar{x}	78,79						53,75
s^2	145,4						79,23
S	12						8,9

Based on the statistical summary above, the two mean scores of the post-test results were calculated for both the experimental and control groups. Both of them were compared by employing an independent sample t_{test} . As shown in the Table 4.9 above, the mean score of the post-test of the experimental group was 78,79 and the mean score of the post-test of the control group was 53,75. Both of the mean scores were compared through an independent sample t_{test} with the level of significant degree $\alpha = 0,05$.

After comparing the two means score of the post-test for both the experimental and the control groups in

which

$$df = (n_1 + n_2 - 2) = (24 + 24 - 2) = 46$$

the result of t_{table} with the level of significance 0,05 was 1,684 and the result of t_{test} was 8,44. It could be perceived that the t_{test} was higher than t_{table} ($8,44 < 1,684$). In other words, there was a significant difference between the result of the post-test of the experimental and control groups. Thus, the progression of the students' listening for both groups would be presented the following figure:

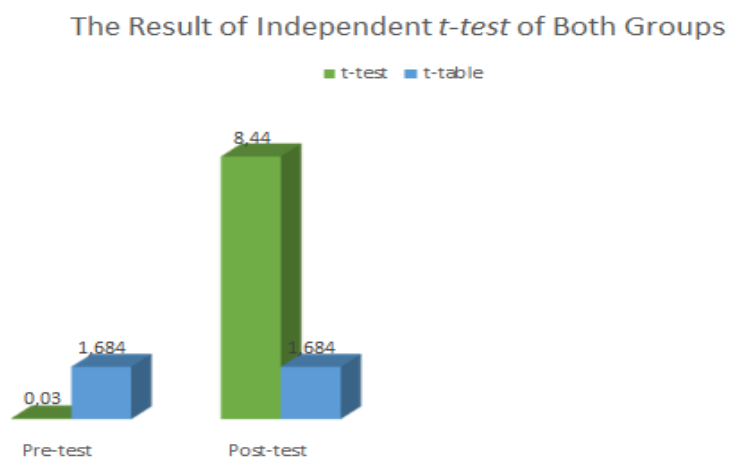


Figure 1. The Independent t_{test} Scores of Both Experimental and Control Groups

Discussion

In this point, the result if the data analysis toward the students' listening achievement were discussed in more detail based on the findings after the calculation had been done. In addition, the progression of the students' score percentage in bar chart was also discussed in depth.

Firstly, the discussion concerns the results of the quantitative data obtained from a series of test. The data obtained from the pre-tests were analyzed through chi-square formula. It aimed to discover the normality of experimental and control groups. It was also to find out the homogeneity of the samples selected. The result proved that both groups were normally distributed, while the samples taken were homogenous. Those conditions allowed the researcher going on the treatments for both of the experimental and control groups. After five meetings of treatments, the post-tests were finished. The result of which were examined to find out whether the achievement score of listening skill gained by the samples in experimental group was significantly different from the control groups'. In this case, t_{test} formula was employed and compared to t_{table} .

Before analyzing the data obtained from the post-test, the data collected from the pre-test should be analyzed first. It was conducted to find out the students' previous listening ability of the experimental and control groups. After analyzing the data achieved from the pre-tests, it was found that the mean score of the experimental group was 48,95 while the mean score of the control group was 48,875 as presented in Table 4.6. Both of the means were examined through an independent sample t_{test} to be compared to t_{table} . The result of t_{test} is 0,03 and t_{table} with the level of

significance degree $\alpha = 0,05$ was 1,684. In other words, t_{test} was lower than t_{table} ($0,03 > 1,684$). It shows that there was no significant difference between the result of the pre-tests of the experimental and the control groups. Thus, the pre-test results of the two groups were similar in previous students' listening ability.

Next, the post-tests data were analyzed in the same way as in analyzing the pre-tests data. It was found that the mean score of the experimental group was 78,79 and the mean score of the control group was 53,75 as presented in Table 4.9. Both of the means were examined through an independent sample t_{test} to be compared to t_{table} . Hence, the t_{test} (2,30) was higher than t_{table} (1,68) with the level of significance degree $\alpha = 0,05$. It specifies that there was a significant difference between the result of the post-tests of the experimental and the control groups. However, the post-test scores of the experimental group improved better than the post-test scores of the control group as presented through the means of them, ($78,79 > 53,75$).

Regarding the students' attitudes toward the use of videos in the classroom, the researcher admitted that the students were serious and enjoyed the classroom activities. In short, the students felt happy since they were entertained getting a new way of grasping the materials through videos, especially in the listening activity. By applying audio visual (videos) in listening section, the students felt relax examining and doing the work. Yagang (1993) mention that One can at least offer the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises

to aid them uncover effective listening strategies.

They also become more motivated in learning English subject especially listening. It is similar as stated by Mirvan (2013) who claimed that engaging video in classroom would boost pupils' motivation to study. In other words, the video may naturally fascinate the language learners by exposing them a diversity of situations, which will aid them to detain similar conditions in their real life. Additionally, they can study how the language is contextually used in the video although the learners' comprehension upon the video is limited. The language learners may adapt how the language use and its paralinguistic features are employed, including the way of conveying moods, feelings, and gestures. It can be concluded that using audio visual (video) at SMK Negeri 3 Langsa help the students to study more enjoyable, relax, happy and motivated.

CONCLUSION

Suggestion

The conclusions mainly encompass the answer to the research questions. Based on the findings and the discussion presented in the previous chapter, several conclusions are drawn in relation with teaching listening by using videos. They are: (1) there is a significant difference in listening achievement between the students who were taught by using videos and those who were taught through audiotape, (2) the students who were taught by using videos achieved higher score than those who were taught through audiotape, and (3) null hypothesis is rejected and alternative hypothesis is accepted.

The first conclusion is based on the result of examining t_{test} compared to t_{table} , in which t_{test} was 8,44 compared to t_{table} (1,684) with the level of significance 0,05. Thus, t_{test} score is higher than t_{table} score ($8,44 > 1,684$). This finding shows that there is a significant difference in listening achievement between the experimental and the control groups.

The second conclusion was proved by comparing the mean score of the experimental and control groups. The experimental group, where the videos were applied, achieved the mean score of the post-test 78,79. It is higher than the mean score of the post-test of the control group, 53,75. These results lead to a conclusion that the students taught by using videos achieved higher score than the students taught by audiotape.

The third conclusion is defined based on the statistical criteria in the hypotheses point: alternative hypotheses (H_a) are accepted of there is a significant different in students' listening achievement between the students taught by videos and the students taught by audiotape. As described in the first conclusion that there is a significant difference in listening achievement between the students in experimental and control groups. Therefore, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected.

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THE ANALYSIS OF TEXTBOOK “PATHWAY TO ENGLISH” USED IN THE SECOND GRADE OF SENIOR HIGH SCHOOL BASED ON CURRICULUM 2013

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Abstract

This research analyzes the contents of the textbook ‘Pathway to English “with curriculum 2013 in providing the materials and exercise for the learning students. The data only choose the part of all chapter or 7 chapters in the textbook. Thus, this research focuses on the feasibility of the materials and exercises presented with core competence and basic competence in curriculum 2013 and also how the feasibility of the textbook based on curriculum 2013 with using BNSP assessment. This research uses a descriptive qualitative approach and the researcher uses document analysis as the method of collecting data. The result of this research is almost all of the chapters are suitable with curriculum 2013. It assessed by using the feasibility of content based on BNSP assessment which some subcomponents. Firstly, the compatibility of material items with core competence has 96% with a very good category. Secondly is the accuracy of material that gets a very good category too with 90% of item percentage. Thirdly, the learning supporting sources has 91% with a very good category too. The textbook is appropriate with curriculum 2013 and very helpful in increasing the skills (speaking, listening, reading and writing) in teaching and learning English. In this case, the textbook scored more 90% with very good category and the content of it is appropriate with curriculum 2013. In the other side, there is some minors incompatibility based on BNSP assessment in this textbook, such as lack of structure and element of meaning and development diversity concept in developing students' knowledge.

Keywords: *Analysis, textbook, curriculum 2013*

INTRODUCTION

An English textbook has an essential role in English as a Foreign Language (EFL) in a classroom. According to Harmer (2007: 111) stated that the use of English textbooks has the achievements prominent and benefit for both teachers and students. Textbook, as one of many resources used by teachers in teaching in the classrooms, should be evaluated in order to boost students' progress in language learning. It based on Yulianti (2011:1) claimed that a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.

Textbook constitutes as an important role in teaching and learning activities. The use of textbook in the classroom helps the teacher in delivering the materials. Similar to the statement above, Mudzakir (2014:4-5) stated that a textbook is complemented with students work. As he mentioned in his journal, textbook along with many other names is commonly used by educational institution or school and usually provided with exercise and teaching materials.

According to Gebhard (2009:101) that at minimum an exercise in EFL/ESL textbook created by publishing companies, government agencies, curriculum development teams at the school label and classroom teachers. Thus, the standard of

students work in a textbook is usually suitable with the students' competence and they are able to understand it.

Besides, Jazadi (2003:143) implied that textbook is best seen if it is designed for a learner centered to help learner focus on learning and also give learners role in decision making process in the classroom. It means that quality of the textbook will be nice if the textbook serves student centered in teaching and learning process.

From those definitions of the textbook, it can be referred that a textbook is a book that provides some materials and exercise with a standard guideline for students and teachers in teaching and learning process in the classroom.

Recently, there are several varieties of ELT textbooks widely used in school. The textbook is published by various publishers. One of them is the English textbook "Pathway to English" by Eudia Grace and Th. M. Sudarwati based on Curriculum 2013. This book is used by the second grade of MAN 3 Kota Banda Aceh and other schools in Banda Aceh. It was published by the Ministry of Education and Culture with the new curriculum and revision.

In this case, the textbook is not only beneficial for teachers in terms of helping her to prepare the materials and achieve the teaching aims and objectives, but also the textbook helps the students to achieve their learning needs. It sounds to be a logical answer to overcome the problems of creating good and enhancing teaching atmosphere in the classroom. So, with well-prepared materials and tests provided by the textbook, combined with teacher flexibility in teaching using the textbook in the classroom, a good compromise can be reached in the future.

A curriculum in English learning is needed like the other subject. It guides the English learning process to get its aim. English is not only concerned with language learning but also with learning through language. In curriculum 2013, the education paradigm moves from the teacher center to the student center of learning. Based on Mulyasa (2014:163) stated that the purpose of the implementation curriculum 2013 is to produce the students who have innovation, creativity, and productivity. Therefore, in order to support a learning process, the student should be encouraged to find out any information from any resources like an English textbook. There are many English textbooks that offer interesting content, but a teacher should be careful to choose an English textbook which fulfill some criteria's of the content standard of curriculum 2013.

The standard has been specified by The Agency of National Standard of Education (BNSP). The appropriateness of the English book with the standard of curriculum 2013 is needed because it can be an indicator that the book can support the curriculum 2013. Moreover, BNSP has some criteria's to grade the appropriateness of the textbook that is used in the teaching and learning process. The textbook must have all of the appropriateness elements, those are content appropriateness, presentation appropriateness, linguistic appropriateness, and graphic appropriateness. Especially for the elements of the content appropriateness consists of the compatibility of items with Core Competence (KI) and Basic Competence (KD), the accuracy of material and learning to support the materials.

Furthermore, teachers' competence is the most important component in the

implementation of the 2013 curriculum. Based on *Depdiknas* (2004: 7) competence is the knowledge, skills and basic values that are reflected in the habits of thinking and acting. In addition, *Kemendiknas* Number 045/U/2002 stated that competence as a set of intelligent and can be defined as the whole knowledge, skills, and attitudes that are depicted in intelligence and responsible action in performing the duties as the learning agents.

Based on the explanation above, the writer is interested with the number of the curriculum was changed by the government from year to year in an effort to improve the quality of education in Indonesia and the existence of syllabus revisions referring to the quality of materials and teaching materials directed to teachers and learners. Besides, the suitability issues of the textbook with curriculum 2013 and materials in the textbook, the writer is interested in learning and analyzing the issues. The writer wants to identify the materials and the exercise provided in the textbook, as it is concerned with communication purposes of curriculum 2013. Based on the explanation above, the questions of study is “Are the materials and exercises presented in the textbook “Pathway to English (*Peminatan* Program)” compatible with Core Competence and Basic Competence in curriculum 2013. So that, the researcher focused to find out whether the materials and exercises presented in the textbook “Pathway to English (*Peminatan* Programme)” compatible with Core Competence and Basic Competence in curriculum 2013.

METHOD

The design uses in the research are document analysis to gather the textual and written document that is provided within the textbook that research. The writer uses this design because the research is qualitative research. According to Donald (2010:457) stated that in qualitative research the document analysis is widely applied for written visual data with the purpose of identifying the specific characteristic of materials that are going to be analyzed in the general form of the textbook, newspaper, or any other host of a document.

In this qualitative research, the writer intended to examine the condition of materials that are provided in the English textbook “Pathway to English (*Peminatan* Programme)” for the second year of senior high school. Eventually, with the document analysis in collecting the data from the textbook, the writer also uses descriptive qualitative in analyzing, interpreting and reporting the data that is described in the English textbook. Based on Sugiyono (2011:8) explained that qualitative research is the research that analyzes data research more relate to the interpretation of data found in the field. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjunctive manner.

RESULT AND DISCUSSION

Result

In Indonesia, the implementation of the textbook and classroom teaching of English language are controlled with several considerations. According to Jazadi (2003:145) stated that the presentation of the textbook in Indonesia need to pass several political and also evaluation process

to maintain security which stated that as follow:

“The content of the books should be in line with and not contradictory to Pancasila (The state Philosophy), UUD 1945 (the 1945 Constitution, Government policies, national unity and security, laws, regulations, ethnics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, races, and intergroup relations). Judgment of this aspect is made by evaluators coming from mabas ABRI (Armed Forces Headquarter), Kejaksaan Agung (Office of Attorney General), Lemhanas (National Defense Institute) and Inspectorate General MOEC (Ministry of Education and Culture)”.

These strict rules and evaluation process has been set by the Indonesian government toward the development of education in Indonesia. In its developments, government established BNSP (The National Agency for Educational Standards) along with *Pusat Kurikulum dan Perbukuan* (The Center of Books and Curriculum) to deal with the development of the textbook that used in Indonesia. They are also established to watch over and maintain the rules and evaluations process which are implemented properly in any textbook distributed from either government or commercial textbook.

The current curriculum in Indonesia in 2018 still partially uses the curriculum, but the government only revise the quality of syllabus for each years. The full fledged of curriculum 2013 itself has started since in July of 2015.

Based on Ministry of Education and Culture (2013), the implementation of

curriculum 2013 in every educational level in Indonesia are as follow:

- a. Juli 2013: Kelas I, 1V, VII and X.
- b. Juli 2014: Kelas I, II, IV, V, VII, VII, X and XI.
- c. Juli 2015: Kelas I, II, III, IV, V, VI, VII, VIII, IX, X, XI, and XII.

Nevertheless, the textbook developments in Indonesia are carefully developed and implemented. It can be seen from the government seriousness in term of the quality of education in Indonesia, one of them is development the quality of the textbook used in educational institution. Eventually, clear rules and evaluation process are already maintained in order to develop a qualified textbook in textbook in Indonesia.

Based on findings of the data, the result of the first subcomponent in the compatibility of material items with Core Competence (CC) and Basic Competence (CC) in material completeness was scored 4, because this chapter includes all materials that are appropriate with CC and BC and it is added with relevant additional materials for development. However, in item of the material deepness for this chapter was scored 4. In this chapter, the textbook discusses, identifies, and gives example about opinion as well as provides the other contexts as supporting material (giving and asking opinion, etc).

In the second subcomponent of the accuracy of material in social function was scored 4, because the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. It can be seen in some exercises of the textbook. Then in structure and element of meaning was scored 3. In this item, the text giving contains mostly structures and elements of

meaning that are appropriate with the type of the text. In this chapter the material is given the form of sentence or phrase, for example in page 8 to 9 and 13 in the textbook. For the next item is linguistic feature. It was scored 3, because the text given is aimed at developing accurate and acceptable communications ability.

The last subcomponent of learning supporting sources in the relevance of material with sources was scored 4 because the teaching materials (text, table, and picture) are taken from current and relevant sources with the topic which is discussed in detailed. Most of the materials in this chapter are great illustrations. Then, in development of life skill, this chapter was scored 3. In this chapter, the text and communicative action in the textbook motivate the students to do several things to develop three kinds of proficiencies, there are development personal, social, and academic. In addition, for development diversity concept was scored 3. In this chapter, the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude, but it is not deeply and detailed.

For rubric assessment of the textbook, Indonesia established BNSP (The National Agency for Educational Standards). BNSP itself has released an evaluation process in *Puskurbuk (Pusat Kurikulum dan Perbukuan)* in form of rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BNSP is designed to describe qualitatively and assess any content related items and materials in a textbook then qualitatively coding it. According to BNSP in *Puskurbuk* (The Center of Books and Curriculum) these are instruments in evaluating the curriculum 2013 textbook:

Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three measurements which are compatibility of material with KI and KD, the accuracy of materials and the last supporting materials.

The compatibility of materials with Core Competence and Basic Competence

In this criteria of feasibility of content which is compatible with KI and KD the criteria was divided into two sub criteria which is Completeness and In-Depth.

a) Material Completeness

In completeness criteria, textbook is expected to expose students understand and produce both interpersonal and interactional conversation whether in spoken and written to help them interact in contextual and their situations along with many other characteristic, religious and aesthetic values included.

b) Material Deepness

For this criteria, textbook are expected to fulfill several points of In-Depth. The first is exposure which means that the textbook are expected to expose student with many kinds of text that relevant with student's daily life in order to help them get used to any kinds of texts as possible. Then, text retention (*retensi pembentukan teks*) means that the textbook should guide students in understanding the social function, structure of text and linguistic feature. The last is production (*produksi*) textbook which should be able to guide the students in every step in producing both verbal and written text.

The accuracy of the materials

In this criteria of feasibility of content which is the accuracy of the materials, the criteria was divided into sub criteria which is social function, generic structure and linguistic feature.

a) Social Function

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the student are expected to have values in social function in its relation with student's daily life either in interpersonal or interactional.

b) Structure and element of Meaning

In this term, the text provided in the textbook or the exercises given that have been done by the students are expected to give the students an insight and ideas to think systematically in doing exercise or producing it in daily life.

c) Linguistic Feature

For this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in students daily life.

Supporting Materials

In this criteria of feasibility of content which is supporting materials, the criteria was divided into three sub criteria which are the relevance of material with sources, development of life skills and development of diversity insight.

a) The Relevance of Material with Sources

In this criteria, every item in supporting the materials and exercises are provided within the textbook (tables, pictures, texts, references) should be taken from a relevance new sources available.

b) Development of Life Skills

In this criteria, every text and communicative exercise and task available within the textbook should motivate the students toward a good personalities that concern about social, academic and vocational life.

c) Development Diversity Concept

In this criteria, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

The rubric assessment from BNSP is a whole book analysis. According to BNSP in The Center of Books and Curriculum 2013 established that this rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching materials, the relation of every chapter and social benefits from a textbook.

Chapter II with the title "Why Do You Recommended?"

As illustration in the table of findings, firstly, the score 4 was given for the subcomponent of the compatibility of material items with CC and BC in items of material completeness, because all materials are suitable have relevant additional materials in developing CC and BC. Besides, in the item of materials deepness was scored 4 too. In this chapter, the textbook discusses, identifies, and gives example about recommendation as well as provides the other contexts as supporting material (giving suggestion, write letter of recommendation, etc). Moreover, some of the exercise developed the student to expose and produce the recommendation well both their selves and their friends. It

can be seen in exercise of page 23, the students not only ask to discuss with their friends, but also with a teacher. It can build their knowledge by sharing suggestion about recommendation.

Secondly, for the accuracy of material in items of social function was scored 4 with the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. This chapter generated the social functions within the exercise. In page 28 was provided a conversation that often happen in daily life. The students ask to give a recommendation for a problem well. However, in the item of structure and element of meaning, the text given contains all of structures and elements of meaning that are appropriate with the type of the text that provided in this chapter. The last item of the accuracy of material is linguistic feature. The score 4 was given in providing a good language, in fact, the text given is aimed at developing accurate and acceptable communications ability to its context.

Thirdly, in subcomponent of learning supporting sources for item the relevance of material with sources was scored 4. In this chapter, the teaching materials (text, table, and picture.) are picked from current and relevant sources with the topic which is discussed in detailed. In example, there are illustrations that showing in page 21 in listening exercise that help the students to more understand what they listen.

At the last, for the item of development of life skill in this chapter was given score 3, because the text and communicative action in the textbook motivate the students to do several things to develop three kinds of proficiencies. Similarly, the score 3 also was given for the

item development diversity concept with the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude, but it is not detailed and deeply in teaching and learning process.

Chapter III with the title “Hold on a Moment, Please”

In relation to research findings, first of all is material completeness of subcomponent the compatibility of material items with CC and BC was scored 4, because in this chapter all the materials are conformable with CC and BC with additional relevant in developing materials. Next, in the materials completeness, the textbook discusses, identifies, and give example about reservation and appointment with providing the other contexts to support the materials (phrases and responses for incoming calls).

In the second is subcomponent of the accuracy of material in the social function, it was scored 4 with attain the social function related to daily life including interpersonal communication in the exercise 3 and 4 of page 35, transactional communication in exercise 9 of page 38 and functional communication in exercise 16 of page 42. Then, in the structure and element meaning, the text giving contains almost all of structures and elements of meaning that are suitable with the type of the text. Those are can be seen in page 35, 37 to 38, so it was scored 3. Furthermore, the score 3 was given in assessment the linguistics feature, due to the text given is aimed at developing accurate and acceptable communications ability in this chapter.

The last subcomponent in the table is learning supporting sources. In the item the relevance of material with sources, the

teaching materials (text, table, and picture,) are taken from current and relevant sources with the topic which is discussed in detailed, so it was scored 4. For the next item is development of life skill, it was scored 4 too, because the text and communicative action in the textbook motivate the students to do several things to develop personal (exercise 1, 2 and 3 in page 33 to 35), social (in page 35), academic (in page 33, 37 to 38 and 41, and vocational proficiencies (in page 33 and 38 to 39).

However, score 3 is given for item development diversity concept. It was caused the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude, but too simple. It can be seen in exercise of page 36 and 42 that ask students to compare the expression between English expression and Indonesian expression.

Chapter IV with the title “Take Time to Read Brochure”

In this chapter, material completeness of the compatibility of material items with CC and BC was given score 4 with the textbook includes all materials that are appropriate with CC and BC and it is added with relevant additional materials for development. Besides, in material deepness, the textbook discusses (exercise 8 in page 52), identifies (exercise 9 in page 53), and gives example about brochure as well as provides the other contexts as supporting material (a flyer, a pamphlet, a leaflet, etc.), so it was scored 4 in this item.

Furthermore, in social function item, it was scored 4 due to the text is aimed to attain social functions related to daily life including interpersonal (in page 52), transactional (in page 55), and

functional communications (in page 48 to 49). Next, the score 2 was given for structure and element of meaning, because the text given contains some structures and elements of meaning that related to the text (in page 54). At the same time, linguistic feature was scored 2 too with the text given is aimed at developing only few of accurate and acceptable communications ability in whole this chapter.

In the other subcomponent, learning supporting sources in the relevance of material with sources was scored 4. The teaching materials (text, table, picture, etc.) are taken from current and relevant sources with the topic which is discussed in detailed. Then, for development of life skill was scored 4 with the text and communicative action in the textbook motivate the students to do several things to develop personal (exercise 1 in page 46 to 47), social (in page 49 and 52, academic (in page 53 to 54), and vocational proficiencies (exercise 13 and 14 in page 58). The last item is development diversity concept that was scored 3 by providing the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude with some kinds of brochure in exercise, but not too deeply.

Chapter V with the title “Who Are They?”

As figure out the assessment of feasibility of content from BNSP, firstly, the score 2 was given for material completeness item in assessment the compatibility of material items with CC and BC. In this case, the textbook includes some parts of materials that are appropriate with CC and BC and it did not put explanation about biography text, but only put some examples and exercises.

However, in materials deepness item, the textbook discusses (exercise 8 in page 64, etc.), identifies (in page 63 and 68) and gives many examples with other context in supporting materials.

Secondly, in social function item of the accuracy of materials, the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications with providing some dialogues and also put some text that related to the materials. Then, structure and element of meaning item was scored 4 due to the text given contains all of structures (in page 64 to 67) and elements of meaning that are appropriate with the type of the text. Furthermore, in linguistic feature item, the text given is aimed at developing accurate and acceptable communications ability to its context, so it was scored 4 in this chapter.

Thirdly, subcomponent of learning supporting source in this chapter was scored 4 in the relevance of material with sources. It includes many texts, tables and pictures that are taken from current and relevance sources that related to the topic with discussed in detailed. After that, in development of life skill item, it was gotten score 4 with the text giving contains all of structures and elements of meaning that are conformable with the type of the text. The last item was scored 4 too for development diversity concept. In this term, the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude deeply and in detailed. Moreover, it provided many knowledge about some figures both Indonesian and international figure.

Chapter VI with the title “Inventions Make Life Easier”

As analyzing in research findings in the assessment of feasibility of content, firstly, the materials completeness item in the compatibility of material items with CC and BC was successfully in providing all materials that are conformable with CC and BC and it is added with relevant additional in developing materials, so score 4 was given for this chapter. In materials deepness item, it was scored 4 with the textbook discusses, identifies and gives example about report text as well as provides the other contexts as supporting material. It can be seen in exercise 2 of page 80 and also in page 87 with provided a report text about dishwasher.

Secondly, item of the accuracy of material subcomponent is social function. It was scored 4, because the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. It was shown in some dialogues and some texts that related to the report text (in page 80 and 103). Then, structure and element of meaning item was scored 4 in giving all of structures and elements of meaning that are suitable with the type of the text. They are shown in page 84, 87, 91 to 97 that includes the explanation about report text and its form. Besides, score 4 also was given to the linguistic feature item. It caused the text giving is aimed at developing accurate and acceptable communications ability to its context. In this case, the texts used a polite language and easier to understand by students.

The relevance of materials item of the last subcomponent was scored 4 in providing the teaching materials (text, table, picture, appendix, etc) are picked from up-to-datedness and relevant sources

with the topic which is discussed in detailed, for example invention of machines and gadgets. Furthermore, in development of life skill, the text and communicative action in the textbook motivate the students to do several things to develop personal, social, academic, and vocational proficiencies. It can be seen in every exercise and the texts. Therefore score 4 was given for this item. Next, for the last item, development diversity concept was scored 4 with the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude and in detailed. It was described in some exercises both dialogue and report text.

Chapter VII with the title “I Have Been Waiting”

As the research findings, the first subcomponent in materials deepness item was scored 4 for this chapter, because the materials in the textbook are conformable with CC and BC and it is added with relevant additional for developing materials. Thus, in material deepness was scored 4 too with the textbook discusses, identifies, and gives example about three perfect tenses as well as provides the other contexts as supporting material (past, present and future perfect tense.). They can be seen in page 106, 109, 116 and 119. The textbook provided some materials and many exercises to help student in understanding the materials clearly.

Meanwhile, the social function item of the accuracy of material is successfully in providing and attaining social functions related to daily life including interpersonal (in exercise 7 in page 111), transactional (in exercise 1 and 2 of page 107), and functional communications (in exercise 14 of page

113), therefore it was scored 4. Likewise, in structure and element of meaning, score 4 was given for it with the text giving contains all of structures and elements of meaning that are appropriate with the type of the text. For example in page 109 to 113 that put the form of the three perfect tenses in detailed. Next, for the linguistic feature was scored 4 when the text giving is aimed at developing accurate and acceptable communications ability to its context.

Furthermore, the item of relevance of material with sources was scored 4. In fact, the teaching materials (text, table, picture, etc.) are put down from current and relevant sources with the topic which is discussed in detailed. They are shown almost in every page of the materials in textbook. Then, score 4 was given for development of skill item with providing the text and communicative action in the textbook motivate the students to do several things to develop personal, social, academic, and vocational proficiencies that showed in some exercises and texts (dialogues). However, for the last item was scored 3, because in development of diversity concept, the text and communicative action in the textbook only motivate the students to do several things to develop diversity attitude. It was described well, but its material is not explicit in explaining and developing the diversity attitude of the students.

CONCLUSION

The researcher conclude that the content, materials and exercises in the textbook “Pathway to English (*Peminatan* Program) are compatible with curriculum 2013. It is based some categories of BNSP assessment.

There are three categories in assessing the feasibility of content from BNSP scoring guidance. First of all is the compatibility of material items with Core Competence and Basic Competence was scored 96% with a very good category, second is the accuracy of material got score 90% in a very good category too and the last is learning supporting source was scored 91% with a very good category. Overall, they got a score more than 90% with very good category. It means that the textbook is proper to use both teacher and students in teaching and learning English. Moreover, the materials and exercises are presented based on regulations and values in curriculum 2013.

However, there are some minors incompatibility based on BNSP assessment about the detailed analysis in the lack of structure and element of meaning, linguistic feature and development of diversity concept, but whole of the chapter in textbook are appropriate to use in teaching and learning English.

Suggestion

According to the result of analysis of the textbook "Pathway to English", the researcher would like give several suggestions in increasing the quality of the English textbook and teaching and learning process. There are several suggestions for teaching and learning English.

Firstly, for the researcher, in arranging the textbook, the writer should consider the content and the curriculum as an orientation and reference, so that the purpose of teaching and learning can be reached well. Secondly, the teacher should be selective in choosing the English textbook as a guidebook in teaching and learning process. The English textbook published by Ministry of Education and

Culture can be a primary textbook, but it needs support from the other books or sources (*internet*). The last one is for the next researcher. The researcher hopes to the next researcher can prepare everything before doing a research as good as possible in organizing the research, can do the implementation of textbook "Pathway to English" in the classroom of EFL and can follow up this research as a reference in the future.

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THE EFFECT OF DIRECT READING THINKING ACTIVITY (DRTA) ON STUDENTS' READING COMPREHENSION (AN EXPERIMENTAL STUDY AT SMA NEGERI 4 BOGOR)

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Abstract

The aim of this study was to investigate the effect of directed reading thinking activity (DRTA) on students' reading comprehension at second grade students of SMA Negeri 4 Bogor. The population of this study consisted of 60 secondary grade students at SMA Negeri 4 Bogor. The two groups' including pre-post test true experimental design was used in this study. The instrument tools are students' reading score such as pre-test and post-test such as summarizing and responding test; and reading assessment rubric. The result showed that $t_{calculated}$ is 14.136 with the value of df is 58 while the result of t_{table} in the level significant $t_{0,05} = 1.684$ and $t_{0,01} = 2.423$. Since the $t_{calculated}$ is higher than t_{table} ($14.136 > 1.624 < 2.423$), it can be concluded that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It is concluded that Directed Reading Thinking Activity (DRTA) effects on student's reading comprehension.

Keywords: *DRTA, reading comprehension, true experimental design, secondary grade students*

INTRODUCTION

In Indonesia, English is one of compulsory subject at school. It is taught in Elementary School, Junior High School and University Level as the first foreign language. There are four skills that students should mastered they are speaking, writing, listening and reading. As stated by (Brown, 2003:185) says that 'Reading, arguably the most essential skills for success in all education context'. It means that, it is true that reading is the essential skill because it needs in educational system, besides that, all the knowledge starts from reading. By the development of internet, students in 21st century have access to more information than any other students before them. Unfortunately some of the students do not able to manage and comprehend what behind the text or passage. It is because the students' ignorance or less of intentions. In 1994, Weaver in 1999, Eilar noted that "reading is now viewed as transactive

process in which meaning is created by the reader". It means that, by the students read the text or passage it let the students to create the meaning by themselves. Therefore, students need to merge their own thinking with the information they read to comprehend what is between and beyond the lines.

However the major problem which is faced by the students is poor in reading comprehension, as it exists nowadays in SMA Negeri 4 Bogor of second grade students. The students' difficulties are come from: the students' ignorance in teacher instruction while having discussions and teacher ask the students to read then to comprehend the meaning of the passage. After that, it is because of the students lack to read the book, especially in English book and limited on vocabulary. So it makes them did not have idea while having discussion and express their idea in front of the class. Moreover, the students prefer to

find difficult translation (words and meaning) through “Google Translate” than use English dictionary. That is why students’ cognitive process cannot be used as well as the process of brain. Then, students are lack of reading strategies. Perhaps the teacher did not teach how to read effectively or tell the students by using skimming and scanning process. Furthermore, in this study the researcher stated alternative hypothesis (*ha*) that Directed Reading Thinking Activity (DRTA) has an effect on students’ reading comprehension. As Thompson (1993) stated that, problem in comprehension could be a result of the lack of instruction in reading comprehension strategy. In solving this problem of the students’ poor comprehension skills, many researchers (e.g., Bongratz, et al., 2002; Craner, fare and Weders, 2001; Song, 1998) in El-Koumy Khaleek (2006) found that “reading strategy are beneficial in helping poor readers improve their comprehension strategies through the implementation of the Directed Reading Thinking Activity (DR-TA) to teach reading comprehension”.

As mentioned by (Brown, 2008, p.185), “Reading arguably the most essential skills for success in all education context”. It means that, true that reading is essential skills because it needs in all education contexts, not only for English subject but for all subject area. In reference Weaver (1999) in Eilar (1994) that “reading is now viewed as transactive process in which meaning is created by the reader”. It means that, the reader can create its meaning which is known as transactive process. Based on the statements above, it can be concluded that reading is important skills that should be mastered and even it is as essential skill education context.

Moreover by reading process the reader can make its meaning.

Snow, 2002, p.11 noted that “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. It means that, reading comprehension cannot be stand alone; therefore it passed the process of interaction and involvement with written language. (Perencevich et al, 2004, p.227) says that “reading comprehension consist of the process of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with text”. It means that, conceptual knowledge is needed in reading comprehension. Moreover, (Perencevich et al, 2004,p.228) explains that reading comprehension (building conceptual knowledge) is virtually identical to learning from text (building new conceptual knowledge)”. (Perencevich et al, 2006, p.229) indicate that “reading comprehension is centrally defined by the conceptual knowledge that the reader construct and extracts from the text. This definition places an emphasis on the term conceptual knowledge”. In addition, (Perencevich et al, 2006:231) mentioned that “growth of reading comprehension consist of an increase in the ability to build conceptual knowledge during text interaction”.

From those explanations above by the experts it is concluded that reading is essential and important skill which is needed by education context. Moreover, in reading comprehension it needs conceptual knowledge as it basis.

Steves and Karen, (2007, p.8) mentioned that “Reading comprehension involves much more than readers’ responses to text. Reading comprehension

is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)". It means that, in reading comprehension needed the previous knowledge and strategy used because it is a basis to comprehend the text conceptually. (Graham Steves and Harris R Karen, 2007:8) also added 6 processes in reading comprehension they are: cognitive process, micro process, integrative process, macro process, elaborative process and metacognitive process.

Furthermore, it can be concluded that" We know that reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency (Jenkins, Larson, & Fleischer, 1983; O'Shea, Sindelar, & O'Shea, 1987) and the integration of background knowledge, vocabulary, and previous experiences (Anderson et al., 1985). Irwin, 1991, p. 7 mention that most notably stated that, "Comprehension is an active process to which the reader brings his or her individual attitudes, interests, and expectations" (Graham Steves, 2007:12). So, it is suggested by treatment the students through Direct Reading Thinking Activity (DRTA).

As stated by (El-Koumy, 2006:3) "the Direct Reading Thinking Activity is defined operationally as a reading strategy which consists of 6 steps. (Ren Eilar, 1999:i) stated that "the DRTA strategy is one of such approach, built around the core of components of direct, explicit reading comprehension instructions.

By the same token, (El-Koumy, 2004: 1) states that "the DR-TA engages

students in thinking about what they read in three phases. In the first phase, students generate predictions about what they are going to read based on the title of the text. In the second phase, they read to confirm or reject their predictions. In the third phase, they evaluate their predictions using information from the text to support their opinions. He maintains that this strategic process can develop students' reading comprehension skills as well as their higher-order thinking skills". (Abi Samra, 2006: 6) states that the DR-TA is an effective strategy for teaching reading comprehension because it helps students set reading purposes by making predictions, read more actively and enthusiastically, and remember more information from what they have read. It means that, Direct Reading Thinking Activity (DRTA) can help students in reading comprehension and let the students to have critical thinking based on what the students have read.

This is the steps of Direct Reading Thinking Activity (DRTA) according to (El-Koumy, 2006, p: 3) as follows:

1. The teacher writes the title of the reading passage on the board and asks students to read it,
2. The teacher asks students to make predictions about the title using these questions:
 - a) What do you think a passage with a title like this might be about?
 - b) Why do you think so?
3. The teacher lists predictions on the board and initiates a discussion with the students by asking them to respond to the following questions:
 - a) Which of these predictions do you think would be the likely one?

- b) Why do you think this prediction is a good one?
4. The teacher invites students to work in small groups to complete the discussion following the same format.
 5. The teacher asks students to read the passage silently and to confirm or reject their own predictions. Then he asks them the following questions:
 - a) Were you correct?
 - b) What do you think now?
 - c) Why do you think so?
 6. The teacher asks students to reflect on their predictions through responding to the following questions:
 - a) What prediction did you make?
 - b) What made you think of this prediction?
 - c) What in the passage supports this prediction?
 - d) Do you still agree with this prediction? Why?

Moreover, direct reading thinking activity (DRTA) may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text. It means that, the direct reading thinking activity (DRTA) encourages students to think critically and it explore students mind.

Based on the theoretical framework that has been explained by experts above which has correlation with the researcher's study that she intended to investigate the effect of direct reading thinking activity (DRTA) on students'

reading comprehension. The theory showed that 'Reading, arguably the most essential skills for success in all education contexts' (Brown, 2003: 85). It means that, it is true that reading is the essential skill because it needs in Educational System, besides that, all the knowledge starts from reading. Then, it was proved by the study that students should use Direct Reading Thinking Activity (DRTA) to make their reading comprehension better. After that, it is also proved by the result of the researcher study that "the result of the t_{test} value is 14.136 and the value of degree of freedom (df) is 58. The value in $t_{0.05}$ level significance t_{table} is 1.684 and the value in $t_{0.01}$ of significance is 2.423. The result of the test can be described as $14.136 > 1.684 < 2.423$. It means that $t_{calculated}$ is higher than t -table, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. This study concluded that Directed Reading Thinking Activity (DRTA) effect on student's reading comprehension". Moreover, the presents study which conducted by the researcher fits with the previous study. The 1st previous study conducted by entitles "The Effects of the Direct Reading Thinking Activity on EFL students' Referential and Inferential Comprehension". The result of this study was "In light of the results of the study, the researcher can conclude that: (1) The teaching of reading at the literal level does not help students develop referential or inferential comprehension, (2) The development of referential and inferential comprehension skills can only result from using a strategy which forces students to apply these skills while reading, (3) The DR-TA strategy is an effective strategy for developing both referential and inferential comprehension skills. However, these conclusions are limited by the participants'

level, the length of the study and the operationalization of the dependent and independent variables of the study". In addition, even though the focus was not for reading comprehension but referential and inferential comprehension was the part of the topic or material of reading comprehension. The 2nd previous research conducted entitled "The Effects of Directed Reading Thinking Activity on Second Grade Reading Comprehension showed that "However, based on the analysis of the data collected in this investigation, the difference between students who received the DRA instruction and the DRTA instruction was not significant at the .05 probability level. It can be concluded that there is no significant difference between the groups, since $.952 < 2.042$; so, $p > .05$. Sample data do not exist in this investigation to state that the DRTA method is probable to have been the cause of the differences in the *mean* score of the two different groups". In addition, in this study the researcher intended to find reading comprehension score in 2nd grade classroom where reading instruction was provided using the traditional direct reading approach (DRA) to reading comprehension score in a second grade classroom where reading instruction was provided using directed Reading Thinking Activity Approach. However, this previous study focuses on the reading constructions by using DRTA. The gaps that occur in this research with the presents study is the present study which conducted by the researcher more focus to give the effect of direct reading thinking activity on students reading comprehension by treatment the students.

After that, in this research the researcher stated that does direct reading thinking activity (DRTA) has an effect on

students' reading comprehension in SMA Negeri 4 Bogor. Next, the objective of this study was to investigate the effect of direct reading thinking activity on students' reading comprehension. Then, the expected research benefit can be used for educators, government, stakeholders and for the other researcher; this research can be used to conduct the further research in implementing DRTA in Elementary School and Junior High School.

METHOD

In this part discusses the methodology which the researcher followed in the present study. It includes research design of study, the source data, the research instruments of the study, data collection technique and data analysis technique.

Research Design

The research was conducted at SMA Negeri 4 Bogor. It is located in Jl. Dreded V Nomor 36. The population of the research is the second grade students of SMA Negeri 4 Bogor. There are two classes of the second grades students; each class consists of 30 students. Thus, the number of the sample is 30 students. The selected samples are categorized into two groups. There are 30 students as experimental group. Then, 30 students are chosen as the control group.

The researcher used the pre test and post test true-experimental design. The pre-test was used to evaluate students' reading comprehension. Then, the treatment was carried out for four times. The participants were divided into two groups. In the experimental group, the teacher used Directed Reading Thinking Activity (DRTA) to help students comprehend the text comprehensively and effectively. In the control group, reading comprehension was taught by using the common teaching method that is usually used by the teacher.

The Source Data

As mentioned by Iswara 2013 p.5 in Arikunto (2010:172) defined the source of data as a subject in which the research data obtained. The source data in this study are students and students' sheet or work.

Research Instrument

The instrument that is used to collect the data is a series of test (Reading Test). The test is given to measure students' reading comprehension. The pre-test is given to the experimental and control group. Finally, the post-test is given to both groups by test with the same topic.

Data Collection Technique

In conducting the research, firstly, reading test was given as pre-test to

experimental group and control group to investigate students' reading comprehension. Then, the treatment was given four times by applying Directed Reading Thinking Activity (DRTA) to experimental group and the common teaching method that is usually used by the teacher – to control group. After that, reading test was given to the experimental and control group as the post-test to the students to assess their reading comprehension. Furthermore, analyzing students' reading comprehension score in pre-test and post-test are based on the criteria for assessing a summary (Imao, 2001, p.184) in Brown (: 214). Finally, the score of pre-test and post-test are calculated by using t-test formula to find out the effect of the treatment. To score reading test, the writer used assessment of Imao, p.184 in Brown (214).

Table 1. Criteria for assessing a summary (Imao, 2001, p.184)

1	Express accurately the main idea and supporting ideas
2	Is written in the students' own words; occasional vocabulary from the original text is acceptable.
3	Is logically organized.
4	Displays facility in the use of language to clearly express idea in the text.

Data Analysis Technique

The data are analyzed to find out the effect of Directed Reading Thinking Activity (DRTA) on students' reading comprehension. The formula that is used for counting the data is t-test formula as stated by Arikunto (2010:354) is used to analyze the pre-test and post-test data.

The design is shown as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:

t = Test value

M = Means of each group from deviation

x = Deviation of every X₁ and X₂

y = Deviation of every Y₁ and Y₂

N = Number of students

RESULT AND DISCUSSION

Findings

In collecting the data of the research, reading test was given before and after the treatment. The data are intended to find out the result of the pre-test and post-

test from the effect of Directed Reading Thinking Activity (DRTA) on student's reading comprehension. In experimental group, the pre-test and post test are presented as X1 and X2, while in control group, the pre-test and post test are presented as Y1 and Y2.

In analyzing the data, t-test formula from Arikunto (2010:354) is used to analyze the pre-test and post-test data. The scores of the pre-test of experimental and control are presented on Table 1.1

Table 2. Pre-Test Score of Experimental Group and Control Group

Respondent	Experimental Group Score (X1)	Respondent	Control Group Score (Y1)
1	50	1	50
2	70	2	55
3	50	3	65
4	95	4	50
5	85	5	60
6	80	6	55
7	50	7	40
8	50	8	45
9	50	9	50
10	90	10	35
11	70	11	50
12	65	12	50
13	55	13	40
14	60	14	50
15	80	15	65
16	70	16	65
17	50	17	60
18	75	18	55
19	75	19	30
20	65	20	60
21	50	21	50
22	85	22	65
23	40	23	40
24	40	24	55
25	50	25	60
26	70	26	40
27	90	27	50
28	85	28	60
29	50	29	50
30	85	30	55
	1980		1555

Different pre-test scores between experimental and control group:

$$Mx1 = \frac{X1}{N} = \frac{1980}{30} = 66$$

$$My1 = \frac{Y1}{N} = \frac{1555}{30} = 51.8$$

Table 1.1 shows that the sum of the pre-test scores of experimental group is 1980 with the average 66 and the sum of the control group score is 1555 with the average 51.8. It shows that there is different average between experimental group and control group.

The result of post-test of experimental group and control groups are shown on Table 1.2.

Table 3. Post-test Score of Experimental Group and Control Group

Respondent	Experimental Group Score (X2)	Respondent	Control Group Score (Y2)
1	85	1	55
2	85	2	60
3	85	3	70
4	90	4	45
5	90	5	50
6	90	6	40
7	75	7	50
8	85	8	40
9	75	9	45
10	95	10	50
11	85	11	60
12	85	12	55
13	75	13	45
14	85	14	60
15	85	15	70
16	85	16	60
17	80	17	45
18	80	18	70
19	90	19	50
20	75	20	65
21	75	21	50
22	90	22	70
23	65	23	50
24	85	24	60
25	65	25	60
26	85	26	50
27	95	27	65
28	90	28	54

29	85	29	55
30	90	30	58
	2505		1657

Different post-test scores between experimental and control groups:

$$Mx2 = \frac{X2}{N} = \frac{2505}{30} = 83.5$$

$$My2 = \frac{Y2}{N} = \frac{1657}{30} = 55.2$$

Table 1.2 shows that the sum of the post-test scores of experimental group is 2505 with the average 83.5 and the sum of the control group score is 1044 with the average 55.2. It shows that there is different average between experimental group and control groups.

The result of deviation of Pre-Test Experimental group and Control group are shown on Table 1.3.

Table 4. Deviation of Pre-Test Experimental Group and Control Group

Respondent	Experimental Group Pre-Test (X1)	(X-Mx) ²	Control Group Pre-Test (Y1)	(Y-My) ²
1	50	256	50	3.24
2	70	16	55	10.24
3	50	256	65	174.2
4	95	841	50	3.24
5	85	361	60	67.24
6	80	196	55	10.24
7	50	256	40	139.24
8	50	256	45	46.24
9	50	256	50	3.24
10	90	576	35	282.24
11	70	16	50	3.24
12	65	1	50	3.24
13	55	121	40	139.24
14	60	36	50	3.24
15	80	196	65	174.2
16	70	16	65	174.2
17	50	256	60	76.24
18	75	81	55	10.24
19	75	81	30	475.24
20	65	1	60	67.24
21	50	256	50	3.24
22	85	361	65	174.2
23	40	676	40	139.24

24	40	676	55	10.24
25	50	256	60	67.24
26	70	16	40	139.24
27	90	576	50	3.24
28	85	361	60	67.24
29	50	256	50	3.24
30	85	361	55	10.24
$\Sigma x = 1980$				
$M_x = 66$				
$\Sigma (X - M_x)^2 = 7870$				
$S^2 = \frac{7870}{29}$				
271.3				
		$\Sigma y = 1555$		
		$M_y = 51.8$		
		$\Sigma (Y - M_y) = 2474.04$		
		$S^2 = \frac{2474}{29}$		
		= 85.3		

Table 1.3 shows that the total score of deviation of pre-test Experimental group is 7870. The total score of quadrate deviation is 271.3, while the total score deviation of pre-test Control group is 2474.04 and the total score of quadrate is 85.3.

The result of deviation of Post Test Experimental Group and Control Group are shown on Table 1.4

Table 5. Deviation of Post-Test Experimental Group and Control Group

Respondent	Experimental Group Post-Test (X2)	$(X - M_x)^2$	Control Group Post-Test (Y2)	$(Y - M_y)^2$
1	85	2.25	55	0
2	85	2.25	60	25
3	85	2.25	70	225
4	90	42.25	45	100
5	90	42.25	50	25
6	90	42.25	40	225
7	75	72.25	50	25
8	85	2.25	40	225
9	75	72.25	45	100
10	95	132.25	50	25
11	85	2.25	60	25
12	85	2.25	55	0
13	75	72.25	45	100
14	85	2.25	60	25
15	85	2.25	70	225

16	85	2.25	60	25
17	80	12.25	45	100
18	80	12.25	70	225
19	90	42.25	50	25
20	75	72.25	65	100
21	75	72.25	50	25
22	90	42.25	70	225
23	65	342.25	50	25
24	85	2.25	60	25
25	65	342.25	60	25
26	85	2.25	50	25
27	95	132.25	65	100
28	90	42.25	54	1
29	85	2.25	55	0
30	90	42.25	58	9
$\Sigma x = 2505$ $M_x = 83.5$ $\Sigma (X - M_x)^2 = 1657$ $S^2 = \frac{1657}{29}$ $= 57.13$		$\Sigma y = 1657$ $M_y = 55$ $\Sigma (Y - M_y)^2 = 2285$ $S^2 = \frac{2285}{29}$ $= 78.79$		

Table 5 shows that the total score of deviation of post test experimental group is 2505. The total score of quadrate deviation is 57.15, while total score of post test is 1657 and the total score of quadrate is 78.79.

The calculation of M_x and M_y are:

$$M_x = \frac{\Sigma X}{N} = \frac{2505}{30} = 83.5$$

$$M_y = \frac{\Sigma Y}{N} = \frac{1657}{30} = 55.2$$

After the mean of each group is counted then Σx^2 and Σy^2 are calculated by using the following formula:

$$\begin{aligned} \Sigma X^2 &= \Sigma x^2 - \frac{(\Sigma x)^2}{N} & \Sigma Y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{N} \\ &= & &= \\ &1657 - \left(\frac{57.13}{30}\right)^2 & &2285 - \left(\frac{78.79}{30}\right)^2 \end{aligned}$$

$$\begin{aligned} &= 1657 - 3.62 & &= 2285 - 6.89 \\ &= 1653.38 & &= 2278.11 \end{aligned}$$

Calculating the t-test value by using t-test formula. T-test formula is used :

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{83.5 - 55}{\sqrt{\left(\frac{1653.38 + 2278.11}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\ &= \frac{28.5}{\sqrt{\left(\frac{3931.49}{58}\right) \left(\frac{2}{30}\right)}} \\ &= \frac{28.5}{\sqrt{67.78 \times 0.06}} \\ &= \frac{28.5}{\sqrt{2.016}} \end{aligned}$$

$$= \frac{28.5}{2.016}$$

$$= 14.136$$

The value of degree of freedom can be counted by using the following formula:

$$\begin{aligned} df &= N_x + N_y - 2 \\ &= 30 + 30 - 2 \\ &= 58 \end{aligned}$$

Based on the calculating, it is found that the result of the t_{test} value is 14.136 and the value of degree of freedom (df) is 58. The value in $t_{0.05}$ level significance t_{table} is 1.684 and the value in $t_{0.01}$ of significance is 2.423. The result of the test can be described as $14.136 > 1.684 < 2.423$. It means that $t_{\text{calculated}}$ is higher than t_{table} , the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. This study concluded that Directed Reading Thinking Activity (DRTA) effect on student's reading comprehension.

Discussion

The major problem faced the students in reading comprehension is in poor in reading comprehension. It is because the students ignored teacher's instruction while the students are asking to read the text passage. Then, the students lack to read the book and students limited on vocabulary, so it makes students did not have idea while having discussion in the class with the teacher. However, when the students find difficulties words, they prefer to find the translation in "Google Translate". The last is students' lack of reading strategies. To overcome these problems, in this research Direct Reading Thinking Activity (DRTA) was given as

the treatment to the student. Directed reading Thinking Activity (DRTA) was a main activity in this research. For the first meeting the teacher gave pre-test for 11 IIS A as Experimental Group and 11 IIS B as Control Group. Second, the experimental group was given treatment by using Direct Reading Thinking Activity (DRTA) and the control group is taught by common teaching method that is usually used by the teacher. Finally, the post-test was given to both by reading comprehension test with the same topic.

From the calculations, it is found that the result of the t-test value is 14.136 and the value of degree of freedom (df) is 58. The value in $t_{0.05}$ level significance t_{table} is 1.684 and the value in $t_{0.01}$ of significance is 2.423. The result of the test can be described as $14.136 > 1.684 < 2.423$. It means that $t_{\text{calculated}}$ is higher than t_{table} , the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. This study concluded that a Directed Reading Thinking Activity (DRTA) effect on student's reading comprehension

The result of the research represents that Direct Reading Thinking Activity (DRTA) effects on students' reading comprehension. The research finding also represent that there is different result of the students' score between experimental group which is taught reading comprehension by Direct Reading Thinking Activity (DRTA) and control group which is taught reading comprehension without Direct Reading Thinking Activity (DRTA). Teaching reading comprehension by using Direct Reading Thinking Activity (DRTA) makes students confidence because students can share their idea based on what students have read before, students able to make prediction related to text passage and

able to create the topic discussion, then able to elaborate, able to stimulate other students while discussion in the classroom. After that, it creates and building independent reader. The students become active in discussions among student and teacher. In addition, Directed Reading Thinking Activity (DRTA) can creates students critical thinking, because in this part the students are encourage to think deeply and try to use students previous knowledge and correlate it with the present discussions about the certain topic which given by teacher. So, indirectly the students pass the process of thinking and try to interpret by using students own words. Finally, it indicates that Directed Reading Thinking Activity (DRTA) can be effective way to teach reading comprehension.

CONCLUSION

In the light of the result of the study based on the analyzing the data, it can be concluded that Directed Reading Thinking Activity (DRTA) affects students' reading comprehension. It is proved by the result of the t-test value is 14.136 and the degree of freedom is 58. The value in t0.05 level significance table is 1.684 and the value in t0.01 of significance is 2.423. The result of the test can be described as $14.136 > 1.684 < 2.423$. It means that if t-calculated is higher than t-table, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. It indicates that Directed Reading Thinking Activity is can be effective way to teach reading comprehension.

After conducting the research and getting the result, it is found that Directed Reading Thinking Activity (DRTA) gives a great contribution to students' reading comprehension in the classroom. Therefore,

Direct Reading Thinking Activity (DRTA) is an effective way in teaching reading comprehension. Furthermore, it is suggested for practitioners, policy makers that applying Direct Reading Thinking Activity (DRTA) in the classroom as the process of teaching and learning. Try to make new contribution that teaching by using Direct Reading Thinking Activity (DRTA) is effective such as can build the atmosphere alive by stimulating the students first then give the students clues to guess what the topic is or by put the updating or correlate the topic which is happening. After that, by implementing that the students can lead the discussion among their friends and by applying Direct Reading Thinking Activity students are expected can solve the problem discussion. Then, as the teacher in the classroom teachers are not allowed to limit students' expression, meaning that while the students begin to open their mind in certain discussion. In addition building on the present study, future researchers are recommended to: investigate the relationship between reading comprehension, thinking skill and students ability in speaking. Then, correlate it with the students' ability in critical thinking.

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TEACHERS' PERCEPTIONS TOWARDS "WHEN ENGLISH RINGS A BELL" TEXTBOOK AT SOME JUNIOR HIGH SCHOOLS IN ACEH TAMIANG

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Abstract

The relationship between teachers and textbooks is inseparable. But not all textbooks published are suitable with the learners' need and have good qualities. Thus, textbook analysis is needed to evaluate and improve a textbook which is used. Teacher's perception plays a fundamental role in the effective implementation of process teaching learning. This study was intended to describe teachers' perceptions towards "When English Rings A Bell" textbook at some Junior High Schools in Aceh Tamiang. This research used descriptive qualitative research. The research conducted in four junior high schools at Aceh Tamiang. They were SMP Negeri 1 Karang Baru, SMP Negeri 2 Karang Baru, MTs Swasta Al- Iklas Tanah Terban and SMP Negeri 1 Manyak Payed. In this research there were eight English teachers selected by the researcher as source of the data. The total populations in this research were 10 schools, but the researcher selected 8 English teachers as sample by using purposive sampling technique. In collecting the data, the researcher used documentation, interview and questionnaire. There were 20 interview questions that asking to the teacher and 20 items of the questionnaire. After analyzed the data, the result showed that generally all English teachers had the positive perspective toward "When English Rings A Bell" textbook. Almost all the criterion of good textbooks was included in this book. Although, this book did not support media such as audio recorded on cassette or video. Furthermore, all the teachers believed that textbook selection was important to conduct to make sure that the textbook they choose was suitable for their students.

Keywords: *Teachers' Perceptions, English Textbook*

INTRODUCTION

English becomes a foreign language in education for Indonesia. There are also four skills in English that students need to master such as: speaking, listening, reading and writing. As stated by Ramelan (1992), English plays an important role in the process of modernization as an international language to be taught in schools. Therefore in teaching learning process, teachers should notice the students need about English. Especially, it is about the quality from the content of English textbook. Teachers should choose the right textbook that suitable with students' condition, for that reason a teacher is a facilitator who helps the

students in developing their English skills. In education field, English textbook becomes one of the factors that influence the process of teaching learning. In teaching learning, teachers use textbook as media to help them in explaining the lesson. Now days, in literature many books are written in English. It is including English textbook. According to Harmer (2007), course book or textbook is a book that the teachers use to help them in explaining the lesson for students in the class. The textbook provides the curricular relationship about what is taught revolves. The relationship between teachers and textbooks is inseparable. But not all textbooks published are suitable with the

learners' need and have good qualities. Thus, textbook analysis is needed to evaluate and improve a textbook which is used.

Textbook is a means used in teaching and learning process and it is important for teachers and students have them. Therefore, in teaching and learning process, teachers should notice the students' need toward English. Especially, it is about the quality from the content of English textbook. Teachers should choose the right textbook that suitable with student's condition, for the reason that a teacher is a facilitator who helps the students in developing their English skills. Teachers then consider textbooks to be important in their teaching and learning process that they tend to use textbook in their whole teaching and learning process without selecting and adapting appropriate materials for their students. The teachers have to be aware that they are a key factor and mostly engaged in learning and teaching; therefore, it is believed that investigating teachers' perceptions will uncover salient shortcoming occurring in educational settings which will be valuable contribution to teachers' educational development. On the other words, teacher's perception plays a fundamental role in the effective implementation of process teaching learning. This then leads the teachers to be good at selecting of textbook they use. Furthermore, Richards stated that there are at least two steps in using textbook. First is to understand the textbooks before beginning class critically and recognizing their advantages and disadvantages of textbooks. Teachers need to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not. Second is to evaluate the

nature of instructional task in textbooks and adapting the textbooks by identifying the current format that can be used to teach or to practice different teaching item. The teacher should be aware that the textbook is not the only resource in the classroom. It can be used in the class but there are other materials that may be used in the foreign language learning and teaching (Richard: 2001).

In some Junior High Schools in Aceh Tamiang, the teacher used "When English Rings A Bell" textbook in teaching. In this research, the researcher investigated teacher's perception toward the use of "When English Rings A Bell" textbook in teaching at some Junior High Schools there. In addition, based on the explanation above, the researchers are interested in exploring teachers' perceptions toward using English textbooks. So, the researchers decided to write an article entitled: "Teachers' Perspectives towards "When English Rings A Bell" Textbook at Some Junior High Schools in Aceh Tamiang".

Teachers are one of the most important personnel in educational system who are in the front line of education, heavily involved in various teaching and learning processes, and the final practitioners of educational principles and theories. In the field of English Language Teaching professionals, significant roles of teachers' perceptions have been highlighted. Robson (2002) states that language teachers' perceptions influence what language teachers do in the classrooms. Similarly, Yu in Srangkan and Jansem (2013) mentions that teachers' perceptions influence what teachers do both inside and outside the classrooms. The teacher's perceptions influence what they do in classrooms. Teacher's perceptions

relate to how teachers deal with shortcomings in their teaching situations. This means that perceptions are generally a basis for teachers to form judgments or to make decisions. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching. In addition, teacher's perceptions result in how teachers deal with shortcomings in their teaching situations (Moloy: 2009).

Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, teacher need textbook. In addition, without textbook, teacher will have difficulties in constructing written evaluation. While for the learner, textbook also plays an important role. The learners who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching. It means that textbooks have many functions.

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

Textbook, that is one of instructional materials, plays a prominent role in language classrooms in all types of educational institutions – state schools, colleges, language schools – all over the world. Therefore, textbooks could facilitate

teaching, learning, and classroom interaction. According to Cunningsworth (1995), textbook have multiple roles in ELT, they are:

- resource for presentation material (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation etc.
- a source of stimulation and ideas for classroom language activities
- a syllabus (where they reflect learning objectives which have already been determined)
- a resource for self- directed learning or self- access work
- a support for less experienced teachers who have yet to gain in confidence.

The English textbook Bahasa Inggris "When English Rings a Bell" is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, student's book and teacher's book. Both of them are compiled using scientific approach by one team. It is published by Bookkeeping and Curriculum Center of Ministry Education and Culture of Indonesia. In the Teacher Book, there are procedures of using the Student Book completely from how to use up to how to assess the students' ability. The Student Book is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning,

collecting information, associating, and communicating.

METHOD

In this research the researcher used descriptive qualitative research. The descriptive qualitative research that refers to the method to formulate the conclusion by collecting, classifying, and interpreting the data were applied in this research. In descriptive research, the researcher arranged the research systematically, based on the fact of the data (Meleong, 2005). Furthermore, Cohen (2007) states that “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants” definitions of the situation, noting patterns, themes, categories and regularities”.³⁸ It is meant that to analyze the data which has been described; the research based on the fact taken from the sample. Qualitative research method was conducted intensively, researcher participated long time in the field, noting carefully what happens, perform reflective analysis of various documents found in the field, and make a detailed research report.

The populations in research were all school at Aceh Taming that used the “When English Rings A Bell” textbook. The total populations in this research were 10 schools.

Table 1.
List of the Population

No	Schools
1.	SMP Negeri 1 KarangBaru
2.	SMP Negeri 2 KarangBaru
3.	MTSS Al- Iklas Tanah Terban
4.	SMP Negeri 1 Manyak Payed
5.	SMP Negeri 1 Kuala Simpang
6.	SMP Negeri 4 Percontohan
7.	SMP Negeri 1 Kejuruan Muda
8.	SMP Negeri 1 Bendahara
9.	SMP Negeri 8 KarangBaru
10.	SMP Swasta Dharma Patra

In this research, the researcher used purposive sampling that is the branch of non-probably-sampling technique. The total samples in this research were 8 English teachers. The sample selected because the teachers in that schools used “When English Rings A Bell” textbook in teaching English. The sample of the research was as follows:

Table 2 List of the Samples

No	Teacher’s Initial Name	Schools
1.	S.W, S.Pd. and M, M. Hum.	SMP Negeri 1 KarangBaru
2.	M. S. Pd. and H, S. Pd.	SMP Negeri 2 KarangBaru
3.	N. U, S.Pd. and S. M. S. Ag	MTSS Al- Iklas Tanah Terban
4.	E. S. S.Pd. and M. A.S.Ag	SMP Negeri 1 Manyak Payed
Total	8	4

In this researcher, the researcher took the data from primary data sources.

The sources of the data were the English teachers of the first grade and the events of

teaching learning activity in using “When English Rings A Bell” English textbook. In this research there were eight English teachers selected by the researcher as source of the data. Then there are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, et cetera. In this research, techniques of data collection that used by the researcher was documentation, interview and questionnaire. The researcher took the documentation of the schools and teachers. Meanwhile, the interview question was used to explore about teachers’ perceptions toward the use of English textbook. There were 20 interview questions that asking to the teacher. The questions adopted based on the criterion of good textbooks which explained in the preview chapter. Next, the questionnaire consisted of 20 items. The question items in

that questionnaire are followed by answer options, so the respondents only choose the suitable one by giving the sign (x) or a checklist (√) in the column of the answer. In this questionnaire, the teacher were asked to answer the question by choosing four categories strongly agree (SA), agrees (A), disagrees (D) or strongly disagrees (SD).

RESULT AND DISCUSSION

The questionnaire was distributed to the 8 English teachers to know the background of teachers’ personal information in using textbook and the role of using textbook in teaching and learning process. All teachers are given the same questions in 20 items of questions. The result of questionnaire showed in the table below:

Table 3 Result of Questionnaire

No	Statement	SA	A	D	SD
1	The textbook is relevant with syllabus	5	3		
2	The activities can be exploited fully and can embrace the various methodologies in ELT		8		
3	The book is appealing and useful to the students		8		
4	Textbooks are compatible to the age of the learners	2	6		
5	The textbooks help students to learn better	1	7		
6	Activities of textbooks are balanced Between individual response, pair work, and group work		8		
7	The illustrations are varied and attractive.	5	3		
8	The textbook expresses positive views of ethnic origin, occupation, aged group, and social groups	1	7		
9	The tests of textbooks are valid and contain correct language		8		
10	Its size is appropriate	4	4		
11	The textbooks support to teach all language skill	4	1	3	
12	The textbook helps teachers to teach English effectively		6	2	
13	The book helps teachers to minimize their preparation time		3	5	
14	The textbook helps the teacher in planning daily instruction		4	4	
15	The CD-ROM that accompanies the book is suitable			8	
16	I use the textbook as a source of homework	2	6		

17	I use the textbook as a source of assessment item	1	7		
18	I follow the sequences of contents provided in the text book		7	1	
19	I use the textbook as the only source for teaching materials		6	2	
20	I fully understand the content presented in the text book		8		

The table above showed that the teachers respond based on the categories for each questionnaire. The result showed there were 5 teachers strongly agree (SA) and there were 3 teacher agree (A) with the item of questionnaire number 1. The questionnaire number 2 were responded agree (A) by 8 teachers, the questionnaire number 3 also responded agree (A) by 8 teachers. There were 2 teachers responded of strongly agree (SA) and 6 teachers responded agree (A) for item number 4. The questionnaire number 5 was responded 1 strongly agree (SA) and 7 agree (A) by 8 teachers.

The result of item number 6 were responded 8 agree (A) by 8 teachers. There were 5 teachers responded strongly agree (SA) and 3 teachers responded agree (A) for item number 7. The questionnaire number 8 was responded 1 strongly agree (SA) and 7 agree (A) by 8 teachers, the questionnaire number 9 was responded 8 agree (A) answers by 8 teachers and the item number 10 was responded by 8 teachers with 4 strongly agree (SA) and 4 agree (A) answers.

In analyzing the questionnaire number 11, the researcher found there were 4 strongly agree (SA) answers, 1 agree (A) answers and 3 disagree responds who responded by 8 English teacher, the questionnaire number 12 was responded 6 agree (A) and 2 disagree (D) by 8 teachers. The result of item number 13 was answered by 8 English teachers with 3 agree (A) and 5 disagree (D) responds, there were 4 agree (A) and 4 disagree (D) answers by 8 teachers for questionnaire number 14 and

the questionnaire number 15 was responded 8 disagree (D) answer by 8 teachers.

After analyzed the questionnaire number 16, the result showed there were 2 teachers responded strongly agree (SA) and 6 teachers responded agree (A), the questionnaire number 17 was responded by 8 teachers with 1 strongly agree (SA) and 7 agree (A) answers. There was 7 teachers responded agree (A) and 1 teacher responded disagree (D) for item number 18, in questionnaire number 19 the researcher found there were 6 teachers responded disagree (D) and 2 teachers responded strongly agree (SA). The last item of questionnaire was responded by 8 teacher with 8 agree (A) answer.

As mentioned in the previous section, the good textbook should correspond to learner's needs. They should match the purposes and objectives of language-learning process. Course book should reflect the uses present or future that learners will make of language. Select course books, which will help to equip students to use language effectively for their own purposes. Course book should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. The textbook should have a clear role as a support for learning. Like teachers, they mediate between the target language the learner. In this research, the researcher discussed the "When English Rings A Bell" based on that criterion.

One thing that should be noticed is that the teachers must be attentive to pick and decide the textbook that is going to be

used in the language classroom. As a part of the material used in the language classroom, textbook often plays an essential role in students' success and failure. It implies that it is significant to the teachers to assess, select, and adjust the teaching materials to assemble teachers' teaching and students' learning need in order to exploit learning potentials. Henceforth, from the results of the questionnaire, the teachers have their own opinions and perspective whether the textbook entitled "When English Rings A Bell" is an ideal textbook for teaching material.

CONCLUSION

The researcher concluded that generally all English teachers had the positive perspective toward "When English Rings A Bell" textbook. The teachers stated that the textbook was relevant to the curriculum and syllabus, the subjects and content of this textbook was relevant to learners' grade and realistic. There were many varieties of topics and tasks in the textbooks that made students interesting and motivating in learning. Moreover, the activities in the book work well with methodologies in ELT to teach individual pair and group work and the book also can develop students' learning strategies to become independent in their learning. On the other hand, the book helped the teacher to prepare the teaching process and combine with the teachers' lesson plan. Furthermore, the pronunciation, the vocabulary and the grammar presented in the purposeful way and supported by the pictures. Meanwhile, four language skills, reading, listening, speaking and writing presented imbalance, because the speaking skill is included in many topics but reading was little. The teachers also stated that

textbooks did not support media such as audio recorded on cassette or video, to support the listening practices in the book, but all teachers agreed the textbooks good learning resources for students and teacher, but it should be supported by other media.

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STUDENTS' PERCEPTION ON LECTURER-STUDENT INTERACTION IN ENGLISH AS FOREIGN LANGUAGE (EFL) CLASSROOM

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Abstract

Interaction is communication that happens through more than two people for getting the information, and the interaction is the way for the lecturer in the teaching-learning process in the classroom. Interaction involves all participants in the classroom which are lecturer and students. This study aims to know students' perception of lecturer-students in EFL classroom interaction at the fourth-semester students of the English department at STKIP Bina Bangsa Getsempena Banda Aceh. This study used a questionnaire to get the data and used a descriptive qualitative design to analyze data. The data were collected by giving a set of a questionnaire (20 questions). The result of this research based on the students' perception is described the teaching-learning process in the classroom was good enough and the students feel comfortable and surely they like lecturer's teaching method. The classroom interaction in the EFL classroom is good because the lecturer used not only English but also Indonesia to stimulate the students in understanding what the lecturer explained.

Keywords: *Perception, Interaction, EFL*

INTRODUCTION

Interaction initiates communication and leads to share information. In education, interaction takes an essential part to get information related to the teaching-learning process for EFL classroom. As mentioned by Murtinugrum (2008), in English learning, interaction is related to the need for students' ability to communicate in English to increase their language understanding. Therefore, success or failure EFL classroom in the teaching-learning process based on a good interaction that created by the lecturer and student.

The interaction should not be seen simply as a one-directional source of target language input. When learners engage with their interlocutors in negotiations around meaning, the nature of the information might be qualitatively changed. The more of information is queried, recycled and paraphrased, to increase its

comprehensibility, the greater its potential usefulness as input (Mitchell and Myles, 2004).

Therefore, interaction is a very complicated process that involves many elements. It is an interrelated process. Some instruments can be used to analyze classroom interaction. Ned Flanders develops one of the instruments, it is called Flanders Interaction Analysis (Brown, 2000). So, by using this instrument, the nature and quality of classroom verbal interaction can be described. The result of the observation using this instrument can give a picture of who talk in a classroom and the kind of talking that takes place.

Interaction is involved in communication, there are two kinds of communication: (1) verbal communication is how the interaction happened among the people by using voice and talk to each other directly, and (2) nonverbal communication, is how the people interact by using gesture,

mimic, body movement, and others without using the words (Nafrina, 2014). Both of those dominate the classroom process, influence the students in language acquisition, and enhance student's speaking ability. This classroom interaction is the action that conducts by the lecturer to manage the teaching-learning process. As supported by Allwright (2008), interaction is similar to the learning process itself.

Classroom interaction is a mutual and meaningful interaction between the lecturer and students that happens in the classroom by interaction and learners could develop their language ability. Thus, what communication means in classroom interaction. In interactive classes, students can join a discussion, problem-solving tasks, or dialogue journals. The form of the activities can be pair works or group works.

The description of the interaction between the lecturer and student is seen from the lecturer and student talk. So, in the classroom interaction, lecturer and students have a reciprocal effect upon each other through what they say and do. This aspect succeeds in the transmission of the messages between lecturer and students (Metelo, 2006:22). The lecturer and students are not separate parts in the classroom, and they interact among them together. In the classroom, and the purpose of the lecturers is teaching a language. Lecturers mainly focus on verbal interaction or communicative interaction (Nafrina, 2014:12). They do not separate the nonverbal interaction that presents. The nonverbal interaction is used to support the verbal one. Students are typically expected to take an active role in the class. They show their mastery of the language by performing it.

In situations where the target language is seldom used outside the

classroom, for example, the students' exposure to the target language is mainly received in the classroom. So the classroom exclusively comes to be an ideal place for learners to learn English if it allows learners to be in continuous contact with lecturers who speak the target language and with peer learners who can practice the language together to help in learning.

The kind of input and interaction that is made by LT is particularly essential and also points out whether it is a subject lesson or a language lesson, successful outcomes may depend on the type of language used by the lecturer and the nature of interactions occurring in the classroom. It can be concluded that LT in the EFL classroom serves as at least two functions. Firstly, it serves as a valuable input of language exposure. Secondly, it is used in different ways to generate the interaction, to make the input comprehensible and consequently make the learning take place.

The essential of interaction is helping students in understanding material and input given by the lecturer and contribution that encountered by themselves. Thus, it will help the process of learning a foreign language effectively, because using good interaction can make the students and lecturer understand what will they do in the class. Besides, the lecturer will be assisted by the interactions in finding out the difficulties and weakness of the students in the learning process.

Related to the issues in the EFL classroom before, the lecturer becomes quite easy to determine the students' weakness or difficulties. EFL classroom in STKIP BBG usually uses bilingual or uses two kinds of languages, namely English and Indonesian interchangeably. Not only English but also Indonesian used by the

lecturer in the class, because not all the students can understand the explanation and instruction in English. Sometimes the students are confused when the lecturer explains by using full English in the classroom, and sometimes they do not understand what the lecturer means as supported by Huraerah (2013). So the lecturer should manage the use of the English language and Indonesian in the classroom.

There are some reasons why lecturer should manage their talk. Firstly, English is not students' mother tongue language, because they are Indonesian and use their national language in daily activity interaction. Moreover, the students seldom communicate by using English in their life; it is only used in learning English classroom in the school. English department student of STKIP BBG should speak up in English even though not all of them can do it, so students and lecturer always make interaction in the classroom, but sometimes when the students talk in the class, students often make an error.

Secondly, students are from a different education background. Some students are from Boarding school, which is used bilingual language in their daily activities and English as their everyday language used in communication. Some students are from vocational school who consider English as the obligation subject only in the school, and they seldom practice that foreign language. Therefore, they believe it is an unimportant subject, then some of them do not care about the English subject. So, students prefer to like to go out when the English learning process occurred (Astiti:2016).

Lastly, based on preliminary observation that was conducted, some of the students are shy to speak up in front of

the class, because they feel ashamed and prefer to choose to sit quietly and listen what did the lecturer explains, and it makes their interaction becomes minimum in the classroom, as supported by Hafizah (2014). Because it is a speaking class, the lecturer forced the students to speak up in front of the class. Based on the issues above, sometimes the students often make error sentences in speaking. The students are afraid to show their ability in speaking English in front of the class, and sometimes they use gesture to make it more confident.

Therefore, the way to enhance students-lecturer interaction is divided into two parts. First, lecturer should give much opportunities to the students to speak up in front of the class or to explore their opinions and share it to the others, as supported by the researcher result which is conducted by Astiti (2016), that the student talk should be more than the lecturer in order to make students more active in the classroom. Second let students use code-switching in the classroom into Indonesian because English as the foreign language and English is not their mother tongue (Pinter, 2006), so when they talk in English they will reflect in using code switch into Indonesian accent.

Besides, students should not have to be isolated in an uncomfortable desk. They need to engage in meaningful activities in which they have to work with others on problems. The best way to learn a new idea is by regular communication with others. Therefore, students tend to interact with the lecturer and fellow students in purposeful activities or investigations of common interest (Richards, 2005:6).

However, the lecturer has two primary roles: first, to facilitate the communication process between all participants in the class, and between these

participants and the various activities and texts; second, to act as possible as an independent participant within the learning-teaching group (Richards and Rodgers, 2001: 16-17).

Based on the explanation above, the researcher would like to discuss what is the students' perception of lecturer-students interaction in EFL classroom. Therefore, the purpose of the research is to know the main point students' perception in the interaction between lecturer and students in EFL classroom, especially in speaking class at fourth-semester students of STKIP Bina Bangsa Getsempena.

METHOD

This research looks at a deep into one specific real phenomenon, that was classroom interaction. It tries to understand the participants and help their problems. It used the content analysis qualitative method. The researcher would like to give the student some questionnaires to ask their perception about interaction in the classroom to know the perspective of the students in the classroom during teaching and learning process. The questionnaire helps the researcher to get more information to fulfill the data of this study.

The subject in this research is limited to the fourth semester that consisted of 25 students. The researcher decided to research the fourth-semester students because the study has the goal to see what kind of interaction that was done by the lecturer and student in the EFL classroom.

Therefore, the instrument used in collecting the data is the questionnaire. In

the interaction done by the lecturer and the students in the classroom and what do they feel during the interaction occurred or usually we call it perception. Using the questionnaire to find out the student's perception is more effective because the researcher provides some questions (20 questions) that should be answered by the students about their perception during interaction in the classroom (Jeremy, 2001) and each student has different perception and the researcher should explore the students' perception based on the answer in the questionnaire.

To analyze the data, the researcher gives a set of questionnaire to the students about their perception, the number of question is about twenty questions after the information has completed, the researcher starts to analyze the interaction that occurred in the fourth-semester class.

RESULT AND DISCUSSION

Result

Since each question is designed in terms of one particular behavior, the height of each bar shows the number of the student's opinion. The followings are questions about the students' perceptions, and the Likert scale is quoted from Wade (2006) but it had been modified by the researcher purposely.

The finding of the student's perception through the questionnaire in determining their perception during the learning process is described through the histogram and for the percentage of the finding is drawn on the diagram below.

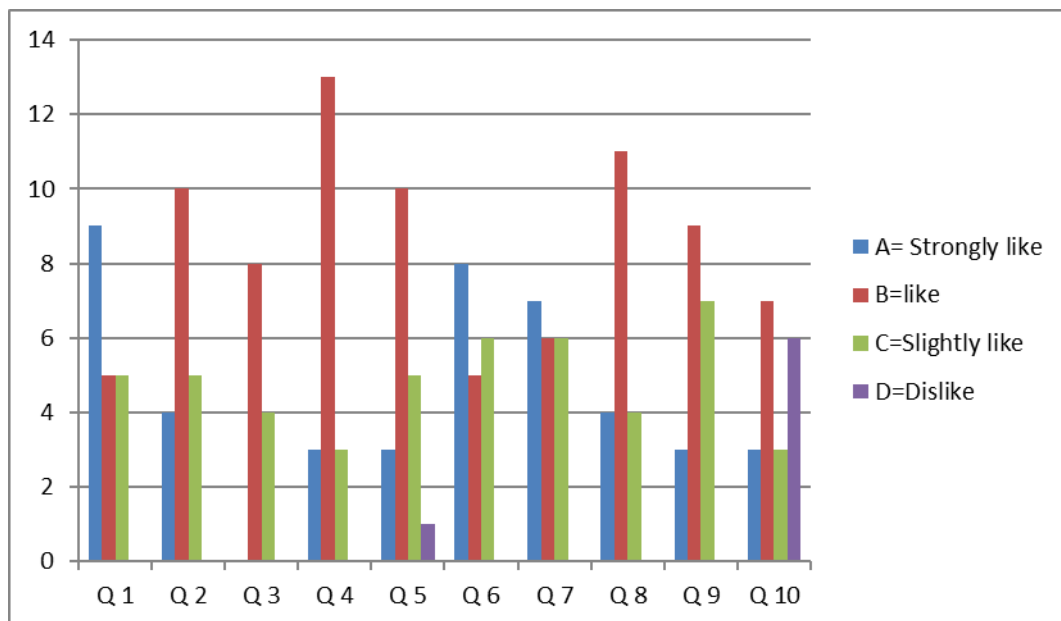


Figure 1. Students' respond toward questionnaire no 1-10

Based on the data above, the students' response to the questionnaire of number 1 to 10 is B (like) as the highest number that was chosen. The second average number is A (strongly like) that students prefer to choose it. While for option C (slightly like) is in the third position and the last one is D (dislike) is the

smallest number that was chosen by respondents. So, based on the students respond result for the question number 1 to 10 is B (like), it means all of the students like toward the interaction that was done by the lecturer during teaching-learning process in speaking class.

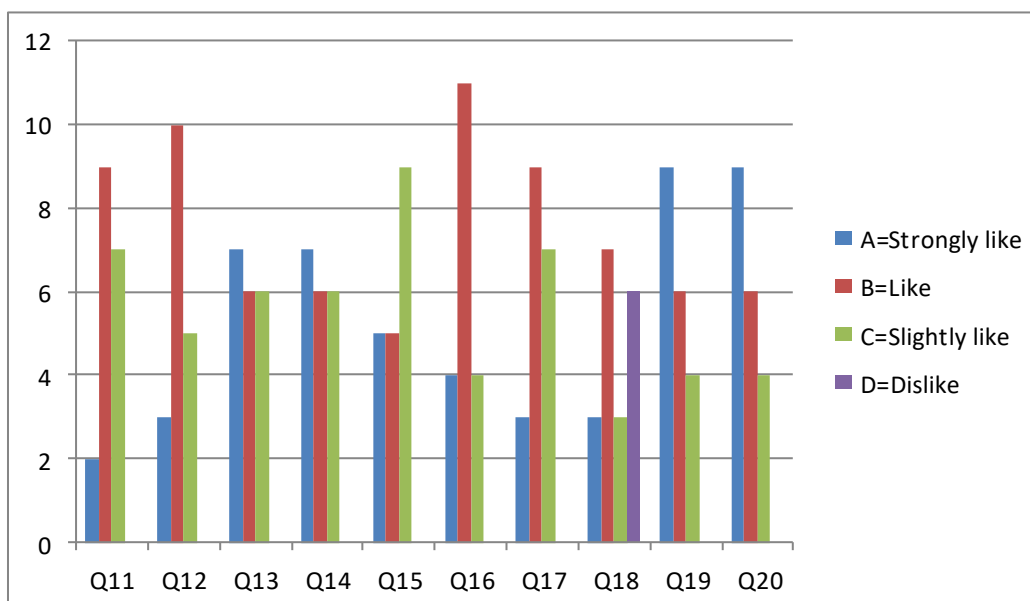


Figure 2. Students' respond toward questionnaire no 11-20

As the result shown in figure 2 above about questionnaire number 11 to 20. Most of the respondents were marked B (like) and as the highest number for those ten questions. The second higher number that was chosen by students is A (strongly like) rather than C (slightly like). Meanwhile, the students choose D (dislike) only for question in number 18 and not for the rest of 9 others questions; it means, there is none of the interaction problem acquired during teaching-learning process in speaking class. Thus, it also can be

interpreted that students have a good interaction with the lecture and they like the way on how the lecturer interact with them during the process of learning in the classroom.

Then, to conclude all of the data gathered, the researcher count all of the result findings into the percentage of students perceptions from the questionnaire responds that have been done by the students. The data display through the diagram below:

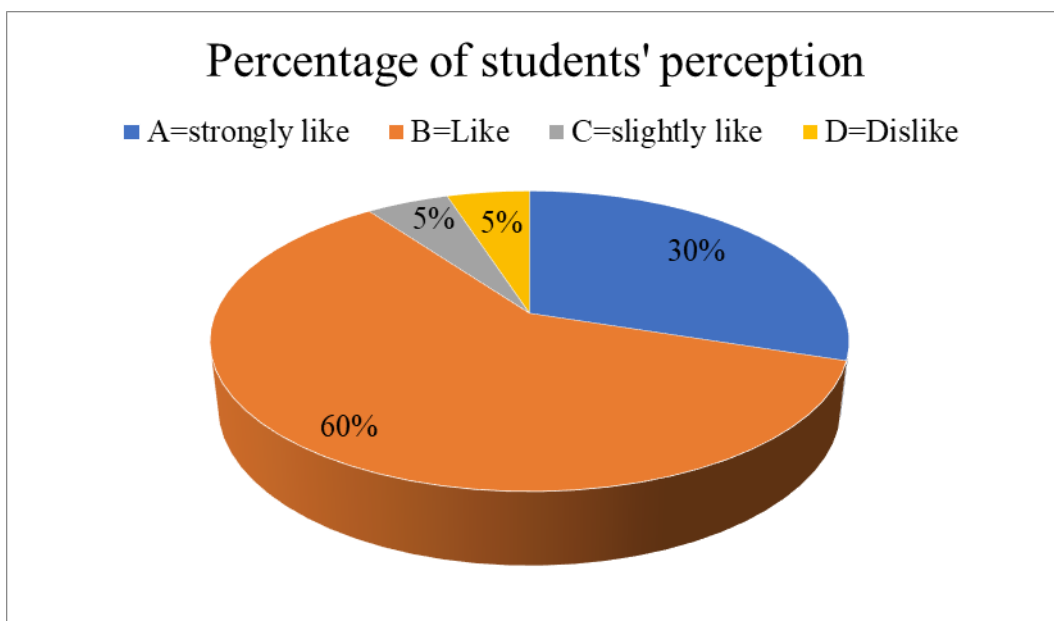


Figure 3. The percentage of students' perception

As shown on the percentage of the diagram above about students' perception on lecturer-students interaction in EFL class is 60 % of students prefer to choose B (like), it means most of them like the way of lecturer used to interact during the teaching-learning process. Then 30 % for option A (strongly like) that were chosen by students and for both C (slightly like) and D (dislike) only 5% of respondents took it as their answer. Thus, the diagram above described four kinds of students' perception of lecturer and students interaction during speaking class. The majority of students goes to B as the single biggest percentage and following with A with the second position, but for C and D is the lowest percentage of students' perception.

Discussion

Based on the first displayed histograms in figure 1, the researcher investigates the information about the students' response to the conducted teaching and learning in the speaking course. Through the first inquiry about

whether or not the students like the lecturer while interacts with them, the students who answer A "strongly like" was nine respondent while the vote to B "like" and C "slightly like" shares the same number of voters which is five respondents for each answer. The first questions conclude that the students like to listen to lecturer talk in explaining the material in the classroom. However, there are 11 abstain individuals who left the first inquiry blank without notifying their reasons behind this abstinence.

The second question is asking about the students are *like* to the lecturer talk time is appropriate to the classroom atmosphere. For this question only four students response to the option A "strongly like", and the students who answer B "like" is ten students. Then about five students who choose C "slightly like", but there are six students who abstained and none of the students who response D. So, most of them prefer to choose B (like), it is about the students are *like* about the lecturer talk time is appropriate. Based on the students' perception, the lecturer talk time is

appropriate and it is suitable with what the students want during the teaching-learning process in the classroom.

The third question is about the lecturer's instruction in the classroom during teaching and learning process. For this question, only two options were chosen by respondents and both of them are B "like" with eight respondents and four respondents are prefer to choose C "slightly like". The rest of the respondents left the blank answer for the third inquiry. Thus, the highest result is B, it means the students understand and they *like* to listen to lecturer's instruction in the classroom.

The fourth question is about lecturer explains everything. The highest number goes to B "like" that thirteen students marked it and for option A "strongly like" and C "slightly like" the students share the same number for both of it (three students of each) and none of the students choose D "dislike". But there were also six respondents who abstained. It can be concluded that the students *like* to listen to a lecturer explaining everything during the teaching and learning process.

The fifth question is about whether they like to ask and answer the question in the class during teaching and learning process. The students responsible for these questions is the various number for each option. The smallest one is only one student who were marked D "dislike", then followed by A "strongly like" with three respondents that lower than C "slightly like" with five respondents, and the highest number goes to B "like" with ten respondents. Thus, some of them *like* to ask some questions and answer the subject during the teaching-learning process, and it is an excellent way to make interaction in the classroom among the lecturer and students.

The sixth question, the researcher investigates the information about the lecturer gives students some problems to work on it and solve it on their own. The students who answer A "strongly like" was eight respondents while the vote to B "like" was five respondents, while for C "slightly like" was six respondents for each answer. The sixth questions conclude that the students are not ready if the lecturer gives some problems to work on in the classroom.

The seventh question is about the students like to answer the question without pointed by the lecturer or they do it voluntarily. Seven students prefer to choose A "strongly like" then followed by B "like" and C "slightly like" which is shares the same number of voters which is six respondents for each answer and none of the respondents who marked D "dislike". While, the rest of the students are remaining to leave a blank reply in responding to this question. Thus the seventh question results that the student like if the lecturer gives the opportunities to the students to answer the question volunteer in the classroom.

For the eighth question, the researcher asks about giving a longer time to think about the question that was given by the lecturer. The highest number is going to B "like" with nine respondents, then followed by C "slightly like" with seven respondents and the smallest one is goes to A "strongly like" with three respondents and none of the respondent who chooses D "dislike". Here, the students like if the lecturer gives the time to them to think before answering the question because they have some time to prepare about how to give the good answer from the question that given by the lecturer.

The ninth question, the researcher investigate about students performance should be encouraged by lecturer's feedback. None of the respondents who chose D "dislike", three students who prefer to choose A "strongly like", then seven students chose C "slightly like" and the last one is B "like" with nine responses. Overall, for this question goes to B, it means the students always hope the lecturers' feedback after their speaking time to correct the error.

The last inquiry for figure 1 or the tenth question is about the students like if the lecturer tells all their mistakes about their speaking performance. For option a "strongly like" and C "slightly like" the respondents share the same number which is three for each option. While for option D "dislike" was six respondents and followed by B "like" with seven respondents. It means, the students like if the lecturer tells them about all of their mistakes in the classroom, because if the lecturer tells all of the students' mistakes so the students can give better performance for the next task.

Moreover, the second histogram that displayed in figure 2 is an extension of the previous ten questions. The question starts from question number 11 until 20. The eleventh inquiry in the second histogram is whether or not the students like the process of teaching and learning while the lecturers let the students discover their own mistakes. The researcher aim this inquiry to investigate the students' response to lecturer's act in providing freedom for the student for a self-correction session.

Through the survey, the total of students who opted a (strongly like) are two respondents, while the students who pick b (like) are nine participants and the students who chose c (slightly like) are seven individuals. The results of the survey result

in this section show that the students prefer to be given freedom in assessing their own mistakes and errors during the speaking performance. However, the number of participants who vote for c (slightly like) is because the students believe that their capability to recorrect themselves is not reliable. Thus, they argue that the most suitable actor to revise their speaking performance is the lecturer who pays full attention to them while they are speaking in front of the class. However, some of the students believe that during the speaking it is hard for them to highlight their errors while they are focusing themselves to the matter being elaborated.

The twelveth question is about lecturer pointed students immediately when their answers are incorrect, and the respondent prefers the excellent answer is B (like). Thus, the students do not really like if the lecturer points them immediately when they give a wrong answer because it can make the students down and shy to speak.

The thirteenth question is about the student like to practice the new language in the class, and they choose A (strongly like). It means that they really like to practice the new language because they want to learn more than one language, and it can improve their vocabulary mastery. The fourteenth question is about they like to be given a chance to talk and discussion in the classroom so the excellent answer is A (strongly like). Thus, they will have a good chance to speak in English and share their ideas and develop their self-confidence. The fifteenth question is about the lecturer should negotiate with the students for correction, and they choose C (slight like). It means that the students do not enjoy the atmosphere if they have to

consult with the lecturer because they want the lecturer to correct them directly.

The sixteenth question is about the students like speak in front of the class individually; for this statement, the respondent's circle B (like) as their answer. Based on their response, it means almost all of the students pretend to speak in the form of monologue rather than in dialogue because if the student speaks in front of the class individually, they can be more confident. The seventeenth question is about they like to see the lecturer when he uses body movement in explaining and the proper answer is B (like). It means when the lecturer explains the materials or speaking instruction by using body movement is attracting the students to pay attention to the lectures, so it can influence students mood and the student can be more focus and understand what the lecturer explains.

The eighteenth question is about they like to disturb others during the learning process, and most of the respondents choose B (like). They think if their friends have to speak in front of the class, the lecturer could not pay attention if they disturb each other in the back of the classroom. The nineteenth question is about they like the lecturers' teaching method in the learning process, and the students answer A (strongly like). Here the students like and enjoy the way of the lecturer used during the teaching-learning process in the classroom and it can help them in develop their ideas and speak freely, and the lecturer method is good enough for them. The last question is about the students would like to recommend to the lecturer about interactive classroom and they respond is A (strongly like). Thus, the students like to suggest to the lecturer about

the interesting learning situation in the classroom.

Moreover, based on the diagram above, the highest percentage goes to B (Like) with 60%. It means that the students like to the lecturer's method during teaching and learning process in the classroom. Then, it is followed by A (Strongly like) by 30%. The meaning is some of them like to the lecturer's method in the classroom. Next both of C (slightly like) and D (dislike) are only 5% each of them, which is it is the lowest percentage of students' perception. It means that a few of them who did not like with the lecturer's method.

Therefore, the finding of this result assumed that the lecturer has to stimulate the students to talk by asking some questions orally. Because lecturer-whole class interaction is for encouraging the students to speak, the lecturer has to use strategy to make the students to talk. Three types of lecturer-whole class, such as giving explanations, praises, information, and instructions. Thus, the lecturer should make student tell something. Then, the principal activity in this interaction is the lecturer gives a task that has been discussed in the group or individual preparation. It means that the students who are in group discussing or personal preparation must obey what is the lecturer wants to do for them. Besides, the interaction between lecturer and group of students or lecturer to students is like helping other students who do not understand yet at the discussing material and controlling the interaction in a different way to prevent the classroom atmosphere.

CONCLUSION

The conclusion that would like to describe based on the research finding based on a set of questionnaire. The students' perception in the EFL classroom reveals that is they like to learn in that class, it has been proved by their answer that they like to listen to the lecturer talk more than thirty-five minutes. It is mean that the lecturer talk is good enough in the EFL classroom and students are enthusiastic to the lecturer talk, they like to see and listen to the lecturer talk. The lecturer knows to control his portion to speak, he does not want to talk too much, because he does not want to let the student to be receptive or only accept all of the things without showing the output. The researcher can deduce from the explanation above, therefore, that the lecturer has to use their role in the classroom maximally. It means that the lecturer can change students to be active in classroom and also give support, motivation and praise them during the teaching-learning process.

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THE EFFECTIVENESS OF TEACHER-THEMED MOVIES TOWARDS PRE-SERVICE TEACHERS' SELF-EFFICACY

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Abstract

The aim of this study was to investigate the effectiveness of teacher-themed movie to elevate the pre-service teachers' efficacy in coping with the real teaching field. Based on a pilot study conducted by the researcher in a public university in Kalimantan, Indonesia, many students of teacher training and education faculty did not choose their department solemnly. As a result, these pre-service teachers, when got involved in teaching practice at a school, did not believe they could handle real class situation. They believed that it was difficult to teach the students in their real field, especially when those students came with various personalities. Hence, an effort should be done to help the pre-service teachers develop their self-confidence to conduct actual classroom activities. The design of the study was experimental design with one group pre-test and post-test. The subjects of the research were 34 senior students of English Department. In collecting the data, questionnaires of self-efficacy were utilized. The data was analyzed by using SPSS program. The results showed the pre-service teachers, who watched an inspiring educational movie, where in the movie the teacher was able to handle some most difficult students and turned the students become ones with better personalities, could affect positively to their efficacy. In addition, the effect of watching such ennobling movie was significant to raise the pre-service teachers' self-efficacy.

Keywords: *Teacher-themed Movie, Pre-Service Teacher, Self-efficacy*

INTRODUCTION

As a developing country Indonesia now has turned to be one of the biggest economies in Asia. Not only this would affect to the economy, it could also affect to the country educational improvement since Indonesia had commitment with 20% of the national budget for education (Government Constitution article number 31 verse 4; Government Regulation no 20/2003). Protected by the government regulation as one of the professional job that could bring welfare, the jobs as a teacher have gained its popularity among society proven by high interest of high school graduate towards the departments under the faculty of teacher training and education at universities.

Unfortunately, in such high demand of seats in the education department of the university, most of the students enrolled as pre-service teachers did not have high interest in teaching. Despite they had studied theories all related to teaching and learning process, when it came to teaching practice the pre-service teachers had difficulty in handling the class and did not believe they could teach or worse, some of them dropped out because they think that they could not suit the job as a teacher.

Considering the recent problem as elaborated before, it is imperative not only to equip the pre-service teachers with good instructional knowledge but also to develop their self-belief about how well they could conduct a good class and be an inspiration

for their students that can change students' life to betterment for good. Therefore, this study was conducted with that rationale.

Numerous studies have been conducted in this field. Self-efficacy can be one factor of success of one person because this trait of personality could enhance one ability to learn new subjects (Riding & Rayner, 2001). Since self-efficacy can be one point that determine someone's degree of confidence in conducting certain types of tasks, the higher efficacy one possesses the bigger ones' opportunity is open for achievement (Pajares, 1996; Yusuf, 2011; Steel, 2014). However, that study was too general that it did not touch the context of pre-service teachers. On another study, for instance, conducted by Dinther et al (2011) exploring various factors affecting ones' self-efficacy that was still in general contextualization. Yet, in more recent years, some research has been conducted specific about the self-efficacy of the pre-service teachers. The results suggested teacher themed movies affect positively towards pre-service teachers' professional attitudes and their efficacy towards the science literacy (Kaskya et al, 2013; Ozturk, 2017). Hence, this study came with the proposal of filling the gap that have not previously been done, that is whether or not a teacher themed movie affect positively to pre-service teachers' self-efficacy from

English Department and whether or not it has significant effect. The current study explored the effectiveness of teacher-themed movie to ones' self-efficacy from the perspective of teachers' instructional capability and disciplinary.

METHOD

The current study employed pre-test post-test one group experimental design (Kumar, 2011). The subjects of the research were 34 students in the Department of English Language Teaching. The subjects were all the students in the final years of their undergraduate education, therefore the samples were taken through whole sampling technique. In order to collect the data, a questionnaire was adopted from Bandura (2006) about self-efficacy for the teachers. The data was collected from the pre-service teachers through questionnaire.

RESULT AND DISCUSSION

Result

Pre-test was conducted prior the treatment conducted to the pre-service teachers and the post-test was conducted after the treatment. The results of the questionnaire as follows:

Pre-service Teacher Score

No	Pre-test	Post-test	Mean Difference
1	750	800	50
2	700	800	100
3	740	870	130
4	680	800	120
5	890	900	10
6	720	750	30

7	690	810	120
8	780	900	120
9	870	900	30
10	660	770	110
11	770	800	30
12	760	790	30
13	850	900	50
14	740	800	60
15	720	850	130
16	620	830	210
17	660	820	160
18	660	710	50
19	680	730	50
20	790	900	110
21	800	880	80
22	690	700	10
23	780	830	50
24	900	950	50
25	770	880	110
26	680	760	80
27	880	880	0
28	660	780	120
29	670	800	130
30	680	700	20
31	680	740	60
32	700	720	20
33	700	840	140
34	710	860	150

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	34	736,1765	74,30546	12,74328
Post-test	34	816,1765	66,56119	11,41515

Obviously the results of the pre-test and post-test have shown that the difference existed between the results of pre-test and the post-test. Before the treatment was conducted, the pre-service teachers had shown their self-efficacy score on average of 736,1765 (out of the

maximum score 1100) and after the treatment was given to the pre-service teachers as the subjects of the research, the mean score of the post-test raised to 816,1765. The raise of the mean score of both data showed that there was a change in degree of confidence before and after the

treatment with mean difference 80 points. Hence, at this point it could be concluded that the data have shown that there was a positive elevation of the pre-service teachers' self-efficacy. However, this data

should be confirmed with the result of t-test statistical calculation to express its significance. The following table presents the results of the calculation:

T-Test Result

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Mean difference pre-test post-test	34	80,0000	51,75701	8,87625

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Mean difference pre-test post-test	9,013	33	,000	80,000	Lower 61,9411	Upper 98,0589

The results of the above calculation exhibited sig: $p < sig$ 0,05 which means the change of the pre-service teachers' self-efficacy existed. The result of the t score calculated was 9,013. According to t-table, with $df=n-1$ equal with $df=33$ the t calculated was higher than t-table ($9,013 > 1.697$). It means the result of the post-test was significant compared with the results of the pre-test.

The statistical calculation above demonstrated that there was difference between pre-test and post-test, the change of the pre-service teachers' self-efficacy was positive, and the effectiveness was significant. The results of this study confirmed similar characteristics of the

findings from the two previous studies (Kaskya et al, 2013; Ozturk, 2017) that teacher themed movie could enhance the perceived professional attitude and self-efficacy as well as their science literacy. However, as stated earlier of this paper, this study took different focus on how the teacher themed movie would affect the pre-service teachers' degree of confidence in instructional and disciplinary.

Instructional efficacy should be one important thing that a teacher must possess. The components that were explored were parts of essential criteria of effective teaching similar with the criteria of effective teaching proposed by Young and Shaw (1999) such as value of the

subject; motivating students; a comfortable learning atmosphere; organization of the subject; effective communication; and concern for student learning. In this study the researcher explored about the teachers efficacy on the dimension of effective communication on how to persuade the students do their assignments, the dimension of motivating the students, providing a friendly atmosphere, scaffolding the learning materials so that the students could still be on the track, and the dimension of concern for the students learning.

As well as the instructional efficacy, the disciplinary efficacy should also be a concern for the pre-service teachers. Although this point of view is closely related to the view of behaviourism, it still cannot be completely left by the educators because it still exists in the military education and more importantly on the technology based education (Gökmeno lu et al, 2010). Furthermore all aspects of industry is moving towards the 4th industrial revolution that the revolution is affecting industry not to exclude the aspect of education

CONCLUSION

Although high demand of the teachers and many of the students were interested in being a teacher, their degree of confidence was not a match for the field experience. When facing the real class, the pre-service teachers often feel inferior to conducting the class. Therefore, an effort such as this study was conducted. After the study has deliver its results, it turn out that watching inspirational teacher themed movie would escalate the pre-service teachers self-efficacy. Not only could it be a positive impact for the pre-service

teacher, it could also exhibit the effectiveness for their efficacy in instructional efficacy and disciplinary efficacy.

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CLUSTERING TECHNIQUE IN GENERATING THE STUDENTS' IDEAS

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Abstract

This research was conducted to know the influence of clustering technique in generating the students' ideas in prewriting. The purpose of this research was to find out does the clustering technique influence the second grade students in generating their ideas in prewriting of explanation text. The research used a pre-experimental design. The design used one group pre-test – post-test. The main instrument in this research is a test. The sample of this research was the second grade students of SMAN 1 Kuta Baro. From the result, it was found that the mean score of pre-test was 50 and the mean score of post-test was 74.06 and the t-score was 16.10 and t –table was 2.13. It meant that t-score was higher than t-table. From the result above, H_a was accepted and H_0 was rejected. It can be concluded that clustering technique is a good technique in prewriting activity. It is very useful for students in generating ideas. It also helps them to enhance their ability and motivation. Therefore, the application of clustering technique has a great influence on the students' performance and attitude towards the learning process especially in generating ideas in writing.

Keywords: *clustering technique, generating ideas, prewriting*

INTRODUCTION

The proficiency in English consists of four language skills namely listening, speaking, reading and writing. Among these skills, writing is the most difficult skill for students to learn. It is supported by Langan as cited by Eromana & Hafizh (2014) that writing is the most difficult skill for a second language learner to master. It means that the students always find some difficulties in learning English writing such as when they begin to write, the students are struggling to find the ideas, then when they write, they are having difficulty on how to transfer their ideas into writing using appropriate vocabulary, the use of grammar and writing organization.

The problems mentioned above do exist based on the researchers' observation at one of school in Aceh Besar. The students had many problems in their writing practice. It was proven that they were confused when the writer asked to

write any topics. It meant that when the students write something, they hard to think about what they are going to write. In fact, one of the major difficulties in writing is how to find the ideas. In this case, the students often copied the text in their assignment. It was maybe they did not have ideas to write. Probably, they lost their ideas when they started to write. This becomes the major problem that often faced by the students about how they generate their ideas into written form.

This situation often makes the students stressful in generating their ideas which then leads to the ignorance of the writing practice. Therefore, the students need to plan what they write and how to transfer their ideas. To solve their problem, they need to be guided by the teacher during the writing process. One technique that can help the students to generate their ideas is clustering technique. According to Langan as quoted by Eromana & Hafizh

(2014), clustering technique is a technique that can be used to generate an idea in writing. It seems that the technique is very useful for the students because it can make the students to explore many ideas without hesitate or doubt and help them in solving their problem.

Clustering technique is a process of discovering and organizing the ideas and putting them on the paper. In order to make clear what clustering technique is, there are some definitions presented by experts. The clustering technique was presented by Gabriele Lusser Rico who is a professor of English and Creativity in San Jose State University in California, in 1980 (Adriati, 2013). Moreover, clustering technique is a technique used to see visual form or circle of their ideas and capable to make the students think more active in making new unity (Kalandadze, 2007). It means that the technique is very useful for students in expressing their ideas before they make a draft. The clustering technique is very appropriate to develop ideas because it helps students to take out their ideas and make them easy to understand what should they do based on the instruction of clustering.

In addition, the clustering technique is the most commonly technique used in prewriting activity. It is a way of brainstorming technique that uses the right brain, non-linear, visual structures of ideas, whole pattern and part of their mind (Folit, 2009). Moreover, the clustering technique makes the students more creative and enjoyable part of the students' brain to associate their ideas which the students are able to find the patterns and create meanings (Folit, 2009).

Furthermore, clustering technique is another prewriting technique that allows the students to gather ideas. It also suggests

the ways in which the distinct ideas should be related logically which help the students can get a sense of how the writing could eventually be arranged (Rambo, 2014). It seems that clustering is one of the effective ways for prewriting activity. It can explore many ideas from the mind which helps the students to develop an idea before starting the writing activity.

There are some steps in using clustering technique (Folit, 2009). First, write the main topic in the middle of the paper and circle the topic. Second, write down new ideas related to the main topic and take a line of the central idea. Third, continue to write the ideas until they run out or time is finish and then make a circle. Finally, write the ideas without hesitation about perfection.

In clustering, the students may use boxes and circles to connect among their ideas with branches. In this case, the students can explore many ideas to connect to each other.

There are many previous researchers who have used clustering technique in generating ideas to improve the students' writing skill. The first study was conducted by Salam in 2011. It was a Classroom Action Research (CAR). The result of the first cycle was 63.06, the second cycle was 67.8 and the last cycle was 72.4. The result of this research showed that clustering technique was effective to motivate the students in writing. It proved that giving motivation to the students in writing is something crucial to less their fear. The second research was conducted by Adriati in 2013. It was an experimental research where there were two classes for sample that is control and experimental group which consisted of 60 students. The data was obtained from the result pretest and posttest score of the

students. The students' pretest score of experimental group was 53.50 and for control group was 53.10. The posttest score of experimental group was 57.57 while the posttest score of control group was 54. It shown that the difference of both group mean in the pretest was statistically not significant ($0.593 < 2.00$) by comparing the post-test score was statistically significant ($6.04 > 2.00$). The result shown that the students who were taught by using clustering was effective to improve the students' ability in writing narrative text. The other, the study had been applied by Aryanti in 2015. It was quasi experimental design. The sample was divided to two classes. There were control and experimental group which consisted of 50 students. The quantitative data gained from the result pretest and posttest students' score. The posttest of experimental group is 95 while mean of control group was 73.6. It shown that clustering technique was improved students' ability in writing.

Moreover, the most important in writing activity is how to generate an idea. Before the students start to write, they should explore their mind freely. Then, they record those thoughts by writing on whatever they can explore. In writing, the students should have idea to write, after the students put their ideas into words. Then, they begin to organize into the paragraph. One of the important parts of writing is pre-writing stage. It needs to develop ideas. Moreover, According to Peary (2017), prewriting is the moment in which the writer faces the preverbal in order to begin writing: it is an expansive mindset containing few preconceptions about style, content or genre. It seems that prewriting is very useful for students to gather idea.

In summary, prewriting is focusing on the idea. The students should

write whatever comes in without pausing at all. It does not need to worry about grammar, spelling, organization and etc. The purpose of prewriting is to stimulate the imagination to produce ideas about the topic. It is very useful for the students who are less imagination in gathering ideas.

Moreover, when composing text, the writer should have some purposes in presenting information to others until the text has meaning. They should have the purpose to make sure what they write till the reader understanding the writer's mind. Writing is not about how to explain something or information to others, but the writer also has the opportunity to persuade and entertain the readers through their experience, lesson and feeling.

Futhermore, purpose of writing is expressing oneself to give information to convince or to create good writing. Most of the people enjoy when they write something just for fun which the writer explores his experiences, lesson, feeling, etc. The writer has a certain purpose that can responsibility for the reader. In fact, writing is a means to communicate quite effective and efficient to reach the wider community (Syarif, 2009). There are several purposes of writing, they are to inform, to persuade, to entertain and to explain (Syarif, 2009).

Furthermore, there are a lot of types of writing in the curriculum had been made by the government for second-grade students in senior high school such as procedural, analytical exposition, hortatory, discussion and explanation texts. Thus, the researchers chose the explanation text based on the syllabus. Therefore, based on the statements above the writers wanted to know whether the clustering technique influences the students in generating their ideas in prewriting of explanation text.

Explanation text is to explain a series of issue or phenomenon. It is about a natural and social phenomenon, technical and scientific. Furthermore, the explanation text is explaining the sequence of events. The objective of this text is to explain how and why something in the world happens. It is about actions rather than about things. Explanation plays a valuable role in building, social, storing our knowledge, technical and scientific (Rose, 2015).

In addition, there are three elements that must be considered in writing explanation text (Warmer as cited in Maiyanti, 2015). The first is a general statement. In the general statement, the writer will introduce an events or give general explanation of the event. In the general statement contains a general explanation of the phenomenon to be discussed. The second is the sequence of explanation. In this section, the writer starts to explain a series of events which happened step by step. The explanation sequence should consist of a series of happenings, actions, causes or processes that are the focus on events. The last is closing. The writer takes conclusion the whole of story. It shows that personal comment or summary about how and why something happens. In summary, the explanation text is to explain about the phenomenon in the world or around them by the given reason why and how this happens.

When writing the explanation text, the students should consider some of the features of the text. According to Rose (2015) there are some features of the explanation text. First, the story should explain how that phenomenon occurs. So, the students have to consider the using explanation to give detail of series events. The story takes from the phenomenon then

focus on events. It is not on the object or the person but on the events that occur in the person or object. Second, use the simple present. Third, use conjunction time such as before, after, as, when, while, until, since and etc. **Finally**, use clausal connectives such as because of, therefore, so, thus, consequently, as a result, hence and if and etc.

It can be inferred that there are some features in the explanation paragraph. It is very important to know the features of explanation because it needs to give the reason and process that story happens. Then, the story focuses on the events. The tenses use simple present and it also needs conjunction time and clausal connectives.

METHOD

The design used was pre-experimental design on one group pretest-posttest. In addition, the treatment that would be used for the purposes of this study was the use of clustering technique in helping the students generate their ideas. This research was conducted into four meetings excluding pretest and posttest. The objective of pretest was to find out the students' ability in generating ideas in writing an explanatory paragraph. Then, the treatment was conducted in two meetings. The students were taught writing using clustering technique in generating their ideas before they began to write an explanation text. Finally, the students were given a posttest to find out does clustering technique influence the students in generating their ideas into an explanation paragraph.

In this research, the researchers chose a purposive sample. The sample of this study was XI IPS which was consisted of 18 students, but only 16 students

participated fully in this study. In collecting the data, the researchers used the test as the main instrument; pre-test and post-test.

The obtained data from the test was used to know their ability in generating ideas by using clustering technique. It gained from students' scores. The technique of data analysis in this research was used analysis technique. The writers used test to find out students' achievement score in generating ideas by using

clustering. After conducting the tests, the writers analyzed the students' writing individually by using a rubric. There were five components presented in the scoring rubric for writing test namely content, grammar, organization, vocabulary, and mechanic. However, the writers only analyzed the content of the students' writing. The score for the content can be seen as in the following.

Table 1. The Analytical Scoring Rubric

<i>Component of writing</i>	<i>Scores</i>	<i>Indicators</i>
Content	4	Relevant to the topic and easy to understand.
		Rather relevant to the topic and easy to understand
	3	Relevant to the topic but is not quite easy to understand.
	2	Quite relevant to the topic but is not quite easy to understand
	1	

(Rubric from Weigle, 2002)

From the table above, there were four items in content. Then, the researchers gave the students' score based on the idea generated into writing an explanation text. In assessing, the researchers evaluated the students' generating ideas in their

explanation paragraph. To get the mark of each student, the scoring considered the component of contents above. Furthermore, to give more explanation the criteria of numbers in the content is categorized as:

Table 2. Scoring Criterion for Exploring the Ideas

<i>Scoring Criterion</i>			
1	2	3	4
Failing	Poor	Good	Excellent

Note :

- 00 - 25 = 1
- 25 - 51 = 2
- 52 - 77 = 3
- 78 - 100 = 4

After scoring the students' test, the researchers calculated the mean and standard deviation for pretest and posttest.

Moreover, in determining whether there is a significant difference between the mean

of groups, the researchers used the following formula:

$$t = \frac{md}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}}$$

(Arikunto, 2014)

Remarks:

Md = Means different pretest and posttest

$\sum X^2$ = Deviation in every subject

\sum = Total of quadrate deviation

n = Subject of sample

RESULT AND DISCUSSION

Result

This study was conducted by applying pre-experimental research; one group pretest-posttest. The pretest was given before the treatment and posttest was given after the treatment. This research was conducted in one class with 16 students. The data was analyzed by using quantitative method. The quantitative data were taken from the mean of the students' score in writing test.

The following table was the result of the students' pretest and posttest scores in generating ideas.

Table 3. The students' pretest and posttest scores in generating ideas

No	Students' Name	Pretest		Posttest	
		X ₁	X ₂	X ₁	X ₂
1	A	70	4900	85	7225
2	F A	60	3600	85	4900
3	K A	35	1225	70	7225
4	M. F	45	2025	65	4225
5	M. F D	35	1225	70	4900
6	M	35	1225	70	4900
7	M	60	3600	80	6400
8	M.A	45	2025	60	3600
9	R S	45	2025	65	4225
10	R M	60	3600	80	6400
11	R R	50	2500	85	7225
12	R	50	2500	80	6400
13	S	55	3600	80	6400
14	T A	55	3025	70	4900
15	Z	40	1600	55	3025
16	W	60	3025	85	7225
Total		800	41700	1185	89175

From the table above, the numbers of students who took the test from pretest and posttest was 16 students. Moreover, the writers needed to calculate the mean score

and standard deviation. The following table was the score of mean and standard deviation both pretest and posttest.

Table 4. The Score of Mean and Standard Deviation

<i>Test</i>	<i>Mean score</i>	<i>Standard deviation score</i>
Pretest	50	10.30
Posttest	74.06	9.41

Based on the result of pretest, the data showed that the mean score of pretest was 50 and the standard deviation was 10.30. From the analysis, it can be seen that almost of students was very low in generating ideas into their writing.

In addition, the mean score of the writing test in posttest was 74.06 and the standard deviation was 9.41. From the description above, it could be concluded that the mean score of posttest had higher score compared with the pretest score.

After the data was collected in the form of pretest and posttest scores then the data was analyzed to get the value of t-score. Based on the calculation, it is shown that the t-score is 16.10 which t-table was 2.13. Furthermore, t-score is higher than t-table which is a significant level of 5%. Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted.

Discussion

Based on calculation score of students' ability of second grade students in pretest, it was found that the lowest score is 35 and the highest score is 70. While the students' score after treatment was found that the lowest score is 55 and the highest score is 85.

Furthermore, the data were calculated by using some formula such as mean, standard deviation, and t-score. Based on students' score above, it was found that the average (mean) score of the students' ability in pretest is 50. In addition, the average (mean) score of the students' ability in the posttest is 74.06.

In addition, clustering technique has given a significant effect on the students' ability in generating their ideas into writing. It was proven by the results of the test. The score of students in pretest was low while the students' score in post-test is increased. In the pretest, the mean score was 50 with a standard deviation was 10.30 while in posttest, the mean score was 74.06 with standard deviation was 9.41. It indicated that the value of t-score was 16.10 higher than t-table was 2.13. The result of experiment shows that the alternative hypothesis (H_a) it of the research is accepted and in other words, the null hypothesis (H_o) stated that there is no significant is rejected. It means that there is significant different students' score after they were taught by using clustering technique. Therefore, clustering technique is able to give influence on the students' ability in generating the ideas into explanation text.

The next discussion is about the students' response before implementing the treatment in their writing. The researchers found that they looked confused when the researchers asked them to write a text in the pretest. They had difficulty how to start writing. It seems that they did not have ideas to begin their writing. Some of the students looked serious in writing their task. It can be seen in the pretest that the highest score is 70 and the lowest is 35. It means that they did not know how to express their ideas. It also looked from the class atmosphere which was very noisy when the students did their task and some

of them were busy chatted to their friends for the answer.

Moreover, based on the researchers' experience during the application of clustering, it was found that clustering technique made the students more active in the learning process. The students looked enthusiastic and they were more active to use clustering in generating ideas about the given topic. The students were motivated to generate their ideas. The students were able to write based on their ideas that had been clustered. Sometimes, they discussed with their pairs and they also opened their dictionary when they did not know an unfamiliar word. The students were enjoyable in learning and the class atmosphere was not bored. They could easily find the ideas and they felt confident and enjoyable in finishing their task especially to write an explanation text. It means that there is a significant effect of students' achievement after being taught by using clustering technique.

Furthermore, most of them gained a good score in post-test. They were able to write their ideas into the paragraph. Their writing was understandable and the content relevant to the main topic. There are five components in scoring the writing test result; content, grammar, organization, vocabulary, and mechanics. However, in this study, the researchers only took component "content" to analyze in their writing. Based on the result of the students' writing, it was found that the students still had weaknesses in writing such as grammatical error, misspelling, sentence structure error, and undefined words. However, the students' weaknesses as mentioned above was not the main concerned. In this study, the researcher only focusses on the ideas which were

generated by using clustering technique and then they transferred into writing.

From the result above, it can be concluded that clustering technique could increase students' ability. Because of clustering technique is one of appropriate technique in a pre-writing activity. By using clustering technique, the students used many words in every branch to take out their ideas in the brain. The students were able to write without any hesitation. They can generate their ideas when they want to write an explanation text. Moreover, most of the students were influenced by using clustering technique as a treatment, because they were free to express their ideas as many as they can. Therefore clustering is an effective technique to improve the students' ability in writing, because the students have the opportunity to share their thoughts and ideas without any fear in writing practice.

CONCLUSION

Based on the result of the data analysis, it shows that there is a significant effect of using clustering technique in generating the students' ideas at the second grade students. Before implementing the technique, most of the students were still confused and they also did not know what they write in text. Moreover, after implementing the clustering technique, the students were motivated to generate their ideas. They were more active in the learning process. By using clustering, the students' achievement in generating their ideas get better.

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EFL STUDENTS ATTITUDES TOWARDS ENGLISH ACADEMIC WRITING

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Abstract

Writing has become the most incredible and difficult skills for EFL learners to master relating to generate and organize ideas. This research tried to investigate the importance of writing skill in English Writing subject specifically about students' responses toward writing difficulties. Thus, the objectives of the study are describing the EFL students' attitude toward writing, discovering the EFL students' view of writing difficulties and discovering students' effort to improve their writing skill. This is a qualitative research conducted through analysis of a questionnaire, interview and students' written compositions. The survey involved 25 EFL (English as a foreign language) students from the English department of UIN Ar-Raniry who attended Writing class. Data were gathered through questionnaires and one-to-one semi-structured interviews. The results from the questionnaire indicated that the students who have moderate attitude to writing, view writing as difficult, and stressful. Meanwhile, those who have high attitude, mostly suppose writing as interesting and challenging. The result shows that the students encountered numerous difficulties while composing writing: effects of L1 transfer lack of reading, motivation, and practice. Most of the students find it very challenging to obtain sufficient and relevant source information, paraphrase or summarize information, and they are not accustomed to use an English academic writing style. The finding of interview also reveals that several efforts that the students do to improve their writing skill, among others are practice writing with their friend, reading a lot for knowledge and ideas, and composing journal writing. This finding implies that the students should be helped to acquire skills that will enable them to express their ideas clearly and effectively in writing.

Keywords: *EFL Students, writing difficulty, Students' perception*

INTRODUCTION

Writing has become the most challenging area in learning second language. It is related to appropriate and strategic use of language with structural accuracy and communicative potential. Kellogg (1990) defines writing as a cognitive process that tests memory, critical thinking ability and verbal communication to successfully express those ideas in written language; because proficient composition of a text indicates successful learning of a second language. Therefore, learning how to write has gained considerable importance for the last two decades due to two factors: its use as a tool

for effective communication of ideas, and the extensive research work carried out in this area to examine various issues faced by EFL students.

Composing a good piece of writing in the native language is a hard work to do particularly for EFL students. In achieving a well written piece of paper, the students need to broaden their knowledge of words, grammar, language styles, and organizational patterns. This is not a new issue for foreign language students that writing is supposed as a less forgiving of grammatical and other technical errors. Commonly, students face various challenges in English writing: effects of L1

transfer, lack of reading, motivation, and practice. These problems can be classified into linguistic, psychological, cognitive and pedagogical categories and linguistic problems while converting ideas into text, (Hyland,2003). Based on my experience in writing class particularly, when students were asked to write in English during a class, the majority of them fell hesitate to express their state of ideas and only a small portion of students attempt to produce a written assignment.

In some circumstances, it is found that students' writing skill and their academic achievement are closely related. Research has shown that students' writing ability influence their academic success. Preiss et al. (2013) researched how writing envisages the university students' subsequent academic grades. The result finding shows that compared to other subjects skills, writing becomes a significant forecaster of university achievement over time. Their research also has shown that between students' writing attitudes and their writing achievement is enormously connected. Consequently, if the finding of this research is correctly taken, it implies that better writer has more chances to get better marks in academic matters.

In addition, it seems that investigating students' perceptions toward academic English writing plays an important role in writing process. All of possible phenomenon in writing class needs to be observed for knowing the factors that cause an ineffective of students' writing based on students' point of view. Therefore, more research needs be conducted to understand how EFL view writing and identify the possible solutions to the problems that might occur from the students' point of view. The aim of this

paper, thus, is to determine whether students' attitudes/beliefs regarding their performance in writing skills namely a) describing students' view point of their writing ability in English, b) discovering kind of difficulties faced by the students in composing writing, c) discovering students' effort to improve their writing skill.

METHOD

The research is designed as a descriptive study. There were twenty five EFL students of English department in batch 2018 who participated in this research; English Education of Islamic State University of Ar-Raniry located in Banda Aceh-Indonesia. The instruments used were an adapted questionnaire, interview, and documentation of students' composition. The questionnaire aimed to investigate students' perception toward English Academic Writing with total of 25 items. Some of the students were randomly interviewed to find out their attitude to writing. Along with the questionnaire the students' compositions were also analyzed. To analyze the data, simple codification was used. The scores in the questionnaire range from 1 (the lowest) to 5 (the highest). The result of the students' questionnaires were analyzed quantitatively.

RESULT AND DISCUSSION

After collecting and analyzing the data, the findings of this study have been categorized into following three major areas: describing students' view point of their writing ability in English, b) discovering kind of difficulties faced by the students in composing writing, c) discovering students' effort to improve their writing skill.

Approximately 25 students in first year student of English department had been surveyed related to the topic, Students' attitudes towards English academic writing on May 06, 2019. The students' responses to the questionnaire items were scored by the given values; 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5= strongly agree, respectively. The questionnaire was divided into three categories; Attitude towards interest and awareness in writing (5 items), Attitude towards difficulties faced in learning

writing (10 items) and attitude toward the effort in overcoming writing obstacles (ten items). The data were analyzed descriptively by calculating the percentages.

Result

In discovering students' view point of their writing ability, there are five questions delivered into questionnaire related to students' writing activity in the class. The result of these kinds of question can be seen in the table below:

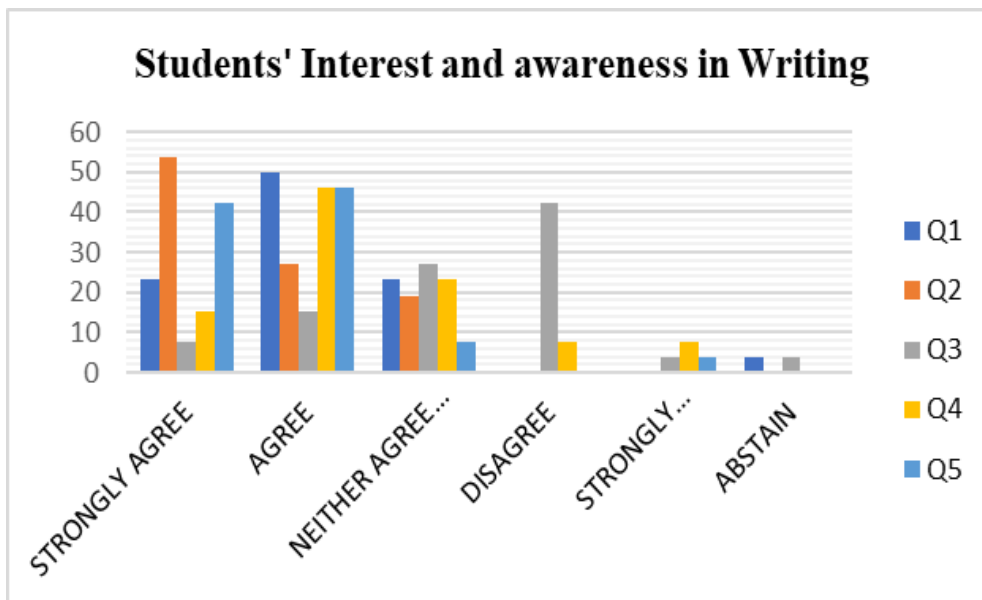


Figure 1. the students interest and their awareness in Writing

The table above illustrates the frequency of students interest and their awareness in writing. It consists of how the students view about writing skill, what they suppose writing should be and whether writing simple for them or not. It is found that fifty four percent of the students have a positive attitude toward writing, they are really attentive and show their interest in learning writing

that they eager to be writers at the end of the teaching learning process. Meanwhile, eight to fifteen percent of the students state that writing is not simple for them. It indicates that there has eighty five percent of the students encountered the difficulties while composing writing. Most of the students find that it is very challenging to acquire the skill to write particularly in generating and organizing the ideas.

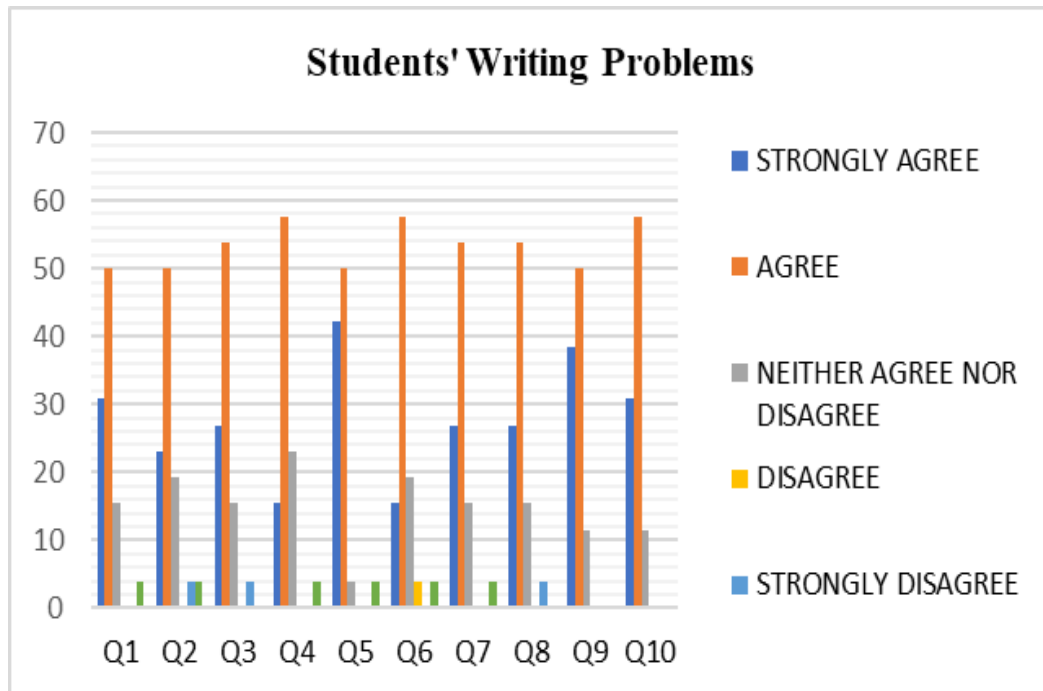


Figure 2. Students' difficulties faced in learning writing

The figure 2 describes students' barriers in learning writing. Some of questions asked to them related to their opinion about teaching and learning resources, first language interferences, difficulties in content mastery of the content of writing text, and so forth. Thirty percent of the students convey that they found inadequate learning materials and resources. The students obtain insufficient and relevant source information to put on their writing. Meanwhile, forty percent of the students face L1 interferences. They have to translate the ideas into understandable paragraph. It implied that

the difficulty may be because of the fact that L2 writing requires some elements including learning an L2, creating a text. Limited vocabularies problems in use of grammar (tenses, sentence structures) are also become the obstacles faced by the students. Almost sixty percent of the students reveal that lack of grammatical and vocabulary knowledge becomes the most influence features in constructing their writing. This factor, however, always faced by the first semester students and can be overcome by doing reading activity before writing practice to enrich and develop students' vocabularies.

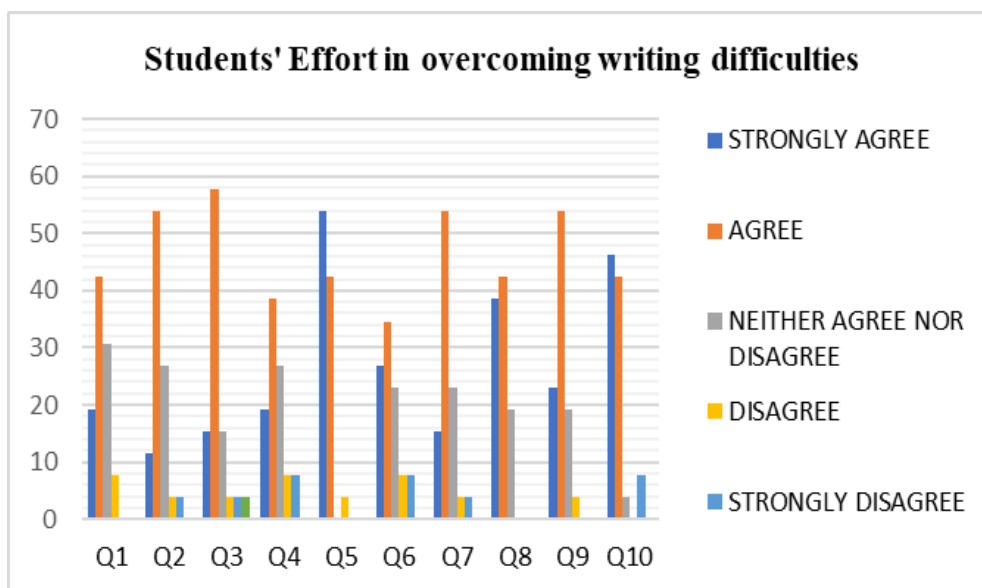


Figure 3. Students' Effort in overcoming writing difficulties

The finding of students' effort in overcoming writing difficulties in the table 3 shows that almost fifty percent of students practice writing by planning and discussing the topic given along with their peer or partners. Meanwhile, fifty five to fifty nine percent state that the way they overcome the writing obstacles by taking a chance to share and exchange their opinions and ideas with friend. The rest of thirty five percent of students use strategy by asking the teacher to give the feedback and suggestion toward their writing in order to help them overcome the problem of writing.

Discussion

From the result of data, it implied that students highly have a positive response toward writing activity. They showed an excited and enthusiastic effort in mastering writing. However, there have been some problems that the students struggle to overcome such as regarding to grammatical problems and finding sufficient source of information to put on their writing. It is in line with Flower (1989) pointed that some common

problems in academic and professional writing is the absence of referent, immature and imprecise ideas, some senseless discussions and being unsuccessful to convert private thoughts into a public. The ideas of giving feedback on the students' writing by focusing more on grammatical errors and spelling mistakes should be decreased otherwise the problems like using irrelevant information or unorganized information never get solved.

Afterward, other common problems found that all of the students had the same opinion that while translating their ideas from the first language to the second language in which they faced problems due to different sentence structures. Previous studies of Tirumalesh's (1991) finding also show that writing something in mother language is an automatic process. On the other hand, writing in second language is a self-defeating process. One non-native person from different cultural and geographical area cannot become native English by writing in English. Though one may try to achieve total identification in L2, there will always be a difference. A person always has a prior formation from

his mother language therefore this formation cannot be changed by his second language. New thoughts and ideas always get mixed with the existing pattern. In order to alleviate the weaknesses, Badger and White (2000) suggest that teachers should provide learners with some examples of the text type that they have to write so as to allow them have a clear understanding about the aim and framework of a particular writing type.

The result data from the questionnaire also reveals that the students expressed their willingness to overcome the obstacles faced by them. They could enjoy a writing task if they had to do it together or in group discussion. This result was similar to Storch's (2005) findings about collaborative writing. When students were given the choice to work either in pairs or individually, a number of them chose to work in pairs and produced shorter and better pieces of writing. All students were found to have positive attitude toward pair-work, group-work and collaborative writing in general.

CONCLUSION

Regarding to the main finding, it can be concluded that that students' attitudes towards writing had been influenced by their academic writing performance. Most EFL students deemed writing as important and challenging while the rest of them view writing as difficult activity that they encountered some problems toward writing activity particularly when they asked to form composition, it is such a difficult task for them. The most common issue encountered by the students is related to language use as well as lack of reading, motivation, and practice. Others are

related to the capability in expressing the ideas in writing, finding relevant topics and sources information; and the last and less problematic one is paraphrasing or summarizing information. Another conclusion which can be drawn is that a variety of factors may contribute to those difficulties. The main factor is the lack of previous experience and knowledge about the use of English Academic writing style.

Furthermore, there are some efforts that the students do in order to improve their writing skill. In practice, most students conveyed that the difficulties which they encounter in writing are often resolved through discussion while they are writing, such as the students frequently corrected and revised their own work after having had the opportunity to read and compare with their peer's work. They also practiced reading a lot for knowledge and ideas, and composing journal writing. Through working in groups or in pairs to produce a piece of writing, the students have an opportunity to ask each other and the teacher if need be about spelling, vocabulary, grammar and the best ways of expressing things.

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STUDENTS' PERCEPTION ON THE CONTRIBUTION OF LITERATURE IN READING AND WRITING SKILLS

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Abstract

For language learners, being skilled in all part of the language is priority. In order to have those skills, many ways are done by the learners. Not only the method of study, have some other fields of study also given a contribution to the learning process. Literature, as one of the fields, has a lot of contributions to the language elements and skills. All part of listening, speaking, reading and writing, including vocabulary and grammar are much contributed through studying literature. In this study, the writer was interested in conducting a deep discussion about the students' perception on the contribution of literature in reading and writing skills. The sample of this study was 52 English Department students who had taken literature courses. The data were taken by distributing them opened-questionnaires consist of some questions about the contribution of literature in reading and writing skills which are related to their own experiences. The result shows that 8% of the students stated that literature gave a significant contribution to their writing skill only, and 25 % of them agreed that literature gave a significant contribution to their reading skill only, and 67% of them agreed that literature gave a significant contribution to both of their reading and writing skill as well.

Keywords: *students' perception, literature, reading and writing skills*

INTRODUCTION

Most people consider literature is only suitable for those who are concerning with literature only. It is, as if, considered to be differed with other -what people call-scientific course. It is belief that literature is nothing to do except for people who are interested in reading or writing poetry or poem, or for those who are interested in reading or writing fiction stories. However, as its development, literature has been broad not only in aspects of its extrinsic or intrinsic elements but also to the language development itself.

Many experts argue that literature has a lot of benefits to study. Mattgodwing (2016) in his article states five reasons to study literature, by seeing elements of truth and representation, methodology, experience, access, and part of the world.

In addition, Smith (2019) agrees that studying the literature of the English language can enrich our lives in ways we never imagined. Beyond the simple entertainment of a good story, readers stand to gain compassion for a wide range of people across cultures and time periods in a richer vocabulary and a certain ease and confidence when the reader approaches the practice of composition. Other expert, Sahr (2015), finds seven reasons to study literature, namely: expanding horizons, building critical thinking skills, a leap into the past, appreciation for other cultures and beliefs, better writing skills, and addressing humanity. By this, it is no doubt that literature has much beneficial to reading and writing skill as well.

However, though there are many theories about the beneficial of literature,

there is, still a wary whether literature gives benefits also to those who are in English Department of Teacher and Education Faculty since they were not to be artists. Even, in some universities, it is being a compulsory course for English Department of Teacher and Education Faculty students to take the course to fulfill the requirement of their study. It is also true to English Department of Teacher and Education Faculty UIN Ar-Raniry. The students must complete their literature courses.

By considering those explanations above, the writer was interested to do a deep research about the Students' Perception on the Contribution of Literature in Reading and Writing Skills. Here, the writer would like to do a deep discussion in order to find out whether the students felt beneficial by studying literature, concerned to their reading and writing skill. By this research, it is hope that the lecturers, especially those who teach literature, give more empiric information about what literature is, how it is beneficial to people's life, not only for those who study in Literature Faculty but also for all people who are interested in learning language. Furthermore, it is also hope that the students will be more aware to the benefits of studying literature. In addition, they may link the course to other courses during their study.

Literature is commonly defined as body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, and subject matter.

Definition of word *literature* tend to be circular. The 11th edition of *Merriam-Webster's Collegiate Dictionary* considers literature to be writings having excellence of form or expression and expressing ideas of permanent or universal. The word is deriving from the Latin *littera*, "a letter of the alphabet," literature is first and foremost humankind's entire body of writing; after that it is the body of writing belonging to a given language or people; then it is individual pieces of writing.

Besides of using the word to refer writing, there is also a term of "oral literature" or "the literature of preliterate peoples." The art of literature is not reducible to the words on the page; they are there solely because of the craft of writing. As an art, literature might be described as the organization of words to give pleasure. Literature also functions more broadly in society as a means of both criticizing and affirming cultural values.

Finnegan (1974) defines literature etymologically that the term of literature derives from *Latin* "*literatura/litteratura*" means "learning, a writing, grammar," originally "writing formed with letters," from *littera/littera* "letter". In spite of this, the term has also been applied to spoken texts.

In addition, Terry (2008:16) defines literature, in early the 18th century, denoted all books and writing, in which it began to demarcate "imaginative" writing. It covers exclusively those writings that possess high quality or distinction of writing. However, there is no objective definition of what constitutes "literature". It can be anything as part of literature, and anything which is universally regarded as literature might be excluded, since the definition may change over time.

Meyer (1997) uses this characteristic in to explain material in a particular field such as scientific literature, writing must use language according to particular standards. The problem with this definition is that in order to say that literature deviates from ordinary uses of language, those uses must first be identified; this is difficult because ordinary languages is an unstable category, differing according to social categories and across history.

It is not necessary for people to define every piece of literature that they read. The range of types assures us not only of exposing students to the scope of materials available to them, but also of offering them the opportunity to feel the experiences of life through fantasy, poetry, and analysis. Picture books, folktales, chapter books, poetry, information books, and plays belong in every classroom, and children in literary classrooms have opportunities to read and respond to each genre" (Hade, 1991). In addition, Lipsky (1999:108) states that literature genre is a mode of categorizing literature: such classes are subject to change, and have been used in different ways in different periods and traditions.

According to Sageng et.al (2012:186-87), literature work can be divided into two types, namely fiction and non-fiction. Generally, as Harmon et.al (1990:212) state that the main thing that differ both of them is that the former is quite related to an imagination while the other is based on the real fact. Fictions can also refer to narratives written only in prose, novel, short story, narrative, also plays. In addition, as Milhorn (2006:4) states that fiction may also encompass comic book and many animated cartoon, anime, manga, etc.

Contrary, Farnner (2014) argues that nonfiction is content whose author assumes responsibility for the truth or accuracy of the events, people, or information presented. The authors believe or claim them to be truthful at the time of their composition or, at least, pose them to a convinced audience as historically or empirically factual.

First genre is common known as poetry. Poetry today is usually written down but is still sometimes performed. This is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry is a form of literary art which uses the aesthetic language (sometimes with music) to evoke meanings. Preminger (1993: 938) argues that poetry has traditionally been distinguished from prose that prose is cast in paragraphs, the structure of prose is dictated by meaning, whereas that of poetry is held across meter or the visual aspects of the poetry. Lipsky (1908) claims that it as an welknown that prose is not distinguished from poetry by lack of rhythm.

Prior to the 19th century, poetry was commonly understood to be something set in metrical lines; accordingly, in 1658 a definition of poetry is "any kind of subject consisting of Rhythm or Verses". Possibly as a result of Aristotle's influence, "poetry" before the 19th century was usually less a technical designation for verse than a normative category of fictive or rhetorical art. As Finnegan (1977:66) argues that a form it may pre-date literacy, with the earliest works being composed within and sustained by an oral tradition; hence it constitutes the earliest example of literature.

The word “poetry” has been derived from Greek “to create”. It expresses author’s idea by using word with rhyme, rhythm, style, etc. it also relies in imagery figurative language and sound.

Other expert, Drucker (2019), adds that poetry is often considered as the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down but is still sometimes performed.

Poetry is divided into two forms, namely “open-form” and “closed-form”. “Open form” is also known as “free verse” with has no rhyme or rhythm, and does not need to follow specific rule. so free-form that they lack any rhymes or common patterns; while “closed-form” is one that must follow specific rule in its rhyme, rhythm, and style. A lot of people think of rhymes and counting syllables and lines when they think of poetry, and some poems certainly follow strict forms. The example of closed-form poetry is *ballad*, *sonnet*, *ode*, etc.

Drucker (2019) also explains that there are kinds of poetry that cross genre lines, such as prose poetry. In general, though, a text is a poem when it has some sort of meter or rhythm, and when it focuses on the way the syllables, words, and phrases sound when put together. Poetry is heavy in imagery and metaphor and often made up of fragments and phrases rather than complete, grammatically correct sentences. And poetry is nearly always written in stanzas and lines, creating a unique look on the page.

In addition, poetry is usually one of three types. There are the shorter, more modern poems, spanning anything from a

few lines to a few pages. Often these are collected in books of poems by a single author or by a variety of writers. Edgar A Poe’s “*The Raven*,” is one of the most commonly taught poetry of this type. Then there are the classical, formulaic poems of Shakespeare’s time, such as the blank verse and the sonnet. And finally, there are the ancient, epic poems transcribed from oral stories.

The second genre is prose. Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters. As Graff (2005) states that prose is a form of language that possesses ordinary natural speech along with its presentation in sentences rather than lines, it differs from most poetry.

On the historical development of prose, Graff (2005) notes that "In the case of Ancient Greece, recent scholarship has emphasized the fact that formal prose was a comparatively late development, an "invention" properly associated with the classical period. Philosophical, historical, journalistic, and scientific writings are traditionally ranked as literature. They offer some of the oldest prose writings in existence; novels and prose stories earned the names "fiction" to distinguish them from factual writing or nonfiction, which writers historically have crafted in prose.

Drucker (2019) states that most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction (also discussed below). Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters. Like poetry, prose is broken down into a large number

of other sub-genres. Some of these genres revolve around the structure of the text, such as novellas, biographies, and memoirs, and others are based on the subject matter, like romances, fantasies, and mysteries.

Another genre is short story. Short story is typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a "single effect" or mood, however there are many exceptions to this. A dictionary definition is "an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot".

Boyd (2014) explains that a dilemma in defining the "short story" as a literary form is how to, or whether one should, distinguish it from any short narrative; hence it also has a contested origin. As Colibata (2010) states that it is variably suggested as the earliest short narratives, early short story writers (e.g. Edgar Allan Poe), or the clearly modern short story writers (e.g. Anton Chekhov). In addition, May (1995) explains that the structure of those two types of work is also quite different. Pratt (1994) also adds that these discussions often position the form in some relation to the novel.

Fulton (2008) explains that short stories have deep roots and the power of short fiction has been recognised in modern society for hundreds of years. The short form is, conceivably, more natural to us than longer forms. In terms of length, word count is typically anywhere from 1,000 to 4,000 for short stories, however some have 20,000 words and are still classed as short stories. Stories of fewer than 1,000 words are sometimes referred to as "short stories", or "flash fiction".

The next one is Novel. Word 'novel' has been derived from the Italian word 'novella' which means 'new'. It has some features like a representation of characters, dialogues, setting, and plot. However, it does not require all the elements to be a good novel.

Sommerville (1996:18) defines novel as a long fictional prose narrative. In English, the term emerged from the Romance languages in the late 15th century, with the meaning of "news"; it came to indicate something new, without a distinction between fact or fiction. The romance is a closely related long prose narrative. Scout (1992) defines it as "a fictitious narrative in prose or verse; the interest of which turns upon marvelous and uncommon incidents", whereas in the novel "the events are accommodated to the ordinary train of human events and the modern state of society".

Jack (2006) explains that there are many historical prototypes which are so-called "novels before the novel". The modern novel form, however, emerges late in cultural history—roughly during the eighteenth century. Initially, according to Franco (2006), subject to much criticism, the novel has acquired a dominant position amongst literary forms, both popularly and critically.

Another well-known genre is drama. Drama is one of the first forms of storytelling in human history. Dating back to at least the 5th century BC in Ancient Greece, drama became an important part of celebrations for gods and competitions were held for the best new work of drama. It was popular in many other parts of the world as well, especially in the modern-day nations of India, China, and Japan. One of the primary reasons that drama has continued to have such an important place

in literature is its unique way of presenting a narrative in real time. Since drama is to be acted out in front of an audience, it is hard to value it when looking only at pages of text.

Elam (1980:98) defines drama as literature intended for performance. The form is often combined with music and dance, as in opera and musical theater. A play is a subset of this form, referring to the written dramatic work of a playwright that is intended for performance in a theater; it comprises chiefly dialogue between characters, and usually aims at dramatic or theatrical performance rather than at reading.

In addition, Cody (2007:271) states that a closet drama, by contrast, refers to a play written to be read rather than to be performed; hence, it is intended that the meaning of such a work can be realized fully on the page. Nearly all drama took verse form until comparatively recently.

Greek drama exemplifies the earliest form of drama of which we have substantial knowledge. Tragedy, as a dramatic genre, developed as a performance associated with religious and civic festivals, typically enacting or developing upon well-known historical or mythological themes. Tragedies generally presented very serious themes. With the advent of newer technologies, scripts written for non-stage media have been added to this form.

In addition, Drucker (2019) enlightens that any text meant to be performed rather than read can be considered drama. In layman's terms, dramas are usually called plays. When written down the bulk of a drama is dialogue, with periodic stage directions such as "he looks away angrily." Of all the

genres of literature discussed in this article, drama is the one given the least time in most classrooms. Furthermore, he also notifies that these are far from the only important genres of literature that are sometimes used in classrooms such as, oral literature, folktales, comics, and media.

Oral literature is the oldest type of literature, and the foundation on which culture was built. Now, most oral texts have been written down, of course, and are usually taught in the form of epic poems or plays or folk tales. The next one is folklore or folk tales or fables. The distinction is often made between regular prose and folklore. Most folk tales were originally oral literature, and are short stories meant to pass on a particular lesson or moral. The last one is graphic novel and comic book. It is used to be that most educators saw comic books as the lowest form of literature, not suitable or valuable for children. But times have changed, and many teachers have come to realize that comic books and the more modern graphic are both appealing to kids and are a valid form of literature in their own right.

In addition Smith (1991) adds folktale might be one of very interesting point and particularly enjoyable for children. It often starts with real people, good guys and bad guys. Folktales are common in all countries, universal in nature. Since a folktale has been told by many storytellers, there are versions or variations for every country. Because it has been handed down through the ages, its origin is lost. "Cinderella" is perhaps the most universal of all folktales or fairy tales-nearly 1,000 versions have been documented (Mueller, 1984). English versions of many foreign tales are usually available in the school library and the public library. Teacher wants their students

to realize that they can satisfy all kinds of emotional and intellectual needs through literature (Napier and Ali, 1992). There is a type of literature for every need, so to speak.

The newest type of literature that has been defined as a distinct genre is media. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade. Many educators are coming to recognize the importance of media. Students are likely to be exposed to far more of this type of literature than anything else throughout their lives, so it makes sense to teach them how to be critical and active consumers of media. Internet literacy is a growing field, for example, since the skills required to understand and use online information differ in important ways from the skills required to analyze printed information. Teaching media literacy is also a great way for educators to help students become participants in their own culture, through lessons on creating their own websites or home movies or commercials.

Some nonfictions include histories, textbooks, travel books, newspapers, self-help books, and literary criticism. A full list of non-fiction types would be at least as long as this entire article. But the varieties most often used in the classroom are textbooks, literary criticism, and essays of various sorts. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. And non-fiction is often used to support and expand

students' understanding of fiction texts—after reading Hamlet students might read critical articles about the play and historical information about the time period and/or the life of Shakespeare.

Regarding to its benefits, literature has a lot of contribution to reading skill. Reading is an act of understanding and comprehending of written material or printed words or symbols. There are many experts develop many definitions of reading. Harmer (1987: 60) says that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. In addition, Hellman et all (1981: 5) say that reading is a language process, children being taught to read and must understand the relationship between reading and their language. Furthermore, Stauffer (1969: 5) states that reading is a complex process; it means to get information from the printed page; the ability to pronounce and comprehend the printed word; interpreting signs, letters, or symbols by assigning meaning to them, and receiving ideas and impressions from an author via the printed word.

Additionally, Spache and Spache (1986: 26) define that comprehension is a process by reader progresses from the printed display of words to the deeper structure or meaningful interpretation of the material, utilizing his past experiences and his knowledge of language. Comprehension is also defined as a process of learning because of that we can learn something that we did not know before. Gillet and Temple (1994: 4) explain a general rule about learning is that we relate the unknown to the known; that is we have to know a little something about a topic in order to understand something new that we are

reading about. In addition, Broom (1951: 1) states that comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing the author's purpose, main judgment and evaluating.

Grellet (1981) defines reading comprehension as understanding a written text by means of extracting a required information from it as efficiently as possible. This means that what the reader does when s/he engages in reading activity is to find useful information from the text.

Most of the definitions above emphasize that reading is a process that involves the use of the text and thinking about the text. In addition, the reader must understand the content what has been read. It is also a key in a comprehensive definition of reading. However, students have somewhat different view.

Some cultures no longer views reading literature as simply its primary means for escape and adventure. It is now recognized that there is value in reading poems, plays, fiction, and humorous pieces, whether for enjoyment or for purposes of bibliotherapy (Aiex, 1993). Literature should be an important part of any classroom reading program.

The analysis of different types of literature promotes cognitive development because it gives students an opportunity to apply similar skills and strategies, such as identifying themes discussed in one genre--fiction, for example--to other genres like poetry, reports, descriptive pieces, and plays (Smith, 1991).

As Bartlett (1932) argues that the major intellectual function that each literary genre provides can be examined in terms of schema theory. Schema theorists assume that concepts are organized in our minds in groups that have an understandable

network, at least understandable to the individual.

If readers have no established schema for the content, structure, or function of a play, they may be unable to apply thinking skills to compare characters and predict conclusions. They probably learned those skills in the context of reading short stories, but may not recognize the opportunity to apply those same thinking skills when reading a play. Therefore each type of literature presented to a young reader serves two important functions: to develop a schema for the literary genre and to encourage the application of thinking skills in a variety of literary engagements (Smith, 1991).

Not only did for reading skill but also literature has a lot of benefits to writing skills. Writing is a method of representing language in visual or tactile form. Writing system uses set of symbols to represent the sound of speech, and also has symbol for such thing as punctuation and numerals (Anger, 2011). Byrne (1979) says that writing is process of communication that uses graphic symbols; letters or combination of letters which relate to the sound we make when we speak. Writing is a process thinking, it needs the organization of thought and argument put into a coherent and logical way (Bruder, 1976: 236). Writing is also believed one process to communicate or explains ideas, feeling, wants, hopes, information and thought visually from the writer to the reader.

Writing process is the way to express the thought in paragraph. Steven (1983) says that the writing process as a process activity may be broadly seen as comprising four main stages: prewriting, drafting, revising, and editing. The first way in this stage is choosing and narrowing a topic of paragraph to specific focuses.

There are two steps in prewriting, namely choosing and narrowing the topic; and generating ideas which is done by a process called brainstorming. This step helps people to generate idea as much as possible. The next stage is drafting. In this stage, getting a pen and put ideas that came in mind at first stage on the paper. Therefore, spelling or punctuation does not matter in this stage. Revising is time to organize those thoughts and give the order to the problem. The writers may to start revising as soon as the finishing of drafting stage. This stage is organizing about topic, a topic sentence, controlling idea, supporting sentence and concluding. Then, in this stage, it checks content and organization, coherence and logic. Then, the next stage is editing. Editing gives the final sign, checking the detail, written and all punctuation clean tips spelling, and the work with an audience. The audience can be one or more than, when editing, the writer checks paragraph again to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Becoming a better writing that is process of combining the paragraphs to be good written and communicate with the reader.

Many writing text form are known among the readers, such as exposition, persuasive, description, narrative, and imaginative (fantasy). The two last types are the common types found in literature or what it is called fiction literature (Heller, 1991:89).

O'Malley (1996: 173) explains a narrative or expression writing as a personal or imaginative in which the writer produces people, objects and place and may include creative speculations and interpretations. Narrative is usually thought of as a piece of writing that tells a complete story, either fiction or real, whose subject is

an incident or a series of related incident. Narrative is a piece of text that function to amuse, entertain and to deal with actual or vicarious experience in different way. It deals with problematic even which lead to a crises or turning point of some kinds, which in turn find a resolution.

The primary purpose of imaginative writing is to invite researchers to a story by themselves what they know. And it is not real, but they just write by their imagination and dream. It has five characteristics, they are: it is pretend, it is not real, it is fun, use our imagination, make in wonderful.

In order to be a good text, Trach (2012) explains some important factors in mechanics of writing are spelling, punctuation, Italics (underlining), and quotations.

In addition, Raimess (1983: 109) Actually, there are some functions of writing, namely: to communicate with the reader; to express idea without the pleasures of face to face communication; to explore a subject; to become familiar with the conversation of written English discourse (a text). All this purposes is related to the aims of the writer in writing the text, and surely, it will name the text differently.

Simth (1991) states that In today's schools where writing is used as a means to promote clear thinking, it appears that reading a variety of literary genres has a related positive effect on writing. In a study of second graders, Eckhoff (1983) examined their writing after one group read a highly simplified textbook and another group read a text containing many literary forms. The children's compositions reflected the writing models in their texts. Students exposed regularly to various literary forms seemed better able to use different literary forms in their own

writing. Eckhoff concluded that the students' writing was affected by their reading models and recommended that teachers provide students with a variety of literary models.

METHOD

This research is conducting by using qualitative method. Qualitative method is not in the form of numbers. Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. McLeod (2017) states that the aim of qualitative research is to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups, are studied in their natural setting.

The instruments that the writer used were opened questionnaires and unstructured interviews. These were aimed in order to get a qualified data to answer the research question. The questionnaires consist of 10 questions; which were 5 questions related to writing ability, and 5 questions related to reading ability. The students should also give the real example of their experience in reading and writing skill related to their study of literature.

Instructor interview was done in order to get more complete data about the students experience during their study. As Denzin and Lincoln (1994) say that the researcher has several methods for

collecting empirical materials, ranging from the interview to direct observation, to the analysis of artifacts, documents, and cultural records, to the use of visual materials or personal experience.

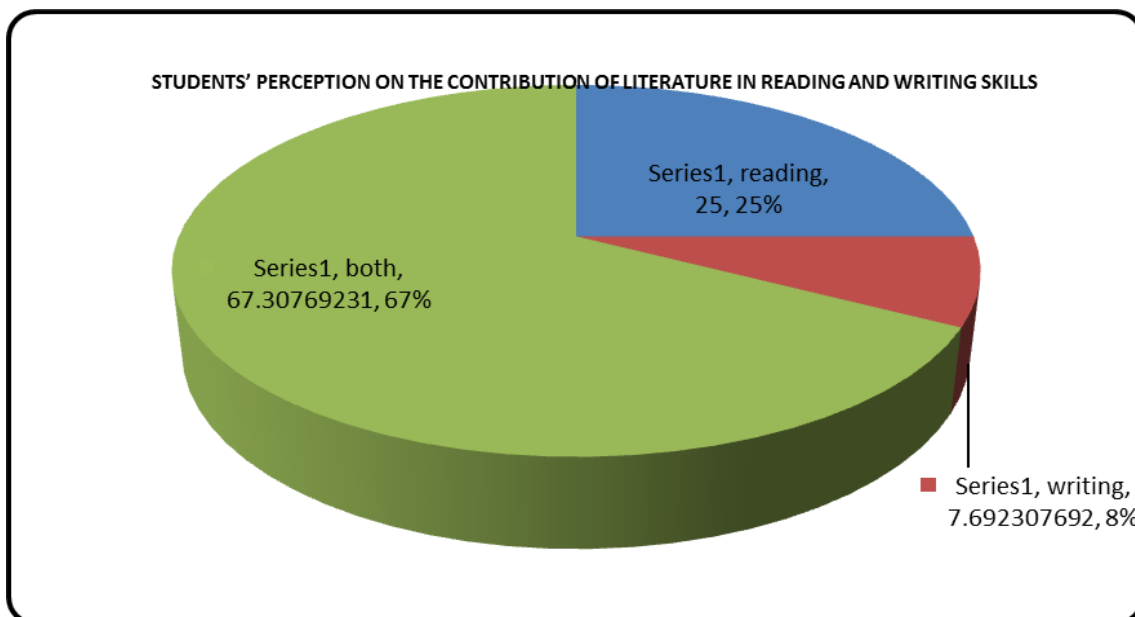
RESULT AND DISCUSSION

Result

The sample of this study is English Department students who had learnt English literature I and II as their course. It was aimed to ensure that they understand about some discussion, theoretically and practically, about literature very well. It was hope to give more valid data of what they know about literature, so they can give an absolute opinion about the benefits of studying literature. The amount of the students is 52 students. The sample was chosen randomly that they might not be in the same classroom previously. However, all of them were in the same academic year.

In this study, the data were taken by distributing questionnaires to the students. The questionnaires were open-form questionnaires in which the student not only might choose the available option, but also give their significant opinion by providing their experience to it. The students needed to answer the question by giving the real example of their own experience to what benefits that they felt the most in their life.

In short, the result of the data can be seen in the following chart:



Discussion

Based on the chart, it can be explained into three parts. The first part, as it can be seen that only 8% of the students stated that literature only helps them in their writing. Few of them feel that by reading prose, story, novel and other kinds of literature works helped them to write only. In one side, they agree that since they learnt literature, they felt much easier in writing a text, especially in writing narrative or story. They agreed that by studying literature, they found a specific style in writing a text. Surely, it helped them in writing their own. However, this group of students did not agree that literature also helped them in reading (or even both reading and writing). They still found that it was difficult to read and assumed that literature did not help them in reading text.

The next part of it is that 25 % of the students agreed that literature help them in reading a text only. On the contrary to the previous group, they agreed that, they felt much easier in reading a text only, especially in reading poetry, prose, story or novels since by reading much of literature

work, they got many vocabulary enrichment. They agreed that by reading literature, they found a specific style in writing a text. However, this group of students did not agree that literature also helped them in writing (or even both reading and writing). They still found that it was difficult to write and assumed that literature did not help them in writing a text. This part of group still assumed that writing is only something to do with academic style, not even literature.

The last part is 67%, as the biggest one, showed that most of the students agreed that literature gave a significant contribution to both of their reading and writing skill as well. This group of students had broadened mind in which they can relate literature has something to connect with even academic writing style. They know how to connect reading and writing and also literature and what people call as scientific work, such as prose and essay.

Based on the unstructured interviews, it can be concluded that those who did not think if literature relate to language skills were caused by their previous knowledge about literature. They

just knew literature as poetry or fiction story only. Surely, it could not be denied that teachers hold important factors here.

CONCLUSION

Based on the result of the study, it can be concluded that literature is not only useful for those who study in Literature Faculty only, but also for Language Education Faculty as well. Four most common literature benefits, namely: language development, cultural development, humanity addressing and critical thinking. Based on the result, it shows that language development is the most common benefits that the students feel. On the contrary, cultural developments became the least chosen by the student due to several factors such as the experience of being abroad.

The result shows that 8% of the students stated that literature gave a significant contribution to their writing skill only, and 25 % them agreed that literature gave a significant contribution to their reading skill only, and 67% of them agreed that literature gave a significant contribution to both of their reading and writing skill as well.

In addition, there are some suggestions that the writer wants to propose. The first one is that people, especially educator, should boarded people's mind about the real scope of literature. The narrow-minded people, who still think that literature is just beneficial for those who are interested in poem or poetry only, should know that, there are a lot of things that can be useful by studying literature. Furthermore, English teachers should also introduce foreign culture to the students by giving them literature work such as short story or prose and drama.

Character building also can be helped by giving the students literature works since it has moral value through the message. Hopefully, by being aware of the benefits in daily, people will not judge literature as useless thing to study.

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INCORPORATING GENRE ANALYSIS IN TEACHING WRITING

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Abstract

Regarding the improvement in previous studies of implementing genre approach in English classes, this study was aimed at incorporating genre analysis in teaching writing. Genre analysis is a systematic analysis used to present patterns of language to students so that they can get sufficient understanding of the given genre. A particular genre is specified by moves describing how a text stretches to achieve its communicative purposes. By understanding the moves, students are expected to produce English written text. Through a classroom research, this study reported (1) how to incorporate the genre analysis to teaching writing of the job application letter, and (2) what students' response to incorporating the genre analysis in the teaching of writing job application letter in English. Data were collected through students interviews, classroom observation, and reflective journals.

Keywords: *genre, genre-analysis, teaching writing*

INTRODUCTION

Teaching writing has always been the "apple" to many English Language Teaching (ELT) researchers. It might be because writing is considered the last and most advanced skill to be mastered. However, writing can only be a meaningful activity when other skills: listening, speaking and reading, have been scaffolded (Nation, 2009). Hyland (2003) asserted that the essence of teaching writing and the writing might be explained on basis of its focuses: language structures, text functions, creative expression, writing process, content and genre. But, Harmer (2007) summed the focuses into three main approaches: product, process and genre.

Genre approach, at some points, is similar to the product approach in terms that both approaches focus on the end-product instead of the writing process. But, students' ability to recognize different genres regarding its different social situation is the foundation of this approach. This approach puts emphasis on any social situation at which the writing can take

place in and the particular purpose that it carries (Clark, 2012; Paltridge, 2013 cited in Han & Hiver, 2018). It provides a sophisticated pedagogical framework focusing on the teaching of communicative purposes, structures, and language features of particular genres (Hyland, 2016 cited in Han & Hiver, 2018).

Incorporating genre analysis in English Language Teaching was proposed by Bhatia (2013). Responding to this, many studies were carried out and improvement in students' writing was shown when genre-approach incorporated. Chen & Su (2012) showed through their empirical study that incorporating genre analysis in teaching EFL writing was proven to be a feasible and effective model to enhance students' summarization performance of a narrative source text; Azaz (2016) claimed that genre-based lesson maximizes some pedagogical activities to raise students' awareness of genre structure; and Cai (2016) found that genre analysis was effective in facilitating the acquisition of academic lexical phrases.

Based on the researcher's experience, it was typical that most students' difficulties were also in writing. Not knowing how to express themselves in English written text, problems in using English grammatical aspects, language styles that are different from those in Bahasa Indonesia are common reasons for encountering difficulties in writing. Also, when teaching writing, the process approach was usually implemented concerning the time-efficiency. Students did the prewriting step in class, and continued the writing process as the home assignment. Groupwork was also applied so that it could save more time.

Regarding the improvements made in previous studies and taking into consideration the researcher's experiences, this study was aimed at incorporating genre analysis in teaching writing. This study will also try to find out students' responses toward incorporating genre analysis in a General English class for undergraduate students.

Approaches in Teaching Writing

Pincas (1982 in Badger and White, 2000) described that in product approach, there are four stages utilized to teach writing: familiarization, controlled writing, guided writing, and free writing. It is at the familiarization stage, students are exposed to a particular text in order to familiarize them with the text and its features. At each stage, students' freedom is increased so that in the last stage, they are ready to write with less control and specific guidance. The goal of this approach is to develop students' knowledge about the structure of language by imitating the provided texts (the end-product). What has been the weakness of the approach is that this approach tries to maintain students'

satisfied feeling in a sense of they have created a writing of their own during the stages. Students' initiatives are less developed as stimulus (a complete text) has been provided in every stage. On the other hand, process approach concerns more about students' taking the sequential procedure to produce a piece of good writing. In this approach, a teacher will assure that students follow four steps: prewriting, writing, revising, and editing (Kim, 2007). At the last step, teacher and students might collaborate in completing the writing or they can go back to either of the previous steps to achieve the final product.

Genre and Genre Analysis

To get in-depth understanding of this approach, it is imperative to first discuss genre and genre-analysis. Genre is defined as a recognizable communicative event characterized by a set of communicative purpose(s) and formal properties identified and mutually understood by the members of the professional or academic community in which it regularly occurs (Swales, 1981; cited in Luna, 2016). Bhatia (1993) added that each genre is an instance of a successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discursal resources. Although, in its simple definition, genre might be considered types of texts (Firkins, et.al.,2007), Biber (1988 in Paltridge, 1996) has clarified that genre and types of texts are two different terms. The term "genre" refers to the categories of texts based on their external criteria, while "text types" refers to the groups of texts based on their similar linguistic forms. Paltridge (2006) explained genre in a more practical

description as “ways in which people get things done through their use of spoken and written discourse. Regarding all definitions on genre above, it could be concluded that genre is recognizable ways to achieve specific communicative purpose successfully.

Dudley-Evans (1987 in Wang, 2005) believed that genre analysis is “a system of analysis that is able to reveal something of the patterns of organization of a genre and the language used to express those patterns in the light of communicative purposes”. Taken from Bhatia’s book “*Analyzing Genre*” (2013), incorporating genre analysis in the teaching was a necessity. No one can argue that teaching writing is time-demanding and therefore, it needs special attention especially for students who are still in the low-level of proficiency (Kim, 2007). Students could be exposed to many references so that students could refer on reliable sources and manage their anxiety in completing a writing task. Moreover, through the analysis, not only common patterns of grammar usage, key vocabulary, and text structure in particular text types could be obtained (Bradford-Watts, 2003 in Zahra 2013) but also specific context and purposes.

Flowerdew (2015) emphasized that the goal of utilizing genre analysis within academic pedagogy helps students/ learner to get sufficient understanding of academic discourse and develop both native and non-native academic communicative competence. The genre analysis could scaffold students with any strategies emerging from the top-down and bottom-up approaches (Cai, 2016). To sum, genre analysis is a systematic analysis used to present patterns of language to students so that they can get sufficient understanding of the given genre.

Incorporating Genre Analysis to Teaching Writing

In this study, the genre introduced was promotional genre specifically job application letter. Kern (2000) affirmed that writing letters is the perfect way to introduce English writing skills to non-native speakers. Hence, writing letters can provide authentic writing goals, involving the use of a broad range of functions (for example, greeting, making questions, explaining, clarifying, apologizing, showing approval etc.), integrating reading and writing and motivating students to pay attention to the form (because it is aimed at the "real" reader).

The communicative purpose of job application letter is to promote the applicants. A job application is meant to clarify the enclosed or attached Curriculum Vitae (CV) as it cannot stand alone sent to the prospective employers. This letter is closely related to a sales promotion letter not simply because they share the same communicative purpose (i.e., to promote a particular product or service) but also use the same medium, and exploit the same form. The difference between the two letters is that the job application letter is to respond a job advertisement. On the other hand, both job application letter and the sales promotion letter have a similarity that is they can be unsolicited (Bhatia, 2013).

Bhatia (2003) in his book stated that to achieve the communicative purpose of a job application letter, the applicant should use the following moves:

Table 1. Moves in A Job Application Letter

Move 1	I wish to make application for a lectureship in the Department of English at this University.	Introducing candidature <i>Offering candidature</i>
Move 2	<p>I have a Ph.D. in English from the University of Guelph in Ontario, Canada, where I studied under such distinguished scholars as Professors K.R. Sisson and P. Hogg. I also have an M.A. in English from Napoli University.</p> <p>I have taught English at a number of American and Canadian educational institutions, including Purdue and Oklahoma universities. I have also taught at Lohis College in Tehran, Iran, where I had experience teaching English as a second language. Currently, I am on the staff of Riyadh University in Saudi Arabia.</p> <p>I have written about ten research articles in the last seven years, all of which have been published in scholarly journals. I have also written two books, one on Shakespeare and the other on the teaching of writing, which are being published by Guelph University and will be out in a few months.</p>	<p>Establishing Credentials</p> <p><i>Essential detailing of candidature</i></p> <p><i>Indicating value of candidature</i></p>
Move 3	My speciality is Shakespeare and Renaissance drama in general, but I am also qualified to teach a wide variety of other courses, including the Novel, Poetry, Composition, writing and teaching of writing and ESL.	Offering incentives
Move 4	I hope this letter of 'application' will clarify some of the information on the enclosed C.v., which outlines my qualifications, experience and research interests.	Enclosing documents
Move 5	I am required to give notice to Riyadh in early April and therefore look forward to hearing from you soon!	Using pressure tactics
Move 6	Since I do not have a telephone, I will be happy to call you should a telephone discussion become appropriate.	Soliciting response
Move 7	Thank you very much.	Ending politely

Moves are used to describe a sequence where each move represents how a text stretches to achieve its particular

communicative purpose Swales (1981, 1990 in Upton & Cohen 2009). According to Bhatia (2013), a move gives specific

characteristic to a particular genres, so that it allows people to obtain greater understanding of the genre.

The following explanation of moves in a job application letter was paraphrased from Bhatia (2013). A job application letter begins with *establishing the applicant's credentials*. In Chart 1, the applicants established it by giving references that is his professors with whom he completed his Ph.D education. But, it is also common applicant establishes his/ her credentials by referring to the job advertisement. Another way to establish credentials is through what Bhatia (2013) called self-glorification or adversary glorification where the applicants tends to glorify the credentials of prospective employer or self-degradation where the applicants persuade the prospective employer to accept them.

The second move is *introducing candidature* with three parts to be fulfilled i.e, offering the candidature, essential detailing of the candidature, and indicating value of the candidature. Every part realizes what has been conveyed in the first move. This move is considered the most difficult and crucial one. In this move, the applicant emphasize that he/ she has all the required qualification, therefore he/ she is one of the potential candidates to be hired for the job offered. This part is equal to what Bhatia (2013) called self-representation in written text. This is also a form of self-appraisal at which the applicant promotes himself through the positive view (Bhatia, 1989 in Bhatia 2013).

The function of *offering incentive* is to make what has been offered either from a sales promotion letter or a job application letter more attractive This is the major difference between the sub-genre,

this is rarely used in job application because the applicant has offered his/ her relevant qualification in the previous move (Bhatia, 2013). However, it is not uncommon when this move is found at some application letter.

The next move in a job application letter is *enclosing documents*. There are two functions of this move, namely: to clarify what document has been enclosed with the letter and to refer to the documents. Furthermore, the move of soliciting response is an aspect of job application letters to reflect the applicant's action drive (Lesikar, 1984 in Bhatia, 2013). Here, the applicant showed his effort to achieve what he has targeted, getting the job. It progresses in the next move, *using pressure tactics*. At this move, the applicant tends to be more aggressive in persuading the employers. The last move is closing at which the applicant ends his/ her goodwill in applying the job. It can be as simple as saying "Thank you" or more elaborative such as "I hope you will find my qualification and experience of use to you".

Incorporating genre analysis to the teaching writing in this study would resemble to the study conducted by Kim (2007) to Korean students. First, teacher introduces samples of a specific genre During this introduction, teacher points out linguistic characteristics (common patterns of grammar usage, key vocabulary, and text structure) of the given genre so that students could aware of the specific context and purpose of that genre. Next, students produce their first draft by imitating the given genre. Teacher's significantly contributes through control and and guidance during the process. The control and guidance will finally diminish when students have arrived to the sufficient understanding of the given genre.

The application of a genre-based approach to class provides several advantages, namely explicit, systematic and based on needs (Hyland, 2002). *Explicitly*, this approach makes clear what will be learned (because it is tailored to the needs of students) to facilitate the acquisition of writing skills. *Systematically*, this approach provides a coherent framework for focusing on language and context or systematically this approach leads directly to the text and its context. *Based on needs*, this approach determines goals and content of learning tailored to the needs of students in the future.

METHOD

Research Context

This classroom research has been carried out in the three-credit course of General English for undergraduate students majoring in Mechanical Engineering program at a state university in Jakarta. The course is a compulsory course designed for sophomore students. The key objective of the course as expressed in the syllabus is: to develop students' language skills required for their academic study with emphasis in developing reading skill. Initial interviews were conducted with the students, program management, and industries. It was found that students' weaknesses were in written communication, through letters or e-mail. They demonstrated consistent difficulties with both the mechanics and organization of writing. Thus, the researcher decided to focus on enhancing student's English language writing especially the sub genre of business correspondence: job application letter.

Determining writing letter as the sub-genre to be taught was based on the belief that writing letter is the perfect way

to introduce English writing skills to non-native speakers (Kern, 2000). It can provide authentic writing goals, involving the use of a broad range of functions (for example, greeting, making questions, explaining, clarifying, apologizing, showing approval etc.), integrating reading and writing and motivating students to pay attention to the form (because it is aimed at the "real" reader).

Participants

The participants in this study were 14 male students with ages ranging from 18 to 20 years. All students are native speakers of Bahasa Indonesia where English is a foreign language.

Research Questions

The aim of this study was to answer the following research questions:

RQ₁: How to incorporate the genre analysis to teaching writing of the job application letter?

RQ₂: What are students' response to incorporating the genre analysis in the teaching of writing job application letter in English?

RESULT AND DISCUSSION

Results

Classroom Procedure

Following the decision to focus on scaffolding students' knowledge in getting sufficient understanding, incorporating the genre analysis to teaching writing was done in a teaching-learning cycle based on genre-approach.

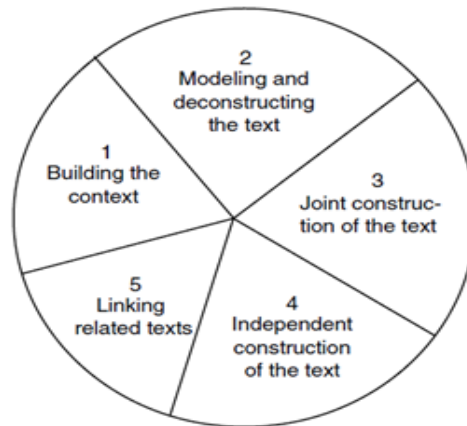


Figure 1. Stages of the Teaching/ Learning Cycle (Feez, 1998)

The learning-teaching cycle as shown in Figure 1 involved five stages. All procedures in this study were adapted from Feez (1998). At the first stage, **Building the Context**, students were introduced to the authentic models of a job advertisement. Students explored the context by investigating the register of the models. Students also explored the roles

and relationship of the job-applicants and prospective employers are established and maintained and understood the channel of communication being used: email, phone or face-to-face interviews. A typical sequence of text in the social context of applying for a job. The sequence in Figure 2 was adapted from Feez (1998).

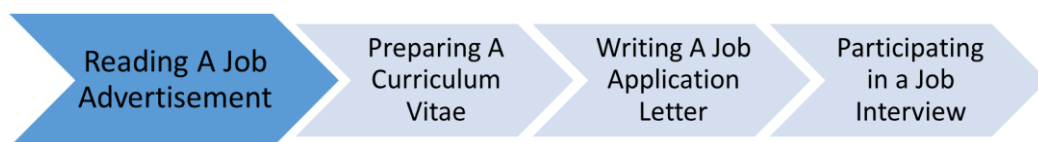


Figure 2. Sequence of Applying for a Job

The context-building began with reading a job advertisement. Students picked and brought their own ad. The ad should be in relation with students educational background. Here, reading strategies were applied. A Curriculum Vitae (CV) was prepared based on comprehending the ad's requirements. Then, it was progressing into comparing

the models of solicited application letter and the unsolicited one.

In the **Modelling and Deconstructing Text**, students investigated the structural pattern and language features of the model. Activities in this stage were done from the levels of text, clause and expression.

Table 2. Activities at each level of language

Text-level activities	<ul style="list-style-type: none"> ✓ Presentation activities using charts ✓ Labelling stages/ moves in an authentic model of job application letter ✓ Activities focusing on cohesive devices.
Clause-level activities	<ul style="list-style-type: none"> ✓ Presentation and practice activities relating to the grammatical features of the authentic model
Expression-level activities	<ul style="list-style-type: none"> ✓ Spelling, giving feedback to expressions used in the authentic model

At the third stage, *Joint Construction of the Text*, student began to contribute to the construction of the application letter through information gap activities and small-group construction of the application letter. At this stage, teacher's contribution to the construction

began to diminish as students' independence increases.

Stage of *Independent Construction of the Text* includes activities for students to work independently with their own letter. Students' performance are assessed at this stage. Below assessment was adapted from Silva (2014).

Table 3. Rubrics for Assessing Students' Letter Writing

Aspects	4	3	2	1	0
Relevance and Content	The letter fully satisfies the requirements of the job ad. The letter includes all relevant information.	Student's letter mostly covers the requirements of the given task. It includes most of the relevant information.	The letter addresses some of the requirements. It includes some relevant information but not clearly focused	The letter attempts to address the topic but few relevant information. Digresses often from the topic.	Does not attempt the task/the answer is completely irrelevant.
Organization	Includes an inviting introduction and a satisfactory conclusion. Skillfully manages paragraphing. Logical arrangement of ideas. Manages all aspects of cohesion well.	Includes an introduction, body and conclusion. Uses paragraphing successfully. Uses a range of cohesive devices but may look mechanical.	Attempts to include an introduction, body and conclusion. Main idea is not clearly supported with details. Less attention given to organization. Rare use of transitions.	Begins abruptly. No paragraphing or inappropriate paragraphing. No attempt to maintain logical arrangement of ideas.	No clear message is communicated

Vocabulary and Word Choice	Uses a sophisticated range of vocabulary which is appropriate for the purpose and audience. May use figurative language.	Uses accurate vocabulary which suits the audience and purpose with a mixture of precise and general words. Occasional errors in word choice.	Uses a fair range of vocabulary to express ideas. May be inappropriate for the audience and purpose at some occasions	Uses a limited range of vocabulary. Mostly inaccurate for the purpose and audience	Inappropriate and inaccurate vocabulary
Grammar, Spelling and Punctuation	Uses a variety of grammatically correct sophisticated sentence structures. Perfect spelling and accurate punctuation.	Uses mostly correct sentence structures with 1-2 mistakes. Correct spelling and appropriate punctuation with occasional errors.	Uses basic sentence structures with some errors. Uses spelling and punctuation with some errors.	Uses mostly sentence fragments with frequent errors. Frequent errors in spelling and punctuation.	Writing incomprehensible.
Presentation	Neat, easy to read, error free	Mostly readable, neat, minimum errors	Fairly readable. Some strain on the reader.	Not clear. Considerable strain on the reader.	Illegible

Students' Response

Students positively responded to the incorporating genre analysis to teaching writing. Although the focus of genre analysis is to give students' understanding of writing application letter, their reading comprehension increased as well. Students began to apply such reading strategies as previewing, scanning and skimming. In general, this affected students' willingness to use English more active during classroom interaction. At last, incorporating genre analysis satisfied and scaffolded almost all students' language skills.

CONCLUSION

Incorporating genre analysis in teaching writing was a necessity. However, the time-demanding was a weakness found through the research. There should be a further study in time-management so that each meeting shall be time-efficient. Regardless the weakness, students' sufficient understanding to produce text was obtained and students' positive response was brought forward.

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THE ACQUISITION OF PARAPHRASING AND ITS IMPACT ON TEACHING AND LEARNING QUOTATIONS TO AVOID PLAGIARISM

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Abstract

Paraphrase is the one way to avoid plagiarism beside quotation. Paraphrase means using someone idea or thought as the references but in our own meaning without lost the meaning while quotation means using someone idea or thought without change anything. Paraphrase or quotation is an important things to teach to the students, especially for university students who learning about writing and have to mastered the writing skill. Unfortunately, not all of students know the correct way to do paraphrase so they can be labeled as plagiarist. From this problem, this study wants to provide several analysis of literature review about the acquisition of paraphrasing, teaching and learning quotations to avoid plagiarism, and also its impact on teaching and learning. The result of this study are the concepts of paraphrasing acquisition, impacts on teaching and learning quotations, and some suggestion or ways in avoiding plagiarism.

Keywords: *the acquisition of paraphrase, teaching and learning quotation, avoiding plagiarism*

INTRODUCTION

Paraphrases are an important technique to handle variations in language (Bhagat and Ravichandran, 2008, p.1). To paraphrase means to rewrite content whilst preserving the original meaning, and it is important in fields such as text reuse in journalism, anonymous work, and improving the quality of customer-written reviews (Burrows, Potthast, and Stein, 2012, p.5). In university's life, paraphrases usually used by students when they are making a paper, a journal research, or even when making a thesis. When you paraphrase from a source, you restate the source's ideas in your own words (Harvard.edu). Paraphrases are one of the easy alternative ways to avoid plagiarism.

Paraphrase is differs from quotation. Some of the students can't differentiate how people's idea or statement. A quote is a direct restatement of the exact words from the original source

while a paraphrase is a restatement of the information or point of the original source in your own words (Krause, 2007). Paraphrase and quotation are the ways to restate someone's idea into your own writing (paper, journal, research, etc.) without doing plagiarism.

Benucci (2012, p.4) summarized several definition of plagiarism, it can be conclude as plagiarism while someone quotes another person's actual words or replicates all or part of another's product, this includes all information provided from any source including from the internet; one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words without citate or quotes the writer; or if one borrows facts, statistics, or other illustrative materials.

The correct time to do paraphrase or quotations are also different and we will discuss further in the chapter Teaching and

Learning about Avoiding Plagiarism and also the chapter The Acquisition of Paraphrasing. Although the way to avoid plagiarism is not just paraphrasing, the writer only focus in acquisition of paraphrasing because from what the writer

observed, most of students are using paraphrasing when they are using other people's idea in their writing as a reference.

Benucci (2012, p.20) provided a table discuss the main differences of summarizing, paraphrasing and quoting:

Table 1. The differences of summarizing, paraphrasing and quoting taken from Benucci (2012)

	Summarizing	Paraphrasing	Quoting
Citations	Must reference the original source (author, year)	Must reference the original source (author, year)	Must reference the original source (author, year, page number)
Text Length	The text produced is much shorter than the original text	The text produced may be shorter or longer than the original text	The text produced is the exact length of the original text
Phrasing	Must use your own words/phrases, usually with a very limited use of quotations.	Must use your own words/phrases Put quotation marks around any key terms lifted from the original	Use the original author's exact words Put quotation marks around the original author's exact words

Unfortunately, not all of students can paraphrase in a correct way. Some of them just paraphrase other people's statement without stated the source. This is called as plagiarism, although we use our own word. Plagiarizing by paraphrasing is one of many types of plagiarism identified by Maurer et al. (2006) stated in Scanlon and Neumann (2002, p.6). A received view among many teachers who work with international students is that such students are especially likely to plagiarize (Pecorari, 2010, p.10).

Scanlon and Neumann (2002) also did the research and found that six hundred ninety-eight undergraduates (85.9% between the ages of 17 and 23; 87.5% in the first through fourth year) from nine colleges and universities completed a survey on Internet plagiarism and a

substantial minority of students reported they use the Internet to copy and paste text into their papers without citation. That was a huge percentage that showed some of the students of undergraduates were doing plagiarism. Besides those findings, A July 6, 2001 article in the *Chronicle of Higher Education* reported that "several indicators point to widespread plagiarism on campus," and that "officials at some collages say that in recent years they have seen a sharp increase in students cutting and pasting material info papers from Web sites without attribution, or purchasing term papers from online ter-paper mills" (Young, 2001 stated in Scanlon and Neumann, 2002). Based on these problems, the writer wants to share the literature review to explain about the acquisition of

paraphrase and its impact in teaching and learning about avoiding plagiarism.

METHOD

This study is qualitative descriptive research. Descriptive qualitative research is the systematic description of social phenomena. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Thus, descriptive qualitative research is rich of the proportion of reviewing literature of related research then followed by deep description of each content material. In this case the literature review was the result of the study, while the content materials followed was the discussion.

This study was done in the aim to provide several evidence of research related to paraphrasing to avoiding plagiarism as the object of the research. The paraphrasing acquisition in that research can be the basic theories in teaching and learning paraphrasing for students in universities. The research was conducted by the writers as the subject of the research in line with the task of Language Acquisition as one of subject in English language study program in Jakarta State University. The data were collected by find out a number of related research in the same area of paraphrasing acquisition, then these related research were analyzed what they truly discuss about. Then, the researchers find out the basic theories related to acquisition of paraphrase, the problems occur in the teaching and learning related to plagiarism, provide several ideas from scholars in avoiding plagiarism by using paraphrasing, and deeply discuss the impact in acquisition of paraphrasing in teaching and learning to

avoid plagiarism. The instrument used were those several academic document stated above and table analysis adapted in analyzing how are the steps of paraphrasing acquisition, the theories related to those steps, and provide several sugesstion relation to avoiding the plagiarism.

RESULT AND DISCUSSION

Result

There are many kinds of related research about the acquisition of paraphrase. First is research that has been done by Houda Bouamor, Aurélien Max, Gabriel Illouz, and Anne Vilnat from LIMSI-CNRS & Univ. Paris Sud in 2012 with title A Contrastive Review of Paraphrase Acquisition Techniques. They stated in their abstract that:

This paper addresses the issue of what approach should be used for building a corpus of sentential paraphrases depending on one's requirements. Six strategies are studied: (1) multiple translations into a single language from another language; (2) multiple translations into a single language from different other languages; (3) multiple descriptions of short videos; (4) multiple subtitles for the same language; (5) headlines for similar news articles; and (6) sub-sentential paraphrasing in the context of a Web-based game. We report results on French for 50 paraphrase pairs collected for all these strategies, where corpora were manually aligned at the finest possible level to define oracle performance in terms of accessible sub-sentential paraphrases.

The second related research has been done by Rahul Bhagat from

Information Science Institute, University of Southern California and Deepak Ravichandran from GoogleInc in 2008 with title Large Scale Acquisition of Paraphrases for Learning Surface Patterns. They present a method for obtaining surface paraphrases, using a 150GB (25 billion words) monolingual corpus and their method achieves an accuracy of around 70% on the paraphrase acquisition task.

The third related research has been done by Steven Burrows, Martin Potthast, and Benno Stein from Web Technology and Information Systems, Bauhaus-Universität Weimar in 2012 with title Paraphrase Acquisition via Crowdsourcing and Machine Learning. They contributed to paraphrase acquisition and focuses on two aspects that are not addressed by current research: (1) acquisition via crowdsourcing, and (2) acquisition of passage-level samples. They stated that:

In this paper, we review the lessons learned at PAN 2010, and explain in detail the method used to construct the corpus. The empirical contributions include machine learning experiments to explore if passage-level paraphrases can be identified in a two-class classification problem using paraphrase similarity features, and we find that a k-nearest-neighbor classifier can correctly distinguish between paraphrased and non-paraphrased samples with 0.980 precision at 0.523 recall.

The fourth research has been done by Patrick M.Scannon and David R. Neumann with title Internet Plagiarism among College Students in 2002. They found that six hundred ninety-eight undergraduates (85.9% between the ages of 17 and 23; 87.5% in the first through fourth

year) from nine colleges and universities completed a survey on Internet plagiarism and a substantial minority of students reported they use the Internet to copy and paste text into their papers without citation.

Discussion

Teaching and Learning about Avoiding Plagiarism

The word plagiarism itself has origins in antiquity, and its negative associations stretch back as far: ‘the derivation from the Latin word meaning “kidnap” or “plunder” is indicative of how since its first usage in this way it has been regarded as a criminal activity parallel to stealing other people’s offspring’ (Ang’elil-Carter, 2000, stated in Pecorari, 2010).

Plagiarism is the unauthorized or un-credited use of the writings or ideas of another in your writing while it might not be as tangible as auto theft or burglary; plagiarism is still a form of theft (Krause, 2007). Plagiarism refers to the use of another author’s information, language, or writing, when done without proper acknowledgment of the original source (Burrows, Potthast, and Stein, 2012). For example when you are passing off someone else’s word or thought as your own (Trent University.ca) it can be called as plagiarism.

Pecorari (2010) explained in their book that there are three sorts of plagiarism, distinguished by the presence or absence of intentional deception, which are *prototypical plagiarism*, *textual plagiarism*, and *patch-writing*. The term prototypical plagiarism will be used to refer to the former, and will be defined as the use of words and/or ideas from another source, without appropriate attribution, and with the intention to deceive while textual

plagiarism is the use of words and/or ideas from another source, without appropriate attribution, and patch-writing defines as 'copying from a source text and then

deleting some words, altering grammatical structures, or plugging in one synonym for another' (Pecorari, 2010). It can be drawn like figure 1

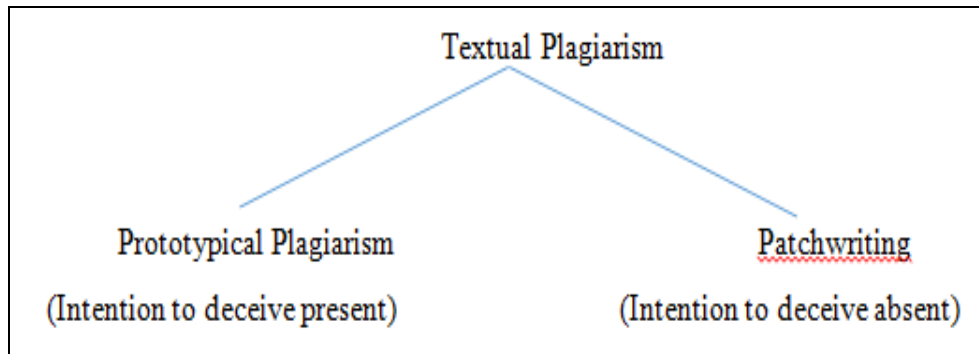


Figure 1. Types of plagiarism taken from Pecorari book in 2010

Besides Pecorari, Krause (2007) distinguish kinds of plagiarism in more simple way. He stated that there are two kinds of plagiarism; *purposeful plagiarism* and *accidental plagiarism*. Purposeful plagiarism is handing an essay written by someone else and representing it as your own, copying your essay word for word from a magazine or journal, or downloading an essay from the internet while accidental plagiarism is the result

improperly paraphrasing, summarizing, quoting, or citing your evidence in your academic writing (Krause, 2007).

Students usually do plagiarism when they found information that they needed in Web sites. They copy and paste the information without cite the source. Although the information is in *Wikipedia*, for example, you have to cite the author that state that information or at least cite the sites address.

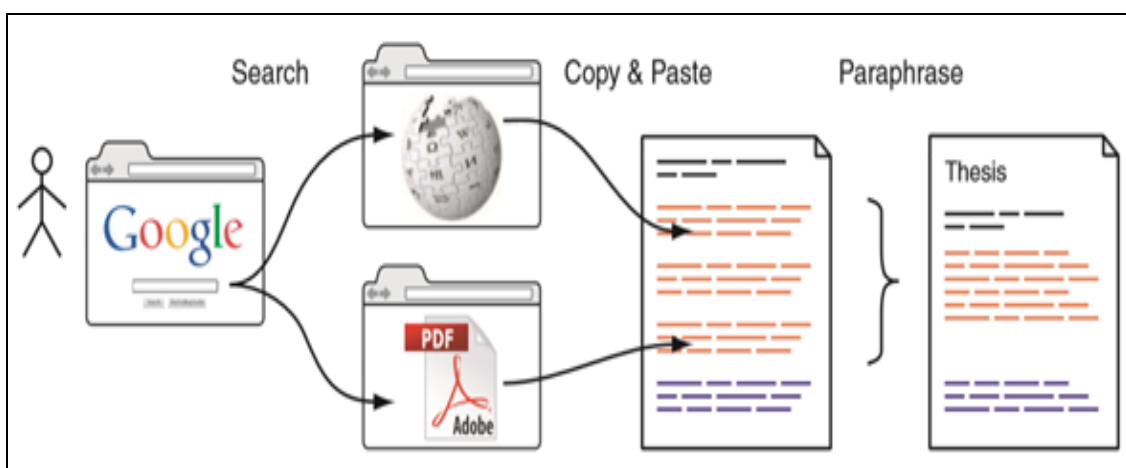


Figure 2. Overview of the activities involved in plagiarizing taken from Burrows, Potthast, & Stein (2012)

Figure 2. draw the plagiarism that usually happens in students' life. They just

goggling the keyword of their writing and found the information, and then they just

copy paste the information and make the information into they own words without cite the source or even they make the information like their own idea or though.

In the academic world, plagiarism is a serious matter because ideas in the forms of research, creative work, and original thought are highly valued (Krause, 2007). For example a study of university plagiarism policies in Britain, the United States and Australia (Pecorari, 2001) found provisions for punishing plagiarists by lowering their grades, possibly to zero, either on the plagiarized work or in the class for which it was done, by suspending or expelling them from the university, or by denying or revoking degrees (Pecorari, 2010). Another example in University's Academic Integrity Policy sets out the consequences of plagiarism and other forms of academic dishonesty; penalties range from a grade of 0 on the essay with no opportunity to re-write, to failure in the course and a permanent record of the offence on your transcript, and students who offend repeatedly face suspension and even expulsion (Trent University.ca). In Indonesia itself, for example in the Jakarta State University, students who caught did the plagiarism will be given grade D which means the student will not pass the subject.

To avoid plagiarism, we, as a teacher, have to teach our students how to cite the references correctly. Krause (2007) explained that citations can appear in 'integral' or 'non-integral' forms (Swales, 1990 stated in Krause, 2007). An integral citation is one in which the name of the source author appears as a syntactic element in the citing sentence, while non-integral citations are outside the structure of the citing sentence. For example "According to Brie (1995), the moon is made of cheese." (Krausen, 2007) this is

integral citation while "The moon is very likely to consist of cheese (Brie, 1995)" (Krausen, 2007) is non-integral citation. Krausen (2007) also stated that either integral or non-integral citations can be coupled to material reported in two ways, quotation, or paraphrase.

Quotation is just writing the exact what it already was, but a paraphrase is actually also saying what it was, but you just use...changing it a little bit so it won't be exactly what was said, it will have the same meaning (Krausen, 2007). You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make (plagiarism.org).

Krausen (2007) suggest that the best time to use a quote when:

- The exact words of your source are important for the point you are trying to make. This is especially true if you are quoting technical language, terms, or very specific word choices.
- You want to highlight your agreement with the author's words. If you agree with the point the author of the evidence makes and you like their exact words, use them as a quote.
- You want to highlight your disagreement with the author's words. In other words, you may sometimes want to use a direct quote to indicate exactly what it is you disagree about. This might be particularly true when you are considering the antithetical positions in your research writing projects.

There is some reason why students should do quotation in their writing. Quotations are included to show that you

have read around the subject and are aware of what has been written about it., their purpose is also to demonstrate support for your own ideas, points of view and findings, and perhaps to show examples or evidence but you should remember that it is important to acknowledge the source of the quotations otherwise you may be accused of plagiarism (Jordan, 2003).

There are many verbs and phrases that can be used to introduce quotations in writing (Jordan, 2003). He suggests some of the main structures are as follows:

- As X observed/pointed out/suggested/noted/indicated “...”
- According to X, “...”
- For example, X argued that “...”
- X suggests that “...”
- The need for it is widely recognized “...”
- Writing in 1979, X commented that “...”
- To quote X: ”...”
- Recent research by X shows that “...”

Besides those, there are two popular types of quotation; MLA Styles and APA Style. MLA documentation is commonly used in English and foreign language and literature courses, as well as in other disciplines in the humanities, when you quote or paraphrase a specific portion of a text in a source, give enough information--most typically the author's last name and the page number--to identify the exact location of the borrowed material while APA style provides a standard system for giving credit to others for their contribution to your work, the author's last name and the work's date of publication must always appear, and these items must match exactly the corresponding entry in

the references list (retrieved from writingwisc.edu).

Krausen (2007) give example how quotation in MLA style:

In her Pharmaceutical Executive article available through the Wilson Select Internet database, Jill Wechsler writes about one of the positive effects of advertising prescription drugs on television. “African-American physicians regard direct-to-consumer advertising of prescription medicines as one way to educate minority patients about needed treatment and healthcare options.”

Krausen (2007) also gives example of quotation in APA style:

“If the U.S. scallop fishery were a business, its management would surely be fired, because its revenues could readily be increased by at least 50 percent while its costs were being reduced by an equal percentage.” (Repetto, 2001, p. 84).

The Acquisition of Paraphrasing

After knowing about what plagiarism is and the way to avoid plagiarism, the writer wants to discuss further about paraphrase. Paraphrases are textual expressions that convey the same meaning using different surface words (Bhagat and Ravichandran, 2008). Paraphrase means you are using your own words to report someone else's writing, but maintaining an academic style (Jordan, 2003). Anytime you paraphrase an author's words and ideas in your paper, you should make it clear to your reader why you are presenting this particular material from a source at this point in your paper. You should also make sure you have represented the author accurately, that you have used

your own words consistently, and that you have cited the source (Harvard.edu).

Krausen (2007) suggest that the best time to use a paraphrase when:

- There is no good reason to use a quote to refer to your evidence. If the author's exact words are not especially important to the point you are trying to make, you are usually better off paraphrasing the evidence.
- You are trying to explain a particular a piece of evidence in order to explain or interpret it in more detail. This might be particularly true in writing projects like critiques.
- You need to balance a direct quote in your writing. You need to be careful about directly quoting your research too much because it can sometimes make for awkward and difficult to read prose. So, one of the reasons to use a paraphrase instead of a quote is to create balance within your writing.

Further, Ganitkevitch (2013, p.3) provided *task-based evaluation* to apply the paraphrase system to sentence compression. The system run by adapt to the task to successfully use paraphrase for sentence compression. The four-point adaptation scheme for text-to-text paraphrase generation, are introduced in the following

1. Using *task-targeted features* to captured information pertinent to the text transformation. Word count and length-difference features can be used for compression the features
2. Using *objective function* by taking into account the constraints imposed by the task.
3. Using *development data* contains the precise transformation of the model seeking.

4. Using *grammar augmentations* to allow the incorporation of effects that the paraphrase learned grammar able to capture.

After knowing about the proper time to do a paraphrase, we also should know the way how to paraphrase. Jordan (2003) suggest four ways to do paraphrase; by changing the vocabulary (verbs/nouns), by changing the verb form (e.g. from active to passive: this can change the focus or emphasis, by changing the word class (e.g. from verb to noun phrase), and the last is by synthesis.

1. By changing the vocabulary (verbs/nouns)

e.g. She examined the difficulties that ...

= *She investigated the problems that ...*

2. By changing the verb form (e.g. from active to passive; this can change the focus of emphasis)

e.g. John (1987) analyzed the students' difficulties and ...

=*The students' difficulties were analyzed by John (1978) and*

...

Note: Using a passive rather than an active verb form here changes the focus from the writer to the research, i.e. The students' difficulties

3. By changing the word class (e.g. from verb to noun phrase)

e.g. The reports were completed in April ...

= *The completion of the report in April ensured that the students had time to revise before their examination.*

Note: Changing the word class allows you to add your comments.

4. By synthesis

You may need to combine two or more viewpoints or pieces of information from other writers in your paraphrase and summary. Often one reference will support another, but there may be opposing views as well.

e.g. Johns and Dudley-Evans (1980) touched on the problems created by the lectures' use of colloquial words and phrases ... This use of informal language was also noted by Jackson and Bilton (1994) who investigated geology lectures given in English ...

While, Boyd (2010) cited in Benucci (2012, p.30) list seven steps for paraphrasing well:

1. Read the passage repeatedly to identify or understand the main idea
2. List important key words and proper names
3. Restate the main idea that cover the original
4. Do not to be worry about grammar or sentence structure
5. Compare the paraphrase with the original
6. Check the sentence construction with the original, and
7. Proofread and edit the paraphrasing

Bartolo, Galea, Gatt, Gatt, and Portelli (2009, p.4) as the assessment committee from the University of South Australia proposing several strategies for avoiding plagiarism, those are:

1. Remember that while the students in university are expected to develop their own ideas and opinion about different issues, which it can reinforce and support with the research of other scholars.
2. Know about the different ways in which can correctly and appropriately

use other writers' voice in our assignments.

3. Learn how to reference our assignments correctly
4. Practice writing in a way that will help our reader recognize the difference between our ideas and those from the other resources.

Paraphrasing looks like the easy way to reuse someone; idea or thought without labeled as plagiarist but there are some negative side of using paraphrase that stated by Pecorari (2010). He did research in her book by asked some of the writers about their perception toward paraphrasing. She found that paraphrasing, however, carries two risks of its own, there was a risk that nuances might be lost or that meaning might be distorted (Pecorari, 2010). It means that when someone paraphrases something, he/she may lose some important meaning because in paraphrasing we use our own words but same idea. Paraphrase also involves the risk that the finished product will be inferior in expression to the original (Pecorari, 2010). It means when writer finish their working, they think like her/his book or journal is their best creation but when we paraphrasing he/she statement, it can change the finishing sentences that have been created by the real writer.

Effective Note-taking to Avoid Plagiarism

Plagiarism sometimes happens because students take notes as they read, but forget to write down the name of the original author of the words and ideas in their notes. The students can avoid this problem by developing *effective note-taking techniques* which clearly show the

difference between their voice, and the voice of other writers and researchers.

Such effective note-taking requires active reading on its part. To read actively students must create a discussion between their selves and the other writer or researcher. For example:

- Before you begin reading, prepare a list of questions that you will need to try to answer as you write your assignment
- As you read look for answers to your questions

- Make notes on the information you find. Do this through quotes, paraphrases or summaries of the text.
- Comment on these notes. Consider, does the information you are reading about support your ideas? How? Does it disagree with your ideas? Why? In what way? Write your comments with the notes.

To record details and notes of reference materials we can follow the format from Bartolo, et. al. (2009)

Table 3. Effective Note-Taking taken from Bartolo, et. al. (2009)

Category 1.....	Category 2	Category 3	
Author(s) Black, Paul, & Wiliam, Dylan			
Date 1998a			Dewey Number
Book Title /		Publisher	Place
Chapter Title /		Number	Page Range
Source book Title /		Publisher	Place
Article Title Assessment and classroom learning			
Journal Assessment in Education: Principles, Policy, and Practice		Volume 5	Number 1
			Page range 7-74
Electronic document Title		Internet address	Other ID
Key words Assessment for learning; Formative Assessment			
Main points/arguments/ideas Research indicates that improving learning through assessment depends on five deceptively simple factors: <ul style="list-style-type: none"> - The provision of effective feedback to students. - The active involvement of students in their own learning. - Adjusting teaching to take into account results of assessment. - A recognition of the profound influence assessment has on the motivation and self esteem of students. - The need for students to be able to self assess themselves and understand how to improve. 			

From the notes we can get the main points/arguments/ideas as following: Research indicates that improving learning

through assessment depends on five deceptively simple factors:

1. The provision of effective feedback to students
2. The active involvement of the students in their learning
3. Adjusting teaching to take into account results of assessment
4. A recognition of the profound influence assessment has on the motivation and self-esteem of students
5. The need for the students to be able to self-assess themselves and understand how to improve

From the notes above, we can write down our comments such as: this journal is particularly useful because it offers an overview of assessment for learning, or Formative Assessment, and it reports on various studies which show that the quality of teacher feedback makes a difference to students' learning.

And the exact quotations that students can quote in their writing assignment as following: teachers need "...a variety of living examples of implementation, as practiced by teachers with whom they can identify and from whom they can derive the confidence that they can do better. They need to see examples of what doing better means in practice." And don't forget to write the authors name, date, page numbers, and point of agreement or dispute.

The Impact of the Acquisition of Paraphrasing in Teaching and Learning in Avoiding Plagiarism

Now we have known about the way to avoid plagiarism and how to quote and paraphrase in the correct way. In knowing and learning them, we can create a paper, a journal, or even a thesis by using someone's idea or thought in proper way.

We, as teacher, also should teach our children how to write and cite other people's statement in the correct way.

Based on the findings of the related research, it can be conclude that paraphrasing is an important thing to be taught to the students. The research findings also give the percentage about the cases students who did plagiarism. For example in Scanlon and Neumann research (2002), they found that six hundred ninety-eight undergraduates (85.9% between the ages of 17 and 23; 87.5% in the first through fourth year) from nine colleges and universities completed a survey on Internet plagiarism and a substantial minority of students reported they use the Internet to copy and paste text into their papers without citation. It can be example how students still don't understand the correct way to paraphrase text.

In teaching paraphrasing, we will create an honest generation in writing skill. We also avoid them to do plagiarism since plagiarist will get big punishment. Their writing cannot be accepted in every company, university, or even school. They cannot pass the class if they do plagiarism.

In avoiding plagiarism, make sure that the students do not copy verbatim more than two words in a row from the text they have found. If they do use more than two words together, they will have to use quotation marks. It is better to get into quoting properly soon. Paraphrasing is one of the effective ways to avoid plagiarism. The several ways to doing paraphrasing to avoid plagiarism from scholars can be taken into account, such as from Jordan (2003), Krausen (2007), and Boyd (2010) who already discuss in the part of paraphrasing acquisitions above.

CONCLUSION

Plagiarism often happens because referencing may be a new requirement for some commencing tertiary students. Someone can be called as plagiarist when he/she using other person statement, idea, or thought without cite the source or state the real writer. We can avoid plagiarism with two ways of citation; quotation and paraphrasing. Quotation is use someone idea or thought and write the statement without change anything even change a word while paraphrase is use someone idea as reference but using our own word to restate the idea. Either quotation or paraphrase, we should write the name of the real author that state the statement.

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