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1. The Use Of Adobe Animate As A New Technology In Teaching Academic Essay Writing In Darma Persada University, Yoga Pratama, Endry Boeriswati, and Fathiatty Murtadho (Universitas Negeri Jakarta).
2. The Implementation Of Argument, Reason, Evidence And Link Back (Arel) In Teaching Speaking, Sri Wahyuni, Mulyadi Syahputra, and Defi Irmayanti (STKIP Bina Bangsa Getsempena).
3. The Use Of Text Aloud Software In Teaching Students' Pronunciation, Roslaini, dan Cahya Komara (University of Muhammadiyah Prof. Dr. HAMKA).
4. The Teacher's And Students' Perception On Project Based Learning In Nursing Department, Abdul Halim (National Dong Hwa University, Taiwan (R.O.C)) and Dewi Wardah Mazidatur Rohmah (Universitas Terbuka, Indonesia).
5. An Analysis Of Students' Grammatical Errors In Writing English Text In The Second Grade Students Of Smk-Smti Banda Aceh, Hijjatul Qamariah, Sri Wahyuni, and Meliana (STKIP Bina Bangsa Getsempena).
6. Analysis Of Reading Comprehension Final Test At English Department Of Muhammadiyah Aceh University, Rahmatun Nisa and Cut Mawar Helmanda (University of Muhammadiyah Aceh).
7. The Cultivation Of Students' Problem-Solving Skill Through Asian Parliamentary Debate System (APDS), Mulyadi Syahputra and Salwa Chaira (STKIP Bina Bangsa Getsempena).
8. The Impacts Of Grammatical Competence Towards Students' Speaking Proficiency In Learning English As A Foreign Language, Sabarniati and Said Iskandar Zulkarnain (Politeknik Aceh).
9. The Lecturers' Experiences On Students' Thesis Supervision, Rahmi Fhonna (UIN Ar-raniry).
10. Does Flipped Learning Work? A Case For Private University In Indonesia, Basori (Universitas Islam Negeri Mulana Malik Ibrahim Malang), Diah Wihardini (Universitas Bina Nusantara).
11. The Realization Of Students' Polite Rejection Speeches, Fatmawati, Endry Boeriswati, and Zuriyati (Universitas Negeri Jakarta).
12. An Analysis On The Strategy Of Teaching And Learning Process Of Reading Skill At Mathayum Islam Bachok Wittaya School Thailand, Sariakin (STKIP Bina Bangsa Getsampena).
13. Language Politeness Of Students And Teachers: An Ethnographic Study, Rika Ningsih, Endry Boeriswati, and Liliana Muliastuti (Universitas Negeri Jakarta).
14. The Analysis Of English Department Students' Ability In Mastering Reading Text Of Muhammadiyah Aceh University, Siti Safura and Cut Mawar Helmanda (Muhammadiyah Aceh University).
15. English Learning Model: An Ethnography Study, Maulizan ZA, Aceng Rahmat, and Zuriyati (State University of Jakarta).

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 2020

Editor

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THE USE OF ADOBE ANIMATE AS A NEW TECHNOLOGY IN TEACHING ACADEMIC ESSAY WRITING IN DARMA PERSADA UNIVERSITY

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Abstract

The development of information and technology has affected many aspects of life including education. Technology is packed with various elements of interactive multimedia such as text, graphic, sound, video and animation. All of these elements can be seen in our surroundings. It is also used in various fields such as in education, training, business, games and science. This is a proof that multimedia technology is important. In fact, multimedia is changing the ways of learning itself. Instead of just limiting you with a linear presentation such as reading text from a book, technology makes many improvements in learning by bringing various elements in order to make it more dynamic. Academic essay writing has an important role in the language academic process. Technology also gives a positive effect toward the students' motivation in learning English, especially in essay writing. Nowadays, a computer technology application is developing writing materials by using Adobe Animate. The purpose of this research is to show that the role of technology today is very important in the learning process specifically in teaching academic writing, so that it can help lecturers and students to make lots of variations in teaching. In the past, teaching writing only used conventional ways like books but nowadays lecturers and students can use multimedia technology like education interactive software, smartphone, and computer which can make studying more effective and interactive. In this qualitative research the writers will analyze and demonstrate the new technology as a solution to the old problem of teaching academic essay writing.

Keywords: Teaching, Essay Writing, Adobe Animate, Technology, Multimedia

INTRODUCTION

The twenty-first century is the age of globalization and information technology. The era of the 21st century is often regarded as an era of technology. Technology, today, plays a very important role in our daily life. It is seen as a basis of growth of every single aspect in life. This is because technology makes our work much easier and less time-consuming. The impact of technology can be felt in every possible field, one such field is Education specifically English Language. English is one of the important tools in communication in the world, so it is important to learn the language. Raja, R. & Nagasubramani, P.. (2018) Visual images always have a strong appeal compared to words. Using projectors and visuals to aid

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in learning is another form of great technological use. Top institutions around the world, now rely on the use of amazing PowerPoint presentations and projections in order to keep the learning interactive and interesting. Technological use such as projectors within the schools and colleges can take the interaction and interest levels right up and also improve motivation. Students like to see appealing visuals and something that entices them to think rather than just reading words. The learning part also becomes pretty efficient when it comes to technology. Recently studying English not anymore using conventional ways but professional lecturer used technology to teach it. English language teaching has been one of the important subjects in education specifically academic essay writing. Academic essay Writing skill facilitates the academic performance of the students (Zhang, 2013) either as a medium of learning and/or a tool to express and communicate their ideas about what they experienced and develop knowledge and academic field (Coffin et al., 2005). It implies that writing skills not only useful for the academic field but also for social lives. Writing also involves the cognitive process (Nishino & Atkinson, 2015) requiring one to be creative (Nosratinia & Adibifar, 2014) and critical (Smirnov, 2015; Zhang, 2013). Alhusban, Amani. (2016) In order to graduate from college and university, and compete in a highly competitive global economy, students need to achieve writing proficiency. Therefore, it is vital that students are introduced to formal writing and are provided with a chance to produce professional formal reports. In fact, the work force demands that individuals write with grammatical precision and be able to search deeply into a topic and provide an argument by writing logically and coherently supported by evidence.

In the conventional ways, teaching academic essay writing skills and strategies are still poor and undeveloped. The speech-dominated education employs a teacher-centred, book-centered, grammar-translation method and focuses more emphasis on rote memory than other practicable skills. The development of computer and the internet have brought the most significant changes in the technology of writing. It is challenging to teach writing as a foreign language since several factors possibly affect it. The teaching method (Ka-kan-dee & Kaur, 2015; McMullen, 2009) is one of them. Commonly, the writing classes implement a conventional approach, teacher-centred learning, that hampering the students in exploring their idea and knowledge. This practice brings less advantage for students to freely develop their writing based on what they want and understand. Academic writing skill is required and is advantageous to students. In fact, many students are having difficulty to produce good writing output as evident in the thesis they made. Dalem (2017), Mubarak (2017), and Muhammad & Nair (2017) stated that most students are having difficulty in organizing an

understandable and coherent paragraph and most likely to be making grammar errors and fragment mistakes. Khuzaemah & Herawati (2017), Hamouda (2018), Nurhadi (2004), Ángel & Garcia, (2017), Hsiao (2019) also said that most students consider writing as a challenging skill. It has been experienced by students at elementary and secondary schools as well as students at university.

It is irrefutable that the development of multimedia technology has great potential in changing the educational system in Indonesia. Multimedia also provides the opportunity for the educators to develop learning technique to produce the maximum result in teaching specifically in teaching writing. And for the students with the new technology in multimedia, they can easily absorb the knowledge faster than using text book. Recent advances in computer technology allow the delivery of digital video and audio in the same interface as written text. Although writing is now well recognized as critical dimension of language learning, it still remains one of the least understood processes. Technology may at first entered to the language classroom in the form of the language multimedia laboratory. Computer-based learning is how computer programs are used as a tool to deliver learning material (Roblyer & Hughes, 2018). Certain multimedia-relevant systematic reviews focused specifically on computer-assisted language learning (Abraham, 2008), augmented reality learning experiences, which treats the whole experience of the students as the source of learning (Santos et al., 2014), and how signalling affects learning with media (Schneider, Beege, Nebel, & Rey, 2018). Besides, Ghahri, Faeze & Hashamdar, Mohamad & Mohamadi, Zohre. (2015) the introduction of the web based learning and technology assistant learning can help students get autonomous as they practice to use what benefits they can achieve out of practices in this respect and use what they have at their disposal to open up what they don't know about the language. Material developers also should make principled decisions about what to introduce and how to introduce since these principled decisions will set up different language patterns.

According to PM. Neo and T. K. Neo (2000) provides multimedia as a technology-based constructivist learning environment where students are able to solve a problem by means of self-explorations, collaboration and active participation. Simulations, models and media rich study materials like still and animated graphics, video and audio integrated in a structured manner facilitate the learning of new knowledge much more effectively. The use of multimedia that can present visualization from the subject will be helpful not only for the Lecturers in presenting the material but also for the students as a learning subject. So that learning objectives can be achieved. The use of multimedia in teaching is in order to answer

those needs. Multimedia enhances the process of teaching and writing, which is considered difficult to accomplish. Language testing also is affected by new approaches towards language testing including dynamic assessment but what is missing from the model is the role of technology and the type of information it can elicit about the students' language performance. As a result of new technological advances, students want to “click to find” without actually understanding the complexity involved in writing (Purcell, Buchanan, & Friedich, 2013). With the spell check access on Microsoft Word and Microsoft PowerPoint, students often take shortcuts, making it clear that spelling, grammar, and sentence structure are of no importance to learn since technology does the job for them. However, if students do not understand certain, crucial aspects of the writing process, these technological tools will cause them damage and lead to misunderstandings (Purcell et al., 2013).

Adobe Animate (formerly called Macromedia Flash and Shockwave Flash) is a multimedia and software platform used for creating vector graphics, animation, browser games, internet applications, desktop applications, mobile applications and mobile games. Flash displays text, vector and raster graphics to provide animations, video games and applications. According to Ardy, Saputro (2012) Adobe Animate is software that works exactly the same as its predecessor, Adobe Flash Professional, but has now developed and is equipped with the latest additional features such as the use of HTML5 canvas, WebGL, and many more. the Adobe Flash have an important role for educators For over 25 years, Adobe has been one of the largest and most diversified software companies in the world. Many of their technologies are in our school computers, software programs, and internet applications we use every day. If a Lecturer has ever done any photo editing, stream a video online, or played an internet game in the classroom, they have used Adobe. Shortly after being first released in 1996, the Adobe rock star, Adobe Flash Player, made its way into 98% of all Internet-connected desktops around the world. The National Center for Educational Statistics shows only about 3% of schools in 1994 had internet access in their classroom. The adoption of the internet slowly grew until 2002 where finally over 90% of public school had access to the internet. With this adoption of the internet also grew the use of Education Technology (EdTech) in the classroom allowing Lecturers to create and share rich, interactive content, such as animations, interactive lessons, simulations, and games (most built using Flash). Whiteboards and overhead projectors were replaced by digital whiteboards and powerful projectors. Lecturer started to have their own classroom personal computers, which was followed by even more advanced laptops and tablets. With all this

EdTech came a wave of software and courseware made for Lecturers to use technology to improve their lessons plans Retrieved from (<https://myviewboard.com/blog/education/adobe-flash-end-of-life-the-threat-to-education>)

K.V. Madhavi (2015) said on his journal states Computer-assisted language Learning is often considered as an approach to language teaching and learning in which the computer is used as an aid to the production, substantiation and evaluation of material to be learned, usually including a significant interactive element. Learners are given freedom over their own learning process so that they can decide when to repeat the questions, exercises or sequences based on their own progress. Writing and grammar practice, communication activities and vocabulary enhancement can be acquired with ease and enthusiasm. This study focuses on the use of Adobe Animate as a new multimedia technology as a language learning instruction for academic essay writing. The aim of this study is to conduct that Adobe Animate can help lecturer and students to explore and used technology as a new solution in teaching and learning academic essay writing.

RESEARCH METHOD

To answer the question that Adobe Animate can help lecturer to explore and used technology to teach academic essay writing. The researcher conducts the other observation of the implementation of Adobe Animate as a new technology in teaching essay writing by observes how the lecturer used Multimedia in teaching academic essay writing. The researcher marked the Multimedia used by the lecturer and the activities done by the lecturer while English teaching-learning process when using adobe animate and without using it. Types of technique in collecting data in this research is documentation study. This process can be done by utilizing the growing information technology today from (internet, software programs, etc.). Especially for character research studies, data collection can also use interviewing techniques to ask the Lecturer and the students to find out about the role of Adobe Animate as a new technology in teaching writing. After the researcher gathered the data through observational instruments. The data analysis was conducted by organizing the collected data systematically. The data were grouped and classified based on the research question. The data were analysed qualitatively by the researcher to identify, sort, extract, and organize the verbal instructions and then group them according to the topic (Moleong, 2010: 248).

RESULTS AND DISCUSSION

Results

Technology quickens and simplifies tasks for students, yet it has ingrained in them and an attitude that they do not have to put effort into anything they write. In this study, the relationship of Adobe Animate as a new technology in teaching academic essay and its implications is reviewed. Raja, R. & Nagasubramani, P..(2018) The role of technology in the field of education is four-fold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process. Thanks to technology; education has gone from passive and reactive to interactive and aggressive. Education is essential in corporate and academic settings. In the former, education or training is used to help workers do things differently than they did before. In the latter; education is geared towards creating curiosity in the minds of students. In either case, the use of technology can help students understand and retain concepts better. The enhancement of technology in the new era has naturally assigned new challenges and duties on the modern English teacher or lecturer. The main purpose of using Adobe Animate as a new technology in teaching academic essay writing in language teaching is to help raising students' motivation and learning interest in studying about improving their skill in writing essay. One of the techniques to improving the students' meets the academic needs and helps them developing writing skills is providing multimedia during the process of teaching and learning in the classroom. The result from the research that I conduct is the used of Adobe Animate as a new technology in teaching academic essay writing should be regarded as a new ways to support learning process of writing skill. Which facilitates lecturer or students to be able to study more effectively. The outcome of the research revealed that those who utilize adobe animate could achieve more proficiency in comparison with those who didn't have any use out of technology. The lecturer can use Adobe Animate. The content that found on Adobe Animate as an audio-visual media could be evaluated well. It is important to give stimulus for students. Besides that, the use of Adobe Animate could help Lecturers to present the material easily. There are also many existent features in Adobe Animate that make students become more interest like; cartoon, animation, funny music, etc definitely chosen to be able to give stimulus to the student.

Using Adobe Animate as a new technology in teaching academic essay writing in an EFL classroom can be one of the best solution in teaching essay writing. The goal was to find out whether the lecturers use Adobe Animate in teaching essay writing and the student enjoyed doing writing and fined the topic easily and did not find difficulties on it because

technology help them to make it easier even though lecturer can used another multimedia tools to teach academic essay writing Adobe Animate still one of the best tools in multimedia technology in teaching academic essay writing.



Figure 1. The Menu Background of Instructional Material Using Adobe Animate

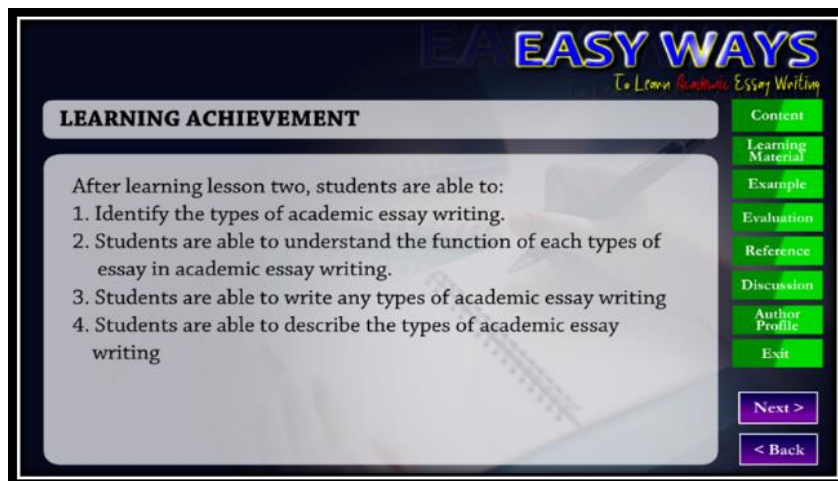


Figure 2. Learning Achievement Display

Discussion

The application of multimedia technology to teaching can make improvements in English language teaching and at the same time has enabled "teachers to re-think what they are doing" (Motteram, 2013:7). However, the lecturers should play the leading role even if they use multimedia technology. Their position should not be replaced by the computers and other devices. For example, when each lesson is introduced and spoken English is taught, the students can easily improve their reading and writing skills which the multimedia technology cannot do. Even, the lecturer interpretation during the language teaching should not be overlooked. In principle, writing academic Essay should be used

frequently in the classes in order to improve the students' writing skill abilities. Interactive media has the excitement dimension. Students are expected to help each other in preparing to learn by studying the activity sheet and explaining the problems to one another. One of the techniques to improving the students' meets the academic needs and helps them developing English language skills is providing Adobe Animate as a new technology in teaching academic essay writing during the process of teaching and learning. Lecturers should try to use Adobe Animate in academic essay writing lesson, because studying with interactive media with various types of material with audio and video example is one types of studying experience that is interesting for the student.

CONCLUSION

Through the interaction with Adobe Animate as a new technology in teaching academic essay writing, the students become increasingly familiar with essay writing and language structure. Connecting with the interactive media will make the benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer or laptop, logging on the Internet and beginning research on their own. They also often stay after class to continue working on their essay. The main purpose of using Adobe Animate as a new technology in teaching academic essay writing in Darma Persada University English Department is to help raising teaching-learning process, students' motivation and learning interest in studying academic essay writing.

Teaching academic essay writing through the medium of multimedia is student-centric. It gives prominence to the role of students and thereby promotes interaction between lectures and students. One of the prominent objectives of interactive multimedia teaching is training the students to enhance their interactive and understanding abilities. In this process of using adobe animate, the lectures serves as a facilitator, creating a material for learning academic essay writing. Utilizing the multimedia in this context creation provides a solid platform for interaction between lectures and students. Also, it creates a learning objectives target environment promoting two-way exchanges between lecturers and students. Overall, students develop greater confidence in their ability to study academic essay writing because they need new ways to learn essay writing. Using Adobe Animate as multimedia provides the students to gather information through media that encourages their imaginations, interests. The utilization of Adobe Animate as a new multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and full fill an effective result of teaching how to write academic essay writing.

Despite some disadvantages of using multimedia. Nonetheless, there can have some negative implications of technology as well. Over-indulgence in technology can replace the leading role of the lecturer by assisting tools, minimize the scope and opportunities for communication and other effective linguistic activities in the classroom, and restrict the cognitive abilities of the students. It can also neutralize the scope of humane and psychological conditioning which the lecturer provides to his learners.

The advantages of using Adobe Animate as a new technology in teaching academic essay writing that is better than teaching conventionally in improving student's academic essay writing skill. As was mentioned before that Adobe Animate is one of the visual aids or visual materials where it is the most effective in use. Because by seeing interactive instructional design students can know and understand about the message from the text directly. Adobe Animate can be used to explain the meaning of vocabulary items. Teaching academic essay writing by using Adobe Animate, especially for college students can be the one way to help them in learning process. It showed by interview to all research subjects after they follow the treatment by using Adobe Animate. This interview consist of questions include of difficultness on English academic essay writing activity, Media on English teaching learning activity, and their opinion about Adobe Animate itself. Based on their answers, it can be concluded that Adobe Animate can improve students academic essay writing skill and more effective than teaching conventionally. Lecturers also should be smart and creative in using Adobe Animate in the classroom because successful language learning depends on the Lecturers technique to use the Adobe Animate, since the Lecturer is the fundamental classroom aid to language learning. Using the technology of Adobe Animate software in teaching writing is one of the best alternative ways to make the atmosphere of learning process becoming more effective and attractive to improve student's ability in studying writing. Also it using this technology combined with the sense of teaching will create a successful teaching method.

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THE IMPLEMENTATION OF ASSERTION, REASON, EVIDENCE AND LINK BACK (AREL) IN TEACHING SPEAKING

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Abstract

This study analyses the students' perceptions about the use of Assertion, Reason, Evidence and Link Back in teaching speaking. The population of this research was second grade students of SMAN 4 Banda Aceh which consist of 250 students and only 32 students at class XI IA 2 took as the sample of this research. The instruments of this research was questionnaire. This study was applied qualitative analysis by using percentage formula. The result of this study shows that the students' perception performance got a positive impact after learning A.R.E.L. Thus, the students have been motivated to speak in front of class and A.R.E.L effect students' speaking understanding in giving their argument.

Keywords: Speaking, Assertion, Reasoning, Evidence, Link Back

INTRODUCTION

Nowadays, the importance of English proficiency for the young generation to face the ASEAN Economic Community (AEC) is encourages English teachers to find several techniques and strategies in teaching English to improve students' English language skills. English that becomes an international language right now seems to require the young generation to speak English. Speaking is like a daily conversation in which they usually watch English film, speech, and listen to an English song.

In Indonesia, teaching English is one of the compulsory subjects in schools declared by the Government since Independence Day (Nirwana and Kurniawati, 2018:2). This is to make it easier for youths to compete in the national and international. However, according to Burns (2012:37) most foreign language learners, speaking in the target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules. Therefore, teaching English is needed an appropriate strategy to apply in teaching English must be dealing with to students' needs and interests to motivate them in mastery English language.

In the teaching and learning process, students still use Indonesian to communicate with each other except the speaking class. The reason is that the teacher will take their score

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in the speaking class so that they should use English when performing in front of the class. Besides, based on the information from an English teacher of SMAN 4 Banda Aceh, she said that the other factor of students' difficulty in speaking performance is students still lack of understanding about the material. Students do not know what kind of information should they are talking about in front of the class. The difficulties of some students are not only for mastering vocabulary and using the correct grammar but also in generating ideas. Therefore, the researcher wants to apply a method that considers making a situation where the students are motivated to speak and use their critical thinking so that they will try to find out the information to show their speaking ability in front of the class. Meanwhile, by being actively involved in speaking class, students have acquired a better understanding (Zhang and Head, 2014). Then, Liu (2009), three activities regarding to the campus environment, life and story could improve students' English listening and speaking skills.

Many techniques that can be applied in teaching English speaking classes for senior high schools, such as discussion, role play, storytelling, interview, brainstorming, information gap, and debate. Nevertheless, in this research, the researcher considers to debate technique to enhance the students speaking ability. As stated by Waydaniah (2015), debate is one of the strategy that can be applied in improving student speaking abilities. Thus, debate is a speaking activity where the situation in which opposite points of view are presented and argued. The debate is considered as an effective method to enhance students' speaking skills that used to construct the argument, create the logical idea, work in a group, share knowledge and arrange the information to be delivered in substantive speech. Halvorsen in Baso (2016:159) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. In addition, Krieger (2005) defines that debate could help students progressively improve their ability in expressing and defending the ideas faster in recognizing the arguments among debaters.

Debate has applied in many educational aspects to increase students' communication skills such as critical thinking (Asrida:2012). In addition, Imam (2017) debate activity might affect students constructive of intrapersonal skill in improving their speaking quality. This is in line with Yuliati (2018), Debate technique might elevate students' creative thinking. Meanwhile, according to Darby (2007), debate activity in teaching learning process could effectively lead students to work in a team. Thus, one of an appropriate technique in teaching speaking is debate.

There are three criteria that assessed by adjudicators during substantive speech are manner, method, and matter. According to (Finkel, 2010:6), in the debate, three elements contribute to persuasiveness the audience and the adjudicators. They are matter, manner, and method. The manner is the way to deliver the speech that includes voice, body language, eyes contact, and notes. And the method is the structure and timing in the speech. Then, matter refers to arguments or body of speech. A good argument has an A-R-E-L. It is the structure of argument used in the debate that stands for Assertion or topic, Reasoning or explanation, Evidence or example that supports the previous explanation and Link back to the topic.

In addition, Rieke (2013:12) state that argument is a comprising of claim and its support. A claim would be supported by a logical reason and accurate evidence. Most arguments have extreme complexity that requires modification. In constructing an argument, Assertion, Reason, Evidence, and Link back (AREL) is often employed, AREL is a common argumentation format for senior high school, especially in Aceh (Iqramullah 2019:24). The most fundamental element of all debate events is the construction of sequence arguments. Arguments may take many forms, but successful arguments share a specific set of elements that we called it AREL stand for Assertion, Reason, Evidence, and Link Back.

1. Assertion

Claims are the main point of an argument; statement about what the debater wants to prove or can be said with the topic of the argument that will be conveyed by the debater. Assertion is often called the "tagline" and must be contained in the first sentence of an argument. If in a thesis there is an abstract that summarizes the entire discussion in it, then in the debate, the summary of argument presented by the debater is called assertion. Rieke, at all (2012:5) state that a claim is a statement made by someone who wants his statement to be accepted by someone else and acted upon by someone else. It means that claim is a statement that requires logical reasons to support the statement and also requires accurate evidence to proof that the statement is true. This may be related to another set of claims which are cases. When a claim is used to justify another claim, it is called a subs claim. Rieke, at all (2012:5) added there three kind of claims. They are factual claim, value claim, and policy claim. A factual claim is a claim that affirms a certain condition which exists around the world and could be observed. This claim needs verification by an objective data from reliable sources. Then, policy claim is a claim that describes someone or some agency how to behave. Whether it is a statement of rule, law, or regulation, it is called policy claim as long as it aims to change someone behavior.

2. Reason

A claim without a reason is merely an assertion. A statement without further explanation, it will be difficult to be accepted and trusted by others. That because of the statement and the idea refer to the concept or proposition that you seek to prove (Sonnreich in Iqramullah, 2019: 24). If the claim is important because it makes the audience point to the truth that is intended to be conveyed, the warrant is important because it helps the audience begin to move in the path of argument and invites listeners to understand the arguments conveyed by the speaker. Additionally, once you have an idea, you have to provide the analysis to prove that your opinion is true (Sonnereich, 2010:7). Basically when you show the logical reason that the idea is likely to be true even if it is hard to believe. Somehow, we cannot justify the assertions just by borrowing universal, we have to justify the standard of truth brought as the basic premise before go any further. Meanwhile, value claim is a claim that maintains the quality of the person, things, or place. This claim cannot be interpreted with general meaning. It needs to be characterizing on what to deliver.

3. Evidence

In Debate, the additional information should include data or evidence (Nirwana, 2011:5). The evidence that can be used in strengthening the speaker's argument can be in the form of: statistics, expert testimony, and specific examples are some of the most common. Therefore, evidence is needed to strengthen the arguments presented. Thus, students must find and find broader information to prepare for the topic they are going to speech. Additionally, Evidence is the main aspect of argumentation. It consists of facts, opinions, and objects that are used to produce evidence that can be inferred by judges (Freely, 2009:107). We cannot persuade the judges and audience only use the critical thinking without any stronger evidence. The use of evidence is not limited in a debate. It shows that a good argumentation will understand well without any evidence that support our opinion. On the other hand, in debate, it is a way of the judges make a decision whether the debater provide a logical argumentation or not. Therefore, it is very important to proof the claims. According to Freely (2009:107) Evidence may be classified as direct evidence and presumptive evidence. Direct evidence is evidence that contribute the existence of the fact which the verifications are unnecessary. While the presumptive evidence or indirect evidence is evidence that need provide other facts which relate to problem and where the fact is come from.

4. Link-back

Link-back is a restate the claim after being proven by reason and evidence. This will highly relate to consistency and relevance. Link back is meant to remind the adjudicator and audience that the analysis was made to prove the claim (Iqramullah, 2016:24). Like claims, warrants, and data, link-back should be clearly delineated through the use of exact phraseology. In debate, the debater should give a deep explanation and also some facts to make create a strong argument based on the motion. The argument should be a clear explanation with a logical reason and the accurate evidence to make the jury agree with that argument. By using A.R.E.L (Argument, Reasoning, Evidence, and Link Back), the students have guidance to create a good argument and develop their critical argument about the facts.

In summary, A.R.E.L is the guidance of giving a good argument in someone speech, because it is not only provides claims and evidence but also warrant and reservation to persuade the listener. In the teaching speaking, it could be a technique that can encourage students to use their critical thinking where it will influence their speaking performance. The students have guidance to deliver their speech, to express their idea and opinion. Therefore, the researcher wants to use A.R.E.L to enhance students' speaking ability.

Based on the explanation above, the writer is interested to know the students' perceptions about the use of Argument, Reason, Evidence and Link Back in teaching speaking.

RESEARCH METHOD

This research looks at the students' perceptions about the use of Argument, Reason, Evidence and Link Back in teaching speaking and apply the content analysis qualitative method. In this research, the writer uses purposive sampling to select the sample. Based on my previous study at SMAN 4 Banda Aceh, only a certain students who interest to learn English, especially in speaking class, the students are afraid to speak in front of class because of their pronunciation, grammar or other factors. Therefore, the researcher used class XI-IA 2 which consists of 32 students as the sample in her research.

In this research, a set of questionnaire could be the instrument to gather the data. Therefore, closed questionnaire is used in this research. Every question in the questionnaire has five answer choices. The respondents will answer the question by giving the checklist on the available questionnaire, they are strongly agree, agree, neutral, disagree, strongly

disagree. Thus, the researcher provides an attitude questionnaire to know students perception about A.R.E.L in teaching speaking class.

To analyze the result of questionnaire in order to know students' perception toward the using of AREL in their speaking performance. There are five aspects that the researcher will analyze in this section which include the impact of A.R.E.L in students speaking performance, the easiness of A.R.E.L, enjoyment the students to learn, the relevancy toward their future, and the demand of student. The researcher uses the formula by Sugiyono (2013) to analyze the result.

$$P = \frac{F}{N} \times 100\%$$

Remarks:

P : Percentage

F : Frequency

N : Total of Students

RESULTS AND DISCUSSION

In order to obtain the data of students speaking ability through Assertion, Reason, Evidence, and Link Back (A.R.E.L), the researcher distributed the questionnaire for 26 students who were the sample in this research. It aims to know students' perception about the using of A.R.E.L in their speaking performance. The students were asked to give their opinion by choosing one of the options that represented their feeling about their speaking performance by using A.R.E.L.

The questionnaire was arranged to twenty statements toward the students' perception about the using of A.R.E.L in their speaking performance. There were five aspects that would be analyzed. Number one, A.R.E.L is impactful toward students speaking ability or not. Second, whether A.R.E.L is relevant toward students life. Third, whether A.R.E.L is easy to understand for students. Then, what are the students feeling during the speaking class through A.R.E.L. And last, whether A.R.E.L is students demand in the future. The questionnaire was marked by students using the evaluation of percentage as follows:

Table 1. Students Opinion for Every Question

No	Statement	Option	F	Percentage (%)
1	I feel more confident to speak after learning AREL	Strongly Agree	9	35
		Agree	9	35
		Neutral	7	27

		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
2	I think AREL is important of everybody's life	Strongly Agree	1	4
		Agree	15	58
		Neutral	9	35
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
3	I think AREL is easy to use in speaking performance	Strongly Agree	6	23
		Agree	8	31
		Neutral	12	46
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100
4	Learning AREL is fun	Strongly Agree	8	31
		Agree	14	54
		Neutral	2	8
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
5	I think AREL should be taught in other subject	Strongly Agree	7	27
		Agree	4	15
		Neutral	13	50
		Disagree	1	4
		Strongly Disagree	1	4
		Total	26	100
6	I think my speaking ability has improved after learning AREL	Strongly Agree	7	27
		Agree	9	35
		Neutral	7	27
		Disagree	2	8
		Strongly Disagree	1	4
		Total	26	100
7	I will use AREL in my daily life	Strongly Agree	2	8
		Agree	9	35
		Neutral	15	58
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100
8	AREL is a good way of learning speaking	Strongly Agree	2	8
		Agree	20	77
		Neutral	4	15
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100
9	I enjoy learning speaking by using AREL	Strongly Agree	1	4
		Agree	14	54
		Neutral	10	38
		Disagree	1	4

		Strongly Disagree	0	0
		Total	26	100
10	Understanding AREL is important to me	Strongly Agree	9	35
		Agree	4	15
		Neutral	12	46
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
11	The AREL we learn in speaking is useful in other subject	Strongly Agree	2	8
		Agree	11	42
		Neutral	12	46
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
12	I think AREL is relevant to my life	Strongly Agree	5	19
		Agree	13	50
		Neutral	7	27
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
13	I believe that everybody can understand AREL in speaking class	Strongly Agree	5	19
		Agree	14	54
		Neutral	6	23
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
14	I am interested in learning English using AREL	Strongly Agree	5	19
		Agree	7	27
		Neutral	12	46
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
15	I think that AREL is easy to understands	Strongly Agree	3	12
		Agree	12	46
		Neutral	10	38
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
16	AREL helps me to construct my ideas in speaking performance	Strongly Agree	7	27
		Agree	12	46
		Neutral	5	19
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
17	I think AREL will help me in my future career	Strongly Agree	4	15
		Agree	10	38
		Neutral	10	38
		Disagree	1	4
		Strongly Disagree	1	4

		Total	26	100
18	Time flies so fast when it comes to learning Speaking by using AREL	Strongly Agree	3	12
		Agree	8	31
		Neutral	13	50
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
19	Everybody need to know AREL in giving their argument	Strongly Agree	3	12
		Agree	5	19
		Neutral	15	58
		Disagree	3	12
		Strongly Disagree	0	0
		Total	26	100
20	I think I will need AREL in my speaking progress	Strongly Agree	6	23
		Agree	13	50
		Neutral	7	27
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100

About 35% of students are strongly agree if A.R.E.L can make they more confident to speak, and 35% students agree if they more confident to speak by using A.R.E.L, while 27% students said that A.R.E.L not always make them more confident because they a neutral opinion. However, only 1 student who was unconfident to speak even by using the A.R.E.L. It shows that A.R.E.L can make the students more confidents to speak because the almost all of the students agreed and strongly agreed about that statement and no one students who said disagreed or strongly disagree.

Then, the number of students who felt their speaking ability has improved after learning A.R.E.L were about 27% strongly agreed, and 35% agreed, about 27% neutral, 2 students disagreed and 1 more student is strongly disagreed about it. It can be interpreted that A.R.E.L can improve students speaking ability. Even though there are three or 12% students who disagreed and strongly disagreed, but the number of students who said agree and strongly agree were higher.

Also, the number of students who strongly agreed that the A.R.E.L they learn in speaking is useful in other subject is about 8%, 42% students agreed, 46% state neutral, and 4% or 1 students disagreed. It proves that a half of students agreed if A.R.E.L is useful in other subject and 46% neutral. It means that the percentage of students who think that A.R.E.L L is useful in other subject was higher. Even though about 46% students said neutral, but the meaning of neutral is not always negative but also positive. While the

A.R.E.L is not always useful in other subject, but some of subject need to implemented A.R.E.L. Therefore, the researcher concludes that A.R.E.L is useful in other subject.

The moment after conducted the treatment, 27% strongly agreed and 46% students agreed that A.R.E.L helps them to construct their ideas in speaking performance. And 19% students said neutral and 8% students disagreed. From that result shows that the number of students who were said AREL did not help them to construct their ideas only a small percentage. Hence, most of students agree that A.R.E.L helps them to construct their ideas in when deliver the speech in front of class.

Afterward, there were 8% students strongly agreed to use A.R.E.L in their everyday life, 35% agreed, and 58% students stand for neutral. Meanwhile the number of students who said neutral is higher than the number of students who said agreed and disagreed, but the different percentage is slight. It means that many students still use A.R.E.L in their everyday life.

Then, only one student who was strongly agreed if A.R.E.L is important for every body's life, yet there were 58% of students agreed A.R.E.L is important for every body's life. And about 35% students who neutral and only one student or 4% student disagreed about that statement. It shows that many students agreed that A.R.E.L is important for every body's life.

Also, mostly students believe that A.R.E.L is relevant to their life, about 19% strongly agreed and 50% agreed about it, and 27% students' neutral and only 4% student disagreed. In other words, A.R.E.L has a relevancy in students' life. Either a logic argument or the accurate evidence that could be persuades other people or the listener.

Moreover, students need A.R.E.L in their speaking progress with 23% strongly agreed, 50% agreed, and 27% students said neutral. The data percentage proves that most of students need A.R.E.L in their speaking progress. It is because only 27% students said neutral while others said agree and strongly agree. Also, it can be motivate students to deliver a speech with a good argumentation. And A.R.E.L will help the students to provide a good argumentation accompanied by a logical reason and scientific evidence or proven.

Furthermore, the number of students who were strongly agreed that A.R.E.L is easy to use in speaking performance is about 23%, and 31% students agreed. Meanwhile there were about 46% students who neutral about that statement. It means that not all of students felt easy to use A.R.E.L in their speaking performance but somehow the number of students who agree is higher and no one who said disagree or A.R.E.L is very difficult to use in speaking performance.

Besides, there were 8% students strongly agreed if A.R.E.L is a good way of learning speaking. Then, 77% students agreed and 15% students state neutral. The percentages of students who agree and strongly agree prove that A.R.E.L is a good way of learning speaking. Students got a positive impact of the implementation of A.R.E.L in their speaking class. Therefore, the majority of students at XI IA 2 class agree that A.R.E.L could be taught in other occasion.

Then, about 5 students strongly agreed and 14 students agreed that everybody can understand A.R.E.L in speaking class, and only 6 students who neutral and 1 student disagreed. The data proves that 73% students are able to understand A.R.E.L so that they agree that everybody can understand A.R.E.L. The students are not debaters who always use A.R.E.L in their speech; however, they are able to understand A.R.E.L as well. It is the reason why most of students agree that everybody can understand A.R.E.L.

From the calculation on table, almost all of students said that A.R.E.L is easy to understand with 12% students strongly agreed, 46% agreed, 38% students were neutral and only 4% students think A.R.E.L is difficult. It proves that A.R.E.L is a complex matter; still, it is easy to understand. Even though, the number of neutral is also high, but students who were able to understand are higher.

Additionally, 54% students agreed that learning A.R.E.L is fun and 31% said strongly agreed about it. Whereas, about 8% students neutral and 8% students disagreed if learning A.R.E.L is fun. It shows that the students still have fun during the speaking class through A.R.E.L. Even though A.R.E.L is a hardly matter, but the students did not feel stress in learning AREL. Only a few students who were bored in the speaking class through A.R.E.L.

There were 14 students agreed that they were enjoy learning speaking by using A.R.E.L, 1 student state strongly agreed and about 10 students said neutral. However, there are no students who said A.R.E.L burden the students in speaking class or said disagree or strongly disagreed. The number of students who said agrees is highest. It proves that the students enjoy learning speaking using A.R.E.L.

Moreover, the number of students who were interested in learning English use A.R.E.L is about 19% students strongly agreed, 27% agreed, 46% neutral, and 8% disagreed if learning English is interested by using A.R.E.L. Although the percentage of students who agreed is not low, it is higher than the percentage of who disagreed about that statement. It means that, students were interested to learning English by using Assertion, Reason, Evidence, and Link Back (A.R.E.L) in their performance.

The students who felt that time flies so fast when it comes to learning Speaking by using A.R.E.L is about 12% strongly agreed and 31% agreed, while 50% said neutral and 8% disagreed about it. It could be seen that the students still enjoy to learning speaking even though some of students deny that statement. And half students said neutral. It also because the schedule for English subject that is laid down in the daylight. So, the students already tired because they have learned others subject in the morning.

Afterward, most of students believed that A.R.E.L will help them in their future career with the 15% strongly agreed, 38% agreed, 38 neutral, and only 4% disagreed and 4% strongly agreed. It means that A.R.E.L is useful for their future career. Almost profession will do such communication with others, either the business partners or costumers. For instance, a businessman needs to know how to attract his costumer. Therefore he needs A.R.E.L to persuade his costumer. Thus, A.R.E.L will help the students in their future career.

Also, there were some students who believe that everybody needs to know A.R.E.L in giving their argument is only 12% strongly agreed and 19% agreed, while 58% students said neutral and 12% disagreed. Students who said neutral are higher than who agree and disagree. However, the number of students who agree and disagree is higher than who disagree about that statement. It means that students agree that everybody needs A.R.E.L in giving their argument. A.R.E.L could be guidance in giving their argument.

Students who strongly agreed to teach A.R.E.L in other subject is about 27%, about 15 agreed, 50% of students neutral, and 4% disagreed, and only 4% who strongly agreed to not taught A.R.E.L in other subject. Half students said neutral because they believe that A.R.E.L is not always taught in others subject. The researcher interpreted that the students still agree if A.R.E.L is taught in other subject. It proven by the percentage of students who said agree and strongly agree is higher than students who said disagree and strongly disagree.

After that, 35% students strongly agreed that A.R.E.L is important to them, 15% students agreed, 46% neutral, and only 1 student who was disagreed. The result shows that students agree if A.R.E.L is important to them, where only one students who reject that statement. As the explanation before, the students believe that A.R.E.L will help them in their future career, A.R.E.L help them in speaking performance, and it helps them to construct their ideas. Therefore, A.R.E.L is important to the students.

CONCLUSION AND SUGGESTION

The analysis of students' perception about students speaking performance shows that students got a positive impact after learning A.R.E.L. A.R.E.L is impactful toward students speaking ability, A.R.E.L is relevant toward students' life, A.R.E.L is easy to understand for students, students felt enjoy during the speaking class through A.R.E.L, and A.R.E.L is a students' demand in the future. Thus, the students have been motivated to speak in front of class and A.R.E.L effect students' speaking understanding in giving their argument.

Sudents must be updated toward the latest issues in order to train their critical thinking and as the information when they speech. On the other hand, the teacher should motivate students to practice more whether in the school or outside of the school. The researcher suggests that the teacher to not only focus on five aspects of speaking, but also focus on the content that delivers by the students. The teacher should give more opportunity for students to deliver their speech in the classroom. It aims to make the students are more familiar to speak in front of people or audience.

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THE USE OF TEXT ALOUD SOFTWARE IN TEACHING STUDENTS' PRONUNCIATION

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Abstract

Pronunciation is often viewed as difficult English sub-skill for EFL students in Indonesia. Many of students did not know how to respond the problem of pronunciation they have in class. Moreover, many teachers or lecturers also did not support the students' pronunciation teaching and learning with a proper media. This situation happened in second semester students of English Department, FKIP UHAMKA Jakarta 2018/2019 Academic Year. In fact, there are plenty of technology applications that can support or assist them to practice pronunciation by their own. One of it is Text aloud Software. Thus, in this small-scale study, the researchers aim to reveal the use of Text Aloud Software as one of technology application that can help English as Foreign Language (EFL) students to mastery English pronunciation in the classroom. This study applies quantitative method with the use of quasi-experimental design and also added by close-ended questioners. The question of this research is; does Text Aloud Software help EFL students to master English pronunciation? To be able to answer the research question, this study involved 20 respondents who were selected purposively. The results showed that both data of pre-test and post-test in control class and experiment class was normally distributed and homogeny. The statistical test or t-test also showed that t observed ($t_o = 1.68$) was smaller than t table ($t_t = 2.02$) which was $1.68 < 2.02$. It can be concluded that H_o is rejected and H_i is accepted. Therefore, Text-Aloud Software is effective in helping students to master pronunciation.

Keywords: Text Aloud Software, EFL learner, Pronunciation

INTRODUCTION

For an English as Foreign Language (EFL) students in any levels, studying and mastering pronunciation is hard and challenging. There are number of reasons that lead to this matter, such as difficult accent to pronounce, do not know stress and intonation, lack of motivation and exposure, instruction problem or teacher's factor, mother tongue (L1) influence, and many more (See in Murcia, Brinton, & Goodwin, 1996:15-19; Gilakjani & Ahmadi, 2011:74). Moreover, at school, EFL students are rare to study pronunciation. Pronunciation becomes less priority or often neglected by English teachers to be taught (See in Hewings, 2004:19; Maniruzzaman, 2008:3). Compared to other sub-skills, for instance grammar or vocabulary, pronunciation is well-known as its "Cinderella" status in English

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Language teaching area (Levis, 2018:217). Therefore, pronunciation tends to be an English sub-skill which is tough and difficult to master by many learners.

If we speak about pronunciation, it is simply known as an English sub-skill which focus on action or way of producing sounds of language (See Roach, 2009:64; Szyszka, 2017:6). Learning to pronounce a sound of language, in this case English is closely linked to the use of psychical side of body, breath, vibration, and harmonic (Underhills, 2011:12). Ulrike (2014:13) added that technically, learning English pronunciation involves the use of three systems of speech organs, which are respiratory (such as lung and diaphragm), phonatory (such as larynx), and articulatory system (such as mouth, tongue, lips). All of the elements within three systems above work and participate together based on its function in speech production. Shortly, pronunciation is a study that covers how the techniques and production of English with the speech tools EFL students have. They primary concern is only to focus on practicing those techniques and production.

As it is stated, learning English pronunciation is more about practicing. According to several experts, EFL students can start practicing English pronunciation at the area of segmental features and area of supra-segmental features (See Harmer, 2001:248; Kelly, 2000:1). The segmental features, such as phoneme vowels (monophthongs diphthongs, triphthongs) and consonants are most likely in the area of individual sounds which cover different sounds. In terms of English, Baker and Goldstein (2001) mentioned that there are seventeen types of vowels or vowels in English whereas in consonants there are twenty-six kinds or variations of consonant sounds. Meanwhile, the supra-segmental features, such as pitch and length of voices are in the area of stress and intonation. Pitch itself is a hearing sensation used to give stressing in words or phrases that made sounds change, elongated vocals, and volume increases (Gussenhoven, 2004:1). These three aspects; individual sounds, stress, and intonation become essential to be learned by EFL students if they want to master English pronunciation.

Among three aspects mentioned above, practicing individual sounds particularly to pronounce or utter the English phoneme vowels and consonants in different words, phrases, or sentences are the main issue for EFL students. It is true that most Indonesian EFL students might take a lot of time to struggle practicing producing words, phrases, and sentences without any help to boost their ability to produce sound properly and correctly. It can lead to frustration. This issue encounters also teacher or lecturer to find the best solution to help learners to practice English phoneme vowels and consonants. To make them know the English sound systems by distinguishing phonemes in English can surely give effect to

their pronunciation practice. In this context, teacher or lecturer should use the improper media that can be functioned as easy practice tool of pronunciation.

This situation truly appeared in the second semester students of English Department, Faculty of Teachers and Education Studies, University of Muhammadiyah Prof. Dr. HAMKA, Jakarta who learned pronunciation practice in speaking subject. The researchers did pre-observe to the classes for highlighting this issue. The researchers witnessed one activity from the lecturer who just asked the students to pronounce words or phrase verbally following the native recording such as from Peter Roach materials without giving any advanced options or new technology support for them. To confront this, the researchers then asked lecturer and 2 samples of student formed in table below:

Table 1. Pre-interviewed

Questions	Answers
1. Are there any problems encountered in the pronunciation learning in class? What is your techniques?	- Teacher 1 : usually in preparing students to learn, I just asked them to study native recording; how to pronounce the words.
2. What are the difficulties in learning pronunciation?	- Students 1 : difficult to pronounce words or phrases. - Students 2 : unfamiliar English sounds.

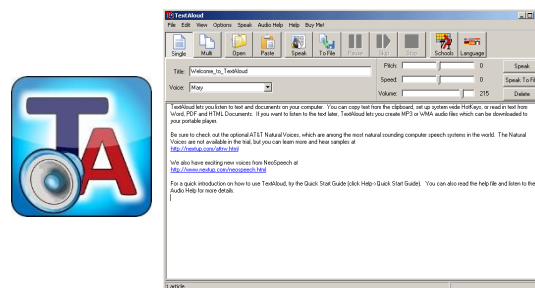
(data taken on 21th March 2019)

From the table above, it has been shown that students got issue in pronunciation mastery. They cannot pronounce English words or phrases well since the lecturer only provided students to some pronunciation recording which was limited to gain their pronunciation mastery. In fact, nowadays, there are plenty of technology applications that can support or assist them to practice pronunciation by their own (autonomous) without any barrier or limited words to study. Thus, the students can easy practice with pronunciation tool or media anytime they want.

What it means by easy practice tool of pronunciation is when EFL students can practice using perfect media that provides them with native like sounds of English phoneme unlimited in form of words, phrases, and sentences. This native like sounds are useful to support EFL learners in practicing as close as the real native sounds without any bother to watch pronunciation videos sample or any difficult way to learn pronunciation. There is one of technology that creates chance for EFL students to practice English pronunciation easier known as Text-Along Software. Text-Along Software is categorized as one of text-to-speech technology in which Agarwal (2010) described as a set of instructions used to obtain input and manipulate something to produce the desired output in terms of functions and

performance specified by the user of the software. The simple meaning of text-to-speech is imitating human voice. Baber and Noyes (1993: 25) defined text-to-speech is as a method of creating spoken output from inputted text; in this case a program to replicate human voice in speaking certain texts verbally through computer.

Specifically, Text-Aloud is a learning software that was originally developed by the NextUp Company (see more details at <https://nextup.com/>) as the most professional text-to-speech software and is capable of displaying more than 29 languages. Text Aloud has a massive range of sounds and has partnered with AT&T Natural Voices, Acapela Group, Ivona, and Nuance Vocalizer, so that it can give learners plenty choices of sounds within different English accents to choose. Text Aloud software is known as free software where learners can easily download it and can be easily used in learning pronunciation. Besides, the Text Aloud software operation feature is very easy for learners to use in learning pronunciation in class. Learners only need to type or copy words, phrases, or sentences in the program, then choose sounds or voices (male or female) and then press the "speak" feature. Then, the native voice will be heard. For example, if the learner is tested to learn pronouncing an English word "measure", then using this software, learner just need to type the word, then directly a native English speaker will emerge to say the word correctly.



Source: google.com and Text Aloud Apps

Figure 1. Logo and *Feature Display of Text Aloud Software*

Many literatures have discovered out the benefits of the use of Text Aloud software in either speaking or pronunciation. One of them is a study conducted by O'Malley (1990) early in the development of a text-to-speech program. O'Malley's study focused on providing information about text-to-speech program that were initially built in the form of audio to help blind language learners. The results of his study showed that text-to-speech applications can be developed and utilized in language learning context, such as for reading and pronunciation.

Another study by Sobkowiak (2003) and Kilickaya (2006) also revealed the pedagogical benefits of using the CALL media text-to-speech program for learning English, especially listening and pronunciation. The results showed that text-to-speech is excellent and useful in supporting English learning. Furthermore, González (2007) specifically examined the use of text-to-speech programs in the pronunciation area. His research used a text-to-speech program directly from the website of a text-to-speech conversion service provider. Students were asked to practice pronunciation every week. As a result, students became more assisted while making it easier for teachers without having to practice or train pronunciation individually.

In the Indonesian context, research around text-to-speech technology was conducted by Mulyono (2012) and Mulyono and Vebriyanti (2016) who explored the benefits of using text-to-speech technology for listening to English. However, the text-to-speech software he used is different, namely NaturalReader. The results of his research show that the use of NaturalReader's text-to-speech media was quite good, and the effects of using it can help students to develop English listening abilities. However, there is rare research on the use of text-to-speech media, especially Text-Aloud Software to study in the pronunciation area. This encourages researchers to find novelty by trying to compare and refer to existing research results.

In line with the issue found and the explanation above, this research explores the use of Text-Aloud Software in teaching second semester students of English Department FKIP UHAMKA. The researchers focus to answer one main question; does Text Aloud Software help EFL students to master English pronunciation? This study may reveal whether or not Text-Aloud Software provide positive outcome to improve Second Semester EFL Students' pronunciation competence at class. Hence, the hypothesis proposed in this study are: $H_0: \mu_x = \mu_y$ (There is no significant difference in material achievement between students treated using Text Aloud Software and students who are not treated anything) and $H_1: \mu_x > \mu_y$ (There is a significant difference in material achievement between students treated using Text Aloud Software and students who are not treated in any way).

RESEARCH METHOD

The method used in this research is quantitative with the design of quasi-experimental. Quasi-experimental (control and experiment classes) is useful design for measuring and comparing student outcome or achievement in learning English pronunciation material with or without using Text Aloud Software in class. In this study, the

location was in English Department, University of Muhammadiyah Prof. Dr. Hamka, Jakarta. The researchers took only 2 classes which are 2A (20 students for experiment class) and 2B (20 students for control class) purposively as sample from total 4 classes (2-A to 2-D) of Speaking Subject on second semester 2018/2019 Academic Year. Three instruments are applied in this research; pre-test, post-test, and questionnaires.

The procedures are; 2 classes were tested with pre-test first to know their pronunciation level. Specifically, in 2A (experiment), process of pronunciation learning of 20 students is to do a self-evaluation using the help of Text Aloud Software media. Self-evaluation or self-evaluation is a process where students can monitor and evaluate the quality of their thinking and behavior while learning and identify strategies that improve their pronunciation understanding and skills. Meanwhile, in 2B (control), the students learn pronunciation without Text-Aloud software treatment. At the end, they were tested with post-test.

The pre-test and post-test scores collected from two classes (2A and 2B), then its scores firstly tested with two pre-requisites analysis; Kolmogorov-Smirnov's Normality test (SPSS) and Fisher's Homogeneity test. Last, the hypothesis testing (t-test) was applied to find the significant differences between the post-test scores from both classes (Sudjana, 2005: 47). To add feedback or input to the use of Text Aloud software, the researchers added questionnaire of a Likert's ordinal scale. The criteria are as follows; 1= Strongly disagree (SD), 2= Disagree (D), 3= Neither agree nor disagree (Neutral/N), 4= Agree (A), and 5= Strongly agree (SA).

RESULT AND DISCUSSION

Result

The results of pre-test and post-test scores of 20 students were shown in form of tabulations below:

Table 2. The Score of Pre-test and Post-test from both classes

Symbol Respondent	Control Class		Experiment Class	
	Pre-test	Post-test	Pre-test	Post-test
r.1	47	43	55	62
r.2	53	50	54	74
r.3	57	55	52	62
r.4	38	42	63	74
r.5	43	43	45	56
r.6	45	40	52	69
r.7	55	56	48	59
r.8	60	55	60	76

r.9	54	52	47	60
r.10	48	45	65	76
r.11	67	59	65	78
r.12	50	50	42	54
r.13	54	48	58	72
r.14	51	50	46	64
r.15	65	63	65	75
r.16	48	47	62	75
r.17	46	50	57	65
r.18	53	50	61	74
r.19	63	58	58	70
r.20	55	52	46	60
N	20	20	20	20
\bar{X}	52.6	50.4	55.05	67.75
s ²	51.06	35.78	54.93	56.57
S	7.34	6.09	7.46	7.60

Based on the table 2 presented above, it can be known that the pre-test scores from two classes (control and experiment) are different. Pre-test scores of control class shown with mean (\bar{X}) 52.06 turned or decreased onto mean (\bar{X}) 50.4 in post-test scores. Meanwhile, the post-test scores of experiment class showed improvement which are mean (\bar{X}) 67.75 from mean (\bar{X}) 55.05 in the pre-test scores. It can be understood that post-test scores of the 2A class (experiment) tend to be superior than 2B class (control).

Next, two pre-requisites analysis; *Kolmogorov-Smirnov* test and *Fisher* test were applied to crosscheck the normality and homogeneity of the both pre-test and post-test scores. The hypothesis was H_1 (The data of control/experiment class is not normally distributed if < 0.05) and H_0 (The data of control/experiment class is normally distributed if > 0.05). The results were shown in table 2 and 3 as follows:

Table 3. The normality test results of control class

Unstandardized Residual		
N		20
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.43275412
Most Extreme Differences	Absolute	.096
	Positive	.091
	Negative	-.096
		.096
		.200 ^{c,d}
Test Statistic		
Asymp. Sig. (2-tailed)		

Table 4. The normality test results of experiment class

Unstandardized Residual		
N		20
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.16642581
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.078
		.122
		.200 ^{c,d}
Test Statistic		
Asymp. Sig. (2-tailed)		

From the calculation of *Kolmogorov -Smirnov* Normality test using SPSS above, it was found that absolute score (0.096) of pre-test and post-test in control class was smaller than Z table of 20 sample (0.294), and the significance value of pre-test and post-test in control class was also $0.200 > 0.05$ which was bigger than alpha (α). It can be concluded that the residual value is **normally distributed**; thus, H_0 was accepted. The same outcome also appeared in pre-test and post-test of experiment class which was absolute score was smaller than Z table of 20 sample ($0.122 < 0.294$), and the significance value of pre-test and post-test in experiment class was also $0.200 > 0.05$ which was bigger than alpha (α). Again, it can be concluded that the residual value of the experiment class was found **normally distributed**, and H_0 was accepted.

Next, the researchers tested and compared the pre-test and post-test of control and experiment classes through the Fisher's homogeneity test. The hypothesis was H_0 (The variance data between control and experiment classes is homogeneous if $F_{\text{observed}} < F_{\text{table}}$) and H_a (The variance data between control and experiment classes is not homogeneous $F_{\text{observed}} > F_{\text{table}}$). The results were shown in table as follow:

Table 5. The Homogeneity test results from both classes

C	T	Fisher		
		F	Sig.	Remarks
Co	Pre. Post.	1.07	2.17	Homogenous
Ex	Pre. Post.	1.58	2.17	Homogenous

Based on the table 5 above, it was obtained that the pre-test variance (s^2) score of control and experiment classes showed that $F_o < F_t$ which was smaller was $1.07 < 2.17$. Meanwhile, from the post-test variance (s^2) score of control and experiment classes showed

that $F_o < F_t$ which was smaller was $1.58 < 2.17$. Hence, both variance data of pre-test and post-test scores are **homogeneous**, and H_o is accepted.

Last, the t-test was conducted to determine the significant differences between the two classes (control and experiment). The hypothesis was H_o is rejected if $t_{observed}$ is higher than t_{table} . The degrees of freedom (df) was 38, and t_{table} was 2.02. The result was shown in table below:

Table 6. The t-test results from two classes

Symbol	Score	t-test			
		df	t_o	t_t	Decision
\bar{X}_1	67.75	38	1.68	2.02	H_o Rejected / H_i Accepted

The result of table 6 above clearly showed that that t observed ($t_o = 1.68$) was smaller than t table ($t_t = 2.02$) which was $1.68 < 2.02$. It can be summarized that H_o is rejected and H_i is accepted. In conclusion, the Text-Along Software is truly effective and help students in pronunciation learning, the researchers visualized the result into curve below:

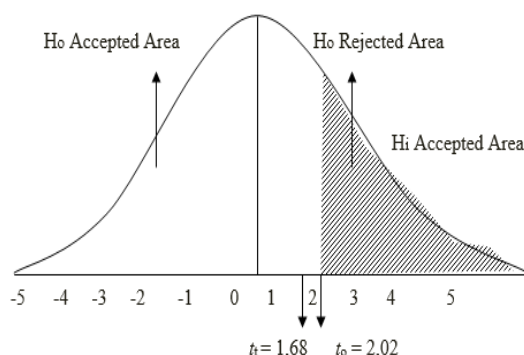


Figure 2. The curve of t-test

As it is stated previously, in terms of gaining feedback or input to the use of Text Along Software for students' pronunciation learning, the researchers distributed questionnaire in 3 forms. The results showed in table 7, 8, and 9 as follows:

Table 7. The Questionnaire 1 of Text Along Software Features

Questionnaire 1	\bar{X}	SA	A	N	D	SD
Text-Along Software Features						
1. Text Along Software is very easy to use in class.	4.4	5 25%	10 50%	5 25%	0 0%	0 0%
2. I can understand the application of features in Text Along Software.	4.5	6 30%	8 40%	6 30%	0 0%	0 0%

3. Native Voices in Text Aloud Software are clear and good.	4.4	13 65%	7 35%	0 0%	0 0%	0 0%
4. Native voice choices in Text Aloud Software are greatly vary.	3.9	7 35%	12 60%	1 5%	0 0%	0 0%
Total		31 38.75%	37 46.25%	12 15%	0 0%	0 0%

Based on 4 questions (1-4) shown above, it can be seen that there were total 68 responds or 85% students who confirmed strongly agree (31 responds or 38.75%) and agree (37 responds or 46.25%) in terms of Text-Aloud Software features. They responded positively that its features were easy to use also applicable, and native voices sounds were clear, good, and the greatly vary. Only 12 students or 15% who responded neutral and no one answered disagree or strongly disagree (0%) in the questionnaire. Below is the visualization:

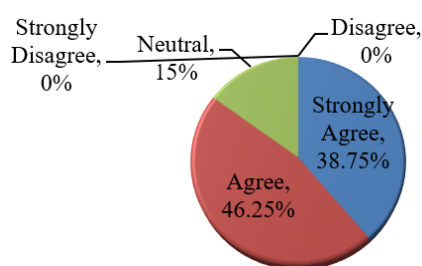


Figure 3. The percentage of questionnaire 1

Then, in the questionnaire 2, the result was found as follow:

Table 8. The Questionnaire 1 of Text Aloud Software and Its Impact to Pronunciation

Questionnaire 2	\bar{X}	SA	A	N	D	SD
Text-Aloud Software and Its Impact to Pronunciation Mastery						
5. Text Aloud Software helps me to learn pronunciation.	4.2	8 40%	11 55%	1 5%	0 0%	0 0%
6. Native voices in Text Aloud Software speak English accurately.	4.2	10 50%	7 35%	3 15%	0 0%	0 0%
7. I feel that my pronunciation competence is improved by using Text Aloud Software.	4.7	10 50%	8 40%	2 10%	0 0%	0 0%
Total		28 46.7%	26 43.3%	6 10%	0 0%	0 0%

Based on 3 questions (5-7) shown above, it can be known that there were total 54 responds or 90% students who confirmed strongly agree (28 responds or 46.7%) and agree (26 responds or 43.3%) in terms of Text-Aloud Software and its impact to pronunciation

mastery. The students stated that Text-Aloud Software was helpful, and it can give effect to their pronunciation competence. Only 6 students or 10% who responded neutral and again, no one answered disagree or strongly disagree (0%) in this second form of questionnaire. Below was the visualization:

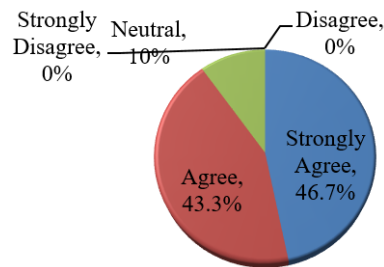


Figure 4. The percentage of questionnaire 2

Last, in the questionnaire 3, the result was found as follow:

Table 9. The Questionnaire 3 of Text Aloud Software and Students' Motivation

Questionnaire 3	\bar{X}	SA	A	N	D	SD
Text-Aloud Software and Students' Motivation						
8. I like and enjoy learning pronunciation by using Text Aloud Software.	4.3	11 55%	9 45%	0 0%	0 0%	0 0%
9. I am passionate and motivated to learn pronunciation with the help of Text Aloud Software.	4.3	9 45%	8 40%	3 15%	0 0%	0 0%
10. I will continue to use the Text Aloud Software for learning pronunciation.	4.4	10 50%	8 40%	2 10%	0 0%	0 0%
Total		30 50%	25 41.7%	5 8.3%	0 0%	0 0%

From 3 questions (8-10) shown above, it can be obtained that there were total 55 responds or 91.7% students who confirmed strongly agree (30 responds or 50%) and agree (25 responds or 41.7%) in terms of Text-Aloud Software and its effect to students' motivation. The students stated that Text-Aloud Software was fun to be used. They wanted to use the software as much as they need in order to master pronunciation competence. There were only 5 students or 8.3% who responded neutral in this questionnaire. Meanwhile, there was none to answer disagree or strongly disagree (0%). Below was the visualization:

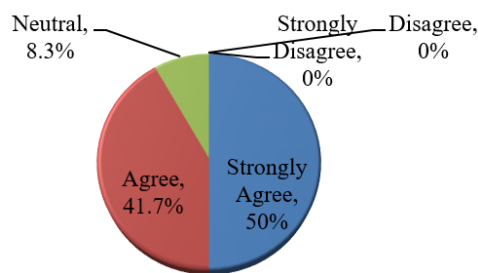


Figure 5. The percentage of questionnaire 3

Discussion

Due to the results or findings of this study, it was known that there is a significant difference or an increase in the average score of 20 students' pronunciation pre-test and post-test of experiment class. This is a signal that there is a change and improvement in students' pronunciation competence after using the Text-Aloud Software. The t-test results which was $1.68 > 2.02$ in alpha (α) 0.05 showed that this research successfully rejected H_0 . Therefore, Text-Aloud Software is effective in helping students to master pronunciation. The researchers believed that this positive result was based on the features of text-to-speech program that were highly sophisticated machine, easy to use by students, helping them to practice to imitate native-like pronunciation correctly and accurately. As González (2007:10) supported in his study that text-to-speech program can make students to practice the pronunciation of vocabulary they have failed to pronounce. They become expert-like, finding how to solve pronouncing a new word by using this program.

The benefits of Text-Aloud software as a text-to-speech program was proven also from the 3 questionnaires given to 20 students of experiment class. The Text-Aloud was successfully help students to enhance the students' pronunciation capability through its easy features to apply, clear, good, accurate, and correct native-like voices, also the most crucial one was creating and boosting students' motivation to learn pronunciation. Mulyono and Vebriyanti (2016) supported in their study that text-to-speech program can be utilized easily, and the students or pupils felt that they were more motivated when studying pronunciation with this technology.

CONCLUSION AND SUGGESTION

In brief, it can be concluded from some experts and studies mentioned above that Text-Aloud software created positive outcome and effect to the English students' pronunciation mastery. The t-test had shown transformation between standard students' pronunciation pre-test score to high students' pronunciation post-test score. From additional

questionnaire distributed to provide feedback, the percentage were around 85% to 91%. The students responded more on strongly agree and agree criteria towards Text-Aloud software, thus this software was categorized as positive media to help them learning pronunciation. There was not found any students who selected disagree or strongly disagree towards Text-Aloud software application in class. This means, the students' truly felt enjoy, and they liked the software a lot.

To enclose this research, the researchers recommended for others who might interest in studying Text-Aloud software or any text-to-speech application to focus on comparing between the use of its software. Also, the further study can discover the effect of Text-Aloud software or any text-to-speech application in the different form, such as mobile learning base (android). Last, the results of this study hopefully can be a worthy reference in EFL context of study.

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THE TEACHER'S AND STUDENTS' PERCEPTION ON PROJECT BASED LEARNING IN NURSING DEPARTMENT

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Abstract

The study was aimed at investigating the students' and teacher's perceptions in utilizing technology-based classroom instructions with project based learning approach in learning English for specific purpose (ESP) as an effort of enhancing the quality of students' participation. In education, active participation of all stakeholders such as students, teachers, and policy makers is important so that the education goals can be achieved. The development of industrial revolution 4.0 disrupts every aspect of life including education. Teacher should take advantage of the current technology development for enhancing the quality of teaching process. The study employed survey study research method. One teacher and 72 students from nursing department were involved in the study and an electronic questionnaire with close-ended and open-ended questions was used to collect the data. The data was analyzed with the stages of data collection, data reduction, data display and conclusion drawing. The findings of the study showed that both the teacher and the students have perceived positively towards the project based learning in their ESP class. It also showed the students' expectations, obstacles, and advantage of learning PBL in ESP, as well as PBL in relation to autonomous learning. In addition, this type of learning process enhances students' active participation

Keywords: ESP, Project Based Learning, Teaching Instruction, Video Project.

INTRODUCTION

Industrial revolution 4.0 is currently a popular term in the world. The advanced technology development experienced by people at the present time is one part of the industrial revolution that developed from more than two centuries ago when the first time steam machine was invented making people to be more productive (Gleason, 2018). A hundred years later, in 1870s the second industrial revolution had begun with the invention of electricity which affected the mass production in industry. The development of IT and electronics had enabled people to cut the cost and the time spent for production. At this moment the development of the technology could double or even triple the productivity. Now under the term that was first time used in Germany in early 2000s, the fourth industrial

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revolution or industrial revolution 4.0 has developed (Gleason, 2018). Not only does it affect the number of mass productions but it also disrupts the way or how it works with the internet of things, the big data, artificial intelligent, and the speed of connections.

English language teaching has been facing dynamic challenges especially in the early 21st century where the era of industrial revolution 4.0 and the internet of things have disrupted many of life aspects (Rotterham & Daniel, 2009; Hashim & Hameed, 2012). These inevitable developments have influenced the teaching instructions, media for learning, as well as the teaching approach used by the teacher in delivering the lessons. The development has offered teachers with various learning platform utilizing technology with diverse learning environment and experience (Thongmak, 2013; Al-Kathiri, 2015; Poore, 2015; Manca & Ranieri, 2016; Liliia & Gulnara, 2016; Puspita & Lubis, 2019). Some platforms are designed specifically for educational purposes such as Edmodo, schoology, google classrooms. These platforms are “classroom”. They have the facility for the teacher to teach online and the students can study online. They can interact as if they were in the classroom. These platforms also provide the facility for the teacher to set the lesson, what tasks to be done by the students as well as the assessments tool that ease the pedagogical job of the teachers. Some other educational websites also are also developed for education under the umbrella of massive open online course (MOOC). They provide web-based learning experience with its unique learning system and everybody can learn by following the system designed by the teacher with its learning environment. Many higher education institutions even offer degree for finishing the course. Last but not least, some social media such as Facebook, Instagram, and YouTube which purely designed for online interactive communication between one person and another can also be used by educators to teach as long as the pedagogical approach is appropriate.

However, teachers in the developing countries keep facing classical problem, which is lack of autonomous learning, students’ anxiety, and insufficient participation in the classroom. Furthermore, the autonomous learning is a critically relevant topic not only for the students’ academic life but also for their daily life (Cao, 2012). Lee (2016) cited the definition of autonomy as “the ability to take charge of one’s own learning” and made an operational definition such as the learner proceeds creativities, self-monitoring, and individual learning outcomes evaluation. The model of learner autonomy itself has a model proposed by Tassinari (2012) which has multi dimension such as cognitive, metacognitive, social, and affective dimension. Seeing its critical roles in achieving educational goals,

autonomous learning has the potency to be developed under rapid technology development in the 4th industrial revolution at the present time. Moreover, a problem of students' anxiety can also be solved simultaneously (Masriani, et. al, 2018)

Numerous studies had been conducted to investigate the use of current technology-based online platforms for education. The use of Edmodo in the classroom (Al-Kathiri, 2015; Al-Naibi, Al-Jabri, & Al-Kalbani, 2018), the use of facebook for classroom purposes (Manasijević, Živković, Arsić, & Milošević, 2016), the use of MOOC (Mori, & Ractliffe, 2016) are some instances of what and how industrial revolution 4.0 has shifted the pedagogical approach. The current technology supports as well as alters the conventional education to the cutting edge education development with some premises like:

1. Many software/hardware are designed for various purposes including education
2. Embracing massive open online courses (MOOCs)
3. Cultivating Innovative Talent
4. Generalizing Blended Learning

Through all the possible challenges and pedagogical shifts in the present era, the researcher was interested in investigating the students' and teacher's perceptions in utilizing technology-based classroom instruction with project based approach in learning English for specific purpose (ESP) as an effort of enhancing the quality of students' participation and promoting autonomous learning. In addition little research has been conducted within this field making this study is of significance to the contribution of literature as well as practical use for the teachers.

Project Based Learning

In a simple definition, project based learning (PBL) can be defined as learning conducted through a structured project (Thomas, 2000). It entails the students' involvement in designing, problem-solving, decision making, or investigating on something within the task framework of the project. It offers the students to chances to creating autonomous learning. The teacher works as the facilitator to guide the students to discover the knowledge. Thomas (2000) added that some features in PBL could be the unique properties such as authentic assessment, teacher's facilitation, cooperative learning, and incorporation of adult skills. The instruction also should be specific; in conducting the project a teacher should provide driving questions, promote the use of technology-based tools, and explore multidisciplinary field of study that encourages "expeditionary learning". Bell (2010) elaborated the features of PBL that is promoting self-reliant through planning and

organization, enhanced social learning skills, driven intrinsic motivation, real-world connection, technology-enhanced creativity, and the experiences of success.

In the current study, project based learning was operationally understood as a series of structured tasks facilitated by the teacher in achieving certain educational goals. The activities designed under classroom instructions were expected to enhance student-centred learning experience and cooperation as well as students' autonomy in learning to learn.

English for Specific Purposes

English for specific purposes (ESP) is English language teaching which is tailor made for certain purposes (Belcher, 2006). The teaching of ESP is designed purposively for certain needs such as academic and occupational like English for tourism and hotels, English for law, English for engineering, etc. (Halim & Latipah, 2018). ESP has its own uniqueness that may be different from general English. The differences are often not on the level of teaching methodology but rather on the registers and functional language used in certain situation. The current study was conducted in the ESP class from nursing department. The focus of the language learned from the teaching process was English for nurses.

Some studies have been conducted within the area of project based learning and the use of technology in the classroom. First, schoology was found to be effective in the scaffolding process to facilitate the learning of the students and the it was also attractive for the students so that it can be a model for blended learning that facilitates online and offline classroom (Suana et.al., 2017). Second, a study was conducted in 2017 examining how schoology m-learning as a platform of learning management system fosters students learning autonomy. The study suggested that the students exercised their learning autonomy when learning though the platform as they had freedom to select learning materials, practice their cognitive development and they also had control over the learning management system (Priyatno, 2017). Third, a study specifically about PBL was reported. Project based learning was proven to be more motivating for the students as it promotes more students-centered learning environment. From the motivation perspectives, it helped the students enjoy the learning process and it enhanced students learning experience (Hugerat, 2016).

Some of the studies presented above have drawn the picture of PBL and its integration with technology for educational purposes. In general, many of the studies in this area were focusing on the web-based or mobile applications which were purposively designed for education. Schoology and Google Classroom, for example, are the learning platforms that

from its initial development were designed to equip educators for “replacing” conventional classroom. It can be used by the teacher with various approaches including PBL. When the PBL was integrated with m-learning it can promote the independence of learning which lead to autonomous learning (Prayitno, 2017; Halim et.al, 2019). Nonetheless, Godwin-Jones (2011) argued that the current development of mobile communication technology was on the rise. The use of smartphone is something that one cannot avoid. Some research has indicated that people started to get addicted with smartphone (Ng &Wiemer-Hasting, 2005). This means that there is a chance for educators to lead the students who are smartphone and internet users to good learning experience. But there is lack of research about using non-educational-purposes application such as video editing apps as a tool for pedagogy.

This study can be considered as pioneer as the teacher did not use some designed-for-education tools but rather encouraged students use the for-fun mobile applications such as video editing tools available at Google Playstore (for android users) and at App Store (I-Phone users) for the learning process. The teacher took advantage of the development of the technology to set an instructional design with project based learning approach for learning English for nursing.

The purpose of the study was to investigate the students’ and teacher’s perceptions in utilizing technology-based classroom instruction with project based learning approach in learning English for specific purpose (ESP) as an effort of enhancing the quality of students’ participation. The research question was how do students and teacher perceive their attitude towards PBL approach with technology utilization? The term participation in this case is the rate of active involvement of the students in the classroom. The study also explores the students’ expectations, obstacles, and advantage of learning PBL in ESP, as well as PBL in relation to autonomous learning. Therefore the study is of significance to the teachers for improving the quality of the classroom instruction.

RESEARCH METHOD

The study employed survey study research method as the framework of systematic inquiry process. This research design is to collect precise description social phenomenon through social survey with a questionnaire (Mason, 2002). The study involved all students from the sophomore level of nursing department with the total of 72 students. In order to collect the data about the teacher and the students’ perception towards learning ESP through project based learning with technology-based project, a questionnaire was utilized.

The questionnaire was designed with open-ended questions to explore both perceptions towards the use of technology and project based learning. It was aimed at collecting qualitative data related to their perceptions. In addition some close-ended questions were also included in the questionnaire to collect the data related to students' expectations, obstacles, and advantage of learning PBL in ESP, as well as PBL in relation to autonomous learning.

The procedures of the study started with in-class teaching process. The teacher taught the students with all necessary lessons to support the projects they were going to do by the end of the semester. The teacher assigned the students to create a video as a project of the students in groups. The assigned task was to make a video about nursing cares conducted in the clinic with the stages of the conducts and the communication skills needed in each stage. The video should be created with their daily gadgets such as smartphone and laptop and then they were asked to edit and to post their works so that the other could see the results of their works. In short the process includes pre-task teaching for preparing the students, designing the concepts, making the scripts for dialogs, preparing the scenes, video recording, editing, self-evaluating and publishing. The questionnaires of were then distributed. The data collected from the questionnaires was analyzed.

RESULT AND DISCUSSION

Result

Students' Perception on PBL

The instructions designed by the teacher in this research were conducted under PBL approach to learn English for specific purpose (ESP) in nursing. Students were asked to create a project for making a nursing care video in English. Based on initial interview with the students in the class, making a nursing care video in English was their first experience. Previously they had never got any task like this. In general, right from initiating the project they felt interested. They argued that this would be something different from conventional learning they had every day. In conventional way, they usually learn with traditional approach where the lecturer explained the theory of English grammar and gave some examples of the use of grammar in daily life. Meanwhile, when they were assigned to conduct the project the students were given freedom to choose the topic of the nursing care and how they would set the video. The teacher only monitored and gave guidance. In

addition, the learning was not only conducted in the classroom but also in various places like laboratory clinic.

Some stages should be done by the students before they worked on the project. These stages allowed the students to learn various things in the process:

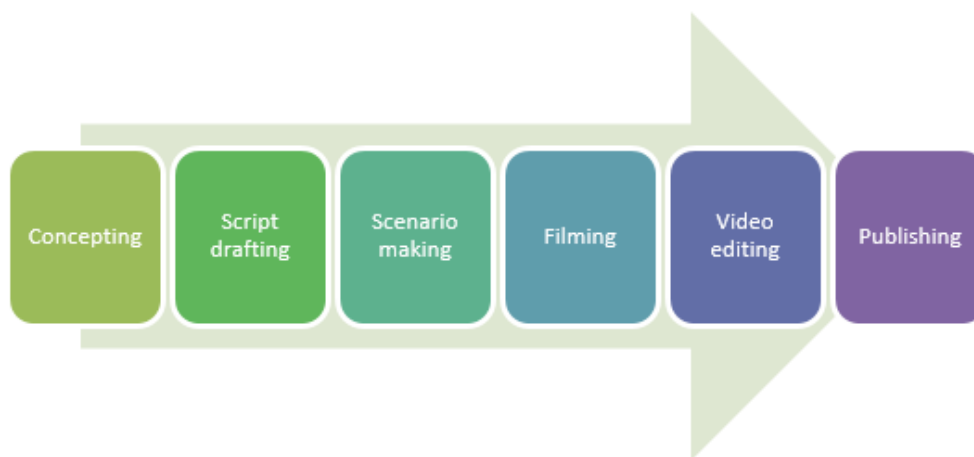


Figure 1. Stages in Video Making

The second response from the students was anxiety. Although the students were happy, some of them felt nervous as English was not an easy lesson for them. English as a foreign language was one of the most difficult language to understand for Indonesian students as it is not spoken in many occasions. So it is common that they felt anxious.

"I felt anxious because I think English is difficult, although later when we work on the project it was not as difficult as I imagined" (Student 33)

"I was very nervous especially when my friend asked me to be the narrator for our video because I cannot pronounce English properly" (Student 41)

Such response was normal for the students especially because they are not from English department. They thought that they would find multiple challenges like making the concept, creating narration, reading the script, etc. However, some other students respond very positively. It can be seen from their answers on the questionnaire:

"I think this was a good idea because on the one hand we can learn many new vocabulary directly from the real contexts not just reading it from a book, on the other hand we learn how to pronounce English when role play and also learn how to edit video" (Student 68)

"The first time I heard the teacher said it's going to be a project, I was very excited. I was sure that it would be very fun." (Student 25)

"I like studying like this. It motivates me to study English." (Student 8)

Learning English language through project brought positive effect for the students. They received new experiences, more vocabulary items as they are used when making the dialogues in the video, and more importantly they learn something new from editing the video. The students also felt that learning English through this kind of approach had something new to offer so that they were excited and experienced fun learning.

The teacher's perception on technology-based instruction with PBL approach

Incorporating PBL in learning activities was interesting for the teacher. First, this was because implementing the project was not very difficult at the implementation but not so easy at the initial stage.

"I have to think of the concept and prepare the guidelines for the students. The video that the students are going to make should be something that is related to their background and they know how to do it. Later they can put all together their ideas into English and pack them in the form of a video"

These are the challenges the teacher should consider when they decided to make a lesson with PBL approach. Since the students are free to decide what to do and how to make the concepts, the teacher should make sure that the students worked under the intended framework tasks. This was the first impression from the teacher.

Although the first impression that initial stage was not very difficult. The teacher found out that by undertaking this approach, the students could work outstandingly independent. He found out that the students were very creative in selecting the topics for the video.

"I was very surprised that the students could actually work independently. Starting from selecting the topics, making the scripts and recording the video, they work with their groups and sometimes asked for help from the teacher. They chose interesting topics such as how to inject medicine by using injection, how to measure blood pressure, how to set up infuse for the patients, and what to do when giving first aid to a victim of an accident."

Obstacles and Expectation

Some obstacles appeared when working on the project. The problems can come from various sources such as first-timers, teamwork, deadline, incompatibility of the devices, nervousness, and limited time to use the laboratory.

"I was surprised because this was the first time a teacher gave us assignment to make a video in English." (Student 7)

Technically, the students also often experienced problem with teamwork. From ten groups of the students, four groups reported some problem with their teammate. The problems can be of any shape, for example the character differences among group members, lack of coordination, and scheduling among the members. Another problem that appeared was that sometimes the devices (computer laptop and the Smartphone) used by the students were not compatible. However this could be solved. Such problem that occurred in the process should be an evaluation for the teacher in the future

In general, students have positive expectation on the project. They expected fun learning process and the results from the questionnaire have shown that most of them were interested in getting engaged with the activities of the projects.

“Shooting is a very pleasant experience, because there were some repetitions and sometimes some funny things happened.”(Student 2)

“It was fun because we can be as creative as we want.” (Student 3)

“Yes, it was fun; we can see our friends speak English although they did it again and again in making the video.” (Student 11)

From the script above it can be seen that the students saw this project based learning as a fun activity. In addition, the process was conducted repeatedly which makes them learn the vocabulary and the pronunciation from their dialogues. When asked about their satisfaction related to the results, 92% expressed their satisfaction and 8% was not satisfied. The details are presented on Figure 2.

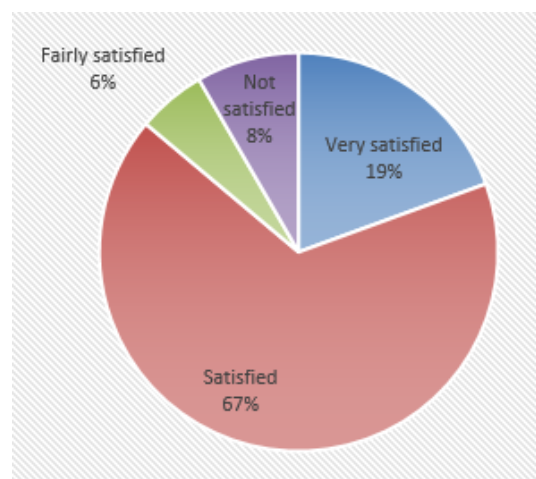


Figure 2. Students' work satisfaction

Based on the results on the question about what the factors that may influence the projects, in general there were five important pieces of information collected from the students. The details are described in the following table:

Table 1. Factors influencing students' project

No	The influencing factors
1	Teamwork Teamwork is the main factor that supports the success of the project. In order to do the project successfully, the students need a solid teamwork.
2	Creativity Creativity cannot be separated from this work of project. The students have freedom to make the video of their own as well making the concept.
3	Tools availability The tools needed for making the videos are smartphone, laptop, and of course the appropriate software. Although the majority of the students are using smartphone to record and edit their video, they still need to use laptops to collect the recorded files, and the suitability between devices is very crucial.
4	Video editing This soft skill is very important in the video finishing process. The students mentioned that they took the video scene repeatedly. The process of video editing took much time as they should select which parts of the videos should be included in the project.
5	Laboratory facility As the project was about making the videos for nursing cares, then laboratory was very crucial for taking the scene.

The learning through project based approach was intended so that the students could learn the content of the lesson set within experiencing the learning. However, there were some other things that the students believed they learned from doing the project as presented in the following table (one students may vote more than one option):

Table 2. Things the students learned

Aspects	Degree of percentage
Improving English language	91,5%
Improving self-confidence	87,3%
Learning to have good teamwork	88,7%
Soft skill (e.g. video editing)	46,5%

The advantages of PBL in the learning of ESP

Incorporating PBL, the teacher was expecting that the students would learn how to use English language in real-world context. The data collected from the questionnaire showed that PBL approach helped the students understand and use the language in more natural setting

"From this activity I could understand how to communicate as a nurse in English when dealing with dengue fever patients" (Student 1)

"I can communicate with the patient to tell about the blood pressure status." (Student 3)

"I can understand how to do good communication as a nurse when checking the patient's blood pressure, diabetes, etc." (Student 8)

The data above showed that the students did learn the target language through direct experience. It was expected that they would learn various medical communication in English in practical context. Therefore they could use it as part of language learning process out from the class.

PBL and autonomous learning

Project based learning has something to offer i.e. the autonomy in leaning. The goal of education is helping students to be independent learners and PBL has the properties that could enable them to be autonomous learners. Below are the excerpts of the students' statements about whether or not PBL approach motivates them to learn independently out of the class:

"I can repeat the videos more and more." (Student 5)

"I can use it to learn how to communicate with international patients." (Student 7)

"Yes, the video can be my study guide about communication between nurse and patient that can be example for me." (Student 10)

There were multiple opportunities for the students to be autonomous learner during the process of PBL. First, in the process of creating the video, the students started to look for the vocabulary necessary for their script. They had to include appropriate vocabulary and arrange them in to a well-structured sentence. The teacher was monitoring their work and helped them when seeing some errors. Second, it allowed them to acquire the new vocabulary items. This was because they directly practice the using the vocabulary in the video recording which normally conducted repeatedly. Third, the students were asked to present their work in front of the class after the project was finished. All the process in

creating the video as their project involved various language skills such as writing, reading, speaking, and listening. This also made the vocabulary acquisition faster.

Furthermore, the results of the project can be used for students' further learning. They can access them anytime and anywhere. They also uploaded the video on their personal social media that they can share with others.

"I can watch the video anytime anywhere; I don't have to come to the class to see it." (Student 32)

"Yup, I can upload the video on YouTube and people can also watch it as knowledge for the society." (Student 36)

Discussion

Project based learning has been viewed as one approach that support learning effectiveness. Not only is it effective for instruction process, it is also attractive for both students and the teacher. Theoretically the students can be more motivated, engaged, and involved in real-world problem solving which promote learning autonomy (Thomas, 2000). The findings of this study supported it (see students' perception responses and table 2). The students found learning English for Nursing in its specific context has been something frightening for the students but learning approach through project which is perceived as difficult task by the students had been proven that it was essentially engaging.

The teacher also could take benefit from such teaching approach that the students could learn by experiencing and the teacher had to make sure they learn the most of the lesson so that they can be well-prepared facing the disruption in the era of industrial revolution 4.0 (Rotterham & Daniel, 2009; Hashim & Hameed, 2012). In addition, by utilizing mobile technology that is currently widely available for the students, the learning has facilitated the 21st century skills (Garrison, 2011; Bell, 2010). PBL also promised the best practice of learning English for specific purposes as it ensured direct leaning experience (Hugerat 2016).

CONCLUSION

To conclude the points from this research, the investigation on students' and teacher's perceptions in technology-based classroom instruction as an effort of enhancing the quality of students' participation has come to a conclusion, that is the approach of PBL integrated with the current development of technology would be able to increase the positivity of learning environment. Although some obstacles were found during the process, students would be able to cope with the problems. Therefore the rate of involvement would increase.

Some factors influencing the project should also be a concern by the teacher as facilitator so that the learning process would smoothly be done in the future.

Some recommendations are also proposed. First, incorporating PBL in ESP learning has some benefits for both teacher and students. Therefore, it can be used in the learning process. Second, some research on how specific mobile application can be utilized in different types of project are potential to be conducted regarding most research in this area studied on how e-learning apps are plausible for learning in general contexts. Last but not least, teachers should also pay attention to the constraints in incorporating PBL in learning process so that it would hinder the students demotivation.

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AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING ENGLISH TEXT IN THE SECOND GRADE STUDENTS OF SMK-SMTI BANDA ACEH

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^{1,2,3} STKIP Bina Bangsa Getsempena

Abstract

Writing has been a challenging skill for EFL or ESL Students to cope with. It needs not only the ability to compose a good piece of writing but also goes on a deep layer called grammatical aspect. Understanding grammar is vital to construct a good sentence. Therefore, this study aims at finding out the types of grammatical errors produced by students while composing the English text. Ten students (10) in the second grade of SMK-SMTI Banda Aceh were selected as participants in this study. They were given a task to compose English texts. Then those 10 students writing sheets were analyzed to find out the grammatical errors made. The results revealed that there were 11 categories of grammatical error types; error in using verb, tense, singular/plural noun, adjectives, preposition, to be, articles, modal/auxiliary, noun, objective pronoun, and phrasal verb with the total of grammatical made are 48 total numbers of errors that students produced in their writing sheet. It can be concluded that these 10 students still cannot compose a good sentence because they still made errors in using the grammatical rule.

Keywords: grammatical errors, writing skill, English text

INTRODUCTION

As one of the language skills that have to be mastered by the students, writing becomes the most important part of learning for students to understand English because writing is classified as a productive skill in learning English (Fareed, Ashraf, Bilal, 2016). To produce a rich piece of writing, it needs a complex process (Qamariah, 2016a). According to Harmer (2007:54), productive skill is the language skill where the students produce the language themselves.

As a productive skill, writing is not like speaking or other receptive skills. Writing skill not only needs a lot of vocabulary in composing a paragraph, but also correct grammar. Apart from other writing's rules, to be comprehensible. However, grammar can be a complex thing for English as a Second Language (ESL) learner during the process of the second language (L2) development (Qamariah, 2016b:59). Further, Saguchi, Napoles, Post, Tetreault (2016: 180) go deeper on the differences of grammatical ability and fluency that "fluency is a level of mastery that goes beyond knowledge of how to follow the rules, and

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includes knowing when they can be broken or flouted". Thus, it is one of the causes that makes writing has become the most difficult skill for a student to be mastered (Phuket & Othman, 2015; Qamariah & Wahyuni, 2016; Sermsook, Liamnimitr, & Pochakorn, 2017)

In the context of the second language (L2) or foreign language (EFL) learning, the difficulties of writing do not only in creating and organizing the idea but also in translating the idea into readable writing. Richard and Renandya (2002:12) explain that mastering writing skills are the most difficult for L2 learners. The learners have to get involved in higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choices, and so on (Mohammed & Abdalhusein,2015:292). The different elements found between two languages are considered as the main problem (Derrick, Paquot & Plonsky, 2018; Othman, 2017). This leads students to make grammatical errors in the process of writing because most of the students tend to translate their ideas from L1 to L2. Moreover, Meyers (2005:2) stated writing is a way to produce language you do naturally when someone writes or speaks. She added that writing is speaking to others on paper or a computer screen.

In learning writing skills, the learners have to be able to identify all of the usual items which include in writing. For example, the learners have to choose the correct vocabulary to describe the item that will be written (Olsen, 2016). Other skill and knowledge that might address include the following; using grammatical structures accurately, producing the punctuation, word choice/correct words, appropriate spelling, using the assessing characteristic of the target reader, including sharing knowledge or sharing points of information, using a great central idea, and also choosing the good topic writing (Din & Ghani, 2019).

In this study, the researcher took the analysis of students grammatical error in writing conversation text because the researcher wants to know what are types of error that they made in their written text. In the second grade of SMK-SMTI Banda Aceh especially in class XI-G, their writing lesson is about conversation text and it is based on a predetermined curriculum. They also learn about descriptive and argumentative writing, but that only exists in the first and third grades while the researcher conducted this research in second grade. Therefore, this research aims at finding out what types of grammatical errors that students produce when they are writing English text.

RESEARCH METHOD

This research employed a qualitative research method with a descriptive approach. In this study, the researcher analyzed the types of grammatical errors in writing English text in the second grade of SMK-SMTI Banda Aceh. The subject of the study was the students of XI-G SMK-SMTI Banda Aceh in the academic year 2018/2019. The researcher took 10 students in the class as the participants of the research by analyzing their writing worksheets. The researcher only took 10 of them to be analyzed because they were able to write in English compared to their other friends.

RESULTS AND DISCUSSION

Result

To make the data easy to analyze, the researcher carried out three steps on describing the errors found in students' writing, they identify the errors, classification, or categorization the types of the error, after that the researcher numbered the error that made by students. The researcher analyzed the data one by one and categorized them.

Table 1. The Classification of Grammatical Errors Types that Made by Students in Writing Conversation Text

No.	Student's Initial	The Grammatical Error Sentences Made by Students	Classification/ Categorization of Errors	Number of Errors
1.	P	Next week, we <u>are not</u> going to school. I want to plant some <u>flower</u> . My sister can <u>helps</u> us. Yesterday, she <u>bring</u> flowers. The caterpillar looks <u>disgust</u> .	Tenses Singular/plural Verb Tenses Adjective	5
2.	G	There are many dried <u>leaf</u> . We must <u>cleaning</u> this house before mother being <u>angry to</u> us. After <u>plant</u> the flowers.	Singular/plural Verb Phrasal Verb Verb	4
3.	A	The thunder also <u>frightened</u> . We have to bring <u>a</u> umbrella. Yesterday I <u>bring</u> it and accidentally I <u>broken</u> it. We could <u>standing</u> here.	Adjective Article Tenses Tenses Verb	5
4.	A	The wallet fell <u>in</u> this grass. You <u>have</u> be careful.	Preposition Modal	2
5.	S	What <u>do</u> you thinking about? I'm upset about <u>choose</u> a gift. What we have to buy for <u>he</u> ?	Tenses Verb Objective	5

		Do you have any <u>suggest</u> ?	Pronoun	
		I think he <u>don't</u> like that.	Noun	
			Verb	
6.	R	<u>Is</u> you <u>tiring</u> ?	To Be, Adjective	4
		Udin <u>brought</u> <u>foods</u> and drinks now.	Tense, Singular/Plural	
7.	I	Let's <u>playing</u> bicycles	Verb	4
		Owch, it is <u>pain</u> .	Adjective	
		You are bloody and <u>injure</u> .	Adjective	
		What about we <u>are going</u> to doctor?	Tenses	
8.	N	I look you <u>crying</u> .	Tenses	5
		Last week, I <u>don't</u> pass the exam.	Tenses	
		Before <u>learn</u> English, you must buy many <u>book</u> .	Verb Singular/Plural	
		Yesterday, I <u>spend</u> the money.	Tenses	
9.	R	Look at <u>in</u> the street.	Preposition	6
		There <u>are</u> a beautiful cat.	To be	
		My young sister <u>love</u> animals too.	Verb	
		We must <u>buying</u> something.	Verb	
		What kinds of <u>foods</u> that we buy for the cat?	Singular/plural,	
		My mother <u>have</u> cat too.	Verb	
10.	A	I'm <u>watch</u> TV now.	Tenses	8
		Sorry for <u>disturb</u> you.	Verb	
		I'm bored to stay <u>in</u> home.	Preposition	
		Why don't you <u>going</u> to somewhere?	Verb	
		Last month I <u>am</u> sick.	Tenses	
		We can <u>swimming</u> and <u>fishing</u> .	Verb, Verb	
		<u>Are</u> you bring your motorcycle?	Tenses	
Total				48

From the table above, it can be explained that there were 11 categories of grammatical errors that students made in their writing. These categories included error in using verbs, tenses, preposition, singular/plural noun, adjectives, noun, to be, modal/auxiliary, phrasal verb, objective pronoun, and article. It was found that the most grammatical error that students produced in their writing are in using verb which consists of 15 total number of errors, and then the second most grammatical errors are in using

tenses that consist of 13 words. Furthermore, it followed by the errors in using adjectives and singular/plural which consist of 5 words, errors in using preposition consist of 3 words, errors in using to be consist of 2 words, while errors in using article, modal, noun, objective pronoun, and phrasal verb consist of 1 word. In conclusion, there are 48 total numbers of errors that students produced in their writing sheet.

After identifying and checking the students' writing sheet, the researchers then categorized/classified the types into the common types of grammatical errors and then determining and numbering how many students made errors in the types of common grammatical and also how many total numbers of errors that they produced.

The researcher also described several reasons for the occurrence the grammatical errors. So, based on the table above, the researcher categorized and classified the types and caused of grammatical errors that students produced in their writing as follow:

1. Grammatical Errors in Using Verb

The students' grammatical error in using tenses was described in this following table:

Table 2. The Student Errors in Using Verb

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	My sister can <u>helps</u> us.	My sister can help us
2.	We must <u>cleaning</u> this house.	We must clean this house.
3.	After <u>plant</u> the flowers.	After planting the flowers.
4.	We could <u>standing</u> here.	We could stand here.
5.	I'm upset about <u>choose</u> a gift.	I'm upset about choosing a gift.
6.	I think he <u>do not</u> like that.	I think he does not like that.
7.	Let us <u>playing</u> bicycles!	Let's do cycling!
8.	Before <u>learn</u> English, you must buy many book.	Before learning English, you must buy many book.
9.	My young sister <u>love</u> animals too.	My young sister loves animals too.
10.	We must <u>buying</u> something.	We must buy something.
11.	My mother <u>have</u> cat too.	My mother has cat too.
12.	We can <u>swimming</u> and <u>fishing</u> .	We can swim and fish.
13.	Sorry for <u>disturb</u> you.	Sorry for disturbing you.

It was found that grammatical errors in using verb consist of 8 students with the total number of errors were 15 words. These are the types of grammatical errors that most students made in their writing. It is because some students made repeated errors in verb usage.

2. Grammatical Error in Using Tenses

The students' grammatical error in using tenses was described in this following table:

Table 3. The Students Error in Using Tenses

No.	The Grammatical Error Sentences	The Correct Grammatical
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Sentences	
1. Next week, we <u>are not go</u> to school.	Next week, we will not going to school.
2. Yesterday, she <u>bring</u> flowers.	Yesterday, she brought flowers.
3. Yesterday I <u>bring</u> it and accidentally I <u>broken</u> it.	Yesterday I brought it and accidentally I broke it.
4. What <u>do</u> you thinking about?	What are you thinking about?
5. Udin <u>brought</u> the foods and drinks now.	Udin is bringing the foods and drinks now.
6. What about we <u>are going</u> to doctor?	What about going to the doctor?
7. I look you <u>crying</u> .	I look you are crying.
8. Last week, I <u>don't</u> pass the exam.	Last week, I didn't pass the exam.
9. Yesterday, I <u>spend</u> the money.	Yesterday, I spent the money.
10. I am <u>watch</u> TV now.	I am watching TV now.
11. Last month, I <u>am</u> sick.	Last month I was sick.
12. <u>Are</u> you bring your motorcycle?	Did you bring your motorcycle?

As the error in using a verb, it was found that the most grammatical errors made by the student are in using the tenses section. This is the second-highest number of grammatical errors that students produced. The errors in using tenses consist of 7 students with the total number of errors were 13 words. The cause of students' errors in tenses is caused they don't know the patterns (present tense, past tense, and future tense), especially how to determine the verb which corresponds to tenses.

3. Grammatical Error in Using Singular/Plural

The students' grammatical error in using singular/plural was described in this following table:

Table 4. The Students Error in Using Singular/ Plural

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	I want to plant some <u>flower</u> .	I want to plant some flowers.
2.	There are many dried <u>leaf</u> .	There are many dried leaves.
3.	Udin brought <u>foods</u> and drinks.	Udin is bringing food and drinks now.
3.	You must buy many <u>book</u> .	You must buy many books.
4.	What kinds of <u>foods</u> that we buy for the cat?	What kinds of food that we buy for the cat?

The researcher found that 4 students made errors in using Singular/Plural Noun with the total number of errors consist of 5 words. Based on the finding, this is the third-highest number of grammatical errors that students produced. The problem in this section is they cannot determine which nouns need to be added *s* or *es* and those not added, whereas incorrect grammatical we must add *s* or *es* for plural noun and we should not add *s* or *es* for a singular noun.

4. Grammatical Error in Using Adjectives

The students' grammatical error in using adjectives was described in this following table:

Table 5. The Students Error in Using Adjective

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	Owch, it is <u>pain</u> me!	Owch, it is painful for me!
2.	You are bloody and <u>injure</u> .	You are bloody and injured.
3.	The caterpillar looks <u>disgust</u> .	The caterpillar looks disgusting.
4.	The thunder also <u>frightened</u> .	The thunder also frightening.
5.	Is you <u>tiring</u> ?	Are you tired?

According to the finding in this research, 4 students made errors in using an adjective with a total number of errors consist of 5 words. As errors in using singular/plural, this is also the third-highest number of grammatical errors that students made after the error in using tenses.

5. Grammatical Error in Using Prepositions

The students' grammatical error in using prepositions was described in this following table:

Table 6. The Students Error in Using Prepositions

No.	The Grammatical Error Sentences	The Correct Grammatical Sentences
1.	The wallet fell <u>in</u> this grass.	The wallet fell on this grass.
2.	Look at <u>in</u> the street!	Look at on the street!
3.	I am bored to stay <u>in</u> home.	I am bored to stay at home.

Based on the finding in this research, the students who made errors in prepositions consist of 3 students with the total number of errors were 3 words. This is the fourth-highest number of grammatical errors made by students.

6. Grammatical Error in Using To Be

The students grammatical error in using to be was described in this following table:

Table 7. The Students Error in Using To Be

No.	The grammatical Error Sentences	The Correct Grammatical Sentences
1.	There <u>are</u> a beautiful cat.	There <u>is</u> a beautiful cat.
2.	<u>Is</u> you tiring?	<u>Are</u> you tired?

This research found that there were 2 students made grammatical errors in using to be with the total number of errors consist of 2 words. This is the fifth-highest number of

grammatical errors made by students. The students' error was found in the sentence *there are a beautiful cat* that should be replaced by the correct sentence *there is a beautiful cat* and *is you tiring?* Should replace by the sentence *are you tired?*.

7. Grammatical Error in Using Articles

The students' grammatical error in using articles was described in this following table:

Table 8. The Students Error in Using Articles

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	We have to bring <u>a</u> umbrella.	We have to bring <u>an</u> umbrella.

Based on this research, It was found that there was 1 student who made an error in using articles with a total number of errors consist of 1 word. It is found the students wrote down *we have to bring a umbrella* whereas in the correct sentence it should be *we have to bring an umbrella*.

8. Grammatical Error in Using Modal/Auxiliary

The students' grammatical error in using modal/auxiliary was described in this following table:

Table 9. The Students Error in Using Modal/ Auxiliary

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	You <u>have be</u> careful.	You <u>have to be</u> careful.

From the finding in this research, it was found that there was 1 student only made an error in using modal with 1 total number of errors. This is the least amount of error that students made. It can be seen in the sentence *you have be careful*. This is a wrong sentence in the grammatical structure because in using modal, we don't use *have* but it should be *have to*. So, the sentence should be replaced by the correct sentence *you have to be careful*.

9. Grammatical Error in Using Noun

Table 10. The Students Error in Using Noun

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	Do you have any <u>suggest</u> ?	Do you have any <u>suggestion</u> ?

There was 1 student who made an error in using nouns with only 1 total number of errors. The problem here is they cannot distinguish between the use of nouns and adjectives. It is found in the sentence *do you have any suggest?* This is also a wrong sentence because it

needs to be used noun at the end of the sentence and the word of suggest is not a noun but an adjective. So, the correct sentence should be *do you have any suggestion?* The reason is because *suggestion* is a noun.

10. Grammatical Error in Using Objective Pronoun

The students' grammatical error in using objective pronoun was described in this following table:

Table 11. The Students Error in Using Objective Pronoun

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	What we have to buy for <u>he</u> ?	What we have to buy for <u>him</u> ?

There was 1 student who made error in using objective pronoun with total number of error only 1 word. It can be seen in the sentence *what we have to buy for he?* It is a wrong sentence because we need to put objective pronoun at the end of the sentence, *he* is a subject and it is not as objective pronoun whereas objective pronoun from subject *he* is *him*. So, the correct sentence should be *what we have to buy for him?*

11. Grammatical Error in Using Phrasal Verb

The students' grammatical error in using phrasal verb was described in this following table:

Table 12. The Students Error in Using Phrasal Verb

No.	The Grammatical Error Sentence	The Correct Grammatical Error Sentence
1.	Before mother being <u>angry to</u> us.	Before mother bein <u>angry at</u> us.

It was found that there was 1 student who made grammatical error in using phrasal verb with 1 total number of errors. It can be seen from the sentence *before mother being angry to us.* In this sentence, we need to put a correct phrasal verb. The correct phrasal verb from *angry* is *angry at* not *angry to*. Thus, the correct sentence should be *before mother angry at us.*

Discussions

In this section, the researcher describes and elaborates on the factors that cause students produced the errors and what the teachers and the EFL students should do to reduce the error.

1. The Grammatical Errors in Using Verb

According to the result of the research, it was found that the most grammatical error produced by the students is in using the verb. There are many kinds of verb usage in English such as the use of subject+verb agreement, verb after preposition and conjunction,

verb after modal, gerund, and the use of V₁, V₂, and V₃. In the result of the study, the most common error in using verb is they used verb-ing after modal and it is not appropriate with the correct grammatical rule. Thus, in a correct sentence, we should use verb₁ after modal/auxiliary. It can be seen from the sentences; *we must cleaning this house, we could standing here, we must buying something, and we can swimming and fishing*. Another error is also in the sentence *my sister can helps us*. We should use V₁ after modal, so we don't need to add "S" in the verb.

Moreover, their errors is also not adding verb+ing after the conjunction, whereas in the context of using a verb, we should add verb+ing after conjunction. the error can be found in the sentences; *after plant the flowers, before learn English, and sorry for disturb you*. Furthermore, the sentence *I'm upset about choose a gift* is also wrong because we need to put verb-ing after preposition. Besides, the students also have problem in using subject+verb agreement. It was found in the sentences *my young sister love animals too, I think he don't like that, and my mother have cat too*.

Besides, the error also caused by the intralingual error. This error deal with the faulty a characteristic of the second language itself, in this case, is English. The EFL students are still influenced by the native language in their environment. The sentence error was found in the sentence *let us play bicycle*, it should be replaced *let us do cycling*. Thus, this error caused by the EFL learners' native language interference. In conclusion, the researcher concluded that the students produced errors in verb because they have not been able to master the rules in the use of verb so that they cannot compose the correct sentence related to the context of using V₁, V₂, and V₃. They are confused in putting verbs according to the correct tenses. For example, they didn't use V₁ for simple present tense, V₂ in the simple past tense, and V₃ for present perfect tense. The main way to be able to write English in the correct sentences is to learn verb because a verb is the most important thing in a sentences. In this case, the solution is the teachers need to be focus on teaching the use of verb to their students.

2. The Grammatical Error in Using Tenses

The second most grammatical error that students made is in using tenses especially in the use of simple past tense. The errors was caused they haven't mastered the rules of using the correct simple past tense. In the context of using simple past tense, we must know the patterns that has been set. The main pattern is we have to use V₂ in that sentence. According to the finding, they didn't use V₂ but they use V₁ so that the sentence does not match to the correct grammar. The students error can be found in the sentences; *yesterday she bring flowers,*

last week I don't pass the exam, yesterday I spend the money, last month I am sick, and yesterday I bring it and accidentally I broken it. Thus, the underlined words should use verb₂.

Then, the errors are also in mastering the use of simple present continuous tense. The main pattern is S+be+verb-ing. So, in the correct use of grammatical rules especially in using present continuous tense, we have to use verb+ing. From the finding, it was found there are some grammatical errors in using present continuous. The error is because some of the students didn't use verb+ing in the sentence. The errors contained in the sentences *I am watch TV now* that should be replaced by *I am watching TV now*, and also the sentence *Udin brought the food and drinks now* should be replaced by the correct sentence *Udin is bringing the food and drinks now*. The other wrong sentence also because they didn't use to be (am, is, are) after subject. It can be found in the sentence *I look you crying* that should be replaced by the sentence *I look you are crying* and *what do you thinking about?* should be replaced *what are you thinking about?*

Moreover, the students are also wrong in understanding simple past tense, especially in the placement of verb in it. The problem is the students didn't use verb₂ but they put verb₁ in it, whereas in the context of simple past tense, we must use verb₂. The students' error can be found in the sentence; *yesterday she bring flowers, last week I don't pass the exam, yesterday I spend the money, last month I am sick, yesterday I bring it and accidentally I broken it, are you bring your motorcycle?. Therefore, the underlined words (verb₁) should be replaced by verb₂.*

3. Grammatical Error in Using Singular/Plural Noun

The use of plural noun is usually indicated by the words *many, more, or a lot of* (countable noun). In the correct grammatical rule, plural nouns must be added S or ES. Whereas the use of singular noun is indicated by the word *a or an* and we don't need to add S or ES to the noun. According to the finding, the students' error in using singular/plural noun is caused they didn't add S or ES to plural noun. It was found in the sentence *I want to plant some flower, there are many dried leaf, and you must buy many book*. Furthermore, the underlined words should add S or ES. The other error also in the sentences *Udin is brought foods and drinks, and what kinds of food that we buy for the cat?. The word *foods* should not be added S because it is an uncountable noun.*

4. Grammatical error in Using Adjectives

The EFL students' problem in using adjectives is they cannot distinguish between the use of noun and adjectives. They even put nouns as adjectives and adjectives as nouns. Consequently, it causes the sentences to be wrong and different in meaning. It was found in the sentence *it is pain me, the caterpillar looks disgust, and the thunder also frightened*. The

underlined words are nouns and should be replaced with adjectives. To overcome this error, the EFL students must learn in terms of distinguishing between the placement of the word noun and adjective.

5. Grammatical Error in Using Preposition

The EFL students error in using prepositions occur because they are confused about what preposition should be appropriate in that sentence such as how to use preposition in, at, on, into, inside, etc. The sentence *the wallet fell in this grass* should be replaced by the sentence *the wallet fell on this grass* and the sentence *look at in the street* should be replaced by the correct sentence *look at on the street*. In general, the preposition of *on* is used to show that something is on the surface of another object; therefore, *on* is one of the appropriate preposition in the sentence. The other students error in using preposition also was found in the sentence *I am bored to stay in home* that should be replaced *I am bored to stay at home*. It is because the preposition of *at* is used to show a place.

6. Grammatical Error in Using To Be

The fifth highest number of grammatical errors made by students is in using to be. In this case, the students cannot determine what to be that appropriate for the subject that used. In other words, they are confused about determining to be *are* or *is* by the subject. Based on the finding, they made errors in using to be was found in the sentence *is you tiring?* That should be replaced with sentence *are you tired?* Because the appropriate to be for subject *you* is *are*. The wrong sentence *there are a beautiful cat* should be replaced with the correct sentence *there is a beautiful cat* because the cat is only one cat (singular). In this case, the students must learn about the use of to be correctly and based on the context of the sentence.

7. Grammatical Error in Using Article, Modal, Noun, Objective Pronoun, and Phrasal Verb.

Each student (8 out of 10 students) only made 1 word of grammatical error in using article, modal, objective pronoun, and phrasal verb. In this section, they only produced a little error because of the use of article, modal, noun, objective pronoun, and phrasal verb easier to learn and to understand rather than in learning verbs and tenses. Besides the factors causing the students error mentioned above, the other factors are also caused there is no special subject that studies about grammar or structure. Also, the students do not have a lot of vocabulary so that it makes them difficult to make or compose a sentence and paragraph. In arranging a sentence/paragraph, the EFL students must be able to memorize a lot of vocabulary to determine what words are appropriate or suitable for the sentences.

Conclusion

Based on the finding in this research, it is observed that there were 11 categories of grammatical error types; error in using the verb, tense, singular/plural noun, adjectives, preposition, to be, articles, modal/auxiliary, noun, objective pronoun, and phrasal verb. Based on the result, the largest number of errors is in using a verb that consists of 15 total numbers of errors. The main factor that causing them produced the error is they don't know the rules in using grammatical correctly, for example, they do not understand yet how to place the verbs based on the correct grammatical structure. Other than that, most of the students made errors in using tenses that consist of 13 words. In this case, they are confused about putting the verbs related to the time of an event (the past, the present, and the future) following the rules of tenses in English.

Moreover, some students also made an error in using adjectives that consist of 5 total numbers of errors. As in the use of adjectives, the total numbers of errors in using prepositions consist of 5 words. It also followed by the errors in using prepositions that consist of 3 total numbers of errors, errors in using to be consist of 2 total numbers of errors. Besides, the least error made by students are error in using an article consist of 1 word, error in using noun consist of 1 word, error in using objective pronoun consist of 1 word, and the last is an error in using phrasal verb also consist of 1 word.

Furthermore, based on the result of this research, there are 48 grammatical errors that students produced in their writing. Hence, it can be concluded that these 10 students in second grade of SMK-SMTI Banda Aceh still cannot compose a good sentence because they still made errors in using the grammatical rules.

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**ANALYSIS OF READING COMPREHENSION FINAL TEST AT ENGLISH
DEPARTMENT OF MUHAMMADIYAH ACEH UNIVERSITY**

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Abstract

The aim of this study is not only to analyze the model and the items test set by lecturer of Reading Comprehension subject but also the ability of students according to the item questions of each final test. This study analyzes the contents taken from the document test and it used descriptive quantitative approach. The gained data derived from three Reading subjects, they are: Intensive Reading Comprehension, Reading Comprehension III dan Academic Reading. The total number of the items from those three subjects is 60 items. The findings revealed that the kind of questions asked by lecturers varied, namely; Multiple Choice, Open-ended Question, Word Matching, and True and False. Based on the those documents the writer found that 6 questions about Main Idea, 16 questions about Vocabulary, 4 about references, 6 questions about inference and 28 questions about details. Then, the results of students' reading ability in answering the items were; main idea: 63.59%, Detail: 76, 92%, Inference: 44,04, Reference ; 86, 89% and Vocabulary : 73,45 %. From the five aspects students were better to answer questions in the Reference item. The implication of this research is to provide input to examiners and lecturers in giving material and in testing students at the end of the semester and to improve the ability to make test items.

Keywords: Analysis, Final Test, Reading Comprehension

INTRODUCTION

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge of language (River:1968). According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Mikulecky (2011) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. According to Grellet, Reading is an active skill.

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Moreover about reading, it is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important.

In this study, the researcher wants to synchronize the items test and syllabus and to give input about students' difficulties, revise material and improve the ability to make up test items. Based on this explanation, the researcher wants to classify the reading comprehension items test and wants to know how well the students' ability in reading class.

Reading is one of other lessons has to be included in the language classroom. The students have to be able to read the English text, either for their study or their career. Reading also plays important role for language acquisition. When someone is reading an interesting text, the acquisition process will run well too. In reading a text, it gives a big opportunity for the students to get vocabularies, language structure, pronunciation model even more to write a sentence, paragraph and essay (Fauziati:2016). While reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah:2010).

Comprehension itself is the process of connecting what the reader knows and what she or he does not know, between the new and the previous information. It is constructing meaning from the printed material. Comprehension is an interactive process that requires using prior knowledge in combination with the printed material.

According Fitriawanati (2017) the aims of item test analysis are: (1) finding out the bad item or item that does not have good function; (2) increasing item test through three analysis components: difficulty level, difference level dan distractor; (3) increasing validity and reability; (4) revising the irrelevant itmes to taught material, marked by many students could not answer some particular items.

Reading comprehension test can be in open-ended form or objective one. The objective test is in form of true false, multiple choice, short response, and match up. While in open-ended form, the students, who are tested, are asked to answer the questions by writing or explaining the answer by using their own ideas. This kind of test consists of questions that need explanation. Fauziati, there are two kinds of essay test they are: (1) question which needs free answer and (2) question which needs connected answer (the answer is limited). In addition of this, Heaton in *Writing English Language Tests* mentioned that there are some test models in reading comprehension, namely:

1. Word matching
2. Sentence matching
3. True/ false reading test
4. Multiple choice items
5. Completion items
6. Rearrangement items
7. Cloze procedure
8. Open-ended and miscellaneous items
9. Cursory reading.

Meanwhile, Alderson (2000) stated that multiple choice items are common device for testing students' text comprehension. In this model, test designers are allowed to control the range of possible answers to comprehension questions and she/ he also can control students' thought processes when they are responding. Based on the information, the lecturer can select which test model that suitable to evaluate the students' reading comprehension ability.

Reading a text and answering several questions' technique is eldest and the most general reading test used (Brown, 2004). A series of questions is usually used to know the understanding of reading comprehension. The common questions ask in this skill are about main idea (topic), vocabulary in context of the text, detail information, reference, and inference (implicit information from the text).

RESEARCH METHOD

This study is a library research which the items of Reding subject taken as data, from 60 items test. The source of data were from 3 Reading subjects, they are Intensive Reading Comprehension, Academic Reading and Reading Comprehension III.

This study is descriptive quantitative. It gives description about content of this research and uses simple formula to analyze students' ability in Reading Comprehension class. It is conducted in some phases includes collecting data, analyzing data and formulating the conclusion. This study also applied descriptive analysis method in analyzing the collected data obtained from documentation.

The data was taken from several test documents of Reading subjects from semester II, IV and VI of English Department at Islamic Studies Faculty of Muhammadiyah Aceh University as the instrument. The students from those semester were the object of this study.

RESULTS AND DISCUSSION

In gaining the data of this study, the researcher informed the reading comprehension lecturers about the study purpose. She needed to collect the data on final items test to be analyzed. After the documents were handed over by the lecturers, those items test were classified.

There are three test documents which are analyzed by the researcher, they are: final of intensive reading comprehension, final of academic reading and final of reading comprehension III. From the document study of Intensive reading comprehension, the researcher found that 6 items in Multiple choice form, 11 items in open-ended form, and 5 items word matching for vocabularies. These items of questions are derived from 3 passages. For all items were classified in the table below:

Table 1. Classification of the Items in Multiple Choice from Intensive Reading Comprehension

No.	Question Items
1	Main idea
2	Inference
3	Details
4	Details
5	Reference
6	Details

Table 2. Classification of the Items in Open-ended Question from Intensive Reading Comprehension

No.	Question Items
1	Main Idea
2	Details
3	Details
4	Details
5	Inference
6	Inference
7	Details

8	Details
9	Inference
10	Details
11	Details

Furthermore, from Academic Reading final test, the items were in multiple choice and true false form based on two passages that represented by 18 items test. From the first passage, 10 items were in multiple choice form and 8 question in true and false about detail. The classification as can be seen as follow:

Table 3. Classification of the Items in Multiple Choice from Academic Reading

No	Question Items
1	Main idea
2	Reference
3	Details
4	Vocabulary
5	Details
6	Vocabulary
7	Vocabulary
8	Inference
9	Details
10	Vocabulary

From the last document, Reading Comprehension III, the researcher found that the lecturer compiled 20 questions derived from two passages in multiple choice form. The detail can be seen below:

Table 4. Classification of the Items in Multiple Choice from Reading Comprehension III

No	Question Items
1	Main Idea
2	Details
3	Details
4	Details
5	Vocabulary
6	Main Idea
7	Vocabulary
8	Inference
9	Vocabulary
10	Main Idea
11	Details
12	Reference
13	Vocabulary
14	Details
15	Vocabulary
16	Details
17	Vocabulary
18	Details

19	Reference
20	Vocabulary

From the table above, the lecturers did not have specific number of questions to be set in final test. The number of items test and its classification can be various and depend on the stated passages.

a. Multiple-choice question,

It's type of question plays a dominant model from the three subjects were analyzed. By multiple choice items of the test, students have full attention to provide the alternative answers. Based on table 1, 3 and 4, the final examination items can be classified into five questions items for measuring reading comprehension subjects, those types are:

The first item of reading final examination is asking about main idea. it is asked the point message of the text that a writer delivered to the readers, the writer found 10 % of main idea's question in this test, the example of questions such as:

What is the passage mainly about?

- A. *Faint dwarf stars*
- B. *The evolutionary cycle of the Sun*
- C. *The Sun's fuel problem*
- D. *The dangers of invisible radiation*

What does the passage mainly discuss?

- A. *The history of surveys in North America*
- B. *The principles of conducting surveys*
- C. *Problems related to interpreting surveys*
- D. *The importance of polls in America*

Next item is focused on detail, this question asked about important information from the text, after analysing all question the writer found that this item is more dominant than others item, amount of this item is 46,7 %, some of these question items are:

Why are very hot stars referred to as "ghosts"?

- A. *They are short- lived.*
- B. *They are mysterious.*
- C. *They are frightening.*
- D. *They are nearly invisible.*

How is the surface temperature faint blood-red dwarfs of?

- A. 10,000
- B. 100,000
- C. 4,000
- D. 2,000

The third aspect is inference, this question asks the students to pick up on information that is indirectly given, rather than being directly stated in the passage, the number of this item is 10 % from the total of all questions. The model of these question are:

It can be inferred from the passage that one reason that sociologists may become frustrated with questionnaires is that...

- A. respondents often do not complete and return questionnaires
- B. questionnaires are often difficult to read
- C. questionnaires are expensive and difficult to distribute
- D. respondents are too eager to supplement questions with their own opinions

What does the author say is especially important about the Sun at the present time?

- A It appears yellow
- B It always remains the same
- C It has a short history
- D. It is too cold

The fourth is about reference, this is very sample question, it asks about the meanings of pronouns and demonstratives such as they, it, he, she, which, who, that, and this. The percentage of this item is 6,7 % from the total of all questions, example of these items such as:

The word "they" in line 7 refer to?

- A. North Americans
- B. news shows
- C. interviews
- D. opinions

In line 15, to which of the following does "it" refer?

- A. Yellow "hump"
- B. Day
- C. Sun
- D. hydrogen fuel

Last item is about vocabulary, The model of these questions ask about the meaning of some words, in this case the item focus on synonyms model. The number of this question is 26,7 %. In the final Academic Reading questions on the number 4, 6, 7, 10 such as:

The word "precise" in line 11 is closest in meaning to...

- A. *planned* C. *required*
B. *rational* D. *accurate*

The word "exercise" in line 13 is closest in meaning to...

- A. *consider* C. *design*
B. *utilize* D. *defend*

b. Open-ended Question

This type of question requires a clear response in the form of phrases or sentences and cannot answer by yes or no, because teacher want to know students' understanding in getting more information from the text, this question got at intensive reading comprehension final test, such as:

What is the communicative purpose of the text?

Where is the natural bridge national park located?

c. Word Matching

It is a type of test item format provides a way for students to connect a word, in this case the teacher asked the students to find the synonym of the word from the text, there five questions about it, some of them are:

From the text above, find the synonym words of:

Achieve (line 2)

Garden (line 4)

d. True False Question

The last, True False Question There are 8 questions the lecturer asked in true false model the form of this question is about detailed information, some example of these question can be seen below:

*Write: **TRUE** if a statement agrees with the information in the text.*

FALSE if a statement disagrees with the information in the text.

NOT GIVEN if there is no information given about this in the text.

The largest mass balloon ascent ever occurred at the Bristol International Balloon Fiesta.

Different kinds of events have been introduced at the festival in the recent years.

After analyzing the final exam questions from the Reading subject, then the researcher also analyzed the students' ability according to the item questions of each test item. In reading ability there are 5 types of ability that are measured, they are the ability to find main ideas, information on reading content, vocabulary, reference, and inference information. Researchers share each type of score or form of questions and then averaged their abilities, here are the data from students' ability to understand English reading:

Table 5. Students' Understanding in Intensive Reading Comprehension Item Test

No	Student	Reading Items					Rata-rata
		Main Idea	Detail	Inference	Reference	Vocabulary	
1	Student 1	100	77	50	100	60	77,4
2	Student 2	50	62	25	100	80	63,4
3	Student 3	50	46	25	100	60	56,2
4	Student 4	0	62	25	100	80	53,4
5	Student 5	50	69	50	100	40	61,8
6	Student 6	100	77	75	100	100	90,4
7	Student 7	100	92	50	100	80	84,4
8	Student 8	50	62	25	100	80	63,4
9	Student 9	100	69	50	100	100	83,8
10	Student 10	0	69	0	0	40	21,8
11	Student 11	50	62	25	100	80	63,4
12	Student 12	50	54	25	100	60	57,8
13	Student 13	50	85	0	0	60	39
14	Student 14	50	62	25	100	80	63,4
TOTAL		800	948	450	1200	1000	4398
Mean Score		57,14	67,71	32,14	85,71	71,43	62,83

Table 6. Students' Understanding in Academic Reading Item Test

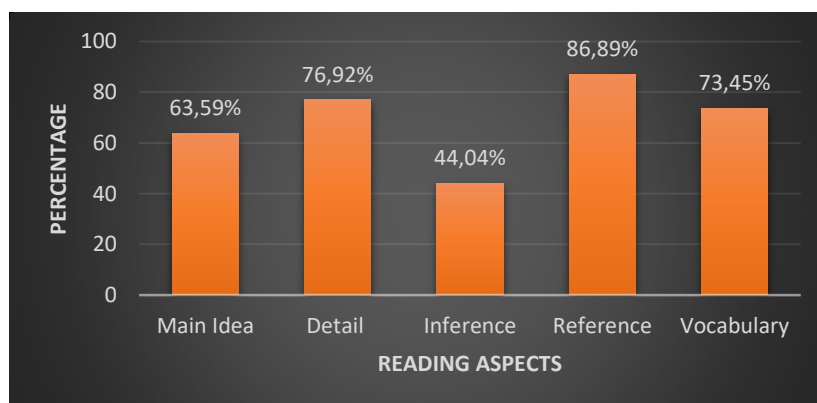
No	Student	Reading Items					Rata-rata
		Main Idea	Detail	Inference	Reference	Vocabulary	
1	Student 1	100	100	100	100	75	475
2	Student 2	100	73	0	100	75	348
3	Student 3	100	73	0	100	100	373
4	Student 4	0	73	0	100	50	223
5	Student 5	100	55	100	100	50	405

6	Student 6	0	82	0	100	100	282
7	Student 7	0	73	0	100	75	248
8	Student 8	100	82	100	100	50	432
9	Student 9	100	100	100	100	75	475
10	Student 10	100	82	100	100	75	457
11	Student 11	100	82	0	0	75	257
12	Student 12	100	100	100	100	100	500
13	Student 13	0	73	0	100	50	223
14	Student 14	0	82	0	100	50	232
TOTAL		900	1130	600	1300	1000	4,930
Mean Score		64,28	80,71	42,85	92,85	71,43	70,424

Table 7. Students' Understanding in Reading Comprehension III Item Test

No	Student	Reading Items					Rata-rata
		Main Idea	Detail	Inference	Reference	Vocabulary	
1	Student 1	67	100	100	100	86	453
2	Student 2	67	88	100	50	100	405
3	Student 3	100	100	100	100	86	486
4	Student 4	34	75	0	50	43	202
5	Student 5	100	75	100	100	86	461
6	Student 6	67	88	0	100	71	326
7	Student 7	67	63	0	100	86	316
8	Student 8	67	75	0	50	57	249
9	Student 9	67	88	100	100	71	426
10	Student 10	34	88	100	100	86	408
11	Student 11	34	75	0	50	71	230
12	Student 12	100	75	100	100	100	475
13	Student 13	100	88	100	100	85	473
14	Student 14	67	75	0	50	57	249
TOTAL		971	1153	800	1150	1085	5159
Mean Score		69,35	82,35	57,14	82,12	77,5	73,69

Based on the results of the analysis of students' reading skills from the 5 items, it can be seen that the average scores are as described in the chart below:



Reading comprehension can be defined as the ability to understand vocabulary to paraphrase and summarize information from the text (Karen, Mirriam, Melaney, & Ryland, 2015). This is an activity to reconstruct messages from written symbols into language forms, and involves many cognitive processes and combines the process of decoding and inferential activities so that the reader can truly understand the text (Kendeou, Muis, Fulton 2011).

In the teaching and learning process, lecturers must evaluate their students by carrying out tests. By highlighting this, the test items must reach the learning objectives. Therefore, lecturers need to choose the right test model to evaluate their students' abilities. Item analysis is a process, which tests students' responses to individual test items (questions) to assess the quality of the item and the overall test. Item analysis is very valuable in increasing items that will be used again in further testing, but can also be used to eliminate ambiguous items in one test administration. In addition, item analysis is very important to improve the skills of testers in developing tests, and to identify specific areas of specific content that require greater emphasis or clarity. From the data obtained, these questions represent the types of points that need to be classified, such as main ideas, vocabularies, references, inferences, and detailed information.

CONCLUSION

Reading is an important skill that has to be mastered by every student. This because the reading cannot be separated in the process of teaching and learning, it works together with other skills in language learning. It requires the combination of information from the text and the students' background knowledge to get the whole meaning from the given text.

This study used descriptive quantitative data. It described the content of this research and used simple formula to analyze students' ability in Reading Comprehension class. It applied descriptive analysis method in analyzing the collected data obtained from documentation.

The data was taken from several test documents of Reading subjects from semester II, IV and VI of English Department at Islamic Studies Faculty of Muhammadiyah Aceh University as the instrument. Those test documents from the three subjects are evaluated which are analyzed by the researcher, namely: final of intensive reading comprehension, academic reading and reading comprehension III.

From the document study of Intensive reading comprehension, the researcher found that 6 items in Multiple choice form, 11 items in open-ended form, and 5 items word

matching for vocabularies. Besides, from Academic Reading final test, the items were in multiple choice and true false form based on two passages that represented by 18 items test. From the first passage, 10 items were in multiple choice form and 8 question in true and false about detail. From the last document, Reading Comprehension III, the researcher found that the lecturer compiled 20 questions derived from two passages in multiple choice form.

Through the data gained, the test items should be set in a proper way by lecturers. The test items should cover the learning objectives. Therefore, lecturers need to choose the right test model to evaluate their students' abilities. The Item test analysis is very important to select items that will be used again in further testing, or it can also be used to eliminate ambiguous items from the test.

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THE CULTIVATION OF STUDENTS' PROBLEM-SOLVING SKILL THROUGH ASIAN PARLIAMENTARY DEBATE SYSTEM (APDS)

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Abstract

Encountering countless inevitable problems defines the importance of problem-solving skills in students' life. Hence, education should help students possess all the required life-skills including but not limited to problem-solving skills. This study aims to establish a clear conclusion on how is the teacher's strategy in cultivating students' problem-solving skills through competitive debate techniques using the Asian parliamentary debate system (APDS) in the classroom setting. A qualitative approach was conducted with descriptive qualitative design. Using an online interview as the instrument with a semi-structured format, the researcher collected the data through interviewing an English teacher in Methodist senior high school Banda Aceh, Indonesia. the data collection was conducted in three phases, (1) Pre-data collection; (2) while data collection and; (3) post data collection. Where the collected data were compiled and analyzed in three stages, (1) data condensation; (2) data display, and; (3) data verification. The result showed that the teacher's strategy was organized in three sequential order starting from pre-activity that consists of strategy in teacher preparation, while activity that pertains to the international procedures modification strategy, and post-activity regarding the teacher's strategy in doing self-reflection toward the implementation of Asian parliamentary debate system. other relevant tips were also presented.

Keywords: Asian Parliamentary System, Debate, Problem-solving.

INTRODUCTION

The recognition of the inseparable relations between students' life and the problem has raised awareness among education enthusiasts since the 20th century to devote their attention to redefining educational curricula and pedagogical theory to facilitate this complex problem-solving skill. Since then, this skill has gained much attention and many researchers and practitioners in the pedagogical field have propelled to the forefront in investigations of these problem-solving skill issues.

Recently, there has been considerable reform in the social and economic sectors that induce education to set a new expectation on its outcome as a response to industrial revolution 4.0. There is a huge reduction in the minimum required skill in industrial. According to World Economic Forum (2016) as supported by Webber-Youngman (2017),

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who outlined complex problem-solving is the first among the other 10 top competencies that remain existed in an industrial minimum skill that the education should perfectly strive to achieve as its outcome. Therefore, it is obvious that the academic institutions were forced to develop their curricula as a response to the weightiness of this skill.

Ormond (2006:111) problem solving is using existing knowledge and skills to address an unanswered question or troubling situation. the evaluation of the problem has been recognized as the most vital process of problem-solving. Therefore, problem-solving skill relies not only on the knowledge possess on a certain field but also to the critical thinking competencies to evaluate any pieces of evidence, and theoretical knowledge. It means that knowledge on the issues and critical thinking skill is significantly impactful to determine the problem-solving skill of an individual.

Therefore, the improvement of knowledge and critical thinking should be a starting point in cultivating students' problem-solving skills (Rear, 2017). This interconnecting cognitive skill is a prerequisite to building a developed problem-solving skill. Knowledge without critical thinking could cause the inability of the students to process the shreds of evidence or knowledge and vice versa, the ability of critical thinking without knowledge could potentially misdirect result or solution that is not aiming well to the desired target. Therefore in enhancing students' critical thinking, it is highly recommended to deploy a set of techniques that able to mobilize both cognitive skill in one activity.

Experts have been studying the procedural phases of problem-solving. According to Kirkley (2003), the general steps in conducting the problem-solving skill areas are as presented in the following figure.

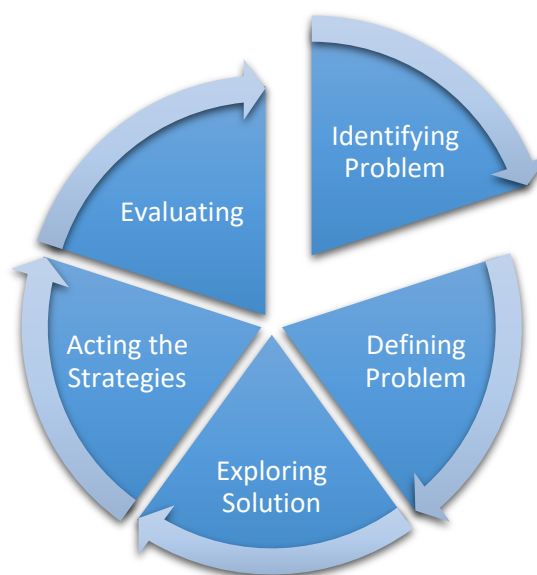


Chart 1. Procedural Steps in Problem Solving

Asides from the other four steps (exploring solution, acting the strategies, evaluating the solution) required a high critical thinking skill, let us focus on the first vital phase, identifying problems. This phase is an act of looking and being sensitive to the un perfection found on the issues discussed. However, this action required knowledge and critical thinking to assess the status quo. According to Rear (2007), diagnosing the problem requested the involvement of interested parties, factual information, expectations to the reality, and the focus on the root causes of the problems.

However, many methods, techniques or models are focusing on the ability to produce a solution that reducts all the possible failure causes directly without integrating both knowledge and critical thinking skill at once, it is because the procedural process of problem-solving is identifying the problem that according to Strohmaier & Lindstaedt (2005) requires knowledge enrichment and matter on the issues being addressed.

Problem-based learning for instances. This popular method deployed mostly in building student's critical thinking, yet problem-solving skills. However, this type of method does not accommodate students' knowledge since there is no rebuttal addressed to the solution being proposed by students. It reduces the level of curiosity of students to produce a "high-level" solution.

According to Freeley & Steinberg (2009), the debate is the closest technique that could accommodate both significant influences of individuals' success in problem-solving skills. Prior research generally confirms that debate technique has scientifically proven effective to improve the ability to think critically.

One of the debate systems in the competitive context is the Asian Parliamentary Debate System (APDS). this is one of the competitive debate system that was adopted by National School Debating Championship (NSDC), a foremost English Debate Competition in Indonesia among schoolers. According to Freeley and Steinberg (2008), the debate in APDS requires two competitive sides engaging in a bipolar clash of support for and against that proposition. Government bench is expected to persistently support the stances of the motion and the opposition bench is expected to stand contrary to the government stances.

In term of the participant, each side of the bench consist of three speakers, each speaker is given 7 minutes to deliver his/her substantive speech and to advocate comparative evaluation to the competing opponent argument. Each speaker posses different roles of fulfillment. To establish a solid team stance strategically, the first speaker of government provides background, stance, and goal of the motion, while the first speaker of

opposition provides negation and rebuttals as well as counter stances to the entire government case. The second speakers in both positions are expected to convey the extension or other argument to support the case, provide evidence and further analysis on the argumentation as well as rebut the opponent by extending another analysis and evidence. Lastly, the third speakers in both side are demanded to provide clash-point and further analysis on their team case, moreover it is the third speaker obligation to tackle all the opponent argument.

Adjudicators ideally judge the debate in three aspects, (1) Content, (2) Style and, (3) Strategy. Content is a logical argumentation conveyed by the speaker asides from their rhetoric, it is assessed based on the strength of the logic, argument relevancy, evidence, and the depth of analysis, as well as the sharp of the rebuttal delivered to destroy the opponent case stance. Style is a method of delivering the argumentation such as how the speaker controls their body language, volume, eye contact, and varietal expression that could ameliorate the substantive speech delivered. While strategy is a trick in dominating the debate such as time management, attack, and defense strategical that structure of delivery.

Prior research substantiates the belief that there is an inseparable cognitive skill, critical thinking, and knowledge enrichment that vitally accommodated by debate techniques in the English language teaching field.

Ramlan., Kassim., Pakirisami., and Selvakumar (2016); Arung (2016); Hall (2011) and Wahyuni., Qamariah., Gani., Yusuf., Syahputra (2019) purported that the implementation of debate in the classroom has contributed positively to the development of students' critical thinking skill as well as their self-confidence which at the results their active involvement in the debate itself. Moreover, the study has proven that the impact of the debate techniques has enriched the impact by also contributing to the students' knowledge enrichment. The result of this research is likely in line with the demand for problem-solving skills that required not only to think critically but also to enrich the knowledge of students.

Despite those significant influences of the debate techniques in cultivation students' problem-solving skills, the gap encountered in the implementation is the inequality of teacher's ability to create a successful strategy on debate because this unique skill requires creative and innovative strategy on its implementation in the classroom setting. Consequently, many teachers unable to integrate the curriculum demand and the elevation of this problem-solving skill. According to Syahputra (2019), the lack of suggested methods and techniques in promoting students' problem-solving skills is a tangible challenge for educators. Therefore, many potential teaching techniques need to be developed.

Moreover, the inequality of teacher's qualifications and expertise distribution on a district left dilemma to other struggling schools to increase their students' problem-solving skills. This is in line with the issues highlighted by Iqhrallah & Zuelda (2019) that only some schools are good in a competitive debate is proof that there is a lack of distribution of competitive debate proliferation in Aceh, a province in Indonesia.

Coping with the mentioned gap, a model of idealized strategy on the implementation of APDS in Aceh needs to be investigated and shared with the public to imitate or adapt based on their own need to increase their students' attainment, especially in problem-solving skill. One of the considered-successful schools in implementing this APDS in a classroom setting is Methodist Senior High School in Banda Aceh province, Indonesia.

Syahputra., Usman, & Daud (2018) have documented that Methodist Senior High School was listed in a successful school list is because of the students' adamant attainment in much competitive debate conducted either by government or private institution. Methodist Senior High School Banda Aceh has been dominantly topped the adjudicator tabulation as the champion in a timeframe since 2014.

Besides, According to the preliminary study conducted at Methodist Senior High School Banda Aceh, the teachers agreed that most of the students possess average to above-average critical thinking and problem-solving level, it was concluded through the students' answer to the questions that required HOTS (Higher Order Thinking Skill) that can be proud of. HOTS is a set of cognitive skills in the level of analyzing, evaluating, and creating which required the possession of critical thinking and problem-solving skills to answer.

In conclusion, the cruciality of problem-solving skill, and the gap in the use of other techniques to cultivate students' problem-solving skill, the imperfect strive of struggling schools in elevating students' problem solving, and a successful of Methodist Senior High Schools in utilizing APDS to accomodating students' problem-solving skill were perfect reasons to conduct an investigation that aimed to establish a clear conclusion on how is the teacher's strategy in cultivating students' problem-solving skill through the competitive debate techniques using APDS in the classroom setting under title *In-Class Debates: the Cultivation of Students' Problem-Solving Skill Through APDS*. However, this study addresses its focus on the teacher's strategy is because they are the protagonist that establish a meaningful APDS implementation in the classroom context.

RESEARCH METHOD

The research methodology was administered in this study was a qualitative approach with the descriptive qualitative design, the result of this study were presented in the form of transcription.

The research location was in Methodist Senior High School where it is located at Jl. Pocut Baren. No. 3, Kampung Mulia, Kuta Alam, Banda Aceh, Indonesia. While the subject of the research was an English teacher that has owned more than ten years of teaching experience as a protagonist in this APDS implementation. They were interviewed online, therefore, the online interview guide administered as the instrument with a semi-structured format. The interview comprised of four questions that were intensionally designed to investigate the teacher's strategy in implementing APDS as their effort to cultivate students' problem-solving skill. The questions are divided into three sections, (1) pre-activity, (2), while-activity and, (3) post activity. The questions designed were Preparation (pre-activity), Implementation (while-activity), evaluating students (while-activity), teacher's reflection (post-activity). Also, and the secondary data were collected through document analysis.

In data analysis, the research relayed to the three parallel stages proposed by Miles, Huberman & Saldane (2004), there are, data condensation, data display, and conclusions and verification. Each procedural phase was followed by sequentially to establish a worthwhile conclusion.

The first stage is data condensation. In this phase, the data were categorized and filtered into designated parts based on the demand of the research. While the second stage is data display, in this part the data were collectively transformed into brief transcription, charts, diagrams or any other potential tool to display the data gained. The last stage is verification. In this final stage, the qualitative analysis was conducting involving reviewing back to analyze the displayed data to result in a conclusion and interpretation for the research to implicate. This final step was aimed to find the answer to the research question that has been mentioned in the aim of the research.

RESULT AND DISCUSSION

Results

After conducting the interview, the researcher highlighted some answers from the teacher that is directly responding to the prepared questions. However, the researchers were not rejective to the other coherent response that could enrich the insight and any reliable information discovered during the interview. The questions addressed to the interviewee

were about Preparation (pre-activity), Implementation (while-activity), teacher's function (while activity), evaluating students (while-activity), teacher's reflection (post-activity).

1. What is the teacher's preparation before conducting the teaching and learning process in APDS?

The teacher addressed a rejoinder that the preparation he made was started from preparing a motion to be discussed in the classroom, reading relevant matter, and brainstorming the potential argument of the students and evaluate the predicted arguments before entering the class. He claimed that debate is hard since it talks in a multidisciplinary case, so he needs a proper preparation on the matter of matter or content.

"the very first step I conduct is preparing the motion, this is probably the easiest phase to take, since you can find many updated motion in the internet, you may go to hellomotion.com there are thousands of motions you can find. But, be careful in selecting them. Sometimes the motion list is too hard for them or even for me myself"

The researcher asked the alternative solution if the students-standard difficulty motion was not found during that preparation on the mentioned website. The teachers respond, as follows.

"... I know their knowledge capacity so it is easy for me to decide what was hard and what was easy for them. Most of the time, they like to discuss a current topic, for example, what is in today's hot news, COVID-19 for instances. It is more challenging yet familiar for them to talk about. If there is no such recent case, talking about education is the easiest one"

Then the teacher extended his explanation on the reading relevant matter and gathering coherent evidence.

"after finding the proper motion, as a teacher we need to equip ourselves with the knowledge on the issues being discussed because we are the one who will judge their argument, so we need to know what they (students) have known for us to check whether the evidence and motion analysis was inherently right or not, sometimes they could create fake evidence, we need to read before the debate"

The teacher continued his explanation on the next stage of preparation such as brainstorming or doing a self-case building projecting the potential students' argumentation during the upcoming debate.

"I never skip this phase, the step where I will contemplate for a while thinking about what my students probably will convey in their substantive speech. We (the teacher) need to assess the potential arguments on both sides (government and opposition). It eases us (teacher) to evaluate their content and their level of expertise in delivering the matter"

The researcher clarifies further on how the teacher doing this self-case building, and the teacher response as follows.

"...it is easy, we need to predict the common argument of people when they were faced with that kind of motion. This prediction is not necessarily deep, having the big picture of the argument in both sides is enough for a start to judge their probably deeper analysis"

Later the teacher advances his explanation on the evaluation of the predicted argumentation in both sides (government and opposition). This evaluation is conducted to smooth the process of adjudication in case the predicted argumentation conveyed by the speakers.

"ok, once you have the prediction, then, evaluate them with your own assessment. This is actually a preventive action, just in case they brought the identical argument and explanation to the predicted one. Once we have this prior evaluation, it will ease us to run the teaching and learning process using that Asian parliamentary system"

2. How is the implementation of the Asian parliamentary debate system in your class?

The teacher responded to this question by stating the procedural stages sequentially. He stated that the implementation of APDS is pretty much alike to the international standard. But, he admitted that he has created some adjustments to the technique based on the level of the students assigned.

"The implementation is pretty much alike to the international standard ... do not blindly follow the international guide, that is for competitive debate, it is in the classroom, it is different in terms of difficulty, and students' ability. Need many adjustments in some parts"

He started the class by appointing the students who should participate in the debate as well as launching the motion a week before. But to maintain its challenges, the teacher keeps the position of each time a secret and the position will be announced 30 minutes before the debate started.

"as I told you, students' self-efficacy is important, the feeling that they are competent enough in debate. Thus, we cannot directly teaming them up and launch the motion right before case-building. It destroys their self-confidence as well. I team them up a week before the debate started, and I also announce the motion afterward. But they will not know their position (government or opposition) before the class"

In terms of time constrain, the teachers briefly stated as follows.

"The time is impossible to fulfill if we are following the time allocation in the international guideline (7 minutes each speaker) so, I decreased the time allocated to each speaker, they got 3 minutes to accomplish all the substantive speech in each turn. But this is for beginner, if their (participant) level

of expertise is somehow higher than I allocated 5 minutes for each speaker to convey their substantive speech. They must have tons of ideas to deliver right?"

The teacher enrolled his explanation on the students who are non-employed debater. According to the teacher's response, the rest of the students who were not assigned to be the debater at the moment has a special duty to be the trainee-adjudicator whom his/her judgment would be requested with complete reasoning behind that decision but do not possess direct significant impact to the speakers' score or adjudicator judgment.

"the rest of the students sit with me to judge. Their judgment and reasoning behind that decision will be taken as a must. But somehow his/her judgment would not affect anything to the debaters' score. This participant is important to ensure they gain benefit from each meeting"

The teacher stated that two students were appointed to be the moderator and timekeeper. Both moderators and timekeepers were requested to write a summary of the argument of both sides. He claimed that it could help both moderator and timekeepers to fully pay attention to the whole debate content. And the teacher must assess that summary at the end of the debate.

"moderator and timekeeper are two of my students. But they are not just sitting there, their function is beyond being a moderator and timekeeper. They need to conclude the debate on both side, write them in a piece of paper and I will evaluate those conclusions at the end of the session"

Lastly, providing rewards is highly recommended based on the teacher's response, he stated that rewards could increase students' self-competitiveness to win the debate. This is significantly impactful to the quality of their arguments and rebuttals.

"Sometimes, they are very lazy to provide such qualified argument, but when I announced them that the winning team possesses rewards, they compete warmheartedly. Thus, could result in a deeper analysis and, qualified argument and strong rebuttal"

The researcher dug more on the type of rewards given by the teacher to the students after winning a debate in the classroom. The teacher response as follow.

"the rewards not necessarily expensive, this activity is not fully funded by the school then I create such creative solution on that rewards, sometimes I gave them a certificate, sometimes a pen, a pencil, or even a candy for each speaker in winning team."

3. How is the evaluation conducted towards students debate?

The researcher questioned on how the teacher gave the evaluation to each debater, trainee adjudicator, and the conclusion that generated by moderator and timekeeper, the teacher response as follows.

"I always treat this teaching and learning process like a real tournament, so I assess them like a real adjudicator. I assess debater, adjudicator (trainee), and the moderator as well as moderator the same. I divided my feedback into three categories. First is general feedback, personal feedback, decision and reason behind that decision"

The researcher clarified each meaning of those three categories, and the teacher explain them one by one.

"general feedback is what they (both teams) need to deliver in his or her substantive speech, what they need to assess as adjudicator (for trainee), and what they need to regard on the conclusion (for moderator and timekeeper)".

He continued his explanation of personal feedback.

"then, in-person feedback, I evaluate their arguments (for debater), judgment (for the adjudicator) and conclusion that created by moderator and timekeeper based on what is the strength of their point, and what should be improved on their point. A reward could motivate them to participate especially for debaters."

4. How is does the teacher reflect the whole process of activity?

The teacher responses to the question of self-reflection in three ways. Firstly he stated that he evaluated the student's score at the end of the class. Secondly, he offered a survey investigating students satisfaction to the classroom activity, and lastly he asked random students about his/her testimonial to support the validity of the survey given.

"reflection must be done from the students' score if their score at the end of the session increased means that the teaching and learning process is generally satisfied in the eyes of curriculum, while then I distribute an online survey that I have set in the google form. Sometimes I wonder about the validity of the survey then I personally approach some of them and ask about their testimonial on the debate process".

Discussion.

Through the interview, the teacher's strategy while implementing the APDS is divided into three categories, (1) Pre-Activity, (2) While-activity, and (3) post activity. Each of the stages will be discussed in detail.

a. Pre-activity.

In this stage of activity there are at least four activities that a teacher needs to conduct, this preparation is a determining step in APDS implementation. As a teacher, mastering the motion and technicalities is a must. Debate topic (motion) sometimes out of the teacher expertise. Some debate motion is about economic, social culture, philosophy, international relationship, politics, and any other subject matter that required problem-

solving skill. Thus, the teacher himself needs to do proper preparation before conducting a debate that uses APDS. While the pre-activity could be analyzed through this chart

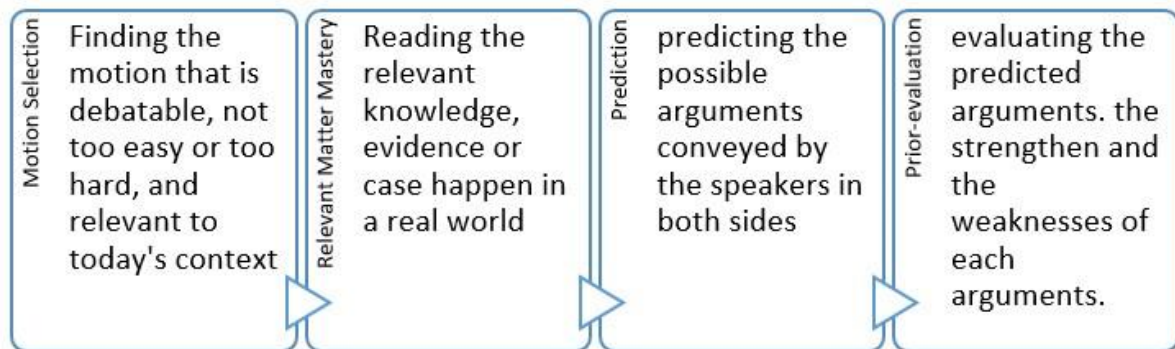


Chart 2. Pre-activity stages in teaching problem solving through debate in APDS.

The first stage in the pre-activity task is motion selection. The motion should be carefully opted based on the students' level of debating expertise. Novice debater should be given a simplistic motion, severely arduous motion could destroy their self-confidence and reduce their self-efficacy. Vice versa, the motion with an unduly easy level for the students with intermediate skill could make the debate less challenging that the results of boredom and stagnant critical thinking and problem-solving skill development.

Therefore, finding the appropriate motion to be debated in the classroom should assure the compatibility of the motion to students expertise in the debate. Thus, it is important to diagnosed students level of expertise in debate before designing a fundamental prerequisite of debate in APDS concerning the effectivity of the teaching and learning process

While the second stage is reading the relevant material. This action of reading aims to teachers preparation to giving oral feedback after the debate ends. However, this enriching the teacher's knowledge of evidence, facts, cases, and analysis is stipulated to assure the best input extended to the students so their performance is revisable.

Reading the relevant material does help to enrich the students' knowledge and to deeper their analysis on a particular case. Without reading, the debate seems like a formality assessment where the teacher inherently evaluate their speaking or critical thinking. Since, this is a teaching and learning process, qualified input or feedback is the most crucial aspect throughout the whole debate process.

The third stage is the prediction. The teacher needs to predict the argument and analysis that potentially uttered by the debater. This prediction phase is to ease the teacher in giving verbal adjudicators at the end of the debate. In prediction there three fundamental factors that determine the quality of the prediction encountered during this pre-activity,

they are (1) the hardship of the matter, (2) students' debate expertise, (3) sufficient knowledge on the matter. These three factors associates with critical thinking and problem-solving skills.

Fourth stage is prior-evaluation. This stage requires the teacher to evaluate their prediction to the students' arguments. Evaluation of the predicted argumentation is functioned not only as the action of easing the debate in APDS but also to assure that the quality of the feedback is maintained despite in a very short time.

Besides, the time constrain is the key reason why prediction and evaluation toward predicted argument are that crucial to be made before the debate, as a teacher diagnosing possible misconceptions and ensuring quality learning outcome are the challenges in APDS. Since only six students were able to be assigned in one session, while a session of debate could consume more than 60 minutes while the feedback could end in more than 30 minutes. In total, a process of teaching and learning using debate techniques could holistically consume 120 minutes, besides curriculum only provided 90 minutes of teaching and learning process in a meeting. That is why by providing prediction to the students' argumentation could significantly retrench time allocated to a meeting.

b. While-activity.

During the debate activity, most of the stage reflects the international standard of the APDS. however, it requires some adaptation and amendment in many parts of the debate procedure due to various obstacles, (1) time limit, (2) number of students, (3) students' debate expertise. All those three factors insisted the teacher do necessary modifications. The while-activity is concluded in the following table.

Table 1. The amendment of the international debate procedure to the classroom context

No	Activity	International Standard	Modification
1.	Match Up	Teams and position were appointed randomly.	Teams and position were appointed purposively based on the level of students' debate expertise.
2.	Motion Launch	The motion were launched right before the time for case building starts.	The motion has been launched a week before the debate starts.

3.	Debate	The speakers alternately convey their substantive speech 7 minutes.	The speakers alternately convey their substantive speech 3 minutes for novice and 5 minutes for intermediate students.
4.	Verbal Adjudication	The debaters were given verbal adjudication by the adjudicator after the debate.	The verbal adjudication were given not only to the debaters but also to the other students who position as trainee and moderator as well as timekeeper.
5.	Adjudicator	The adjudicator is consisted of a chair and panels sometime trainee that mostly no more than 10 people.	All the audiences are regarded as the trainee while the teacher himself acted as the chair. There is no panels existed.
6.	Moderator and timekeeper	Moderator main responsibility is to maintaince the whole process run as rules and guideline, while timekeeper is responsible to the time management of the speakers.	Besides having those responsibility moderator and timekeeper are also expected to create a written conclusion on what has been delivered by both teams.

Additionally, the function of rewards to the debater is to motivate students to take part in the upcoming debate round. the rewards reflect the teacher's appreciation toward the contribution of the students in the debate therefore it is not necessarily expensive as long as the rewards as a symbol of appreciation, then it is acceptable.

c. Post-activity.

In post activity, the implementation of this technique should be assisted with variously immediate evaluation approaches that question what is the strength and weaknesses of the implementation in the eyes of students. The self-reflection system is a form of recalling poor techniques implementation to assure its development in the upcoming evaluation.

This post-activity shows that the errors and less-effective strategies' utilization that associated with either human or non-human error is invariably inevitable. It is because the strategy implemented is somehow interconnected with various external factors, such as the individual mood of the students, classroom comfortability, and many other unticked checklists of the possible factors of the ineffective usage of the strategies. Therefore, self-reflection is a must during the implementation of APDS to elevate students' problem-solving skill.

Related to the self-reflection of the implementation of APDS, there are three inseparable stages as displayed in the following chart.

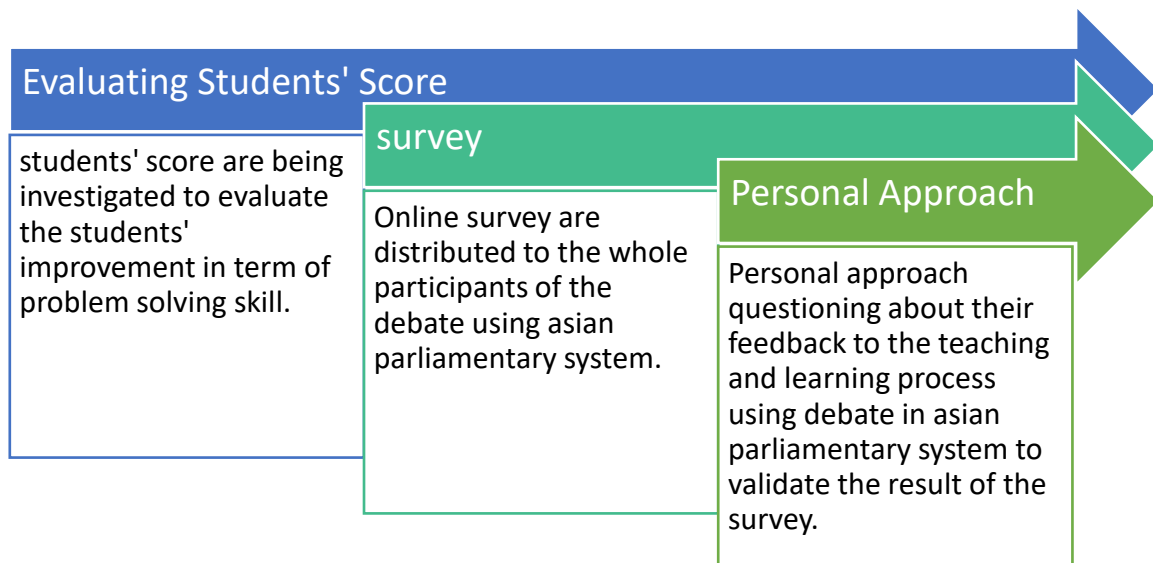


Chart 3. Self-reflection strategies.

The process of self-reflection should be started from (1) evaluating students' scores, (2) conducting a survey, and, (3) personal approach. Evaluating students' scores is aimed to observe the students' development of their problem-solving skill. While conducting a survey is purposed to collect all the students' response toward the debate process. The result of the survey could indicate the students' satisfaction. Lastly, a personal approach to randomized students is conducted to reevaluate the result of the survey. and all the post-activity processes should be done sequentially.

CONCLUSION

This study investigated teacher's strategy in implementing APDS in the classroom context as an action to cultivate students problem solving skill. the teacher's strategy in APDS implementation was categorized into three sections, (1) pre-activity, (2) while-activity, and, (3) post-activity.

Pre-activity required to teachers to prepare themselves before a direct involvement in the process. There are four steps that the teacher conducted, they are; (a) Motion Selection, (b) Relevant Matter Mastery, (c) Prediction and, (d) Prior evaluation. Meanwhile in the while-activity there are some amendments in particular stages of common implementation Asian parliamentary debate system in a competitive context. They are; (a) math-up time, (b) motion launch time, (c) substantive speech time, (d) verbal adjudication target, (e)

adjudicator number, (f) moderator and timekeeper role. Lastly, in the post-activity the teachers conducted self-reflection toward the implementation of Asian parliamentary debate system in the classroom. The procedural stage of the self-reflection are; (1) evaluating students' score, (2) distributing survey, (3) conducting personal approach.

To enrich the understanding of the field, the other researchers were suggested to investigate deeper on the teacher's strategy in the implementation of Asian parliamentary debate system in the classroom context to a wider sample and population to gain greater benefit. Moreover, the area of competitive debate transfer to classroom context activity on other systems is still lacking.

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THE IMPACTS OF GRAMMATICAL COMPETENCE TOWARDS STUDENTS' SPEAKING PROFICIENCY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

This investigation is conducted standing on the gap that there are students of English who are good in speaking the target language but do not master the grammar well, and there are also found students who have adequate grammatical awareness but cannot express themselves orally. This study aims at identifying common grammatical errors occur while students are speaking and how students' grammar ability influences their speaking performance. This study was conducted in a Basic Speaking Class of First Year English Department Students of UIN Ar-Raniry. The Students' grammatical mastery was tested as well as examining their speaking proficiency in order to discover the impact that the grammar has over the speaking. Two teachers of speaking were also interviewed in order to verify a number of supportive information. The result of the study showed that "subject-verb agreement" (SVA) was the most frequent grammatical error occurred in students' speaking practice. It was also admitted that grammatical issue has not a big deal in determining students' ability to speak English.

Keywords: Grammatical Error, Influence And Speaking Performance

INTRODUCTION

The way people talk affects others' opinions about the speakers (Slutsky & Aun: 2008). The attitude of a person could be examined through exploring the manner of his/her speaking. Not only adults could judge children's opinion by watching their way of talking, but also youngsters could make an assumption of adults' view by listening of what they talk about. Students for example, will not always trust and obey to their teachers' advices; it depends greatly on the teachers' ability to persuade the students. A company also should be able to create good attitude of speaking in order to attract their clients' interest. Thus, speaking ability has a huge impact in the sustainability of people's lives.

There are a number of consideration needs controlling to facilitate an adequate speaking ability. One of it is grammatical mastery. An English student would not be able to construct a sentence if he does not understand the grammar of English. Even if he has a great amount of vocabulary mastery, the student would not know the direction of using those words into meaningful language unless he is familiar with the grammar. However, it

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is found that there are a number of people who could speak English fluently and meaningfully but they do not exactly understand the grammar. On the other hand, there are also a number of people who are well-dressed at grammar mastery but they do not speak English smoothly. Based on this gap, the writer therefore is interested in investigating the contribution of grammar mastery toward students' speaking ability. This study aims to meet below research questions:

1. How does grammatical mastery influence students' speaking proficiency?
2. What are common grammatical errors found in students' speaking practice?
3. What are other related problems that the students face whilst speaking?

Students of English Department of State Institute of Islamic Studies (UIN) Ar-Raniry Banda Aceh are obliged to enroll in both Speaking and Grammar class of English. They have to pass these courses as well as a number of other obligatory subjects in order to graduate from the department. Even first year students are enrolled in both classes. This shows that grammar and speaking ability take a big part in facilitating students to be proficient in English. Nevertheless, how both courses interact each other becomes a question. Therefore, this study will be conducted in a Basic Speaking Class of First Year English Students of UIN Ar-Raniry. The Students' grammatical mastery will be tested as well as examining their speaking proficiency in order to discover the impact that the grammar has over the speaking.

The Concept of Speaking Ability

Speaking is not just simply producing sound of words. According to Harmer (2007), a fluent English speaker has to be able to correctly pronounce the phonemes, use the appropriate word stress and intonation, and speak in connected speech. More than that, he added, the capability of speaking is also measured through the ability to speak in a range of various genres and situations.

There are a number of factors that influence students' ability in speaking; one of them is grammatical competence. As suggested by Hervina (n.d.) that students tend to produce grammar errors whilst speaking a certain language. Saville - Troike (2006) also believed that even the most intelligent adult native speaker of English could not master all potential aspects of the language. So, it is unrealistic to expect an English student to produce the target language without errors.

A research by Ting, Mahidir and Chang (2010) found two fundamental grammar errors occurred in the students' speaking performance: affirmative sentence structures were often used to ask questions and base form of verb frequently replaced the past tense form. Arnold

as cited in Aries, Apriliaswati and Wardah (n.d.) suggests more practices in vocabulary and sentence structure would help students solve their communicative problems. Thus, the teacher of English should not deny grammar errors produced in students' speaking performance otherwise their conversational skills would not improve.

Grammatical Competence

The ability of someone to construct sentences is always essential in both oral and written communication. Soraya (2012) proposed that the expertise of a target language could be achieved through adequate grammatical competence. Similarly to speaking performance, a number of factors may affect someone's grammatical awareness in many ways. Different languages are expressed and structured in different way (Saville - Troike (2006). Subject and predicate are terms of a sentence in all languages, but how they are constructed may vary across languages. This fact probably is the central reason why students face difficulties in constructing sentences of a foreign language. In fact, the structure of their mother tongue and the language being learned is different. Teachers of English, therefore, are challenged to well facilitate their students in order to minimize the errors produced while practicing the target language.

RESEARCH METHOD

Research Design

Both quantitative and qualitative data are mixed to meet the research questions designed for this research (Nagy, S.: 2010). The numeric data gained from testing students' grammatical and speaking proficiency are shown in tables. The results of interviewing teachers of speaking are demonstrated in words. Finding out the correlation between grammatical awareness and speaking proficiency, this research is designed as correlative study. "The main purpose of a correlational study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used make predictions to a population" (Simon, M. K., & Goes, J.: 2011). This type of research design works by comparing two variables in order to find the relationship between them (Arikunto, 2006).

This study is planned to meet its aims through testing participants as well as interviewing several teachers of speaking subject. The tests include both speaking and grammar test, and the interview aims at addressing several essential questions to the teachers regarding the subject of this investigation. For more details, below are brief elaborations on how the research will be accomplished.

Participants

This research will be conducted at English Department of UIN Ar-Raniry Banda Aceh. The first year students who are enrolled in “basic speaking” class were the participants of this study. There are 34 students in the classroom; ranging from 18 to 20 years old of age. Two teachers of English who have taught speaking subject for more than two years were also interviewed to confirm a number of issues of this study.

Data Collection and Analysis

The instruments used in collecting the data were test (both speaking and grammar test) and interview. The students were firstly assigned to speak about certain topics for two to three minutes in English. This activity was recorded in order to ease the process of data analysis. After that the grammar test was also conducted to evaluate whether the students’ performance in speaking is being affected by their grammatical mastery. Furthermore, a number of issues regarding this study were confirmed to experienced speaking teachers. It is essential to identify common obstacles happened in speaking classroom, whether students’ grammatical awareness has a big deal in developing their speaking performances, and how the teachers maintain problems during their teaching speaking. Thus, two teachers who have taught speaking for several years were interviewed to address those questions. By interviewing the teachers, it is hoped that they could freely express their personal views, perception and interpretation (Bhamani, n.d.) about problems in speaking and grammatical competence. Hence, those are amongst the essential data needed to support this study. Obtaining the data in hand, the researcher afterward analyzes the data and draws conclusions.

The collected data is going to be presented, analyzed, described and interpreted. The raw data will firstly be displayed using tables according to the categories. Then, the process of analyzing the data is run by describing prominent information demonstrated in tables. Finally, the data is interpreted in accordance with the research questions and the research aims which are drawn at the beginning of the study.

RESULT AND DISCUSSION

Result

A grammar test was carried out in order to measure students’ understanding about grammar. There were only two aspects of grammar included in the test: subject verb agreement (SVA) and gerund and infinitive (GI). Twenty questions were assigned in the test, with 13 questions for SVA and 7 questions for GI. It is designed that way because SVA was

considered as the most frequent errors in students' speaking activities. Below are the results of the test.

Table 1. The Results of Grammar Test

No.	Name	Number of Errors		Total Errors	Scores
		SVA	GI		
1.	Putroe Balqis	9	6	15	25
2.	Rizki Rahmayanti	8	5	13	35
3.	Nurul Iman	10	6	16	20
4.	Intan Juwita	9	2	11	45
5.	Rianda Juffa Khalya	9	4	13	35
6.	Marlinda Ulfi	10	2	12	40
7.	Rizka Ramadhan	9	4	13	35
8.	Agha Zhafir Mubarak	7	2	9	55
9.	Jauharsyah	3	1	4	80
10.	Diah Aprilisia	7	5	12	40
11.	M. Anggrian Farhan	8	2	10	50
12.	Nanda Aulia	8	3	11	45
13.	Khairil Maburur	8	3	11	45
14.	Ulul Azmi	5	3	8	60
15.	Hasanatul Maulida	7	1	8	60
16.	Nabila Atika Anwar	5	1	6	70
17.	Dara Nisrina	7	3	10	50
18.	M. Aiyuhal Saputra	7	2	9	55
19.	Wanda Nuzul Ilmi	7	3	10	50
20.	Rizkia Maudina	12	4	16	20
21.	Alya Maulida	8	2	10	50
22.	Arjuna	10	2	12	40
23.	Shahnaz Alisa Erian	5	1	6	70
24.	Failasufa Azka	5	0	5	75
25.	Alsya Putri Aufari	3	1	4	80
26.	Miftahul Jannah	8	5	13	35
27.	Afrasyaru Jolen Lestari	7	5	12	40
28.	Dita Aldila Aqsa	6	2	8	60
29.	Rauzatul Munawwarah	7	6	13	35
30.	M. Fauzan Azmi	5	0	5	75
31.	Rafiqa Khaira	1	3	4	80
32.	Putri Safira Mustaqima	4	5	9	55
33.	Ratri Wulandari	3	1	4	80

Out of 33 students, the table shows that there were only four of them (12%) can be categorized to have good grammatical awareness. 55% of the students have worst ability in grammar; they got the score of 50 and below. While the rest 33% stay on the medium level of grammatical fluency. This fact implies more than half of the students are unaware of grammar, which in turn describe the poorness of grammatical mastery exists among English Department Students itself.

After being tested for their grammatical awareness, the students were also measured their speaking proficiency by allocating them to speak for about five minutes with a given topic. They were given time to prepare in order to allow them generate ideas and minimize errors whilst speaking. Below are the results of the speaking test.

Table 2. The Result of Speaking Test

No.	Name	Scores
1.	Putroe Balqis	80
2.	Rizki Rahmayanti	75
3.	Nurul Iman	70
4.	Intan Juwita	75
5.	Rianda Juffa Khalya	75
6.	Marlinda Ulfi	70
7.	Rizka Ramadhan	70
8.	Agha Zhafir Mubarak	75
9.	Jauharsyah	70
10.	Diah Aprilisia	70
11.	M. Anggrian Farhan	70
12.	Nanda Auliya	75
13.	Khairil Mabror	70
14.	Ulul Azmi	70
15.	Hasanatul Maulida	75
16.	Nabila Atika Anwar	70
17.	Dara Nisrina	70
18.	M. Aiyuhal Saputra	70
19.	Wanda Nuzul Ilmi	70
20.	Rizkia Maudina	70
21.	Alya Maulida	75
22.	Arjuna	75
23.	Shahnaz Alisya Erian	80
24.	Failasufa Azka	75
25.	Elsya Putri Aufari	70
26.	Miftahul Jannah	70
27.	Afrasyaru Jolen Lestari	70
28.	Dita Aldila Aqsa	70
29.	Rauzatul Munawwarah	75
30.	M. Fauzan Azmi Arzaki	75
31.	Rafiqa Khaira	70
32.	Putri Safira Mustaqima	75
33.	Ratri Wulandari	70

The prominent score appears in the table above is 70, which is the lowest indeed. 58% of the students got this fewest score. 36% of them gained the middle position of 75, and the rest 6% reached the best score of 80. Being at the top score, the students spoke fluent English with a few grammatical errors, which do not interfere the meaning of the sentences

spoken. Those who are at the middle level spoke English with more grammatical errors and difficulties in making good sentences. Paying attention to the lowest level students, I needed to listen carefully to what they were saying because grammatical errors and a number of pauses often appeared during their talk. Nevertheless, the sentences that they spoke are still understandable.

If we look at both tables, it is revealed that the highest score of both tests is 80. Out of thirty three students, only four of them got 80 in grammar test and two students in speaking test. It is surprising that one of the students who got top score in speaking but perform unwell in grammar test, with only five correct answers out of twenty questions given. The average score of the grammar test is 51, while the speaking score gain an average of 72. This fact confirms that the students' speaking proficiency is above their grammatical competence.

After conducting grammar and speaking test, interviews with two experienced teachers of speaking were also held to facilitate a number of issues needed. Below are the results of the interviews.

Table 3. The Results of the Interview

No.	Questions	Responses	
		Teacher A	Teacher B
1.	How long have you been teaching speaking?	2 years	9 years
2.	What are problems that you often face whilst teaching speaking?	Lack of motivation to speak, and difficult to generate ideas	I found active and passive students
3.	What are common grammatical errors produced by your students?	SVA: 's' ending is the most	SVA, Word Order
4.	What do you think of the impacts of students' grammatical competences towards their speaking ability?	Not necessarily understanding the whole grammar to be able to speak English. But if you want to speak English well, you need to understand the grammar well. Yes, grammar is an important element for students to be able to speak.	Those who do not master grammatical aspects well will not be able to be good speakers of English. Daily casual conversation does not expect 100% grammatically correct. But, the basic knowledge of grammar should be mastered.
5.	How do you manage to reduce the occurrences of grammatical errors in students' speaking practice?	Time to prepare, medias (pictures), teaching grammar after students' speaking practice session	Give feedbacks after students' speaking session.

Even though the teachers have different length of experience in teaching speaking subject, both confirmed that they are professional qualified teachers of speaking. They have gone through teaching various types of students at different levels of diverse universities in Banda Aceh. Being asked the frequent problems that they often faced during teaching speaking, they came up with different issues; one of the teachers mentioned about lack of motivation and the struggles of students in generating ideas, whilst the other teacher stated about finding active and passive students in class. It is important to notice that none of the teachers verified about grammatical issue as a matter in students' speaking practice. Then, in reply to question number four, both validated that it is possible for students to speak English without knowing much about grammar, especially in daily casual conversation. Although they could not neglect the essentials of grammar in students' speaking, they seemed to believe that grammar could not be treated as a big issue in addressing students to speak English well. They raised the internal factors, such as motivation, difficulties in generating ideas and there are active and passive students, as bigger issues to be tackled whilst practicing students to speak.

Responding to question number three about common grammatical errors transpired during speaking practice, the teachers confirmed that SVA is the most frequent errors produced by students whilst speaking. This fact is not surprising, yet remained as the major problem of grammar found in either speaking or writing products of students. One of the teachers though mentioned "word order" as another familiar error, but SVA is as the top of it.

Discussion

O'Grady (2010) assumed, "learners, instead of thinking solely in terms of formal rules of how to generate sentences could be instructed to think in terms of the realizations of target states which satisfy communicative needs" (p. 207). This statement renders us as English teachers to realize that making students be able to satisfy in communication, or making them learn to mean the language is more critical than instructing them the rules of constructing sentences. O'Grady mentioned about "target states" which he means as the destination circumstances that one desires to achieve at the end of uttering sentences. It can also be defined as what one wishes his/her listener to understand after listening to him/her. Thus, English teachers should move from demanding students to create correct grammatical sentences to making them produce correct yet meaningful sentences.

Harmer (2007) similarly added that grammar can be taught in many different ways, one of them is by correcting students' grammatical errors presenting unexpectedly during other lessons. For example, when students are speaking, then they make grammar mistakes, and the teachers should correct the mistakes and teach about the correct grammar rules of them.

Ting, Mahadhir and Chang (2010) found that SVA was one of common grammatical errors produced by students of university level in speaking English. Fadhilla (2013) similarly encountered that SVA as the highest percentage of grammatical errors made by students of English Department of Muhammadiyah University of Surakarta. These facts support the data gained through this study that SVA is the most frequent grammatical errors arisen in the students' speaking English. In consequence, English teachers should be aware of this fact and find a solution on how to reduce the number of errors made by students in speaking practice.

Another issue arisen here is that it is essential for students to balance their capacity either in speaking or in understanding grammar. The result of the study revealed that the majority of the students are better at speaking than understanding grammar. In fact, they were exposed to both speaking and grammar subjects equally intensive as they are English Department students. They have two credit hours per week for each subject every semester. Thus, to be able to speak can be assumed easier than to understand grammar. Therefore, grammar needs more emphasis in teaching English as a foreign language.

Even though they can speak English fluently; the listeners can easily understand what they speak, the quality of the sentences spoken are doubted. They might have good vocabulary mastery which makes them speak easily, but they have problem in constructing grammatically correct meaningful sentences. Therefore, further exposures into grammar awareness as well as raising the alertness of communicative need are critical to make the students speak more academically and more meaningful.

The overall generalization that can be seen through the results of the tests is that the majority of the students have poor grammatical awareness compared to their speaking proficiency. It is found that six students who got 75 and above in speaking test performed badly in understanding grammatical structures. The result of the interview with experienced teachers of speaking also verify that people speak fluent English without knowing much about sentence structure is possible. This fact is in line with what Leong and Masoumeh (2017) proposed that having adequate linguistics skills as the last factors affecting students'

speaking performance. They argued, learners are able to speak easily and effectively with high motivation and less anxiety.

CONCLUSION

In conclusion, it is critical to underline that grammar could not be treated as that big issue in students' practicing speaking. The data showed how a number of students who have poor grammatical awareness performed well in speaking. The emphasis should be put on how to upgrade students' motivation and reduce their anxiety in practicing speaking English. Grammatical awareness, on the other hand, could not be neglected, but it has to be a controlling media for students to be able to speak acceptably in terms of form, and reasonably in terms of meaning. Hence, the students will be able to use the target language appropriately and meaningful to reach their communicative needs.

In addition, 'subject verb agreement' (SVA) has become and remained as the most repeated errors produced by students in speaking practice. The result of the study has shown how both teachers of speaking confirmed it during the interview. As experienced teachers of speaking, they must found SVA as repeated and frequent matters happen among students in practicing speaking of English.

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THE LECTURERS' EXPERIENCES ON STUDENTS' THESIS SUPERVISION

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Abstract

Many articles regarding thesis assessment and its problems have been published for years. The dynamic of the relationship between the lecturers and their students are highly concerned. This paper, in addition, aims at investigating the lecturers' experiences while supervising the thesis of students. 5 (five) lecturers from English Department of UIN Ar-Raniry were chosen randomly as the participants for this study. To collect the data, an open-ended interview was designed as an instrument to offer 6 (six) questions to be answered by the participants. The result of the interview showed that different strategies were applied by the participants during the supervision process. Arranging specific time of supervising was employed by each participant in order to discuss more details the thesis written. Students' writing skill, in this case, was one of the issues highlighted that required specific handling. The result also identified the way of the participants deal with the problems arose; for instance, providing extra time of supervision for the students, asking the students to have peer-reviewed session to proof-read the thesis, and many other strategies. During the consultation period of the thesis, the lecturers believed that they built good communication and relationship with their students, which is very important as the encouragement for the students in completing their theses.

Keywords: Thesis Supervision, The Lecturers' Experiences, Teacher-Students' Relationship, Open-Ended Interview

INTRODUCTION

This paper was intended to investigate the lecturer's experiences while having students' theses supervision conducted particularly at English Department of UIN Ar-Raniry Banda Aceh. It is motivating to be done since supervising the students completing their thesis is a part of lecturers' duty. At this point, the lecturers act as the supervisors in which they are as academic advisors whose official role is to provide research advice and guidance for a thesis student (Golding, Sharmini, & Lazarovitch, 2013). While correcting the students' works, different lecturers/supervisors apply different style of supervision as well. The lecturers' supervisory styles, in fact, play central roles in enhancing timely and quality completion of thesis works (Gedamu, 2018). This is because supervision is a complex pedagogical practice in which each lecturer experiences her/his own understanding towards students' thesis written (Kamler & Thomson, 2014). What is more, writing a thesis

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requires high standard of concentration where the writer should pay more attention on the selection of its vocabularies, terms used and grammatical appropriateness. This is necessary to demonstrate the students' writing skill that they obtained during their studies in the university. Writing a thesis, in fact, is important as a proof to be a satisfactory practice-oriented alternative to the highly criticized by the lecturers (Meeus, Looy, & Libotton, 2007). To that point, the lecturers are also expected to direct the students well in writing the thesis in order to achieve the best result.

The students usually write their thesis when they are at the last semester of their studies. Following the rules of thesis writing is a must for the students to meet the requirement of the university. This way is essential to educate the students in developing their skill in writing, from novice to expert (Lessing, 2011). At this point, the lecturers may face a variety style of students' writing to be verified as a part of supervisory process. As the students have their own technique in writing, the lecturers should regulate the rules of the writing based on the necessity of the university.

In addition, the lecturers have to guide as well as to supervise the students from the beginning of thesis written up to its end. In the supervision process, mostly it is not only the way of the students' writing that is the problem for the lecturers, but also the duration of the supervising itself. This means that many factors influencing the success of students' thesis written including their intelligent, diligent, social support and many others. It is noticeable, furthermore, that different supervisors expressed variations in their conception of competence (Holmberg, 2007) that the students may learn diverse style of writing as well. It is useful to improve their writing academically as well to avoid monotonous mode. The supervision process is characterized by differences between the supervisors' and the students' expectations before the start of writing a bachelor thesis as well as after its completion (Henricson, et.al, 2018). Then, if the writing is well-written, interesting and equipped with clear argument, the readers in general as well as supervisors will enjoy the reading. On the other hand, it is of great importance as well that the institution where the student's study should also provide facilities to support this thesis written period, such as administrative problem and appropriate supervisors (Lessing & Schulze, 2003).

Harmonious partnership between students and supervisors is another key of success in writing the thesis. Once the students are capable of building strong relationship with their supervisors, they may easily work with their theses well. This is similar to what Blumberg (1978, as cited in Krauss & Ismail, 2010) stated that trust, warmth and honest collaboration are key elements in successful supervision. Because of this, the students may gain more

confidence and eagerly complete their theses on time. De Kleijn, et.al (2013), moreover, even put the beliefs that the lecturers as the supervisors are responsible to encourage the students in writing their thesis by granting constructive feedback. This way is considerably effective to direct the students step by step to complete their thesis.

Instead of having great collaboration with their lecturers or supervisors, the students may also apply their friends' assistance in completing the thesis. This can be conducted through thesis discussion group, for instance. In Japan, Yamada (2013) investigated the important support of group supervision by providing the students with new knowledge and skills in research and thesis completion. It is then identified that the solidarity, friendship and close bonds which were built among the members of the group motivated and encouraged the students to achieve their goals. Having provided the contribution as well as meaningful assistance by their colleagues during the thesis supervision period, it eases the students to complete their theses based on the available time. At the end, it is expected that the students are able to create a qualified thesis written. For that reason, this paper is trying to explore more on the lecturers' experiences during the thesis supervision with their students.

RESEARCH METHOD

A qualitative research was employed in this paper through open-ended interview by asking some questions to the lecturers regarding to their experiences during their duty on supervising the students' thesis written. This research instrument was chosen because the benefits offered seem to be relevant to the study. 6 (six) items of questions are available to be answered by the participants. An in-depth analysis, then will be applied towards the answers obtained from the interview session with the participants.

5 (five) female lecturers from English Department at UIN Ar-Raniry, furthermore, were selected randomly to be participants in this study, and they were also informed that their confidentiality and anonymity would be maintained. Cohen et. al. (2005, p. 51) stated that informed consent protects and respects the rights of the participants in the research, including maintaining privacy, anonymity and confidentiality as well as the right to refuse to take part or to withdraw once the research has begun.

The interview session is supposed to be different among participants to avoid the bias of the answers as well as to acquire more reliable information. The interview was held for two days, from 15th to 16th August 2019. In this case, the writer has taken notes while interviews running, instead of recording by using electronic equipment.

RESULT AND DISCUSSION

Result

As has been mentioned previously, the participants were provided with 6 (six) questions to be answered. Each participant was cooperative during the interview session. All of their answers can be seen in the following:

1. How do you supervise your students in writing the thesis?

FBZ as the first participant (P1), said that she regularly supervised the students weekly by having consultation session one by one with them face-to-face. During the session, P1 corrected the students' thesis and asked the students for its revision wherever necessary. Similarly, FT, YM and AF as the second (P2), the third (P3) and the fifth (P5) participants stated that they also had special supervision day with their students. P2 and P5 even allowed their students to have communication via e-mail related to supervisory of the thesis. P3 also added that arranging supervision session together with the students is very beneficial in order to train them to practice their focus in completing the thesis. P5, yet, insisted that she prefer to have face-to-face conversation with the students to discuss their thesis while monitoring its progress. RH as the fourth participant (P4), on the other hand, had different way in supervising her students. She reported that she did not organize special time for supervision meaning that as long as she has spare time, she would permit the students to have thesis consultation with her. The most important point for P4 is the students should obey the regulation set by English Department team regarding the rules of thesis writing.

2. What kind of difficulties do you usually find while supervising the students?

From this question, it was identified that most participants find similar difficulties while supervising the students in writing the thesis, such as grammatical pattern, writing skill, and writing methodology. Time management for supervising because of too many students to be supervised is also a problem said P1. Another difficulty is to understand the content of the thesis because of wrongly used of grammar and language pattern, P3 reported. If P1 found that most students were less motivated to finish their thesis, P4 often indicated that the students made the same mistakes repeatedly while writing. P5, in addition, stated that motivating the students in generating their own ideas for writing is serious difficulty for her during the process of thesis supervision.

3. How do you deal with those problems?

Different lecturer surely applies different way in overcoming any obstacles found during thesis supervision takes place. Regarding the skill of writing, if the students used

inappropriate grammar, P1 and P3 usually suggested them to have peer-review before consultation session. The link of grammar application on website is also another alternative for this problem that can be used. P2 and P4, however, tended to correct the mistake of students' writing themselves by providing the students with extra session of supervision. Both these participants believed that this way is effective to be done that they can directly guide the students in correcting their writing. What is more, in terms of motivation in writing, P1 said that she usually encourages the students under her supervision through some motivational advice. P5, however, clarified that she preferred to ask the students to revise and re-work the thesis until it is sufficient to be approved.

4. Do you have any strategies to help the students in producing a good thesis written? If any, what kind of them?

Many strategies have been provided by the lecturers to support the students in producing a good thesis written. P3, for example, convinced the students to follow academic rules while writing based on the guide book set by English Department. They can also create the essential outline first before writing the thesis as a 'brainstorming', so that the students are able to identify which important element that can be inserted in the thesis. P1 used another strategy to encourage the students to produce a good writing by asking them for reading some articles in academic journal as well as thesis from qualified universities, in order that they are exposed with good writing. Reading on academic writing features is also essential for the students in order to understand how to write academically, said P1. Peer review (the students sometimes may create such a discussion group) in this case is suggested by P2 that the students may ask their friends to proof-read their writing before handing it to their supervisors. This is different from the strategy proposed by P4 in which she firstly pushes the students to find and correct the mistakes themselves. After three to four times of supervision, she guides them step by step to produce better writing. This is similar to what P5 offered to the students in which objections together with their own solution can be one of the strategies used in order to support the students in writing their thesis.

5. What is the most challenging moment for you as supervisor for the students in completing their thesis?

Challenging moments happened differently among supervisors; P4 for example, she confirmed that cheating, including plagiarism, is an unacceptable habit to be apologized. Some students sometimes are also dishonest with their supervisors regarding the thesis' approval. Another tricky moment while supervision session is the way to enable the

students to understand the mistakes they made repeatedly in writing. This was experienced by P1 in which she used to provide some examples of how ungrammatical sentences can lead to misunderstanding. In this case, the students should revise the thesis more than twice and surely they are unhappy with this, P1 convinced. P2, in addition, experienced difficult moment when the students are lack of ideas in writing, so that they do not understand what they have written. In one side, it is a requirement for the students to finish study on time, but on the other side, it is annoying to revise the thesis many times. For P3, the tough experience during the session of supervision is when the first and the second supervisors have extremely different ideas in addressing the issues of thesis writing. The students will be confused and less confident in writing because of this, and thesis revision will be time consuming as well. The students' laziness is also the problem that is uneasy to be handled during thesis supervision based on P5's experience. The supervisors, consequently, should be more patience to solve this partiality.

6. How is your relationship with the students under your supervision so far?

All participants agreed that they have good quality of relationship with their students during thesis supervision. They believe that building strong correlation with the students is one of the ways to empower them to gain more confidence in writing. The more they are connected each other the easier supervisory process conducted. Mostly the lecturers as the supervisors are open and approachable enough to assist their students in writing the thesis. Most students under P5 supervision even voluntarily works for her social project at the social foundation.

Discussion

It has been explained previously how the lecturers as the supervisors engaged the students in the session of supervision. Although they experienced various difficulties while doing supervision, they keep providing the best assistance to the students needed. In fact, thesis supervision is not an easy thing to do; it is not only the matter of time management, but it also concerns qualified academic issue. During the supervision session, the supervisors tried their best to inspire the students in finishing their theses writing; starting from contents correction, grammatical issue up to psychological problems, such as confidence and honesty. As P4 stated that cheating in writing is not allowed meaning that the students have to write on their own words; no plagiarism. As has been identified that plagiarism is a serious issue growing these days in higher education, and the use of the internet made this problem becomes worst (Eret & Ok, 2014). The students, hence, have to follow the rules of writing based on the guidance provided by the institution. It is expected

that at the end the students are able to produce readable and enjoyable writing since the supervisors actually hope to read a thesis that is academically sound – for example, engages with the literature, and has an appropriate methodology and a logical structure – but they also expect a thesis to be clear, interesting, polished and easy to follow (Golding, Sharmini, & Lazarovitch, 2013).

Discussing the challenges faced by the lecturers along the process of supervision, in addition, it varies. The results of the interview show that the supervisors have to deal with the students' laziness, misunderstanding and their variation skill in writing. This definitely disrupted the fluency of supervisory process due to its influences can be seen on time pressure, language difficulties, a lack of critical analysis and a prevalence of personal problems (Brown, 2007). The supervisors, then, have to rapidly modify and adapt this issue within a short completion of supervising time. Yet, the lecturers as the supervisors have to be more cooperative in this situation due to the students are in the level of adaptivity. This means the students are trying to adjust the supervisory style between their main and co – supervisors. Even though a mismatch may arise between the supervisor and the student in terms of writing competence together with its satisfaction, they may be developed during the process of thesis supervision (Del Río, Díaz-Vázquez, & Sanfiz, 2017). To reach the expected goal of thesis supervising process at the end, this phase is needed to be more concerned.

In terms of the strategy used to empower the students in writing, peer review is one of those that were suggested. Proof reading is essential and helpful to check the accuracy of writing before handing it to the supervisors. This strategy is also believed to improve the supervision skills (Samara, 2007) among students in which they carefully write and revise the writing before supervisors' turn. At this point the writing's content including its coherence and cohesive should be prioritized to avoid readers' misunderstanding. Since they work as a group, they may support and advice to each other, to recognize that 'they are not the only one' and listen to feedback offered to individuals that may be relevant to their own situation (Shadforth & Harvey, 2004). Another beneficial effect of having peer revision is that the increase of students' self-confident in writing. They may be less worried about the thesis they have written because they believe that their friends' supports enable them to reduce the tension that may be obtained during thesis supervision. With respect to support strategies, what is more, it is suggested that supervisors adapt to student needs in terms of explicating standards, quality or consequences, division of responsibilities, providing more/less critical feedback and sympathizing (De Kleijn, et.al, 2015).

Another issue in this study, that is an essential and unavoidable factor, is the relationship between the supervisors and their students. De Kleijn, et.al (2012), claimed that an important aspect of supervision is the supervisor–student relationship, in which their research investigates how perceptions of the supervisor–student relationship is related to three dependent variables: final grade, perceived supervisor contribution to learning, and student satisfaction. Good quality of relationships between supervisors and their students should also supported by the institution as an academic developer (Roberts & Seaman, 2018). It is believed that Maintaining good relationships between both supervisors and their students, will be able to reduce students’ dissatisfaction and deteriorate attrition (Parker-Jenkins, 2016, as cited in Ibrahim, 2018). The students’ overall satisfaction with their supervision, in particular, with the supervisory support, impacts the overall elements of thesis supervision process. If all related components and stakeholders support each other, as consequent, the supervisory process must be success and satisfied.

CONCLUSION

Many issues have been shed light during the supervision period. Both lecturers, as supervisors and the students are trying to cope with the problems arose in order to enjoy the supervisory session. During this process, the lecturers provide a range of strategies to support as well as to encourage the students to complete their theses on time. Most supervisors arrange special time for the students that they may use to discuss the thesis written. Some others also allow the students to communicate via email due to some reasons, such as the distance and time available. From the interview, in addition, it is demystified that the lecturers face different difficulties and challenges during the supervision session. The students’ skill in writing is the point to be concerned since it should meet the academic requirement that has been set by the university. In the process of writing, the students should pay more attention on its mechanical rule and technique in order to construct a good quality of sentence. The students, consequently, are expected to be able to produce a thesis with convincing approach that is readable and publishable. Even though various obstacles were highlighted during the process of supervision, the lecturers keep encouraging and motivating the students by providing valuable advice and other better solutions. In terms of the relationship between the supervisors and their students, the lecturers – as the participants believe that they have positive connection with their students during the time of supervision. Considering as one of the keys of success, building strong relationship with the students is important in order to stimulate their enthusiastic in writing. As a result, both the lecturers and the students enjoy the process of thesis supervision.

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DOES FLIPPED LEARNING WORK? A CASE FOR PRIVATE UNIVERSITY IN INDONESIA

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Abstract

This study sought to find out the result of implementing Flipped Learning in pre-university English class in one of private universities in Indonesia. The study answers the question on to what extent the flipped learning work or fail when being implemented in the respective class. The data which were the result of pre-test and post-test were collected using quantitative method. To analyse the data, a non-parametric approach was used to analyse the impact of the FL approach on student performance in the EPS program. The difference between the pre- and test- scores was calculated and used in a hypothesis testing method using the Mann-Whitney-Wilcoxon Test. The result indicated that there is no significance difference between the treatment group and the control group. Some possible reasons why the insignificance happen are presented as well as some recommendations towards future studies in FL context.

Keywords: Flipped Learning, English Language Teaching

INTRODUCTION

The emerging of technology and its rapid growth allows a room for improvement in terms of teaching and learning process. The traditional method, or referred as to brick and mortar classroom, is no longer the only place for students to study since technology now has made it possible to occur at anywhere and any place. As the teaching and learning processes can happen inside and outside the classroom, students can then become independent learners in which they are welcome to dig in more information and knowledge through technology tools around them. In other words, the teaching and learning processes take the advantages of blending the traditional and non-traditional approaches. As a result, the term blended learning becomes one of the prominent of modern teaching approaches. Here, students have the opportunities to study in the classroom, engage with their teachers and peers, and learn outside the classroom through online media. Among types of blended learning, flipped learning is one of teaching deliveries that educators use (Capone, De Caterina, & Mazza, 2017). Stated in other way, the technology has helped to transform the

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teaching and learning process from teacher centered to student centered in which the learning process focuses on students as the center of learning.

Flipped Learning (FL) is one among many student-centered learning approaches as it involves activities that are engaging, demand students' high involvement as well as responsibility for their learning. To name some, problem-solving, interactive discussions, experiment are some examples of the activities involved in FL. Those activities put a greater emphasize on students leaving the domination of teachers in teaching and learning sessions which is one of the characteristics of a student-centered learning (McCallum, Schultz, Sellke, & Spartz, 2015; Gorzycki n.d).

In this teaching method, students who are used to learn from classroom face-to-face teaching will have to study by themselves outside the classroom. During face-to-face classroom periods, the activities will focus on having exercises, discussions, or other type of activities that are more on the application of what they have learnt. The lecturer series or theories will be minimized or even diminished from classroom periods.

Many studies have revealed the advantages or disadvantages of FL approach in teaching and learning (e.g. Karimi and Hamzavi, 2017; Alsowat, 2016, Ginola & Sidabalok, 2016; Milman, 2012). The quality of the video, the unsupportive learning environment when viewing the video at home, the unprepared students before classroom meeting (Milman 2012) are some fears that might hinder the benefits of FL. On the other hands, the adoption of FL has proven to bring advantages in education field. Among numerous advantages of FL some are the presence of numerous hands-on and engaging activities in the classroom (Milman 2012, Bates, Almekdash, & Gilchrest-Dunnam, 2017), reduce or even diminish the teachers' domination in the class (Lyddon 2015), and supports students' involvement with their peers and their teachers (McCallum et al., 2015). In addition to that, FL allows students to study the learning materials from their teachers at home prior to the face-to-face meeting (Lyddon, 2015; Herreid, & Schiller 2013). In foreign language class, the application of FL is well-received and seen positively (Ginola & Sidabalok 2016, Alsowat 2016, Karimi & Hamzavi 2017, Basal 2015). Seeing the values and benefits of FL, this study will investigate the use of flipped learning in teaching pre-university English class at one of private universities in Indonesia. To be specific, this study would answer the question on to what extend the flipped learning work or fail when being implemented in pre-university English class in Indonesia.

The Flipped Learning

Baker (2000) believes that the idea of FL is shifting the lecturers-time which typically be given in class is now be outside the classroom. It reverses between homework and lecturer time (Alsowat 2016). In other words, any educational material or content lecturer serves as homework (Roehl, Reddy, & Shannon, 2013). Teachers provide materials that are accessible to students prior to the class meetings. The role of teachers which often be the center in teaching and learning decreases. During the classroom periods, teachers create activities that are engaging and allow students to actively involve. Those classroom activities are supposed to be in form of hands-on activities, collaborative works, problem-based oriented (Kim, Park, Jang, & Nam, 2017) and support in acquiring more advance order of thinking skills rather than lower level of thinking (Abdelshaheed, 2017). Therefore, the classroom activities are directed to be meaningful to support knowledge retention.

Compared to the brick and mortar traditional classroom like, FL has changed the role of teachers from lecturers who dominate the class to become a facilitator and a guide during the classroom face-to-face sessions (Milman 2012). Therefore, FL is also known as socratic method since teachers responsibilities are deemed to be an observer and advisor during the teaching and learning processes (Bates et al., 2017). Hence, it supports the interactions among students and teachers or instructors as well as among students.

Roehl, Reddy, and Shannon (2013) also have the same idea in defining flipped learning. This approach gives students a bigger responsibility to study teachers' materials at home. Prior coming to the class, they have 'homework' which is viewing and understanding the materials or topic shared by the teachers (Roehl et al., 2013). Students independently have to access the materials at their own pace and at any time. Students do reading activities of the materials, presentational slides or lecturer notes as well as viewing non-written materials such as audio, video, or other forms of materials over and over without worrying the time limit. Students also have the obligations to take notes of any question whenever they are lost in understanding the materials from the lecturers. During the face-to-face meeting, they can inquire the teachers the questions they have in mind. However, the presence of Internet allows students to independently search for any question they have in mind related to the lessons as well as depend their knowledge of the same topic. Therefore, when the classroom sessions come, students can escape from lecturers' series since they have had that outside the class. They are ready to dedicate themselves in more engaging work activities (Milman, 2012). In this way, students can ascend their theory understanding

since they face more practical task or activities (Bates et al., 2017), problem solving tasks or activities that requires higher order of thinking skills (Schmidt & Ralph, 2016).

In terms of the materials and media for teaching and learning, FL allows students to access any materials provided by the teachers or instructors outside the classroom period. The forms of the material also vary. However, this approach is not that rigid in regards to the materials studied outside the class. The materials are not necessarily online since printed version of the materials can also be an option. Therefore, videos are not compulsory materials that the presence of videos in the instructions are not an indicator that a certain class is a flipped-class (Alsowat, 2016). Nonetheless, the emergence of technology and the Internet enable teachers and instructors to make use of online resources. One of them is the use of video which diverse materials used in the classroom as well as the presence of innovation to old-fashion teaching style (Basal, 2015).

Flipped learning in language teaching

The implementation of flipped learning are popular in non-language teaching. To name some, this approach was implemented in algebra class (e.g. Jaster, 2017; Love, Hodge, Grandgenett, & Swift, 2014), chemistry class (Seery, 2015), history class (Gaughan, 2014), and physical education class (Østerlie, 2016). Those prove that this approach is welcome and can be an alternative of traditional method of teaching strategy or even can be a good combination of traditional classroom teaching. In fact, combining more than one strategies in teaching and learning activities will boost the result of teaching and learning (Sangoleye & Kolawole, 2016). Therefore, language teaching also perceives the flipped classroom as one of the promising approaches in teaching the field. For instance, Basal (2015) who studied pre-service English teachers perceptions towards flipped learning found out that those future be English teachers were favorable towards this teaching approach.

Using this FL in teaching both language skills and language components is not something new. Karimi and Hamzavi (2017) conducted a study to reveal the effects of flipped model of instruction in the area of English as a Foreign Language (EFL) in terms students' ability in reading skills as well as their attitude towards this type of instruction. Involving 60 English learners, this study found out that there is a positive correlation between flipped model of instruction and students' reading performance (Karimi & Hamzavi, 2017). In addition, the flipped model of instruction seems to increase students' interest in mastering reading skills as well as motivate students to actively engage in reading class. Even, FL helps students to attain their higher order of thinking skills in foreign language skills (Alsowat, 2016). In fact, these skills are necessary for students to master a

language since they allow students to have go beyond memorization of a language but more in applying the skills into a real practice or situation (Collins, 2014).

Flipped learning has also been implemented in English speaking class. Ginola and Sidabalok, (2016) conducted a research involving 26 participants of an English speaking class to unveil the relationship between students' achievement in speaking skill and the implementation of flipped learning. The study found out that the implementation of flipped learning has proven effective in boosting students' speaking skills. Not only that, the method improves students' motivation and activeness in speaking class (Ginola & Sidabalok, 2016).

The aforementioned studies have incorporated FL in teaching and learning and proven to be positive in the respective field. However, the implementation of this method in teaching foreign languages are still a few (Abdelshaheed, 2017; Egbert, Herman, & Chang, 2014). Therefore, this study aims to describe the implementation of flipped learning method in teaching a pre-university English program. It is attempted to investigate the extent to which the flipped learning work or fail.

RESEARCH METHOD

Sampling

This study was conducted at one of the private universities in Indonesia. To be admitted to this university, a student candidate (SC) must take an English entrance test and pass at least TOEFL® 550 and TWE® 4.0. However, there is also another option that the SC can choose which is showing an official ETS (English Testing Services) institutional TOEFL and TWE or an international TOEFL iBT certificate or an official IELTS certificate with scores at least equivalent to TOEFL 550 and TWE 4.0. For IELTS the overall score is 6.5 with a writing module score of at least 5.5. When fails to perform both options, either passed the entrance test or show an official ETS English certificate, the SC has to take English Plus Stage (EPS) program that runs for six weeks before the first semester starts.

In the EPS program, students will study topics ranges from grammar, vocabulary mastery, to basic writing skills – writing a topic sentence or a thesis statement. These topics are taught to students in order for them to master English for academic purposes, e.g. writing an academic essay. At the start of the EPS program, the SC has to take a pre-test and by the end of the program the SC has to do a post-test, in which both tests are assumed to have the same level of difficulty. Failing to pass the post-test, the SC cannot be admitted to the university.

In 2017, the EPS program was run in 2 modes: (1) using the flipped learning (FL) approach and (2) using traditional teaching approach. Fifty students who had to take the program were divided into two groups: one group for those who would experience the FL approach (i.e. treatment group) and the other group for the rest of the students who would experience traditional teaching (i.e. control group). Due to limited teaching capacity, the treatment group only consisted of 10 randomly allocated students, while the rest joined the control group. There were two students in the control group did not take the pre-test, and thus their scores were excluded from the sample for the data analysis later. Hence, the final sample size is 48 students.

Students in the treatment group had three weeks of five face-to-face sessions each a day with 50 minutes each. They were required to have independent studies outside the class and expected to have learned the materials by themselves before coming to the class. The materials were presentation slides and videos (from public online resources) provided by the lecturer. Those materials were provided under an online learning management system provided by the university, and could all be downloaded. During the face-to-face sessions, the class activities were normally hands-on activities such as developing a composition or completing tasks. In addition, the lecturer also gave a review on the materials that the students had to independently learn prior to the class meeting. Whenever the students had questions regarding the materials, they could contact the lecturer at any time. They were also suggested to take notes of any question during the self-study and ask the lecturers during the face-to-face meetings.

For students in the control group, the EPS program ran for six weeks in which they had five face-to-face sessions with traditional language teaching, each of which also lasted for 50 minutes. Each session was typically a combination of lectures and workshops activities, in which the lecturer spent some sessions to explain the materials to the students, while some sessions were dedicated to do workshop and hands-on class activities. The learning materials were also provided through the online learning management system course.

In order to investigate the impact of the FL approach in the EPS program, all students were pre-tested in the first session and post-tested in the last session using a set of TOEFL-like questions. Both pre-test and post-test questions were alike and assumed to have the same level of difficulty. The test set consisted of 140 multiple-choice items with 50 items on the Listening part, 40 items on the Structure and Written Expression part, and 50 items on

the Reading Comprehension, which had to be done in 115 minutes. Hence, the pre-test and post-test scores of all the 48 students were collected and used in the data analysis.

Data analysis

Due to the nature of sampling and limited sample, a non-parametric approach was used to analyse the impact of the FL approach on student performance in the EPS program. The difference between the pre- and test- scores was calculated and used in a hypothesis testing method using the Mann-Whitney-Wilcoxon Test (Anderson, Sweeney, Williams, Camm, & Cochran, 2014). Table 1 presents the descriptive statistics of the pre- and post-test scores as well as their differences (= post-test score minus pre-test score).

The Mann-Whitney-Wilcoxon (MNW) test was chosen because no normal distribution of the populations of the test scores differences of both treatment and control group was assumed. It is hypothesized that the scores difference in the treatment group should be higher than that of the control group when the FL approach was effective in improving student learning. Hence, the MNW method was used to examine if the performance of students in the treatment and control groups were different.

Table 1. Descriptive statistics of the pre- and post-test scores and their scores differences

Statistic	Treatment Group	Control Group
Sample size	10	38
Pre-Test Scores		
Mean	473.9	472.18
Standard Error	16.73	7.14
Median	488	475
Mode	N/A	503
Standard Deviation	52.91	44.03
Range	154	207
Minimum	393	373
Maximum	547	580
Post-Test Scores		
Mean	505.2	507.05
Standard Error	15.71	8.54
Median	501.5	507
Mode	N/A	480
Standard Deviation	49.69	52.64
Range	153	223
Minimum	430	380
Maximum	583	603
Scores Difference		
Mean	31	35
Standard Error	17	6

Median	27	37
Mode	27	40
Standard Deviation	53	38
Range	204	231
Minimum	-54	-97
Maximum	150	134

Based on the Table 1, the mean score of the pre-test of the treatment group and control group were almost similar. The mean score of the treatment group for its pre-test was 473.9 while the control group was 472.2. Further, Table 1 shows the mean score of the post-test for both the treatment group and the control group (505.2 and 507.1 respectively). It indicates that there is no significance difference between the treatment and the control group.

FINDINGS AND DISCUSSIONS

This study aims to reveal the use of flipped learning in pre-university English class in Indonesia. To be specific, the this study sought to find out the answer on to the extent of FL works or fails when it is incorporated in the aforementioned type of class. Using a statistical software, i.e. SPSS version 22.0, it is found that there was no sufficient and statistically significant evidence that the performance of students in the treatment and control groups were different ($p\text{-value} = .537$) at 5% level of significance. In other words, the finding suggests that the student performance in both groups was identical. A potential explanation of these findings can be due to different reasons.

One of the possible reasons is the duration of FL. The FL applied in the treatment group was only three weeks compared to six weeks of the control group which used the traditional approach of teaching and learning. It means students had chances only three weeks both independent study at home and face-to-face meeting. In fact, the time at home is the time to study the materials (greater input exposure) while face-to-face meetings are dedicated for more engaging, collaborative, theory applications, and hand-on activities (Lyddon, 2015). It also indicates that students has a limited time for students' involvement with the teachers and their peers for productive activities and to test and apply knowledge and skills they acquired to achieve the goals of learning (McCallum et al., 2015). As a matter of fact, those activities are necessary for knowledge retention and meaningful learning (Correa, 2015).

Another possible reason why there is no significant finding in this study deals with learners characteristics. This study involves Indonesian students who just graduated from their high schools. Based on the study conducted by Marcellino (2008), it can be concluded that Indonesian students tend to be passive and obey teachers' instructions. The sense to challenge or questions teachers' explanations are rare (Marcellino 2018) and tend to rely on teachers as the source of learning. As the result, the teacher-centered classroom environment become the culture of teaching and learning (Mattarima & Hamdan, 2011). Those characteristics that are backlashing line with the nature of FL are brought to the classroom. On the contrary, students are required to be independent and always active in their learning (Correa, 2015) for a successful FL. As a result, the performance of the students in FL class is not significantly difference compared to the traditional classroom students.

CONCLUSION AND RECOMMENDATIONS

This study sought to answer a question on to what extend a pre-university English class fails or success in implementing flipped learning. The result of the study shows that there is no significant difference between the control group in which the traditional teaching and learning occurred, and the treatment group which received FL. The possible reasons why the insignificance of the study occurs are because of the duration that the treatment group had in FL compared to the traditional class is different. In addition to that, the characteristics in which Indonesian have also influence their learning in FL context.

Despite the fact that the result of the study proves no significance of FL in pre-university English class, this study also provides some insights in correlation to the area of FL. First, the equal number of the sample size should be considered since the presence study involve imbalance number of control and treatment group. Then, both control and the treatment group should have the same amount of durations. In addition to that, there has to be a need analysis that the teachers should have by investigating students background before implementing a certain pedagogical approach since the aims will always be the same which is to achieve the goal of teaching and learning-students' success. Therefore, it is hoped that the future studies which wish to investigate the same topic will consider those insight when investigating the use of FL in foreign language teaching.

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THE REALIZATION OF STUDENTS' POLITE REJECTION SPEECHES

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Abstract

Abstract: This research aims to obtain a deep understanding of the realization of polite rejection speech of the Literature Education students at the FKIP UIR. The data sources in this research were all polite rejection speeches expressed by the students. This research used the descriptive qualitative method with a phenomenology approach. The results show that polite rejections are more dominant used with reasons. It shows that giving a reason when rejecting an offer, invitation, command, and appeal would be considered more appropriate and does not hurt the interlocutors. It also shows a scale of unreadiness. Further, the scale of unreadiness may be an alternative that can be applied when performing rejection speeches. This indicates that the rejection speeches expressed by the students are classified as polite.

Keywords: *Polite Discourse Rejection Speech, Speech Acts, Politeness Scale*

INTRODUCTION

Every human who was born normal has bought the potential of speaking, it shows that ability speaking is natural. Language and life society is two-element it can not separate. Society is the main factor to support appear of the language. With other words without society, language never appears in this world, because of society to creation. So also on the contrary, without language society, it can not maintain and perform of life, because human is a social creature another relationship, to interaction and collaboration.

The interaction between peer, good in the society, in the work environment, in the public places, in a family environment, in the college environment, and anywhere within each participant says are required to pay attention to the politeness of the speech which is spoken. This is done in order not to happen to misunderstand between the speakers and partners. Besides should pay attention to politeness discourse in speech events, between speaker and partners also must pay attention contexts a conversation. The context of a conversation will be influenced by the discourse which spoken. A science learns about politeness in speak to involve context a conversation is pragmatic.

Pragmatic as one of the branch science language of the development experience to quick lately. According to Rahardi (2005), pragmatic is a study of the language base of the

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footing analysis on the context. The context is any background knowledge shared by the speaker and hearer as well as that accompany and accommodate a conversation. According to Jafari (2013), pragmatics emerged as an independent field of study mainly because of the frequent semantic failures in providing adequate explanations regarding meaning.

Pragmatic examines the intent of a speaker to relate a discourse. The different the case with semantic which examines the meaning of the discourse. Pragmatic examines the intent unit lingual in external, while semantic examines the intent unit lingual in internal. The meaning of examines in pragmatic is related to contexts, while the meaning studied in the semantics of the context-free. The context meant here is the things that affect the talks but is not derived from the language. This is in line with what was stated by Tarigan (2009) to clarify that context is any background knowledge to expected to owned and jointly approved by Pa and Pk with supporting interpretation Pk against what is the meaning Pa with greeting. Pa is in a quote above is the *speaker or authors*, while Pk is a *good listener or reader*.

Pragmatic has a very important role in communicating either directly and indirectly. In learn and mastery pragmatic, someone does not only understand the formal structure of language but also understand the functional structure of language in communication. Pragmatic is a branch science of language that also examines how the language used to communicate.

A speaker expressed a message to the speech opponents and speech opponents should understand the message delivered and then respond or response relevant. So, a speaker can be accepted with good in the conversation or discussion, so the speaker must be followed and obey the convention of language in effect. Among others, a speaker must be good manners, in a row speaking, using language with well, giving attention to the speech opponent and appreciate, with pay attention situation around. Therefore, the research pragmatic has scope wide. The study about pragmatic this concerns various kinds of discourse, principle, and strategy good manner in speaking, principle cooperation, implicature, comparison speaking in culture to different, etc.

As has been discussed in front of, discourse not only relates to the things textual, like how to create a speech that is easily understood by speech opponent, but also relates to the aspect of the interpersonal. Therefore a speaker must pay attention to the aspects of the good manner in speech, either in discourse assertive, directive, commission, expressive, declarative, include to good manner when someone is doing speech rejection. According to the Pusat Pengembangan dan Pembinaan Bahasa (2008), a good manner is very polite,

meeekness wise language; a sense of pity mercy to; the effort to help ease the burden of other people.

In the event speech sometimes the participant's speech can not do what is become to the desire partner speech. An example, when speech opponent requires partner speech to carry out something, but partner speech objection or not able to do it. An event is very proper to happen in the conversation. Although the partner speech has the right to reject, the partner speech must be used discourse rejection to good manners so that opponent speech doesn't feel offended with what is spoken. To involve the principle of politeness in conduct speech rejection will help a person to remain invisible to appreciate and respect the opponent's speech.

From the description of the explanation above can be known that in every day of life, often someone using without discourse rejection that sometimes without realizing it has been hurt opponent speech, It's all, because of a lack of the attention speakers to the principles politeness in a conversation. It makes the author interested to research The Realization of Students' Polite Rejection Speeches.

This research focuses on the realization of politeness speech rejection on a student of the Study Program Education Language and Literature of Indonesia FKIP UIR in interaction and communication in the college environment of the University Islam of Riau. Sub focus on this research into some things. The first, is forms speech rejection to include: (a) the rejection used word "no" or match, (b) the rejection with used reason, (c) the rejection with used requisite, (d) the rejection with used motion, (e) the rejection with used commentary or selection, (f) the rejection with used say thankyou, (g) the rejection with used commentary. Second, is scale politeness speech to include: (a) *Cost-benefit scale*, benefit scale, and detriment, (b) *Optionality scale*: selection scale, (c) *Indirectness scale*: un immediately, (d) *Authority scale*: authorities scale, and (e) *Social distance scale*: distance social scale. Third, is the last estuary from the fifth politeness scale above, that is decision politeness speech to consist of (a) good manners and (b) not good manners.

Theories that serve as the foundation in studying the problem in this research are the theories stated by experts relate to research problems. To obtain a picture of the clear about the study of pragmatic, below are presented some explanation of pragmatics according to experts. According to Scriffin (1994), pragmatic is the study about how interpreters use or include the users of the mark or the recipient of the mark at the time explained (construction from interpretation) the mark itself. Speaking about pragmatic will always relate to context. Because according to Brown & Levinson (1987) pragmatic is the study of language to learn

the relation of language with context. The context of what is meant grammaticalized and codification so can not be separated from the structure of language. (*pragmatic is the study of those relations between language and context that are grammaticalized or encoded in the structure of a language*). The context of in question is all the background of the knowledge that owned by the speakers and partners speech with accompany and contain a conversation.

Other experts also to the definition of pragmatic is a Leech. According to Leech (1983), pragmatic is the science branch of language to examines using language integration with grammar to consist of phonology, accidence, syntax, and semantic. In examines semantic, point of weight on the understanding of the meaning of a word or speech. While, in examine of pragmatic, point of weight on the understanding of the mean of the conversation. (Tarigan 2009) it has been public about how the context of effect the way we interpret the sentence, mention of pragmatic.

Based on some explanation above can be a conclusion that pragmatic is the part of the science of language to learn meant of the conversation appropriate with context. The context is not just the background of the place and time to occur in the conversation. Wider, the context of study pragmatic also to include background of knowledge owned by the participant of speech.

Language is a reflection of one's personality. Therefore, a speech must be careful in using language to communicate. Be carefully someone in communication at least reflected in the selection of diction appropriate and acceptable to the context of the conversation to the continue. More problems to surface because lack sensitive someone in understands the context of the conversation. The communication to success is communication always to involve context. Therefore, every participant conversation should be understood with well every context to the background for the emergence of the conversation. Based on the things, the emergence term politeness of language or ethic in language. Two of these terms interpreted two different perceptions. The politeness of language more lean relationship with the content of language (language substantive) while the ethic of language more lean on the attitude of language (behavior speech). In this research, the researcher just will be used term politeness.

The politeness of language according to Leech (1983) in nature must pay attention to the implementation of the principle politeness. This principle to mark with maximizing pleasure/wisdom, benefit, salute sense of respect, praise, harmony, and sympathy to other people and (along with with it) minimization these things on yourself. Besides, Watts (2003) to clarify that politeness is a combination ideal between character individual and action

external. Politeness is the ability to fun other people through the use of language someone. The politeness also is attribute nature from character well.

The politeness of language reflected in the way communication someone good through the verbal and the way nonverbal. According to Mislikhah (2016) politeness is a rule of behavior that is determined and agreed upon by a particular society so politeness is at the same time a prerequisite agreed upon by social behavior. When communication, someone not only conveys the idea to think but also submissive in the norms social and culture. The way language must be appropriate with values culture in a society where concerned. When, the way someone is not appropriate with norms social and culture, so will be happened problem social, an example regarded as a person who conceited, arrogant, egoist, don't customary, and don't cultured. This is in line with the opinion Al-duleimi, Rashid, and Abdullah (2016) which states that politeness plays an important role in all cultures and societies to maintain relationships and to save face which is realized varies from one culture to another.

Norms social and culture there are in the communicate also behave in speech rejection. In communication every day often we faced dilemmas associated with act speech. In some situations, someone must be faced with a condition that does not want the conversation. An example, when the speakers ask a partner to do something, while the partner can not doing because of reason to certain. A partner speech experiences the dilemma between the rejected or forces me to do what desirable partner speech. In this situation, the partner right to rejection. However, it needs attention to how conversation rejection is not hurt or insult sentiment partner speech. This situation needs caution in expression speech rejection. It means someone doesn't have to do all command or asked by other people. Thus, someone also may not hurt or insult sentiment people to demand something.

Kartomihardjo in FX Nadar (2009) has researched rejection and clarify kinds of rejection. According to there are seven various forms of rejection in the language Indonesia, namely the refusal to use the word 'no' or match, the rejection with use reason, the rejection with use requisite, the rejection with use motion, commentary or selection, the rejection with use expression say thankyou, the rejection with use commentary.

Based on the form rejection has been describing above, the researcher will be the identification and clarification of the form speech rejection which is dominantly used by the students of Indonesia Language and Literature Education of FKIP UIR. Besides, the researcher also will be conduct interpretation of why choose to use the form of the rejection of certain.

Rahardi (2005) stated that politeness linguistics includes four things such as the length of the short speech, sequence speech, intonation speech, and Consumption marker expression politeness. In the part length of the short speech, there is some sort of provision is not written that at the time of conveying specific intent in the activities of the speech person is not allowed to directly reveal the purpose speech. People very directly in conveying specific intent speech will be regarded as people is not well behaved in speech. More long speech to use then more good manners speech it. To the order speech, in the present intent of certain people usually change order speech into more clear, hard, and when even into coarse. This does not deviate from delivered by Hymes with the concept "SPEAKING" in ethnography to communication that order speech determination the purpose of the speech. This is also in line with the opinion of Muslimin (2014) SPEAKING is an element that underlies the emergence of a conversation.

In conversation intonation relationship with the length of the short voice, hard, weak voice, rest and turn participate in the speech. More short of the speech will be not politeness of the speech. A statement that can be justified if consider aspects of speech. In use of marker politeness, in linguistic determine by the show-up or not the emergence of marker politeness of expressions. Marker politeness such as help, ask, please, let us come on, try, hope, should wish, presumably.

According to Chaer (2010) conversation will be feel-good manner if the pay attention to the six things such as (1) keep condition the feeling of speech opponent so that he was pleased with us; (2) unite the our feelings with opponents speech the contents of speech equally intend because both desirable; (3) keep conversation can be accepted by opponents speech because he was pleased in the heart. (4) keep conversation inability speaker in front of the opponent speech; (5) keep conversation always seen position opponent speech in the position higher; (6) keep conversation always seen what is said to the opponent speech also felt by the speaker.

Next, Chaer (2010) to explain there are some scale can be used to measure politeness of language someone. According to Lakof there are three determinate to fulfill politeness in the speech, such as (a) (*formality scale*);(b) (*hesitancy scale*); and (c) (*equality scale*). According to (Brown and Levinson 1987), there are three scales high-low determines level politeness of the speech, such as level social scale, level status social scale, level act speech scale. The measure scale politeness of language also presents by Leech. According to him, five scales can be used to measure politeness speak to someone. The fifth scale is as follows, (1) *Cost-benefit scale*, (2) *Optionality scale*, (3) *Indirectness scale*, (4) *Authority scale*, and (5) *Social distance*

scale. Based on some politeness scale to describe above, in this research the researcher to apply politeness scale to present by Leech. It is done because politeness scale to present by Leech more deep and more spread.

An examine about politeness has a lot of care so researchers earlier. Here's raised some research results that are relevant from the journal International. First, the research conducted by Kousar (2015) which entitled *Politeness Orientation in Social Hierarchies in Urdu*. This research of the purpose to observant how politeness of language speaker Urdu to influence by social status to a relative in society. The results of the research show that the speaker Urdu using strategy negative politeness especially to receiver social status which high and low social status. Receiver social status which same to ask sorry with a strategy of decency positive. The result shows that the society of Pakistan is not an egalite. Besides, this research to support claim Brown and Levinson (1987) for the university politeness in choice negative politeness to the positive politeness; Although, the preference in this negative politeness it results from the social status is not equal from the receiver.

Second, the research conducted by Olaniyi (2017) entitled of *Politeness Principle and Ilorin Greetings in Nigeria: A Sociolinguistic Study*. This research review in greeting one of the element politeness in the society of Nigeria and how it affects the cultural characteristics of the community. The results of the research that greeting Ilorin planted and limitation by cognition, the principles of social communication, and the context of its use. No wonder why greeting Ilorin can come as the words are carefully chosen, easy to remember, and constant without staining religious.

Third, the research conducted by Nahrkhalaji, Khorasani, and Ashjerdi (2013) entitled *Gendered Communication in Iranian University Classrooms: The Relationship between Politeness and Silence in Persian Culture*. This study of the research class interaction university to occur like the Universities Iran and giving an analysis of the pattern clarity as strategy politeness to use by male students and women. This research purpose to clarify phenomenon with used interview participate, class observation and analysis discourse detail about class interaction. The silent pattern and their interpretation examine in this observation and discussed in connection with the conceptualization of politeness. The results of the research shows that women appear very taciturn in the class sex cross, while distribution loneliness almost the same in the class sex. Based on the commentary from an interview the follow-up, the reason loneliness deliberate as the strategies that are politeness is categorized into four groups: silent as a strategy to tighten, silent as strategy ' don't do the strategy of FTA', quiet strategy stronger, and silent as strategy off-record.

Based on the researchers has been done earlier, the research on The Realization of Politeness Discourse Rejection on Students of the Program Study in Language Education and Literature of Indonesia FKIP UIR this includes different research and new. The difference can be seen from the focus of the research to choose from. The focus of the research used discourse rejection. While the difference in terms of the theory is in this study the authors use the theory of the forms of speech of rejection that is not contained in the previous study.

RESEARCH METHOD

This research is the research to use a qualitative approach. According to Creswell, (2008), a qualitative approach is the research approach that has most of the data in the form of words or text. Thus, data collection, data processing, and data analyzing based on the words or text that has been obtained based on general questions that have been formulation. The method of the user is the phenomenology method. This method uses to know in detail politeness discourse rejection conducted by students the Program Education of Language and Literature Indonesia of FKIP UIR. This research to descriptive because every data collection in presented appropriately with the fact that encountered in the field. As for technique data collection used observation technique, gathering to involve clever technique, recording technique, fishhook technique, and note technique.

RESULT AND DISCUSSION

Result

Based on the results data analysis be found 56 discourse rejection. From side form rejection, all the discourse conducted in various. In below-presented research findings of the forms of speech rejection on students.

After analyzing the data speech rejection obtained in the field, it turned out to be found 8 speech rejection who use the word "no" or match. Most of the speech rejection to use the word "no" or match, it happens in-joke situation. It shows that context discourse is not serious, will be fishing participate speech to out speech rejection with use word "no" or match.

In speech rejection on the student of the Program Study in Literature Indonesia of FKIP UIR, the speech rejection by using the reason is a rejection of the most used. Based on the data be found in the field consist of 25 speech rejection by using the reason. According to

the writer, this speech appears because of the presence of the effort of the speaker to more visible well-mannered and appreciate partners' speech.

Based on the speech rejection to obtain by using some technique data supplying the speech by using requisite just consist of 1 speech. According to the writer, the rejection by using requisite to expression by the speaker to the partner's show indicates the presence of the suppression effort against the rejection which speech.

Based on the speech rejection to obtain by using some technique data supplying, the consist of 9 speech rejection belongs to the form of speech rejection by using motion. According to the writer, the onset of the speech is largely due to the lack of the level of the grief of the speaker to what is spoken by the partner speech. The lack of grief some of them are caused by the time factor and the material.

Based on the speech rejection to obtain by using some technique data supplying, consist of 2 speech rejections belong to the form of rejection by using commentary or selection. This speech rejection to appear because of the presence of different desire between speaker and partners.

Especially, to the speech rejection by using say thank you, in the speech rejection conducted by students of the Program Study in Language Indonesia of FKIP UIR, there is not one that uses the rejection. According to the writer, in addition to the lack of attention of speakers to the politeness of speech rejection to the speech, it is also due in the habit of Indonesian society thanks usually used when receiving a gift from someone not on the current refuse a gift from someone.

Based on the speech refuse to obtain by using some technique data supplying, the consist of 11 speech refuse by using commentary. According to the writer, the appear speech refuse by using commentary, it's because the presence pressing to the refuse expressed by the speaker to the partners. Besides, the commentary is given also used as a transfer from refuse to do.

Based on the results of the analysis data consist of 56 speech rejection. From side scale politeness, consist of four scale politeness. In below-presented findings research about scale politeness speech rejection on students.

Based on the scale politeness from discourse rejection to spoken by each on students to include four scales politeness, as follows. The first scale is *the cost-benefit scale*. For its scale, the consists of 15 discourses rejection. From 15 discourses rejection all not belong to good manners, because there is not one of them from speech rejection to priority profit for the partners. According to the writer, not good manners the student based on the scale of the

losses and profits it, because data of the research the author is about the rejection. So, especially to scale losses and profits, the imperative from a speaker that determine. If the imperative used is the imperative demand the speech of the refusal will certainly include the scale of losses and profits is not well-mannered.

The second scale is the *optionality scale*. From 56 speech rejection, just consist of 2 speech rejection belongs to the scale selection. The second speech rejection belongs to the well-manner because the speaker trying to give the option to the partner speech. In this scale option, the most selection giving by participate speech so will be a good manner to speak.

The second scale is the *indirectness scale*. The third scale is the scale most used by the student of the Program Study in Language Indonesia of FKIP UIR. From 56 speech rejection to find, 46 speech belongs to the good manner, because expressed in not directly and 10 rest is not polite because it is spoken directly. According to the writer, the high percentage of speech rejection to spoken in not directly above, to show that, the speech rejection on students of the Program Study in Language Indonesia of FKIP UIR based on the scale is not directly is relatively polite.

The last scale is the *social distance scale*. From speech rejection to find, 29 speech is classified as manners and 27 rest classified is not polite. Based on the theory of expression by Kunjana Rahardi, the intimacy of the relationship between the speaker and the hearer is very influential on the politeness of the speech that partners. More near distance relationship of social between the speaker and the hearer so will be not lean polite discourse to speak, but opposite if the distance relationship of social between both far, so speech will be spoken lean polite.

Discussion

Each language has its characteristics. The culture that exists in a language also determines how the language is used in society, including how to do speech rejection. According to Shi (2014) which states that cultural differences cause communication raised in the culture in question is also diverse. Language and culture are things that always go hand in hand. Kövecses (2010) states that culture and language are connected in various ways. In line with this opinion, Liu (2016) states that language and culture are two sides of the same coin that allows individuals to obtain membership in a particular society.

Based on the findings of the research, the choice of speech rejection is closely related to politeness. According to Pratamanti, Riana, and Setiadi (2017) polite language is reflected in communication procedures through verbal signs or language procedures and subject to cultural norms. Speech participants choose certain forms of rejection speech so as not to

offend their feelings. This is in line with the opinion of Watts (2003) that politeness is the ideal union between the character of an individual and his external actions. Politeness is the ability to please others through one's external actions and Politeness is the natural attribute of a 'good' character.

The dominant form of rejection used is rejection by expressing reasons. This phenomenon shows that the speech participants are very guarding the hearts of their speech partners. Rejection by expressing reasons is considered more polite to convey than direct rejection.

After the analysis of the overall data obtained, there is one discourse rejection is not contained in the theory put forward by Nadar. Some with speech rejection has expression above, the speech rejection belongs to the form speech rejection by using the word "sorry", because in the present speech rejection, the partner by using the word 'sorry'. In the theory about the forms of speech rejection to expression by F.X. Nadar, the form speech rejection by using the word 'sorry' is not mention, but the fact in the field it is found.

The dominant politeness scale used is the indirectness scale. Based on the results of the study, speech participants tended to use indirect speech. This phenomenon also shows that the speech participants prioritize politeness. It is also relevant to the form of rejection used.

Based on data to get infield, it is not always the intimacy of the relationship between the speaker and the listener that affects the politeness of the speech being spoken. There are times when the distance in social relations between the speaker and the partner is very close, but the conversation is explained relatively politely. But in another situation, the distance in social relations between the speaker and the listener is far, but the speech to speak is not even polite. According to the author, in such a case the context of the conversation determines the politeness of the speech being spoken.

The scale that is not found in the speech rejection above is the *authority scale*. *Authority scale* indicates the relationship status social between speaker and hearer involved in the substitutions. Farther distance level social (*rank rating*) between speaker with a hearer, the speech used will be lean more polite, Previously, more near distance level social between both will be lean of the lack ranking of politeness speech used in spoken language. The interpretation of the writer has not found the authorization scale in this research because of speech into data, the speech rejection conducted between students. So, no one has more authority among the students against other students.

CONCLUSION

After analyzing research data, the writer can be a conclusion about some things. First, in communication every day we can not free from speech rejection. The speech rejection consists of some various. The user very depends on context speech to accompany. As well participate we should be chosen speech is not hurt, partners. From 56 speech rejection to find, the speech rejection to more dominant used is the speech rejection by using reason. It shows that give to the reason of the refuse offers, invitation, command, and appeal someone to regard more constant and not hurt partners. Second, when we are in a situation that requires to reject the offer, invitation, command, appeal, and speech imperative other, the choose a polite way. With so, the partners became more regard although desire can not fill. In this research, from 5 speech rejection to find, the scale of politeness more dominant is not directly scale. It is shown that does not directly scale into alternative can be used in doing speech rejection. Third, the speech rejection on students of the Program Study in Language Education and Literature of Indonesia belongs to polite.

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**AN ANALYSIS ON THE STRATEGY OF TEACHING AND LEARNING PROCESS OF
READING SKILL AT MATHAYUM ISLAM BACHOK WITTAYA SCHOOL
THAILAND**

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STKIP Bina Bangsa Getsampena

Abstract

The researcher discusses about the strategy of teaching and learning Process that is done by a teacher. The strategy is the ability of a teacher to design the learning environment and the talents of its students become better, focused, and organized so that time can be used efficiently. This research aims (1) to find out how the teaching and learning process of reading skill is applied by the English teachers of Mathayum Islam Bachok Wittaya School is, and (2) to find out how the impact of the strategy that is applied by English teachers Mathayum Islam Bachok Wittaya for the students' ability in mastering reading texts is. The design used in this research is descriptive research. Thus, this research belongs to qualitative research because only describes the strategy that is used by the teachers in conducting teaching and learning process of reading skill at the school. The subjects of this research were two teachers who teach English. The instruments that was used to collect data were observation, interview, and documentation. The data gotten was analyzed by narration procedure and discussion. The result of research showed the teachers used to use various strategies that aimed to make the students not bored. Although the teachers used to use various strategies, the teachers usually used jigsaw technique in teaching and learning process. The strategy that was applied the teachers of Mathayum Islam Bachok Wittaya School in teaching and learning process of reading skill was effective. Thus, the strategy that was used by the teachers had a good impact for the students' ability in mastering reading text. It was proven that the students' average score in mastering reading skill after teaching in learning process was 80 and it was higher than the standard score. Meanwhile, the standard score of reading skill was 75 at the school.

Keywords: Strategy, Teaching and Learning, Reading Skill

INTRODUCTION

Teaching is a process of transferring knowledge and science to students. The success of transferring knowledge and science to students is influenced by many factors and one of them is method or strategy used by teachers. Since the teachers' main job is teaching thus they must be able manage class and develop the teaching learning process. The teacher must make the students learn thus the good result of teaching learning process will be reached well. To make the students learn in a better way, there is a need of materials, facilities, personnel, time, and space, etc. The scientific arrangement of all these components in proper

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order and their implementation only will cause effective learning. The proper arrangement of components to make the students learn and teachers teach is instructional system.

Next, learning and instruction are terms used commonly in classroom situations. According to Leaser (2006) learning is a term we use quite often to express varied things. Brown (2007) states learning as a change in cognitive structure of the individual. Further Diane (2000) views learning as the construction of new learning experiences by the learner which is a result of the interplay between cognition and the social context in which the learners are situated. We may not debate on this issue here, but will consider both the views for giving a simple definition for learning.

Based on the opinions, it can be concluded that learning may be regarded as a change in behavior and in the cognitive structure of an individual. In other words, when an individual learns, he shifts from an initial cognitive structure with its corresponding behavior to a different cognitive structure and its corresponding behavior.

Normally the success of teaching and learning at schools are influenced by strategy used by teachers. According to Kemmis (2006), teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified. Furthermore, Kemmis (2006) states that teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success.

Zhang (2006) states that language learners met cognitive knowledge, strategy use, and the relationship between them. However, the correlation between knowledge about strategies and strategy use in ESL instruction. The discrepancy indicates that, while the students are generally aware of the usefulness of the strategies, the students are not yet conscious and confident strategy users. There seems to be a need to increase their repertoire of strategies. Next, Zhang (2006) adds that learners with high level of tolerance of ambiguity selected strategies appropriately and used them effectively, and vice versa. The other researcher, Zhou (2016) investigated that learners' strategy use by motivation, and found that motivation has high correlations with teachers' strategies.

Based on the experts' statement above thus it can be stated that teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Furthermore, teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal

with the target group identified. In addition, that teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success

Next, there are some factors that influence the result of teaching and they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom. Further, According to Smith and Lastett (2011), interaction is viewed as significant as it is argued that:

- a) only through interaction can the learners decompose the target language structures and derive meaning from classroom events
- b) interaction gives learners the opportunities to incorporate target language structures to their own speech (the scaffolding principle)
- c) the meaningfulness for learners of classroom events of any kinds whether thought of as interactive or not, will depend on the extend to which communication has been jointly constructed between the teacher and the learners

Based on the statements above, it can be inferred that interaction in the class includes all of the classroom events. It is clear that the active role of both the teacher and learners is absolutely needed to create a good interaction because everyone will learn something better if he experiences it by himself. The learners have to learn the knowledge about English from the teacher, be active in responding the teacher's questions, and introducing their own ideas. Besides, the teachers must be creative in using teaching strategy to support their talk in order to be interesting to be learned by the learners. Those are not easy tasks for many, teachers, because as Leaser (2006) states that language appears sometimes to be so easy to learn and at other times so hard. If the teacher fails, he cannot achieve the teaching-teaming objectives.

As a matter of fact, teachers play a vital rule in teaching learning process. Smith (2003) mentions management is a rule behavior of teaching or learning which has purposed at organizing learning and learning activities. There are many ways to increase students' proficiency in reading such as strategy and encouraging student's interest to study in class.

Diana (2000) says that classroom one of the appropriate places that students can learn. Applying a proper instruction is a classroom that provide as many as possible opportunities for students to use English and to enjoy learning it.

This research is intended to analyze the strategy of teaching learning process of reading skill. The research would cover teaching learning process of reading skill that is conducted at Mathayum Islam Bachok Wittaya School Thailand

The School is chosen as the location of this research because of some factors and one of them is that students' ability in mastering reading text is good. Their average score in reading is 85 and it is above standards score was 78. When the preliminary research was conducted, it was found that one of causes that made their ability in reading skill good was that the strategy used by teacher was comfortable. Consequently, it could motivate the students in learning reading skill.

RESEARCH METHOD

This research was conducted at Mathayum Islam Bachok Wittaya School Thailand. The research method used in this research was qualitative research and in this case was a descriptive design. Next, qualitative research was used to analyze the strategy that is used by teacher in teaching and learning process of reading skill in this research. According to Webster (2001) in qualitative research, the data are usually in the form of words rather than numbers, have always been the staple of some fields in the social sciences, notably anthropology, history, and political science. It involves essences of people, objects, and situations..

Next, since the number of subject of this research was only two English teachers thus the teachers should be taken as sample and it was named *data source*. Besides, the subject of this research was all students of the eighth grade. The total students of the eighth grade was 120.

There were three instruments that were used for collecting data and they were observation, interview, and documentation. In analyzing data, the researcher classified them on the basis of characteristics of the items and the objective of research. Next, they were narrated and discussed.

RESULT AND DISCUSSION

Result

Effective teachers are always on the prowl for new and exciting teaching strategies that will keep their students motivated and engaged. Next, the teachers usually apply some various techniques or methods to make the students not bored. There were some kinds of techniques that were usually used by the teachers in teaching and learning process such as

group discussion, individual work, etc. Choosing method or technique in teaching reading skill depended on situation and condition and materials that would be taught.

However, the teachers used to use cooperative learning “jigsaw technique” in conducting teaching and learning process of reading skill. In applying the technique, the teachers grouped the students in some groups. Every group consisted of 4 till 5 students. In this technique, the students were asked to discuss the text distributed and find the information in the text. Next, the teachers used to use the students to discuss the text given and ask them to help one other in comprehending the text distributed

The teachers used to use test after teaching learning process for monitoring the result of teaching learning process. The teachers used to require the students to find information based on text given individually. To know the success of the result of teaching and learning process, the teachers usually evaluated the students’ reading ability through individual evaluation.

The strategy used by the teachers in teaching and learning process of reading skill was effective to make the students understand and comprehend the reading text. Thus, the strategy used by the teachers in teaching and learning process of reading skill had a good impact for the students to master reading skill. It was proven that the students were motivated and interested in learning reading skill because the strategy used by the teachers was comfortable so that the students were happy, relax, and enthusiastic in learning reading skill. Next, It was also proven that the students’ average score in mastering reading skill after teaching in learning process was 80 and it was higher than the standard score. Meanwhile, the standard of reading skill was 75 at the school.

Discussions

Normally, every teacher prepares syllabus and a document of instruction. It is very important for teachers because it is a guidance for them in conducting teaching and learning process. Thus, the teachers of Mathayum Islam Bachok Wittaya School Thailand also prepare a document of instruction that consists of lesson plan, instruments that was used in teaching and learning process, and classroom design. The lesson plan that prepared by the teachers consisted of schedule, basic competence, especial competence, the strategy of instruction, instruction media, teaching and learning process, and evaluation.

Richard (2002) states that there are two reasons for planning the lesson plans; first, the teachers plan for external reasons in order to feel more confident, to learn the subject better, to enable the lesson to run more smoothly, and to anticipate problems before they occur. Second, teachers plan for external reasons in order to satisfy the expectations of the

principal or supervisor and to guide the substitute teachers in case the classrooms need ones.

Hammer (2008) states that some teachers with experience seem to have an ability to think on their own feet, which allow them to believe that they do not need to plan their lesson, however most teachers go on preparing lessons throughout their careers, even if the plans are very informal

Next, before teaching and learning process, the teachers did pre-activities, the teacher performed the activities of opening classes by greeting, reviewing previous materials, apperception, and motivation.

In main activities, the teachers applied varied approaches in presenting materials. All of them applied learner-centered language teaching or learner-centered approach in teaching reading skill.

This finding showed that teachers applied learner-centered approach in teaching English subject for their students. It was in line with the 1994 English curriculum's recommendation that the teachers suggested to use learner-centered approach and meaningful approach in teaching. Moreover, in 2006 curriculum, learner-centered approach is also still suitable to use. However, the teachers sometimes are able to apply more than one approach in conducting the teaching and learning activities based on the situation and condition of the students in the classroom. It meant it was not forbidden for the teachers to garner other approaches whenever necessary as it did not dominate the classroom intern.

In terms of language skills and language components such as structure and vocabulary, both 2004 curriculum and 2006 curriculum suggested to teach language skills and language components to be integrated. Teaching of language components plays an important role in developing language skills even sometimes they taught them separately when it was needed. Two items of data from the interview present a discussion on how the teachers taught reading skill

In the case of teaching and learning, learner-centered activities were often used in the teaching process, two of respondents often presented describing and drawing and information. It is supported by Yusuf (2005:144) that a variety of activities can be used by the English teachers in applying learner-centered approach such as games problem solving, role play, question and answer and etc. In realization of learner-centered activities, two of the teachers always ordered the students to sit in group.

Furthermore, the teachers did pre-activities that included greeting, reviewing previous material, apperception and motivation. The teacher gave instructions to start the

new teaching process. The teacher gave learner-centered activities in teaching English classes such as.

The instructed the students to take note on utterances. But, they garnered different techniques to do this. The arranged the student to work in groups, write their utterances on a piece of paper and posted it on the wall. Then, the posted works were corrected by another group. Some teachers assigned them to write on their exercise books and sometime on the blackboard. It depended on the teachers and situation of the classroom.

Next, the teachers used to motivate the students to study English especially reading skill every time in order that they could write well. The teacher used to review the previous subject to know that the students are still able to understand the previous material or not.

Further, great emphasis has been laid on the teachers to use effective teaching strategies and method for improved learning by many researchers and educationists but on the other hand, one must also understand that the amount of students' learning in a class also depends on their native ability of cognition and as well as their prior preparation. Teachers should prepare mental set through rapport with students before they start teaching. With the passage of time, the importance of instructors' teaching style is being spread and the teachers are taking initiative to improve their teaching strategies for students' improved learning by getting enrolled in such programmes which help them reflect upon their teaching practices and improving them as per requirement. The teachers who are willing for professional development in this area are able to deliver even complex and complicated content effectively, helping the students generate their interest and eagerness for more opportunities of learning in a conducive environment, making all the individuals feel that they are being taught in their own unique way being unique themselves.

Next, for teaching English learners especially teaching reading skill, there are three principles of instruction: (1) increase comprehension: make meaning clearer through visuals, demonstration, and other means. (2) increase students-to-student interaction, and (3) engage students using English to accomplish academic tasks.

Furthermore, relating to the strategy in teaching and learning process of reading skill, the teachers of Mathayum Islam Bachok Wittaya School usually apply some various techniques to make the students not bored in teaching and learning process. There are some kinds of strategies that are used by the teachers in teaching and learning process such as using cooperative learning, individual work, etc. Next, choosing strategy in teaching reading skill depends on situation, condition, and materials that will be taught. Normally, when

teachers want their students successful in teaching and learning process thus the teachers must understand the condition of the students and they must understand the materials that they will teach to their students. When the teachers understand the condition of environment of teaching and learning process thus the teachers can choose a comfortable strategy that will be used in teaching and learning process.

Next, although the teachers usually applied some various strategies in teaching and learning process, the teachers applied role play, problem solving and the like all of the teachers gave these activities by using cooperative learning and in this case the teachers often use jigsaw technique. The teachers use this technique in teaching and learning process because the students can learn more effectively when they work together rather than apart, and it is also known to improve self-confidence in students. The jigsaw technique is especially effective because each student is responsible for one another's learning, and students find out really quick that each group member has something equally important to contribute to the group in order to make the task a successful one. Furthermore, the students are exposed to and use many skills throughout this strategy: Communication, problem-solving skills, cognition, and critical thinking -- all of which are essential for a successful academic career.

In addition, it is normal to know the success of teaching and learning process, every teacher must conduct a evaluation. There are some kinds of evaluations that can be used in evaluating the success of teaching and learning process such as group work evaluation, individual evaluation, pair work evaluation, and written test. Then, to know how the teachers of Mathayum Islam Bachok Wittaya School evaluate the result of teaching and learning process of writing skill, the writer interviewed the both English Teacher of Mathayum Islam Bachok Wittaya School. Based on the result interview, it was found that after teaching and learning process, the teacher conducted an evaluation to know the success of teaching and learning process and the students' ability or achievement in mastering the subject that had been discussed. In evaluating, the teachers used to evaluate by giving a written test individually.

To know the success of the result of teaching and learning process, the teacher usually evaluate the students' reading ability through individual evaluation. The teacher always requires the students to find information based on text given individually. The result of reading test always get good result because the average score of the test is 85 and it is greater than the standards score at the school and the standard score is 78. Therefore, the strategy used by teacher is very effective to make the students understand the content of

reading text. Thus the strategy applied by the teachers has a good impact for the students' ability in mastering reading text.

In addition, the result of this research is the same as Zhang's research (2006) that stated that learners with high level of tolerance of ambiguity selected strategies appropriately and used them effectively, and vice versa. The result of this research is also the same as Zhou's research (2016) that stated that learners' strategy use by motivation, and found that motivation has high correlations with teachers' strategies.

Finally, theory of strategy of teaching and learning process by Colin and Robert (2011) and Hombay (1999) is still useful to overcome the strategy of teaching and learning process especially in reading instruction.

CONCLUSION

Before conducting teaching and learning, the teachers of Mathayum Islam Bachok Wittaya School Thailand prepare a document of instruction that consists of lesson plan, instruments that is used in teaching and learning process, and classroom design. The lesson plan consists of schedule, basic competence, especial competence, the strategy of instruction, instruction media, teaching and learning process, and evaluation.

The teachers of Mathayum Islam Bachok Wittaya School Thailand usually apply some various strategies to make the students not bored. There are some kinds of strategies that are used by teachers in teaching and learning process such as using cooperative learning, individual work, etc. Next, choosing strategy in teaching reading skill depends on situation, condition, and materials that will be taught.

Besides using some various strategies in teaching and learning process, the teachers of Mathayum Islam Bachok Wittaya School Thailand usually applies cooperative learning "Jigsaw" technique in teaching learning process of reading skill.. After teaching and learning process, the teachers conduct an evaluation to know the success of teaching and learning process and the students' ability in mastering the subject that had been discussed. In evaluating, the teachers usually evaluate by giving a written test individually.

The strategy used by teachers is very effective to make the students understand the content of reading text. Thus, the strategy applied by the teachers has a good impact for the students' ability in mastering reading text.

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LANGUAGE POLITENESS OF STUDENTS AND TEACHERS: AN ETHNOGRAPHIC STUDY

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Abstract

This research is based on the discovery of students and teachers at SMAN 01 Logas Tanah Darat, Kuantan Singingi, Riau, who spoke impolitely. As people working in the world of education, students and teachers must certainly pay attention to politeness in language. For this reason, this research needs to be conducted to see the extent of the politeness of students and teachers in communicating in the realm of education. Also, this study not only looked at the politeness of students and teachers but also want to see the factors causing the impoliteness of students and teachers in speaking. This research uses a qualitative approach with ethnographic methods. Sources of data in this study were students and teachers at SMAN 01 Logas Tanah Darat, Kuantan Singingi, Riau. The data in this study are the speech of students and teachers containing six maxim of politeness raised by Leech. The results of this study indicate that students and teachers at SMAN 01 Logas Tanah Darat, Kuantan Singingi Riau can already be categorized politely in speech. This can be seen from the 101 utterances found that only 38 utterances are categorized as impolite or violate the six maxims of the politeness principle stated by Leech.

Keywords: *Language Politeness, Students, Teachers, Speech Act, Education Realm.*

INTRODUCTION

Language is a tool used by humans to communicate. Humans will not be separated from the process of using language in everyday life. Language plays an important role in life because language has a role as a messenger from one human to another. In communicating, language users must also be able to choose the language used in interaction to avoid conflicts between speakers and interlocutors. This is very much related to the choice of language in the use of the language. One aspect of language that is very important is politeness. This is caused that politeness can also facilitate interactions between individuals in communication.

Language politeness is one aspect of language that can improve the emotional intelligence of speakers because in communication speakers and interlocutors are not only required to convey the truth, but also must remain committed to maintaining harmonious relationships. To maintain harmony in relationships, there is a need for procedures of

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communication. The communication procedure concerns the politeness of the speaker in speaking the language. The more polite someone in the language means that someone is getting better at communicating with others. The politeness of language must be controlled by all levels of society who want to use language in communication, especially those who are involved in the world of education such as students and teachers.

As a student surely they need to pay attention to politeness in language. Researchers found many students' language phenomena related to politeness. When researchers conducted interviews with some of the teachers at SMAN 01 Logas Tanah Darat Kuantan Singingi Riau, some teachers said that there were still students who were not polite in language use. Then, the researcher also conducted interviews with several students, many of them also complained about their friend's impolite attitude when communicating both inside and outside the classroom. So that it can cause a quarrel because a student feels offended by the words of the others. Besides students, teachers must also pay attention to politeness in language because teachers are role models for their students.

Politeness is a very important aspect to shape one's character and attitude. The use of a person's language in speaking can be known as the character and personality of that person. For this reason, politeness must be possessed by every student and teacher. Related, the characters that are arranged in students through education can be moved from how students communicate with others. Besides, teachers who can help students are also found to pay less attention to politeness. Impoliteness found in teachers sometimes also influenced by students' attitudes so that causes resentment to the teacher. Some of the phenomena above are interesting to study more in-depth so that research is needed regarding politeness in students and teachers at SMAN 01 Logas Tanah Darat, Kuantan Singingi, Riau.

The following will present some examples of conversational situations between teachers and students. In this example illustrated utterances from teachers and students who obey and violate some of the maxims that are in the principle of politeness.

Example 1. Obedience and violation of the tact maxim

Situation: This utterance occurred on Friday, April 13, 2017 around 9:00 WIB in X1 class.

Previously the teacher has told a story related to daily life that is about carrots, eggs, and coffee associated with human nature then the teacher tells students to retell what has been told by the teacher in the form of further essays from the story students are asked to determine facts and opinions, but there are students who exception if the task is done individually, but the teacher still tells students to do it individually.

- GR : *"Silahkan kalian ceritakan dulu dari awal sampai akhir, lalu nanti setelah itu uraikan mana fakta mana opini!"* [Please tell from the beginning to the end, after that describe what facts are opinions!] (56)
- SW4 : *"Satu berdua ya bu?"* [Pairwork, mam?](57)
- GR : *"Hmm...kok satu berdua?"* [Hmm...pairwork?] (58)
- : *"Ya semuanya sendiri-sendiri!"* [It's individually!] (59)
- SW5 : *"Bukunya habis bu"* [There's no book anymore, mam] (60)
- GR : *"Eee...ibu sekalian mau menilai kemampuan kalian untuk bercerita, jadi disitu ada nilai mendengarkan"* [Eee ... I want to evaluate all of your ability to tell stories, so there is a score of listening] (61)
- SW6 : *"Bu ulangin lagi bu!"* [repeat again, mam!] (62)
- GR : *"Kenapa? Ada yang ingin bertanya?"* [Why? Any question?](63)

Speeches of (56), (58), and (59) are classified into tact maxims. In a speech (56) the teacher tries to maximize the profit of his speech partner by asking students to do assignments about facts and opinions, this aims to see the ability of students to understand material about the facts and opinions that have been taught. Speeches of (58) and (59) are also included in the maxim of tact because in these speeches the teacher as a speaker does not try to maximize the benefits of the partner by saying reject the suggestions of students who want the work done in pairs. Speech (56) is considered to comply with the tact maxim but speech (58) and (59) are considered to violate the tact maxim.

Example 2. Obedience and violation of the approbation maxim

Situation 2 : This utterance occurs on Monday, April 3, 2017 at around 8:25 WIB in X1 class. At that time the learning activities had just begun, the learning activities began with a story about the visit of the regent in the village of Sukaraja, then continued with a story about the village of Sungai Taro. The teacher asks students about the existence of the Taro River.

- GR : *"Sungai Taro itu terletak di daerah kabupaten Banyu Asin, Sumatera?."* [The Taro River is located in the Banyu Asin, Sumatra.....?] (24)
- SW6 : *"Banyu Asin, Sumatera Selatan."* [Banyu Asin, South Sumtra](25)
- GR : *"Iya, betul sekali."* [Yes, totally correct] (26)

Speech (26) can be classified into approbation maxim. Categorized into a maxim of approbation because in the speech of teacher as a speaker is seen giving praise to students

who have managed to answer their questions correctly, so then he gives praise in the form of words. Speech (26) is considered to comply with the maxim of approbation. The following are some of the examples of utterances which obedient and violate the maxims of approbation.

Situation 4 :This utterance occurs on Monday, April 3, 2017 in the morning around 9:05 WIB in X1 class. Students were seen writing down an example of an invitation letter written by the secretary on the board, but there was a student who was bothering his friend who was taking notes, which made his friend feel annoyed.

SW 7 : “*Agung ki, ngrusui wae.*” (*Agung ni mengganggu saja*) [Agung is just annoying] (34)

SW8 : “*Koe ki ngomong karo aku bayar sek utangmu!*” (*Kamu ni ngomong sama aku bayar dulu hutangmu*) [You talk to me, you should to pay your debt first] (35)

SW9 : “*Oalah le le utang kok dibahas.*” [Oh... should be discussed the debt] (36)

SW7 : “*Asu, bajingan koe!*” (*Anjing , bajingan kamu!*) [*Dog, you're bastard!*] (37)

Speeches (37) can be classified into approbation maxim. The speech was classified into the maxim of approbation because SW7 as a speaker was seen abusing his partner by saying a bad speech. Speech (37) is considered to violate the approbation maxim.

The theory used in this study is the theory of politeness according to Leech as seen from the maxim of politeness expressed by Leech as a reference. The concept of ‘politeness’ owes a lot to Goffman’s work (1955, 1967) about ‘face’. In social interaction, he presents the face to others and the faces of others. Goffman (as cited in Wardhaugh, 2006) says that we are obliged to protect our faces and the faces of others to the extent that every time we interact with other people we play a kind of mini-drama, a kind of ritual where each party is required to recognize that identity another claim for himself.

Furthermore, Brown & Levinson (1987) explain the politeness is a speaking system that is applied in interactions to maintain face. Maintaining here is so that the face does not get threatened or lose face. Brown and Levinson explain the central themes of rationality and face which are both universal traits of the speech actors. Rationality is the reasoning or logic of the means of purpose, whereas faces consist of positive faces and negative faces.

Politeness is studied in the context of language based on its use, which examines the forms of language expression used by speakers to achieve their communication goals. According to Leech, politeness is a strategy or a set of strategies used by speakers of a language to obtain various goals, such as establishing and maintaining harmonious relationships. Leech (1993) said the principle of politeness with its six maxims is a rule of

communication for expressing politeness. Politeness concerns the relationship between the speaker and the interlocutor. The following six maxims are explained by Leech, (1) tact maxim; (2) maxim of generosity; (3) approbation maxim; (4) maxim of modesty; (5) agreement maxims or compatibility maxims; and (6) maxim of sympathy.

Based on the opinion of some experts above, it can be concluded that politeness is the procedure of the speaker in maintaining the face of the speech partner so that the communication objectives can be achieved. To obtain the communication objectives, it is necessary to have a strategy in speaking and communication in speaking must pay attention to the context.

In certain contexts, a person can also speak the impolite language because several factors cause it. Pranowo (in Chaer, 2010: 69) states that several factors cause a statement to be impolite. Some of the causes of impoliteness are direct criticism with harsh words, encouragement of the emotional sense of the speaker, protective of opinions, deliberately accusing the interlocutors, and deliberately cornering the speech partners.

Many similar studies have been carried out by previous researchers who are relevant to the research conducted by researchers which are published in international journals. First, research conducted by Mariani, (2016) which entitled *"Developing Students' Intelligent Character through Linguistic Politeness: The Case of English as a Foreign Language for Indonesian Students"*. Second, research conducted by Huang (2008) which entitled *"Politeness Principle in Cross-Culture Communication"*. Third, research conducted by Adel, (2016) *"A qualitative study of politeness strategies used by Iranian EFL learners in a class blog"*. Fourth, research conducted by Salom, (2009) *"Interacting with the Reader: Politeness Strategies in Engineering Research Article Discussions"*. Fifth, the research conducted by Comes, Joan, Borràs & Bazin (2015) *"Vocative Intonation Preferences are Sensitive to Politeness Factors"*.

The research conducted by researchers is a different study from the five international journals above. The difference lies in the subject, object, and place of research. The first difference can be seen from the research conducted by Nanik lies in the research model. Nanik's research is a classroom action research that aims to investigate the politeness of teachers and students. While the research that the researcher does is not classroom action research. The next difference is if there are speeches that are not polite the researcher also looks at what are the things that cause such impoliteness.

Furthermore, the second study conducted by Huang, (2008) his research is looking at how politeness strategies used by people who have different cultures, in this case, are important differences in politeness between Chinese and Western cultures. While the

research researchers looked more at the politeness of the students' language regardless of the ethnicity and culture of the student. Next, a third study conducted by Adel, (2016) looked at how the use of technology (blogs) can be used as a politeness strategy that is quite effective in forming emotional relationships between teachers and students. The fourth study conducted by Salom, (2009) is the use of politeness strategies in scientific writing to create solidarity and engagement with the scientific community. The last or fifth study conducted by Joan Borràs-Comes was to look at socio-pragmatic and situational factors and Catalan vocal intonation in politeness theory increasingly broadening our understanding of how politeness inferential meaning controls intonation variations in language.

Based on the five international journals which are relevant studies with this research conducted by the researcher there are some similarities. The similarity of this research with relevant research is to both study and use politeness theory to analyze how communication can work well between one individual with another. However, although they have similarities, of course, they also have some differences, those differences are seen from the subject of their research.

Based on the explanation above, the problem of this research can be focused on two things, namely: the politeness of students and teachers in terms of Leech politeness principle and the causes of students' and teachers' language impoliteness at SMAN 01 Logas Tanah Darat, Kuantan Singingi, Riau.

RESEARCH METHOD

This research uses a qualitative approach with ethnographic methods. According to Moleong, (2007) qualitative research is research experienced by research subjects such as behavior, perception, motivation, actions and others holistically and descriptively in the form of words and language in a special natural context and by utilizing various scientific methods. Furthermore, related to ethnographic methods, Emzir, (2015) says that ethnography refers to social research that examines human behavior in everyday contexts and to understand their environment.

Sources of data in this study were students and teachers at SMAN 01 Logas Tanah Darat, Kuantan Singingi, Riau. The data in this study are the speech of students and teachers containing six maxims of politeness principles raised by Leech, (1993) Techniques of data collection are the most strategic step in research because the main purpose of research is to get the data. To collect the data, there are several techniques used in this study, namely: observation, recording and field notes techniques.

The data analysis technique of this research is based on the interactive technique of Miles and Huberman, (1992) Through this model, data analysis activities are carried out by using the following techniques, namely: (1) data analysis is carried out at the time of collection and after the data is collected. Then, the data is finished transcribed from spoken language to written language; (2) data reduction stage is the stage that includes the identification, classification, and coding of language politeness strategies and causes of impoliteness. Data analysis activities in this study began with the data reduction stage. At this stage, the process of identifying, classifying, sorting and coding the data is carried out. The identification process is carried out on students' speech acts; (3) the data presentation includes the reduced arrangement. The arranged data is presented in a table following the sub-focus of the problem under study, and (4) drawing conclusions or verification carried out on the interpretation of the data after it is presented.

RESULT AND DISCUSSION

Results

Below will be presented several research findings related to students and teachers at SMAN 01 Logas Tanah Darat, Kuantan Singingi Regency, Riau.

1. The Language Politeness of Students and Teachers reviewed from the Leech's Principles of Politeness.

a. Tact Maxim

Based on data obtained in the field 20 utterances contain tact maxim. In this case, the maxim of tact is classified as a maxim which is quite widely used in teacher with student speech and student with other student speech. It can be seen from 101 speech data where 20 speeches belong to the tact maxim. Speeches that obey to the tact maxim are 17 utterances and those that violate the tact maxim are 3 utterances. It shows that speakers both students and teachers always try to maximize profits for other parties in speaking activities.

b. Maxim of Generosity

Based on data obtained in the field, 21 utterances contain a maxim of generosity. The number of utterances included in the maxim of generosity is greater than the tact maxim. Speeches that obey to the generosity maxim are 7 utterances and those that violate the generosity maxim are 14 utterances. This shows that speakers always try to maximize profits for themselves in speaking activities so that speakers are considered impolite.

c. Maxim of Approbation

Based on data obtained in the field by using some data provisioning techniques, 11 utterances contained a maxim of approbation. Speeches that obey the maxim of approbation amount to 4 utterances and utterances that violate the maxim of approbation totaling 7 utterances. It shows that there are still many speakers who have not tried to give awards to other parties in their speaking activities.

d. Maxim of Modesty

Based on data obtained in the field 8 utterances contain maxim of modesty. Speeches that obey the maxim of modesty are 5 utterances and those that violate the modesty maxim are 3 utterances. This shows that there are still many speech participants who have not tried to be humble in their speech activities because from 101 speech data, the author found only 8 utterances included in the maxim of modesty.

e. Maxim of Agreement

Based on the speech data that the authors analyzed from 101 speech data, 38 utterances were classified in the maxim of agreement. The number of agreement maxims was included in the maxims that were most widely used in the speech of students and teachers. Speeches that obey the maxims of agreement amounted to 28 utterances and utterances that violate the maxims of agreement amounting to 10 utterances, the high number of utterances that obey to agreement maxims shows that the speech participants are already able to foster mutual compatibility in their speech activities.

f. Maxim of Sympathy

Based on the results of the analysis conducted by the author, from 101 data that the author of the analysis turned out there were only 3 utterances that were classified as sympathy maxim. Speeches that obey the maxim of sympathy amounted to 2 utterances and those that violated the maxim of sympathy amounted to 1 utterance, at least the speech categorized in the maxim of sympathy showed that many speech participants had not been able to maximize the attitude of sympathy towards other parties in speaking activities.

2. The Factors of Language Impoliteness in Student and Teacher Speech

a. Direct Criticism with Abusive

Based on the data obtained in the field, 4 utterances are classified as the cause of language impoliteness in the critical factor directly with abusive words. According to the authors, the factors that caused language impoliteness occur because students do not pay attention to sentences that are appropriate to be spoken when wanting to give criticism or assessment both to fellow friends or to the teacher, students generally tend to say the criticism directly. This can be seen from the 4 causes that all come from the students.

b. Encouragement of the Speaker's Emotions

Based on the data obtained in the field, 12 utterances are the cause of language impoliteness in the factors of encouragement the emotion of the speaker, 6 causes originating from students, and 6 more causes originating from teachers. According to the writer that caused the teacher to speak impolitely is because many students lack interest in learning so that it causes emotions in the teacher. Meanwhile, which causes students to speak impolitely because of the influence of fellow students.

c. Protective of Against the Opinion

Based on data obtained in the field, 6 utterances cause language impoliteness in protection against the opinion factors. The cause of language impoliteness in the protection against the opinion factors occurs because many students are lazy in doing assignments so the teacher must try to maintain his opinion so that students want to do the assignment. Protective factors for this opinion 5 factors come from the teacher, and 1 factor comes from students.

d. Accidentally Accusing Interlocutors

Based on data obtained in the field, there is 1 utterance which is the cause of language impoliteness in the factor of deliberately accusing the interlocutor. According to the authors, the factors causing language impoliteness to occur because of the many activities that are less important students carried out during study hours such as looking right and left, pensive when learning, so it makes the teacher speak impolitely.

e. Deliberately Cornering the Interlocutors

Based on data obtained in the field, 15 utterances cause language impoliteness in deliberately cornering the speech partners. The factor that causes language impoliteness is due to a large number of utterances that are commanded spoken by the teacher or student so this makes the interlocutor helpless to refuse. The factors causing intentionally cornering these interlocutors are 9 factors that come from the teacher and 6 factors come from students.

Discussion

Based on the findings of research conducted on students and teachers at SMAN 01 Logas Tanah Darat Kuantan Singingi Riau District 101 utterances contained six maxims of politeness principles raised by Leech. Of the 101 utterances, 63 students and teachers who obey politeness and 38 utterances violated the six maxims of the politeness principle. Of the 38 utterances that were categorized as impolite, several factors were found to cause impoliteness. Factors causing impoliteness of students and teacher's speech are direct

criticism with harsh words, encouragement of the speaker's emotional sense, protective of opinions, deliberately accusing the interlocutor, and deliberately cornering the speech partner.

The dominance of the maxim of Leech politeness maxim compared to the violation violations found in the speech acts of students and teachers at SMAN 01, Land and Land Logistics in Kuantan Singingi Regency, Riau shows that students and teachers there are people who are classified as polite. The politeness of students and teachers is a reflection of the formation of good character in the school environment. The findings of this study are in line with the findings of Ristiyani, 2016; Wahidah, 2017; Adriana, 2014 which shows that by adhering to the principle of politeness in each thimble can function as a means of character formation for the successful formation of the character of children throughout the country, and as an effort to build a foundation for the formation of a prosperous and noble nation civilization.

The discovery of several violations of politeness of Leech in SMAN 01 Logas Tanah Darat, Kuantan Singingi Riau Regency was influenced by several factors, namely direct criticism with harsh words, encouragement of the emotion of the speaker, protective of opinions, deliberately accusing the interlocutor, and deliberately cornering the speech partner. These factors cause some speeches of students and teachers to be impolite. This finding is in line with the findings of Rahardi & Dharma, 2013; Rahardi, 2017 who discovered many impoliteness factors, such as carelessness, playing with faces, harassing faces, threatening faces and disappearing faces.

CONCLUSION

From the results and discussion in this study, it can be concluded that students and teachers at SMAN 01 Logas Tanah Darat, Kuantan Singingi Riau Regency can already be categorized politely in speaking. This can be seen from the dominance of Leech's politeness maxim of Leech compared to his violations. This is a reflection of the formation of good character in the school environment. Furthermore, the discovery of violations of Leech politeness maxims committed by students and teachers was also motivated by several factors, namely direct criticism with harsh words, encouragement of the speaker's emotional emotions, protective of opinions, deliberately accusing the interlocutor, and deliberately cornering the speech partner.

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THE ANALYSIS OF ENGLISH DEPARTMENT STUDENTS' ABILITY IN MASTERING READING TEXT OF MUHAMMADIYAH ACEH UNIVERSITY

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Abstract

The aim of this study is at examining how well the students' ability in mastering the text and the main idea, and how they could improve their ability in understanding the text especially to find out the main idea from the text. The object of this study was 10 students from semester I in Intensive Reading Comprehension class. The data was obtained from the result of students' worksheets and questionnaires distribution. In finding out the result, The data was analyzed by using descriptive qualitative. The result shows that the students' ability in mastering reading text was categorized in poor level of understanding main idea. Besides, the result of questionnaire indicated that the main problem in reading lesson is that the methods used and the class situation. Therefore, the students do self motivation to enrich and memorize new vocabularies as an effort in improving their reading understanding. The implication of this study is to give the input to the lecturer of Reading subject to apply the appropriate method and technique, and create a nice class environment.

Keywords: Intensive Reading Comprehension, Reading Text, Ability

INTRODUCTION

As a language skill, reading can be considered as crucial aspect of one of language ability because it deals with the information and communication. Pang, Muaka, Bernhardt, & Kamil (2003) clarify that reading has an important educational goal. The ability to read provide the opportunity in gaining new knowledge, enjoy literature, and do everyday things that are part of human life. So, the first thing that has to know before learning reading is what reading itself.

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. As mentioned by Tarigan (2008) that reading is a recording and decoding process. Decoding is connecting the written word to oral language meaning which covers the changing of written form into the sound meaning.

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Patel and Jain (2008: 113 - 114) states as follows: "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture".

According to Prastisi (2009), reading is a difficult and complex thing that covers many things, not only sounding the written form but also activating the visual, thought, psicolingusitics and metacognitive. As the visual process, reading is a kind of symbols interpreting process into oral contents. Reading is a process of extracting meanings from the written language. It is a process of interpreting a message. It is an important skill in language teaching. It is a process of communication involving the writer and the reader, the encoder and the decoder.

Reading comprehension is one of the major targets in learning English. According to Cahyono (2011) in Muslimaini (2017) "reading comprehension is a process of getting information from context and combining. It is a process of using reader's existing knowledge (schemata) to interpret text in order to construct Meaning". Reading comprehension as the process of simultaneously extracting and construcing meaning through interaction and involment with written language. It consists of three elements : the reader, the text, and the activity or purpose for reading. Reading comprehension refers to the students' ability to understand the reading text given. It is the act of linking one idea to another. It is the activity to read, that has a purpose to get information from the reading material. It means that reading is an activity that aims primarily at understanding or constructing meaning from the written forms. Furthermore, in reading activities, students should have good reading comprehension to get the information from the text.

Compared to the traditional view of reading under which a reader simply draws information from the material, the current view describes a reader as an active one - extracting information from more than one text and then synthesizing and making a representation of the text's message (McKeown, Beck, Sinatra, & Loxterman, 1992). The important skill in comprehension is grasping the main idea from reading a paragraph, a report, an article or a story. The purpose in such reading is to find out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

In university level, the reading ability or competence will be taught in reading comprehension class. Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller, 2019). It means that reading comprehension is the ability to read text, process and understand its meaning.

Reading is an activity that to understand what someone reads. Anderson (in Tarigan, 2008: 9-11), there are various aims of reading. They are:

- a. Reading for details or facts.
- b. Reading for main ideas.
- c. Reading for sequence or organization.
- d. Reading for inference.
- e. Reading to classify.
- f. Reading to evaluate.

Furthermore, Grabe and Stoller (2019: 6-10) propose some purposes of reading more detail as follows:

- 1) Reading to search for simple information and reading to skim quickly In reading to search, readers typically scan the text for a specific word, or specific piece of information, or a few representative phrases. In this reading purpose, readers try to get spesific information in the text. Usually, the questions that need this kind of reading are the items about names, years and references.
- 2) Reading to learn from texts typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. For example, a biology who teacher reads a book that written in English entitled 'Amoeba' needs to learn detail information in the book. He/ she want to improve their knowledge about that topic. Another example, is when a doctor wants to get the knowledge from an English book, so he or she should encourage himself or herself to learn more about he spesific things in the book. This kind of reading purpose, needs more effort to do so.
- 3) Reading to integrate information, write and critique texts Reading to integrate information often occurs before a writer writes a paper. In a paper, he/she needs to integrate much information that will support his/her statements, her ideas, or against someone statements. The information is taken from many sources. Then, he/she

decides what information to integrate and how to integrate it his/her writing. In addition to this, the writer needs to gain as much as information to support his or her ideas.

- 4) Reading for general comprehension Comprehension is the most basic purpose of reading. Getting to know a content of a book, previewing a book, are included in reading for general understanding. This purpose also occurs when reading a book for pleasure. Reading for pleasure rarely aims for searching specific information from the text. People mostly enjoy reading for comprehending the text. From the discussion above, it can be concluded that there are two essential of focus on reading, they are reading for getting information and reading for getting pleasure. In addition, there are some spesific purposes of reading; reading to search for simple information, reading to learn from texts, reading to integrate information, write and critique texts, reading for general comprehension. Therefore, deciding the purpose of reading before reading a text is important because it influences our goals.

In doing any aim of this reading comprehension, Lee (2017) in Laily, R,N (2018) stated that there are 6 skills considered essentials to be mastered enough by the students (readers), they are:

- 1). Decoding

Decoding is related to an early language skill called phonemic awareness which is part of a broader skill called phonological awareness. Phonemic awareness enables kids to hear individual sounds in words (phonemes). It also allows them to “play” with sounds at the word and syllable level.

- 2). Fluency

To read fluently, students need to instantly recognize word. Fluency speeds up when they can read and understand text. It is also important when students find irregular words, like of and the, which cannot be sounded out.

- 3). Vocabulary

To understand what stated in text, people need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction but they typically learn the meaning of words through everyday experience and also by reading.

- 4). Sentence Construction and Cohesion

Understanding how sentences are built might seem like a writing skill. Connecting ideas within and between sentences, is called cohesion. But these skills are important for reading comprehension as well. Knowing how ideas link up at the sentence level helps students get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

5). Reasoning and Background Knowledge

Most readers relate what they read to what they know. So it is important for students to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and extract meaning even when it is not literally written.

6). Working Memory and Attention

These two skills are both part of a group of abilities known as executive function. They are different but closely related. When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they read. Working memory and attention are part of executive function. The ability to self-monitor while reading is also tied to that. Kids need to be able to recognize when they do not understand something. Then they need to stop, go back and re-read to clear up any confusion they may have.

After having background of the purposes of reading, and the things should be covered to reach the aim of reading, we need to clarify some types of reading. According to Patel and Jain (2008: 117-123) the types of reading are:

1). Intensive Reading

Intensive reading is related to further in language learning under the teacher’s guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

2). Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader

doesn't care about specific or important information after reading. Usually people read for to keep them update.

3). Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the student.

4). Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

To handle the problems that may occur during reading process, Cristiana Yatri Yuliani (2017) mentioned some points that need to be mastered by the students or readers broadly, they are:

- a. The readers have to have well developed vocabularies.
- b. The readers' body action during reading process, be relax.
- c. Concentration.
- d. Review the main things that the readers have already read.
- e. Motivation.

Reading is a great habit that can change human life significantly. There exist some reading techniques, which if mastered at a growing stage can help the reader, be better and more comprehensive readers. Those techniques are:

1. Scanning Technique

Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text. For pointing out the important information of a book the readers can skim through the summary or the preface or the beginning and end chapters of that book. For example, this technique is used for looking up a name or a number.

2. Skimming Technique

This reading technique is used for getting main information of the whole text . We generally use this technique at the time of reading a newspaper or magazine. Under this technique, we read quickly to get the main points and skip over the detail.

3. Active Reading Style

Active reading aims to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it. Getting in-depth knowledge of the text at hand is not possible by reading to skim through or scan through the text.

4. Detailed Reading

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text. In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

5. Speed Reading

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows: Identifying words without focusing on each letter; Not sounding-out all words; Not sub-vocalizing some phrases; Spending less time on some phrases than others; Skimming small sections.

6. Structure Proposition Evaluation

This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns: Studying the structure of the work; Studying the logical propositions made and organized into chains of inference; Evaluation of the merits of the arguments and conclusions.

7. Survey-Question-Read-Recite-Review

This method aims to facilitate a clear understanding of the text that the reader would be able to teach whatever he has learned during the process of reading.

The process involves five different steps, which are as follows:

a. Survey

The survey involves getting a quick idea of the whole writing piece. For example, reading the introduction or summary of a book will be enough to get an idea of that book.

b. Question

We are not just reading the words or looking at the words but are actually trying to make out the underlying meaning of the text. So we should prepare questions in our mind and look for the answers while reading the text.

c. Read

The reader should read selectively if they are looking for any specific.

d. Recite

The reader should answer the questions in his own words using only the keywords that are required to sum up the complete idea.

e. Review

The reader should review the entire things in his mind.

Reading is the basic foundation on which academic skills of individuals are built. As we know the paramount importance of reading, it is given the top priority in primary education.

From the above explanation about the aims of reading, types of reading and some crucial points that need to be mastered by the students or readers, so that the students have to select the proper things that they have to do or master to comprehend any texts provided as the task in their Intensive Reading Comprehension class. As a result, it can be known how well the students' ability in mastering the text and the main idea, and how they could improve their ability in understanding the text especially to find out the main idea from the text. It means that, the objectives of this study are to find out the students' ability in understanding main idea of reading text.

In conclusion, the reader, the text and the activity are fundamental factors influencing comprehension. In other words, the successful reader does not only need capacities and competencies such as having (high vocabulary knowledge, good word recognition, fluency, superior memory intelligence for remembering, and connecting to the prior knowledge), understand complexities of text features or language features (genre, syntax, sentence structure and vocabulary), but also presents some activities such as (purpose for reading, strategies for reading, motivation for reading, and interest in the content of reading) in enabling to comprehend the message or meaning from a text well .

RESEARCH METHOD

This study is a qualitative research. It is a scientific method of observation to gather non-numerical data. This type of research refers to the meanings, concepts definitions, characteristics, metaphors, symbols, and description of things. The sample of this study was 10 students of semester I from Intensive Reading Comprehension class of English department at Islamic Studies Faculty of Muhammadiyah Aceh University. Sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events or subjects (Arikunto, 2006). To select the sample, those students were taken randomly.

In collecting the data, the documents from students' worksheets and the questionnaire sheets were distributed by the writer to the students. The document helped the writer to gain the data about how well the students' ability in understanding the main ideas. It is the students' worksheets made by the lecturer consisted of ten questions with various subskills in reading, while the questionnaire helped to collect the data about the students' effort in mastering reading text.

RESULT AND DISCUSSION

The writer did this study at English Department of Muhammadiyah Aceh University. From 10 documents, which taken randomly, it was drawn that there were 10 questions made by the lecturer based on English texts. Derived from it, it can be classified that 4 questions are about main idea, 3 questions are about vocabulary, 1 item is about inference and the last 2 items are about reference. From 10 questions, they are question number 1,5,8 and 10 are about main idea. After that, She distributed the questionnaire sheets to the participants. The questionnaire was in open procedure form. It means that the participants could write down their ideas or answers freely as what in their thoughts. To ease the writer to categorize the students (participants), she labelled them from S1 to S10.

1. The result of worksheet

The data below is the description of students' worksheet.

Table 1. Questions About Main Idea

<i>No</i>	<i>Student (Label)</i>	<i>Question number</i>	<i>Result</i>
1	S1	1,5,8	Incorrect
2	S2	1,5,8	Incorrect
3	S3	-	All correct
4	S4	5,8,10	Incorrect
5	S5	1,5	Incorrect

6	S6	1,5,8,10	All incorrect
7	S7	1,5,8,10	All incorrect
8	S8	-	All correct
9	S9	1,5,10	Incorrect
10	S10	1,5,10	Incorrect

From the table, it shows that there were 2 students who could answer all questions about main idea correctly (namely S3 and S8). While 1 student who could answer 2 numbers of question (it was S5), 5 students could answer only 1 question correctly (they were S1, S2, S4, S9, and S10), and the rest 2 students could not answer all questions (S6 and S7).

Thus, learning about main ideas should be taught consistently. The lecturer needs to train the students by giving the tasks. Besides, the lecturer should inform them about the position of main idea in general in one paragraph and its feature. The main way to improve this subskill in reading is keep practicing and learning.

2. The result of questionnaire

Based on the questionnaire, there were 8 students who answered that they are not really into reading. Likewise, 2 more students quite like the reading subject. It is caused by their external motivation, and it influences their willing to learn reading lesson. They mentioned that the methods used in the classroom are not interesting enough, and the class atmosphere does not support their comfort.

In addition, it is found that the students have the internal motivation to improve their reading ability in which the efforts are recognized by increasing their vocabularies and memorizing any new words. Besides, they also have eager to improve their reading skill by keeping up their motivation to read a lot of English texts.

CONCLUSION

Reading is the ability to understand the written text. It helps students to get to know the information from their reading. Therefore, reading skill is an important skill that must be mastered by students. From the document study, there were only two students who could answer all questions about main ideas. It performed that the ability of students in mastering reading text and understanding main ideas categorized as a poor level.

Moreover, the result of questionnaires concluded that to improve students' good understanding in reading and finding main ideas, they motivate themselves to memorize some new vocabulary and to make some notes about them. Additionally, they spend some

additional time to study whether in group and individual to deepen their knowledge and to improve their reading skill.

This study set out for the reading class tutor to use the proper methods and strategies in handling the reading class. Hence, the students will get more motivated enough. As mentioned by Prastisi (2009), reading is a difficult process in which it involves visual activity, thinking, psycholinguistic, and metacognitive. It can be a foundation for reading teachers or tutors to select the appropriate methods.

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ENGLISH LEARNING MODEL: AN ETHNOGRAPHY STUDY

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Abstract

The learning model is included in the civilization process of the School. It is as a culture aiming at academic achievement, cultivates attitudes, knowledge and skills of students. The habituation learning model of the pesantren style (Islamic Boarding school) applied by MAS (Islamic Senior High School) Jeumala Amal has successfully increase the school's achievements. Based on the aforementioned data, the researcher needs to do more in-depth research in obtaining detailed information regarding the model applied so that it is applicable for other schools. This study aims to gain a deeper understanding of the English learning model at MAS Jeumala Amal which applies a qualitative ethnographic method. The data obtained were observation, interviews, field notes and document analysis. The Study revealed that the form of English language learning is designed through a careful planning which integrates two proficiencies, namely functional and communication skills; the former are taught through classroom activities while the latter are trained more in pesantren programs. The student learning models in MAS Jeumala Amal adheres to a behavioristic pattern which emphasizes habituation in language skills through an army method pattern that restrain students based on reward and punishment pattern.

Keywords: Study Ethnography, English Learning, Learning Model

INTRODUCTION

In Indonesia English plays a very important role in teaching students from grade seven to tertiary level (Lauder, 2008; Mattarima, K., Hamdan, 2011). With its significant role, learning English is very interesting for further research. One of the matters relating to learning is the model that the teacher uses in presenting Learning.

The diversity of models applied by teachers in presenting English language learning is absolutely necessary, because rigid learning will reduce students' learning interest now and in the future. The teacher is obliged to motivate, activate students, contextualize the use of language to find learning needs, and provide knowledge to students about the function of language, and present effective and preferred strategies for students (Diaab, 2016; Manurung, 2015; Stracke, 2016).

Every student is required to communicate his ideas and thoughts in balancing the progress of information and technology, because technology can increase output and

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interaction, influence and motivation, feedback, metalinguistic knowledge, and involvement of educators in the acquisition of target languages. Therefore, teachers must be creative in integrating the use of technology to support the teacher's faith-based and pedagogical learning process towards more specific learning content (Calderon-Young, 1999; Ding, A. C. E., Ottenbreit- Leftwich, A., Lu, Y. H., & Glazewski, 2019; Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, 2014). To achieve these expectations, the teaching and learning process especially English language education should be carried out using the appropriate learning model, "so that it can lead to attraction as positive emotions in learning foreign languages". If not, "there is a possibility of attribution that weakens and inhibits the emergence of positive self-concepts towards foreign languages (Jiang, Y., & Dewaele, 2019; Waddington, 2019). so, the results of student learning can be an indicator of whether or not the application of the learning model is appropriate.

According to a brief initial observation, one of the formal educational institutions that was quite successful in learning, especially learning English in Pidie Jaya District, Aceh Province, was the boarding school (Integrated Islamic Boarding School) of MAS Jeumala Amal. This school which focuses on religious education has experienced significant growth with the number of students reaching 600 people from various regions in Indonesia and abroad. With its heterogeneity students from various regions in Indonesia and even abroad make MAS Jeumala Amal a place where various cultures meet and produce students who are knowledgeable. Geographically it is very strategically located, which is on Jalan Raya Medan-Banda Aceh. The nature of English Learners is determined by the districts, school administration, specialists, and classroom teachers (Williams, 2011). The success of MAS JA can be seen through learning achievements and its alumni that were carved by students of MAS Jeumala Amal in various competitions both at the District and Provincial levels.

The results of teachers interview informed that, there were several efforts by teachers who synergized with Islamic boarding schools program in improving the quality of education and the graduates or alumni. One of these efforts is the implementation of a habitual, disciplined and sustainable learning culture. So, its part of stimulus, and in quantity, there are more hours of learning English in Jeumala Amal MAS than other public schools. This statement was strengthened by Innatist theory suggests that responses to environmental stimuli influenced language development (Boyle, O., & Peregoy, 1993)

English Learning in MAS Jeumala Amal is not only done in the classroom, but also outside the classroom through additional tutoring held by pesantren twice a week for 90

minutes. Therefore, it is fitting that MAS JA has many students who excel especially in English language education. Based on teachers information and school websites (Amal, 2017), the latest achievements achieved by students of MAS Jeumala Amal were Champion 1 (one) on behalf of Qatrunnada and Champion 2 (two) in the name of Syarif Al-Halim in the Language Speech Contest held by the Aceh Ministry of Religion on May 24, 2017.

A study by (Bin-Tahir, Atmowardoyo, Dollah, & Rinantanti, 2017), investigated the model of multilingual learning in boarding schools. Based on observations and interviews with three Islamic boarding schools in Makassar city, they found that the multilingual learning model in boarding schools applying simultaneous sequential models with several phases to produce monolingual students turned into multilingualism and in the end they became multilingualism. The intended phases were habituation (culture) which has turned monolingual students into multilingual.

Learning models is indivisible from learning activities, each school has a unique and special learning activities programmed in achieving the goals. The unique activities are becoming attention of researchers as learning activities themselves determine learning outcomes. This study aims to gain a deeper understanding of the English learning model at MAS Jeumala Amal which applies a realist ethnographic method.

RESEARCH METHOD

This study applied a qualitative approach with ethnographic methods. The purpose of the research is to obtain accurate data so as to gain an in-depth understanding of the English Language Learning Model at Private Madrasah Aliyah Jeumala Amal. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture of sharing groups' shared patterns of behavior, beliefs, and language development over time (Cresswell, 2008). According to (Falzon, 2009), "It is about giving further contextual meaning to particular lives by demonstrating their integration within more inclusive social forms". Our observation for this work was spanned over seven months.

Referring to opinions (Bogdan, R., & Biklen, 1997), the background of research as a source of data consists of three aspects namely 1) a special place in an institution, 2) a group of certain people, and 3) several activities in the school. The main data source according to him are words and actions, the rest are additional data such as documents, and others. In line with these opinions, the data sources in this study were excavated from:

- 1 Events; English language education learning model in the class of MAS Jeumala Amal. The process of implementing learning was observed in class XI (eleven) A, B, C (male) and (female).
- 2 Informant; headmaster, Deputy Curriculum Division, English teacher and some students of Class XI who are selected based on teacher's instructions.
- 3 Document; written information relating to the process of implementing English learning in the classroom.

The instrument in data collection is the researchers themselves using observation instruments, interview guidelines, and documents.

Data Analysis

The data were analyzed using Spradley's (1980) model analysis technique, namely domain analysis, taxonomic analysis, componential analysis, and theme analysis.

RESULT AND DISCUSSION

Result

Based on the observations and interviews, this study was analyzed into several categories related to learning English in the class, namely as follows: (a) description of the learning model of English Teachers; Student Learning model; learning approaches, methods and techniques. This finding is the result of domain analysis and taxonomic analysis. (b) description of cultural themes related to the English learning model at MAS Jeumala Amal in Aceh province.

Form of English Language Learning at MAS Jeumala Amal.

Based on the results of teacher interviews (SA) and the curriculum head deputy (RM), the authors found that MAS Jeumala Amal implemented the 2013 curriculum and is integrated with the KTSP (School Based curriculum). Two levels (classes) use the 2013 curriculum, namely grades 10 and 11, while the 12th grade still uses the KTSP curriculum. The 2013 curriculum emphasizes learning meaningful, creative, innovative and productive. Students are expected to be able to make observations, ask questions, reason and communicate what is obtained and known after receiving learning material. In addition, students are expected to have better attitude, skills and knowledge competencies.

Furthermore, the KTSP is integrated with Dayah (Islamic Boarding School) curriculum emphasizes the strengthening Islamic insights sourced from the Qur'an and Al-Hadist. Students are expected to know and understand the wisdom and benefits of learning material based on Islamic values. In addition, the teacher is obliged to straighten out the students'

understanding of scientific theory that is not in accordance with Islamic values. Understanding of Islamic values is a characteristic of MAS Jeumala Amal. Integration between the National curriculum and the Dayah curriculum is expected to produce graduates who are not only qualified in science but have a strong Islamic understanding.

Based on the 2013 curriculum, MAS JA implemented two approaches namely the scientific approach and the contextual approach. The scientific approach is suggested in learning steps that use scientific approaches such as observing, questioning, associating, experimenting, communicating. This scientific approach has several criteria such as 1) learning-based material facts, 2) teacher explanations, student responses and teacher-student educative interactions free from prejudice, subjective thinking, and deviating from the flow of logical thinking, 4) encouraging and inspiring students to think hypothetically in seeing differences, similarities and their relation to subject matter, 5) encourage and inspire students to think critically, analytically, and precisely, 6) based on concepts, theories and empirical facts that can be accounted for, and 7) learning objectives formulated in a simple and clear manner.

The contextual approach is based on the philosophy that students are able to absorb lessons if they understand the meaning in the academic material they learn. This contextual approach has five characteristics namely 1) activating knowledge, 2) acquiring knowledge, 3) understanding, 4) applying knowledge, and 5) reflecting knowledge.

The learning model used by MAS JA varies, including the learning model suggested in scientific approaches such as discovery learning, ingenuity learning, problem based learning, project based learning, and multimedia based learning. This multimedia-based learning model has not been implemented thoroughly in all classes and all subjects. Likewise in English subjects, only a few language skills have used multimedia-based learning models.

The learning model applied by MAS JA is closely related to media and learning resources. There is media already provided by the school and some are made directly by English teachers. Some learning media that have been implemented are (1) Computer Based Learning (PBK) in the form of learning material made in the form of presentation slides/PPT; (2) Web-based learning (PBW), where the teacher has his own blog that contains the subjects taught, and students can communicate about the subject matter in the virtual world through a blog; (3) multimedia-based assessment in the form of Online Report Cards that contain all reports on student learning outcomes for one semester, this Online Report Card can be accessed by parents anywhere by simply entering the username and password

owned by each student; (4) An intranet network that is a network that allows students to access learning resources without having to use wifi. In the intranet area students can access and download material quickly.

Multimedia-based learning models have not been implemented thoroughly into four language skills. Especially on difficult materials, the teacher prefers to use the lecture method to provide a complete and detailed explanation to be easily understood by students.

Based on the results of the study, the multimedia-based learning model can create effective and efficient learning, optimal, stimulate the students' creative thinking power, and it is expected that all language skills can use multimedia-based learning. However, of the four language skills, there are two skills that are considered difficult by students, namely listening and speaking skills. Therefore the use of multimedia-based learning models can be further optimized in learning listening and speaking skills.

Student learning model in English language classes.

Based on the student's interview (NA), the students and teachers play an active role in the implementation of English language learning. Students not only as objects but must play an active role in learning such as active to ask, creative thinking and can motivate learning partners in preparing the tasks given by the teacher.

As students, they are expected to have an active role in learning, prepare themselves in learning both at school and in the dormitory, independently, repeat school lessons in the Islamic boarding schools, take school and boarding programs seriously, especially in using English both in the dormitory and in the classroom.

Students as the subject of the learning process, their success is influenced by many aspects, one of them is the learning model. Students' English learning models are grouped into two, namely, student learning models in the classroom and student learning models outside the classroom (dormitory). (1) learning in the classroom such as preparing themselves, tools, and books as learning resources that will be used, obeying school rules, doing assignments given either in the form of personal tasks, in pairs or in groups, asking if they have not understood the material being taught, noting things important things taught by the teacher both material and new vocabulary (2) learning models or learning activities outside the classroom (dormitory) which include a good English mastery program in the dormitory, memorizing 7 vocabulary words every day on the morning before class in school begins, communicating using English with fellow students and boarding house guardians, using English in certain days and zones (locations), speaking in English, carrying out ceremonies and morning bells using English.

Although English programs in schools and boarding schools are not integrated, they support each other. For example, in supporting the pesantren program in mastering English, the school adds 2 hours of lessons from the provisions given by the Ministry of Education and Culture. Likewise the pesantren program is very helpful in the success of learning English in schools, especially in adding new vocabulary as well as the practice of communicating using English. For students who want to further explore and sharpen their English skills, MAS JA also has an extracurricular program *English debate* that is prepared for students who have interests and talents in participating in the *English debating contest*. In the learning model debate students by themselves have trained how to express opinions, their thoughts and how to maintain their opinions with logical and justifiable reasons. This learning model is very useful for training thinking skills so as to give birth to creative students and have extensive knowledge.

Discussion

Form of English Language Learning at MAS Jeumala Amal

MAS Jeumala Amal is one of schools that implemented 2013 curriculum in learning. Even MAS Jeumala Amal is a pilot school for the implementation of the 2013 curriculum for schools in Pidie Jaya district. The results of the study show that MAS Jeumala Amal uses two curricula, namely the 2013 curriculum combined with the KTSP curriculum. The 2013 curriculum is used in the 10th and 11th grades, while the KTSP curriculum is used in class 12. The Dayah curriculum is used for all classes. The Dayah curriculum emphasizes teaching and strengthening Islamic values to students. The teacher is expected to provide an explanation of values and Islam as well as the benefits of learning in school.

Based on the 2013 curriculum, MAS Jeumala Amal implemented two approaches suggested by the Minister of Education and Culture, namely a scientific approach and a contextual approach. scientific approach is based on the steps of learning that use scientific approaches such as Observing, questioning, associating, experimenting and communicating. This scientific approach has several criteria such as 1) fact-based learning material, 2) teacher explanations, student responses and teacher-student educative interactions free from prejudice, subjective thinking, and deviating from the flow of logical thinking, 4) encouraging and inspiring students to think hypothetically in looking at differences, similarities and their relation to subject matter, 5) encouraging and inspiring students to think critically, analytically, and precisely, 6) based on concepts, theories, and accountable empirical facts, and 7) learning objectives formulated simple and clear.

While the contextual approach is based on the philosophy that students are able to

absorb lessons when understanding the meaning in the academic material they are learning. This contextual approach has five characteristics, namely 1) knowledge activation, 2) acquiring new knowledge, 3) understanding Knowledge, 4) practicing knowledge, and 5) reflecting. The learning model used by MAS JA varies, including the learning model suggested in scientific approaches such as discovery learning, ingenuity learning, problem based learning, project based learning, and multimedia based learning. This multimedia-based learning model has not been implemented thoroughly in all classes and all subjects. Likewise, in English subjects, only few language skills have implemented multimedia-based learning models.

Listening skill

According to Brown (2001) listening comprehension is the process of receiving sound waves through the ears and sending messages to the brain. Then the brain that processes it becomes an understanding. So, listening comprehension has an important role in language learning especially in understanding meaning. The same thing conveyed by Mendelson in Brown (2001) in his study shows that listening specifically in the academic and professional context is a fairly difficult skill so that it requires the right learning strategy to understand the meaning of the text. Clark & Clark and Richards in Brown (2000) say there are eight processes that must be done to achieve understanding in listening, namely 1) students process basic speech (*raw speech*) and bring pictures (*images*) in Short memory (*Short term memory*); (2) students determine the type of speech they hear, for example Conversations, speeches and radio broadcasts; (3) Students draw conclusions from the speaker through the type of speech, context, and content; (4) students recall (*schemata*) about the background relating to certain contexts and material; (5) students determine the literal meaning of the utterance they hear; (6) students determine the meaning contained in the utterance; (7) students remember whether information must be stored in short term memory or long-term memory; (8) students erase the original form of the message received because words, phrases, and sentences are very quickly forgotten, therefore replaced with cognitive knowledge.

Based on the results of the study, to practice listening skills in English, students often use audiovisual media so students do not only understand conversations based on sound but based on the situation, place, and context of the conversation. The listening skill material is more obtained by the teacher through the internet which is adjusted to the determined learning topic. In the learning process students are asked to listen carefully to any vocabulary spoken by native speakers and to understand the overall meaning of the

conversation being played. Then the teacher and students together answer questions based on the contents of the dialogue. This technique is carried out to facilitate students in understanding oral texts in English.

Speaking skill

According to Richard in Brown (2000), there are two approaches to speaking teaching, namely direct speech and indirect speech. First, direct speech, teaching speaks using a direct approach involving all teaching plans such as microscopy, strategy, and strategy into teaching. This approach explicitly explains to students about rules, conventions, and strategies in conducting a conversation. The focus is mainly on the ability of students to communicate and carry out conversations with the standard rules that must be followed. Second, indirect speech. In this approach students are not directly arranged into a teaching speech. This approach does not directly teach about rules in talking and conducting conversations. Its approach makes the teacher is not like in teaching speaking skills, but the teacher asks students to practice their speaking skills in a relaxed with appropriate rules in teaching speaking.

Based on the results, the teaching of speaking skills is done by involving students actively in speaking English verbally. The involvement of active students is carried out through various activities such as question and answer between teachers and students, between students, conducting *public speaking*, discussion and conversation activities both in dialogue, monologue, in pairs and in groups. Furthermore, learning speaking skills is also carried out in the pesantren program through a mandatory program in English. It could be a reason that students have the ability to speak English better.

Reading skill

Teaching reading is closely related to teaching writing. The approach taken in language teaching is an integrated approach that emphasizes the linkages to the four language skills. Students' ability to read will be related to students' ability to listen, speak, and write. Therefore, in improving one language skill do not neglect other language skills. Brown (2000) mentions five approaches used in teaching reading skills, namely (1) Bottom-up and Top-down processing, readers in this case students, in reading, the first thing to do is determine some linguistic signals (linguistic signals) such as words, morphemes, syllabus, words, phrases, grammar, and discourse, while the approach is the process by which students use their knowledge and experience to understand a reading text. (2) schema theory and background knowledge, this approach emphasizes the reader / student how to construct the meaning of a reading text, (3) the role of affect and culture, this approach

emphasizes that success in teaching reads when students are given the reading they are interested in. (4) the power of extensive reading, this approach is very effective for improving reading skills and other language skills. (5) adult literacy training, teaches reading skills using literary texts, especially for adults.

Based on the results of the study, the methods often used are skimming, scanning, and appreciating literature methods. This method is basically used by students in understanding English reading texts, seeking information in general and specifically, and helping students appreciate a literary work. The method used is effective in guiding students to understand English reading texts in the form of simple or long texts to be understood as a discourse. Likewise, the activity of appreciating literature can train students to be able to explore the intrinsic meaning contained in the literary work.

Writing Skill

In language teaching with a communicative approach, the teacher is emphasized to learn how to teach fluency, not just accurate/precise, how to use the original text and conformity with the context in the classroom, and how to foster students' internal motivation. This is also emphasized in teaching writing in the context of foreign language learning. There are six principles in designing writing teaching techniques that include incorporation of good practice writer, balance process and product, account for cultural and literary background, connect reading and writing, provide as much writing as possible and frame your techniques in terms of prewriting, drafting, and revising (Brown, 2000).

Based on the results of research in teaching writing, students are given an understanding of the sentence structure of each type of text learned. Then teaching begins with writing sentences, paragraphs, and essays or essays that are directly given to students. Writing activities can be done alone in pairs or groups according to the instructions from the source book used. The technique of practicing writing in English can directly train students in extracting the knowledge and experience that students have into the main ideas and supporting sentences that will be developed into an essay. In writing activities, the teacher acts as a facilitator in answering student questions related to vocabulary and English sentence structure. Writing exercises directly have a positive impact on learning, because students have their own experience in developing their ideas into writing.

Student learning models in English classes.

Models are strongly influenced by the role of the teacher. Teachers and students have an equally important role in the learning process. Therefore, in addition to the importance of understanding teacher teaching patterns in learning, student learning patterns are also

important to note in order to achieve learning outcomes. According to Kern (2000) three roles that must be performed by students in learning, namely responding, revising, reflecting and reflecting. The role is not only done in the learning process, but also carried out in *assessment* and evaluation activities so that all activities carried out by teachers and students lead to the progress of reading and writing students.

The student English learning model in MAS Jeumala Amal consists of two important models namely the student learning model in the classroom and the student learning model outside classroom (Learning in Islamic Boarding Schools) (1) the English learning model of students in the classroom namely the model formal learning, students play an active role in preparing themselves, tools, books, and learning resources to be used; students obey the rules in the school; listen to the teacher's explanation well; and students concentrate and focus on learning. (2) English learning models of students in boarding schools, namely informal learning models, students participating in English language learning programs at Islamic boarding schools interspersed with jokes, but they remain focused, disciplined, and responsible.

Based on the observations in the evening class at the pesantren (Islamic boarding schools), the atmosphere of the night class is different from the other classes because it is more informal. Students really enjoy Informal learning, casually relaxing they can learn a lot from their teacher or classmates and really feel learning without pressure. Regarding language learning, both English and Arabic students learn more comfortably with the direct learning model (Direct Method), this is due to the existence of *bi'ah lughowiyah* (the role of the language environment). One of the advantages of the direct method is that students remain active teachers who are involved in class activities, more teachers and students as partners in the teaching-learning process (Larsen, 2000).

Based on the observations in the morning class at MAS JA (Islamic senior high school), students are no longer subject to passive but active learning that generates and shares knowledge or skills, works together, motivates each other students, and actively participates in each lesson. Kern (2000) convey that to support the learning integration process there are 9 (nine) principles that must be built by students namely active, constructive, collaborative, enthusiastic, dialogical, contextual, reflective multisensory, and high order thinking skill training. (1) Active, namely allowing students to be actively involved by the existence of interesting and meaningful learning processes. (2) Constructive which is to enable students to combine new ideas into previously owned knowledge to understand the meaning or curiosity and doubts that have been in his mind. (3) Collaborative, which allows students in

a group or community to work together, share ideas, suggestions or experiences, advise and give input to fellow group members. (4) Antusiastik that is allowing students to actively and enthusiastically try to achieve the desired goal. (5) Dialogical, namely enabling the learning process to be inherently a social and dialogical process where students benefit from the communication process both inside and outside the school. (6) Contextual, namely allowing learning situations to be directed at meaningful learning processes (real-world) through approach "problem based or case-based learning". (7) Reflective, namely allowing students to be aware of what they have learned and reflect on what they have learned as part of the learning process itself, Notion et al (2001). (8) Multisensory namely learning can be delivered for various learning modalities (multisensory) both audio, visual, and kinesthetic. (9) High order thinking Skill training that allows to train high-level thinking skills (such as problem solving, decision making, etc.) and indirectly also increases media literacy.

Based on the description above, the learning model of students' active participation which includes involvement in learning, building understanding, working together, linking the learning process with the surrounding environment, enthusiasm in learning, and reflection or self-evaluation of what has been learned is very important in the process learning. Student active participation is an action or process both physically, mentally and emotionally in the learning process which includes finding, processing, and managing learning gains. The student learning model above must be aligned with the opportunities provided by the teacher, so that the goals of learning English can be achieved well.

The Culture of English Learning in Mas Jeumala Amal

The cultural concepts is explains about the behavior, attitudes and values that apply in a particular community. Culture as a system of meanings infused with social structure and practice (Davis et al., 2017). Whereas according to Schein (2004) an ethnographer describes that culture is both a dynamic phenomenon that is Surrounding at all times, constantly acting and created by interaction with others and shaped by leadership behaviors, roles, and the norm that guides the constraint behavior. Its means that culture occurs because of interactions or habits with other people and in the form of behavioral leadership, a set of structures, carried out continuously, rules, and norms that guide a person in behaving. Culture forms their mindset in treating communication, thinking and learning (Mercer, 2007). School is one of the places where learning takes place. School is a place of culture, because basically the learning process is a civilizing process. In this case, the civilizing process in school is for the academic achievement of students, to cultivate attitudes, knowledge, skills and traditions that exist in a cultural community, and to develop culture

in a community through student academic achievement. Thus, cultural learning is a learning process of a whole and a whole unit and a variety of manifestations that are produced or applied in a community. Subjects that have been presented in the curriculum and taught to students in the classroom as scientific mindsets, are one manifestation of culture as part of culture.

Schools that have a diverse culture, students will get important knowledge about ways to adapt in a learning environment, diversity becomes a daily experience that is directly useful for students themselves (Silseth & Erstad, 2018). Automatically the person concerned will experience a process of adoption and cultural inheritance. The inheritance of cultural traditions is known as the process *encluturation*, while the adoption of cultural traditions is known as the process of acculturation (aculturation). From both processes it ends in a cultural formation in a community. Both processes can also occur in the community of students and teachers in conducting the language learning process.

Based on observations in the teaching and learning process in MAS Jeumala Amal there is a culture or habit that students do, and then this habit becomes a culture. This culture is carried out in learning English in both the classroom, school environment, and boarding schools. Observed culture includes 1) academic culture, 2) social culture, and 3) democratic culture (Table 1 Cultural Characters at MAS Jeumala Amal)

Table 1. Cultural Characters at MAS Jeumala Amal

No.	Sub Focus	Culture Theme in Class	Cultural Theme Dormitory (Boarding School)	Character Students (Norms, Value)
1.	Forms of English Language Learning in MAS Jeumala Amal	<p>a. Using a scientific approach, contextual and communicative.</p> <p>b. Using varied learning models namely discovery learning, project based learning, inquiry learning, and multimedia based learning.</p>	<p>a. Using behaviourist learning theory</p> <p>c. Using a communicative approach.</p>	<p>Discipline, obedience, enthusiasm, concentration, enthusiasm to compete in learning.</p>
2.	Student Learning Models in English classes at MAS Jeumala Amal	<p>a. Students play an active role in preparing themselves for learning, obeying rules, discipline, listening to teacher explanations, concentration, focusing on learning and being responsible.</p>	<p>a. He actively participates in the English language mastery program in the dormitory, is disciplined in memorizing 7 vocabulary words every day in the morning, and communicates using English.</p>	<p>a. Mutual respect b. Encouraging each other c. Mutual cooperation in learning.</p>

CONCLUSION

Based on the results and discussion, the researchers concluded that the English language learning has been designed in good planning and based on a syllabus that integrates two abilities namely functional abilities and communication skills. Functional skills are taught through scheduled activities in the classroom, namely formal activities in accordance with the syllabus and lesson plans guidelines that have been made. Activities in the classroom include listening to teacher explanations, discussing, questioning, debating programs, displaying dialogues, and working on assignments together. Whereas communication skills are mostly trained in pesantren programs such as being obliged to use English on predetermined days and zones, memorizing new vocabularies every day, giving

announcements/information in English, carrying out ceremonies and *public speaking* in the English.

The student learning model in MAS Jeumala Amal adheres to a behavioristic pattern that emphasizes habituation in language skills or skills with an *army* method that disciplines students with patterns of punishment and reward. Praise and appreciation for those who succeed and punishments that are educational for those who fail in the learning process. The student learning models are consist of classroom learning (English learning in schools) and learning outside the classroom (learning in Islamic boarding schools). (1) learning English in the classroom, namely students play an active role in preparing themselves, tools, books, and learning resources to be used; students obey the rules in the school; listen to the teacher's explanation well; and students concentrate and focus on learning. (2) learning English in pesantren, which is to take part in all English language learning programs in Islamic boarding schools with active, disciplined and responsible. In addition, students are required to memorize new vocabularies every day and evaluated every morning before school starts.

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