Editorial Team

EDITORIAL ACKNOWLEGMENT

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.

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Editor

Content List

A GENDER-BASED ANALYSIS OF OBSERVANCE AND NON-OBSERVANCE OF CONVERSATIONAL MAXIMS IN FRONT OFFICE STAFF'S SPEECH AT RESTAURANTS IN UBUD DISTRICT

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Abstract
This study was intended to investigate, describe and explain how conversational maxims are observed by the Front Office staff at restaurants in Ubud when they handle table reservation and what types of non-observance are committed by the Front Office staff in observing conversational maxims. The subjects were the Front Office staff at restaurants in Ubud district. The data for this naturalistic qualitative study were collected through observation and audio-recording which were then analyzed by using Paul Grice's (1975) Cooperative Principle theory. In this research, there were 30 conversations of taking table reservation via telephone which were conducted by the front office staff at restaurants in Ubud sub-district when they handle table reservation. Generally, both male and female front office staff produced more observance of maxims than non-observance of maxims. The highest frequency of observance and non-observance of Gricean maxims produced by male front office staff was maxim of quantity (100%), then followed by flouting of maxims (62.5%), and infringing maxims (25%). The highest frequency of observance and non-observance of Gricean maxims produced by female front office staff was maxim of quantity (100%), then followed by flouting of maxims (68.1%), and infringing of maxims (9.0%). Moreover, there was no opting out of maxims and suspending of maxims occurred in the conversation. The utterances were obtained from 30 data in restaurant setting. In general, both male and female front office staff produced more observance of maxims than non-observance of maxims.

Keywords: Conversational maxims, Gender, Observance of maxims, Non-observance of maxims

INTRODUCTION

Language takes important role in every communication, furthermore; the existence of the language delivers messages from an interlocutor to others. In a communication, language is an absolute thing, moreover; language and communication have strong inseparable bond. Fahmi (2016) also stated language is important for communication and social life in the world. Wildana, Wisasongko, & Wahyuningsih (2019) stated that language has important role to express and share information, feelings, opinions, and meanings. Asri (2015) stated that in daily communication, people exchange their ideas realized by feeling or information in form of written or spoken form with their interlocutor. Prihattin (2019) added that it is important to know the real meaning of the words and sentences to avoid misunderstanding in communication. According to data gathered by Gustary & Dikramdhanie (2018), conversation is defined as the familiar kind of talk in which two or more people freely alternate in speaking. On the basis of research carried out by Raharja & Rosyidha (2019), language has more specialized function that is for establishing relationships, solidarity, and

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cooperation within the community, the language had been used to express mind with the feeling so that the listener will able to sense what is discussed about.

According to data gathered by Tajabadi, Dowlatabadi, & Mehric (2014), in the realm of pragmatics, it is suggested that for a conversation to take place successfully, the speakers involved should be cooperative. Khosravizadeh & Sadehvandi (2011) stated that the conversation as a reciprocal act, retains specific rules and regulations. According to Zebua, Rukmini, & Saleh (2017) stated that in order to create the communication process between speaker and hearer become smooth and effectively, both of them have to be cooperative. It means that they have to understand mutually what they are talking the conversation. Mukaro, Mugari & Dhumukwa (2013) stated that speakers always endeavor to contribute meaningful and productive utterances when they partake in conversations in order to further communication in a smooth manner. It is in the same spirit that listeners assume that their conversational partners are having the same beliefs as they do. The use of good language which is understandable for other people will affect on communication. When a person says something perhaps the meaning of his words already attached in the words, however; the formula is not that simple sometimes what a person say is not what he means, there's meaning that implied in his words. Sari (2019) stated that conversational implicature is a process in which the speaker implies and the listener infers. On the basis of research carried out by Yule in Purnami (2015:3) states that simply, conversational implicature is an indirect or implicit speech act: what is meant by a speaker's utterance that is not part of what is explicitly said. According to Hawley in Purnami (2015:2) states that there is a misunderstanding of Grice's distinction between saying and implicating. What other people meant is not depending on what other people said; in addition, people have to find out the implied meaning of other people's utterances. Hamadi & Muhammed (2009) stated that in the Gricean scheme, utterances make sense no matter whether there are missing or incomplete elements. Interlocutors are able to derive meanings from what is unsaid (implicated) depending on drawing related inferences to the particular utterance. Meaning is inferred from the use of some utterance in context.

According to Grice in Rahmi, Refnaldi, & Wahyuni (2018) stated that there are four maxims in Cooperative Principle, those are quantity, quality, relation and manner. In fulfilling maxim of quantity, the speaker should be as informative as it is required. Maxim of quality refers to the truth contribution which given by the speaker in the conversation. Maxim of relevance states that each participant's contribution should be expressed as relevant to the subject of the conversation. According to Yang in Mukaro, Mugari & Dhumukwa (2013) stated that implicature is when speakers are able to mean more than what is actually said. Thus, implicature is the additional, unstated meaning which the speaker implies. Implicature works where there is cooperation between the speaker and hearer. Grice (1975) states that conversational implicature is a nonconventional implicature based on an addressee's assumption that the speaker is following the conversational maxims and the cooperative principle. A conversational maxim consists of four rules, those are maxim of quantity,

quality, relevance and manner. Hamadi & Muhammed (2009) realized that a conversational implicature exists, the addressee depends on conventional meaning of the utterance first, as well as any reference that may be used. Second, the CP and its maxims. Third, the context, whether linguistic or otherwise. Fourth, background knowledge. The last one, the fact that all relevant elements mentioned above are available to both interlocutors.

The front office staffs at the restaurants in Ubud are the front office staff that are competent and qualified in their profession. Ubud is a famous local village for tourism, especially for the arts, paintings, local villager lifestyle, peaceful and quiet atmosphere of the village, geographical landscape, the rice field to be exact which is located in Gianyar regency.

This study exactly aims to investigate, describe and explain how the conversational maxims are observed by the front office staff when they handle table reservation. Through this study, the researcher correlates the observation of the conversational maxims to gender, so the researcher will find various findings in its observation. Based on the observation of conversational maxims, people generally often flout and violate the maxims rules. This research is trying to analyze the differences between the men and women ways in building communication and social interaction based on the conversational maxims.

As what have been stated above, the researcher is eager to find out the observation of conversational maxims, especially by the front office staff at the restaurants in Ubud when they handle table reservation. Therefore, the researcher is highly motivated to do a scientific research entitled "A Gender-based Analysis of Observance and Non-Observance of Conversational Maxims in Front Office Staff's Speech at restaurants in Ubud district".

Based on the background of the study, the researcher formulates the research questions of the present study as follows;

1) What conversational maxims are observed by the male and female front office staff at the restaurants in Ubud when they handle table reservation?

2) What types of non-observance of conversational maxims are committed by the front office staff at the restaurants in Ubud when they handle table reservation?

Generally, the purpose of this study is to investigate, describe and explain the observation of conversational maxims, especially by the front office staff at restaurants in Ubud district when they handle table reservation. Specifically, the purposes to be accomplished in this study are stated as follows:

1) To describe and explain what conversational maxims are observed by the male and female front office staff at restaurants in Ubud district when they handle table reservation.

2) To describe and explain what types of non-observance of conversational maxims are committed by the front office staff at restaurants in Ubud district when they handle table reservation.

One of the chief considerations which are taken into account in undertaking the present investigation is the significance of the expected research findings. The research finding of this study is

expected to bring beneficial influences to the front office staffs and other researchers. Therefore, the finding of the present investigation is expected to provide the theoretical and practical significances.

Theoretically, the findings of the present study are intended to the existing theories and empirical evidences of the working knowledge and principles of linguistic theories, particularly in the observation of conversational maxims, especially by the front office staff at restaurant in Ubud district when they handle table reservation.

Practically, the findings of the present study are expected as useful data for researcher and other future researchers, informative feedback to the front office staff also. Linguistically, the results of the study were expected to enhance the development of the observation of conversational maxims. This study would give insights on the relationship between what people said and what people meant sometimes are totally contrasted. In addition, the results of the analysis of the observation of conversational maxims under study were expected to be able to encourage other researchers to do similar studies on other context of situation and subjects. This would give wider views about the scope of knowledge of linguistic analysis.

RESEARCH METHOD

McMillan & Schumacher (2010:370) state that there are essentially three kinds of data in qualitative research studies-notes taken during observation and interviewing, audiotape-recorded interviews, and visual images. Hence, Fraenkel & Wallen (Purnami, 2015:37) also state that qualitative researchers use three main techniques to collect and analyze the data namely observing, interviews, and content analysis.

In this research, the collected data were in the form of transcripts of the audio-recorded interaction performed by the subjects in the restaurant. As one of the key characteristics of qualitative study, this study used direct data collection in collecting the data. In collecting the data of the study, there are some methods used namely 1) tape-recording; 2) note-taking. Observation was done to obtain the data by listening to the participants. McMillan & Schumacher (2010:350) state that observation is a way for the researcher to see and hear what is occurring naturally in the research site. The researcher also recorded all the data that occurred in the restaurant interaction. Audio-recording activity was done to gather primary data by means of an audio-recorder. In addition, the process of audio-recording was done when the researcher recorded the conversation in the restaurant interaction. After recording process, the audio-data recorded were transcribed into data transcriptions.

Fraenkel & Wallen (Purnami, 2015:38) state that one of the characteristics of qualitative research is that the natural setting is the direct source of data, and the researcher is the key instrument in qualitative research. Moreover, in this research, the researcher was the main instrument that used some resources of data collection those are pen, notebook, and audio-recorder.

According to Miles and Huberman as quoted in Sugiyono (2010:92), data was done in four concurrent activities, namely: data collection, data reduction, data display, and conclusion, the latter

activity including drawing/verifying. In this research, data collection processed into five steps. The researcher used Miles and Huberman procedures of data analysis that explain as follows.

a. In data collection, the researcher collected the data. The data were collected by recording the restaurant interaction. The researcher also took notes during the restaurant interaction. The recorded data of restaurant interaction was transcribed.

b. In data reduction, the researcher transcribed all the recorded data into written transcription, and then classified the data into the obse   n of conversational maxims of H.P. Grice.

c. In the data display, the researcher organized the data for the analysis of research questions. The data display was also related to the records of the notes. After displaying the data, the researcher did data analysis by identifying and classifying the strategies employed by the guests and the staff, identified and analyzed the guests and staffs' reasons and the impacts of observing conversational maxims.

d. In the conclusion step, the researcher did interpretation and drawn some conclusion on data. Fraenkel & Wallen (Purnami, 2015:42) state that a qualitative researcher who is observing the ongoing activities of restaurant interaction, for example, is likely to write up not only what the researcher listens but also the interpretations of those observations. In this research, some interpretation and conclusion are drawn as the conclusion step.

McMillan & Schumacher (2010:330) state that validity of qualitative designs is the degree to which the interpretations have mutual meanings between the participants and the hearer. In this study, for the validity and reliability, the researcher followed data triangulation, theory triangulation, and methodological triangulation. Janesick as cited in McMillan & Schumacher (2010:331) state that triangulation refers to use of multiple data sources to corroborate data, and multiple disciplines to broaden one's understanding of the method and phenomenon of interest.

FINDING AND DISCUSSIONS

In this research, there were 30 conversations of taking table reservation via telephone which were conducted by the front office staff at restaurants in Ubud district when they handle table reservation. Those thirty restaurants are located in Ubud district.

Table 1. Description of Observation Process

No.	Data	Restaurants	Location	Duration
1.	Data 1	Locavore Restaurant	Ubud	00:45 minutes.
2.	Data 2	Bridges Bali Restaurant Ubud	Ubud	01:37 minutes.
3.	Data 3	Laka Leke Restaurant	Ubud	00:40 minutes.
4.	Data 4	Petani Restaurant	Ubud	02:51 minutes.
5.	Data 5	Hujan Locale Restaurant	Ubud	01:18 minutes.
6.	Data 6	CasCades Restaurant	Ubud	02:22 minutes.

No.	Data	Restaurants	Location	Duration
7.	Data 7	Who's Who Restaurant	Ubud	02:08 minutes.
8.	Data 8	Bale Udang Mang Engking Ubud Restaurant	Ubud	00:46 minutes.
9.	Data 9	Swept Away The Samaya Ubud Restaurant	Ubud	02:18 minutes.
10.	Data 10	Rondji Restaurant	Ubud	01:09 minutes.
11.	Data 11	The Sayan House Restaurant	Ubud	01:18 minutes.
12.	Data 12	Bebek Bengil Restaurant	Ubud	01:42 minutes.
13.	Data 13	Tropical Bali Restaurant	Ubud	01:49 minutes.
14.	Data 14	Mozaic Restaurant	Ubud	01:44 minutes.
15.	Data 15	Indus Restaurant	Ubud	00:57 minutes.
16.	Data 16	Urbana Restaurant	Ubud	01:56 minutes.
17.	Data 17	Fly Cafe & Cuisine Restaurant	Ubud	01:32 minutes.
18.	Data 18	Pizza Bagus Restaurant	Ubud	01:09 minutes.
19.	Data 19	Maha Restaurant	Ubud	01:44 minutes.

No.	Data	Restaurants	Location	Duration
20.	Data 20	BLANCO par Mandiff Restaurant	Ubud	02:25 minutes.
21.	Data 21	Kubu Restaurant	Ubud	01:25 minutes.
22.	Data 22	Seniman Coffee Studio Restaurant	Ubud	01:28 minutes.
23.	Data 23	Bebek Tepi Sawah Restaurant	Ubud	01:47 minutes.
24.	Data 24	Folk Pool & Gardens Restaurant	Ubud	02:26 minutes.
25.	Data 25	Watercress Café Ubud Restaurant	Ubud	00:56 minutes.
26.	Data 26	Three Monkeys Restaurant	Ubud	00:49 minutes.
27.	Data 27	Japanese Diner AngKaSa Restaurant	Ubud	02:41 minutes.
28.	Data 28	Chill Out Bar & Restaurant	Ubud	00:42 minutes.
29.	Data 29	Laughing Buddha Bar Restaurant	Ubud	03:06 minutes.
30.	Data 30	Ganesha Ek Sanskriti Indian Restaurant & Bar	Ubud	01:24 minutes.

According to the data gathered by the researcher, the researcher found some findings related to on the observance and non-observance of Gricean maxims in their conversation during the restaurant setting interaction. Paul Grice (in Chenail, 2011:122) stated that the principle consists of four maxims: quality, quantity, relevance, and manner, which represents how people are anticipated to perform in a conversation, in general. In other words, the Cooperative Principle imposes certain restrictions on participants to adjust their speech in correspondence with the maxims. The observance of maxims produced by both front office staff and the guest in the restaurant setting interaction were maxim of quantity, maxim of quality, maxim of relation and maxim of manner. According to Grice (1975), who introduced the concept of Cooperative Principles. Maxim of quality is defined as one of maxims of cooperative principle in which speakers should be truthful. Maxim of quantity is defined as one of maxims of cooperative principle in which a contribution should be as informative as is required for the conversation to proceed. Maxim of relevance is defined as one of maxims of cooperative principle in which speakers' contributions should relate clearly to the purpose of the exchange. Maxim of manner is defined as one of maxims of cooperative principle in which utterances should be clear, brief, orderly and not obscure. The non-observance of maxims produced by both front office staff and the guest in the restaurant setting interaction were flouting the maxims, violating the maxims, and infringing the maxims. Rahmi, Refnaldi, & Wahyuni (2018) explained that the speaker and listener violate the maxim of quantity where they are informative as required, violate the maxim of quality where they are not truthful, violate maxim of relevance where they are become irrelevance, and violate maxim of manner where they are become ambiguous. Violations of conversational maxims contain implicature. It means that the speaker implicates something in their conversation.

Levinson in Chenail (2011:123) Unlike the violation of maxims, which takes place to cause misunderstanding on the part of the listener, flouting of maxims takes place when individuals deliberately cease to apply the maxims to persuade their listeners to infer the hidden meaning behind the utterances; that is, the speakers employ implicature. According to data gathered by Dewi, Artawa, & Udayana (2016), the principles of violation politeness maxims are often violated by people thus resulting in hurting others' feelings in daily life when making communication. Khosravizadeh & Sadehvandi (2011) stated that in the case of flouting (exploitation) of cooperative maxims, the speaker desires the greatest understanding in his/her recipient because it is expected that the interlocutor is able to uncover the hidden meaning behind the utterances. People may flout the maxim of quality so as to deliver implicitly a sarcastic tone in what they state. There are four types of flouting the maxims; flouting the maxim of quantity, quality, relation, and manner.

Second of non-observance maxims is violating the maxims. According to Grice (1975) stated that violation takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes. The speaker deliberately tries to make the hearer misunderstanding the truth meaning of speaking. He tries to mislead the hearer to look for the surface words of the speaker saying. In the real life

situations, many people tend to tell untruth when they communicate, they even do multiple violations for laying purposes. People in real life tend to tell lies for different reasons, hide the truth, save face, feel jealous, satisfy the hearer, cheer the hearer, building one's belief, avoid hurting the hearer, and convincing the hearer.

According to data gathered by Thomas in Purnami (2015:47) explained that when the speaker has an imperfect knowledge or performance of language, he infringes the maxims like a young child or a learner of foreign language who has imperfect command of the language. Furthermore; nervousness, darkness, excitement may make impairment of the speaker's performance, in these cases s/he does the infringement. Sometimes a speaker infringes the maxims because he is incapable to speak clearly, he does not know the culture or enough knowledge of the language. According to data gathered by Thomas in Kondowe, Ngwira, & Madula (2014) explained that the maxim of quality is flouted when the speaker says something which is obviously not true. Speakers exploit the maxim of quantity by deliberately giving more or less information than required. The maxim of manner is exploited when there is absence of clarity, brevity and transparency of communicative intentions in the interlocution. The maxim of relation tends to occur when the response is obviously irrelevant to the topic, abrupt change of topic, overt failure to address interlocutor's goal in asking a question.

The front office staff and the guests must speak to each other cooperatively and mutually accepted one another to be understood in a particular way. The cooperative principle describes how effective communication in conversation is achieved in the restaurant setting interaction. The high percentage of front office staff's observance of maxims showed that most of the staffs in this study have applied the efficient and effective use of language in conversation. The researcher found that the front office staff in the observed in restaurant setting were being active and able to communicate fluently. In the restaurant setting interaction, the front office staffs were able to assist the guest in the restaurant. Nevertheless, some of front office staffs failed to observe the Gricean maxims while they assisted the guests in the restaurant, so it was occurred some of flouting, violating and infringing the maxims.

After conducting the conversational maxims research, the researcher analyzed the data, the following table showed the observance and non-observance of maxims uttered by the front office staffs and the guest in the restaurant setting interaction based on gender.

Table 2. Percentages of Male of Observance and Non-Observance of Gricean Maxims

No.	The Observance of Grice's Maxims Categories	Male	
		Frequency	%
1.	Quantity	8	100
2.	Quality	0	0
3.	Relation	0	0
4.	Manner	0	0
	The Non-Observance of Grice's Maxims Categories		
	Flouting		
	Flouting of quantity maxim		

Flouting of quality maxim	5	62.5
Flouting of relation maxim		
Flouting of manner maxim		
Violating		
Violating of quantity maxim		
Violating of quality maxim	0	0
Violating of relation maxim		
Violating of manner maxim		
Infringing	2	25
Opting out	0	0
Suspending	0	0
Phatic Utterances (not types of conversational maxims)	0	0

From the table 1 above, the male percentages of observance and non observance Gricean maxims consisted of 8 observance of maxims and 7 non observance of maxims. The utterances were obtained from 30 data in restaurant setting. Generally, the male front office staff produced more observance of maxims than non-observance of maxims. The highest frequency of observance and non-observance of Gricean maxims was maxim of quantity (100%), then followed by flouting of maxims (62.5%), and infringing maxims (25%). There was no opting out of maxims and suspending of maxims occurred in the conversation between the male front office staff and the guest which was held in the restaurant setting. Besides that, not included on Gricean maxims, it was called phatic utterances was also found in the conversation between the male front office staff and the guest. Here, the male front office staff and the guest did phatic utterances in order to make sure that they were still connecting. On the other hand, it is not clear to what extent a 'conversational' principle can be generalized: the Gricean maxims are not equally applicable to every situation. Phatic utterances are not designed to fulfill any of the maxims. It means that male front office staff assisted the restaurant / hotel guest artificially, applied maxim of quantity effectively and efficiently in order to make the conversation such as it is required. The main focus of hotel and restaurant industry is service. Because of the main focus is service, so in this case the maxim of quantity must be dominant than others. Here, it was emphasized that the maxim of quantity must be dominant in the hotel and restaurant industry.

Table 3. Percentages of Female of Observance and Non-Observance of Gricean Maxims

No.	The Observance of Grice's Maxims Categories	Female	
		Frequency	**%**
1.	Quantity	22	100
2.	Quality	1	4.5
3.	Relation	0	0
4.	Manner	0	0
	The Non-Observance of Grice's Maxims Categories		
	Flouting		
	Flouting of quantity maxim	15	68.1
	Flouting of quality maxim		
	Flouting of relation maxim		
	Flouting of manner maxim		

Violating		
Violating of quantity maxim		
Violating of quality maxim	0	0
Violating of relation maxim		
Violating of manner maxim		
Infringing	2	9.0
Opting out	0	0
Suspending	0	0
Phatic Utterances (not types of conversational maxims)	0	0

From the table 2 above, the female percentages of observance and non observance Gricean maxims consisted of 22 observance of maxims and 17 non observance of maxims. Generally, the female front office staff produced more observance of maxims than non-observance of maxims. The highest frequency of observance and non-observance of Gricean maxims was maxim of quantity (100%), then followed by flouting of maxims (68.1%), and infringing of maxims (9.0%). Sometimes a speaker infringes the maxims because he is incapable to speak clearly, he does not know the culture or enough knowledge of the language. In this case, some of the female front office staff did infringing of maxims because they were lack knowledge and also incapable to speak English well, or even they could not speak English. When those female front office staffs hang up the phone and heard the guest speaking English, they asked the guest to wait a moment then it was heard on the phone they spoke to her front office staff friends that they couldn't speak English and asked for other front office staffs to handle the phone or reservation. There was no opting out of maxims and suspending of maxims occurred in the conversation between the female front office staff and the guest which was held in the restaurant setting.

CONCLUSION AND SUGGESTION

This present study was conducted to answer the research problem; what conversational maxims were observed by the male and female front office staff at restaurants in Ubud district when they handle table reservation and what types of non-observance of maxims were committed by the front office staff at restaurants in Ubud district.

After analyzing the data, the researcher got the result, shown that both male and female front office staff produced more observance of maxims than non-observance of maxims. I can conclude that the dominant maxim was observed by both male and female front office staff is maxim of quantity. According to Paul Grice, it states that "Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." The important thing should be emphasized that the main focus of hotel and restaurant industry is service. In this case, when front office staff take handling reservation, they should be informative as is required. Do not speak too much or too little information. The point is making your conversation as informative as is required. Not only it can reduce the high cost of communication via telephone, but also to build the trustworthy between the hotel and restaurant staff and the guests and also to establish

the hotel and restaurant more prestigious. Moreover, it is obviously needed to be informative, effective and efficient while doing a conversation in the hotel and restaurant; furthermore, it will bring advantages for both front office staff and the guest.

Language users should be aware of what other people meant is not only by what is stated by other people, but also what is strictly implied in an utterance or what is implicated by other people. People interact to make meanings; to make sense of the world and each other. It is made in particular context in which language is used. With respect to the result of analysis of the conversational maxims under study, the front office staffs are suggested to be able in communicating with each other by deeply understanding what is being implied or implicated by other people to get real meaning of what other people meant. Moreover, the front office staffs are expected to understand what is being talked, what other people meant and know how to maintain the interpersonal relations with each other, especially through other people utterances.

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THE EFFECT OF PROBLEM-BASED LEARNING MODEL ON THE SOCIOLINGUISTICS LEARNING OUTCOMES OF PRIVATE UNIVERSITY STUDENTS IN ACEH

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Abstract
This study aims to analyze the effect of the application of the problem based learning model in sociolinguistic learning on student learning outcomes of English Education at private universities in Aceh. This study used an experimental method with a research form that is pre-experimental design and one-group pretest-postest design experimental design. The population in this study were 40 students from private universities in Aceh. The sample in this study was the entire population of 40 students who were divided into two experimental groups, where Experiment Group A 20 people and Experiment Group B 20 people. The research instrument used was the learning outcome in the form of a multiple choice test of 20 questions. The data collection technique in this study is a measurement technique. Hypothesis test results using t-stat which is obtained in Experiment group A tstat (-18.6) < t Critical two-tail (2.093) with an average value of pre-test 59.75 and posttest 78 and Experiment group B tstat (-27 , 5) < t Critical two-tail (2,093) with an average score of 58 pre-test and 78 post-test. From the results of these calculations it can be concluded that there is an effect of using problem based learning models on learning outcomes in sociolinguistic learning of private university students in Aceh.

Keywords: Problem Based Learning, Learning Outcomes, Sociolinguistics Learning

INTRODUCTION

Linguistics is a field of study that studies or discusses language, especially the elements of language (phonemes, morphemes, words, sentences) and the relationship between these elements, including the nature and formation of these elements. One of the branches in the field of linguistics is sociolinguistics, which etymologically is a combination of the word of socio and linguistics. The socio element is in line with the social, which is related to society, community groups, and social functions. So, sociolinguistics is the study or discussion of language in relation to speakers of that language as members of society. It can also be said that sociolinguistics studies and discusses social aspects of language, especially the differences (variations) that exist in language related to social (social) factors. Sociolinguistics is one of the compulsory subjects for students who are pursuing linguistics, one of which is English Language Education. Problem Based Learning is one of the learning

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approaches offered to improve students' abilities in understanding the sociolinguistics field. However, this method is only used by a small proportion of lecturers in Indonesia. The Problem Based Learning approach is a learning approach by exposing students to practical problems as a foothold in learning. In other words, the student problem-based learning approach is faced with existing problems to find solutions. Thus, students are active in attending lectures and no longer see sociolinguistics as a boring subject but on the contrary it will be fun.

The lecture process is a process of developing student potential to become students in a comprehensive and integrated manner. Therefore, Lecturers are required to be able to understand various professional abilities in their fields. Furthermore, the delivery of lecture material must go through a learning approach that is appropriate for the purpose.

As the world of education develops, the implementation of lectures always changes because they are adjusted to the goals and needs of the course itself. In practice, each student has varying abilities during the lecture process. One of the courses that is able to equip students in capturing problems, thinking critically, creatively, and innovatively is Sociolinguistics. Sociolinguistics is one of the compulsory courses in the English Education Department. Through this course, students are expected to be able to understand and conduct literature studies in the scientific field of Sociolinguistics.

Thus, students are required to develop themselves continuously in honing their abilities. The demands of high ability and hard work have not been accompanied by a good learning process. Based on observations so far, Sociolinguistics lectures have not been running optimally. This is because the learning approach has not provided the flexibility for students to carry out activities in exploring ideas / ideas optimally, students tend to be less active and think minimally. This is due to the absence of a special approach for students to collect and conduct literature reviews in understanding a problem, so the lecture process is less in-depth.

Learning effectiveness is the learning result obtained after implementing the learning process. According to Riyanto (2003), the effectiveness of learning is defined as being effective or effective, or achieving goals or achieving learning objectives. Based on the opinion about the effectiveness of learning, it can be concluded that the effectiveness of learning is the learning result obtained through appropriate learning procedures. However, the effectiveness of learning is not automatically determined by momentary observation. According to Sinambela (2006), learning is said to be effective if it achieves the desired goals, both in terms of learning objectives and maximum student achievement. Several indicators

of learning effectiveness, namely: (a) Achievement of learning completeness, (b) Achievement of the effectiveness of student activities (namely the achievement of the ideal time students use to carry out each activity contained in the learning plan), (c) Achievement of the effectiveness of the ability of educators to manage learning, and student responses to positive learning. Not much different from the explanation of Wotruba and Wright (in Miarso, 2004), where indicators that can be used to determine effectiveness in the learning process are (a) good material organization, (b) effective communication, (c) mastery and enthusiasm for the material lessons, (d) a positive attitude towards students, (e) giving fair marks, (f) flexibility in the learning approach, and (g) good student learning outcomes.

The effectiveness of learning is a measure related to the level of success of a learning process. The indicator of effectiveness in this study is an increase in student learning outcomes which statistically shows a significant difference between before and after the application of the learning approach.

Based on the observation, the students of private universities in Aceh said that sociolinguistics is not impressing subject for them. On the other words, they cannot tell what they have learnt about. They couldn't correlate Sociolinguistics with their daily life. Besides, their skill and understanding in using Sociolinguistics is low. They study Sociolinguistics only from the lecturer without any further discussion with their friends. So that, they didn't learn Sociolinguistics as critical because the learning process based on teacher-centered so the students feel uncomfortable to ask questions. Consequently, their understanding is just partial and they couldn't apply Sociolinguistics in their research well.

In other hand, the researcher offers a new approach to sociolinguistics learning by using Problem-Based Learning. Some researchers have used Problem-Based Learning in improving student learning outcomes in accordance with their respective goals, such as Yuliana & Firmansah (2018), Shofiyah & Wulandari (2018), Jailani, et al (2017), Narmaditya, et al (2017), and Ratnaningsih, et al (2018).

Yuliana & Firmansah (2018), in their research, investigate the effectiveness of Problem-Based Learning with social media assistance to improve students' understanding toward statistics. They used 39 students of mathematics program, where 21 students as the control group and 18 students as experimental group. Furthermore, they found that Problem Based Learning with social media assistance is more effective to teach statistics than conventional method and the learning method also got positive response from the students based on the result of questionnaire.

In another study, Shofiyah & Wulandari (2018) analyze Problem-Based Learning model in training scientific reasoning students by using the literature study method. In this case, they said that scientific reasoning skills should be trained on all students who are at the concrete operational thinking and formal operational stages. These skills can be trained by teachers by applying inquiry-based learning, one of which is Problem-Based Learning. Because of it given a problem and then students are required to solve it, students' scientific reasoning will develop.

Jailani, et al (2017) did investigation in implementing the Problem-Based Learning in order to improve the students' HOTS and characters deal with 648 students from Junior Hight School of six provinces in Indonesia. The results, they found that the Problem-Based Learning implementation is more effective than the expository learning in terms of improving the students' HOTS but it has not been more effective in improving students' characters. According to them, the Problem-Based Learning can be more effective in improving students' HOTS because each phase in the Problem-Based Learning turns the students to be more active of analyzing, evaluating and creating ideas through the problem-solving activities, and implementing activate the students in the discovery and investigation analysis. However, the factors of Problem-Based Learning not more effective in terms of improving students' characters are caused by the lack of Problem-Based Learning trained such as (1) ineffectiveness group collaboration to be more responsibility, care, and cooperation; (2) the students have been lack self-confidence in problem-solving; and (3) the teachers still gift interventions within the learning process. In other studies, Narmaditya, et al (2017), in their research with titled Impact of Problem-Based Learning on Students Achievement in Economics Course, concluded that the use of Problem-Based Learning model on the learning can improve students' achievement. And, Ratnaningsih, et al (2018) investigated the effect of Problem-Based Learning methods and Self-Confidence to English learning outcomes in Elementary School, where they concluded that the overall learning outcomes of English between groups of students taught using the Problem-Based Learning method is higher than the group of the students given the expository method. In several researches above, we can assume that Problem-Based Learning models have various positive values for both teachers and students, such as in terms of improving student learning outcomes in various subjects.

In Addition, Problem Based Learning is a learning approach by exposing students to practical problems as a basis for learning (Wena, 2009). In sociolinguistic lectures using the Problem Based Learning approach, students are required to be faced with problems that

must be solved. In the learning process, the situation or problem becomes the starting point for learning to understand concepts, principles, and develop problem-solving skills. According to Wina (2007), problem-based learning does not expect students to only listen, take notes and then memorize the subject matter, but students must actively think, communicate, search and process data, and finally conclude. Thus, the Problem Based Learning Approach can be interpreted as a way of presenting teaching materials by making the problem a starting point for discussion in an effort to find solutions or answers by students so that they are actively involved in following the learning process.

The Problem-Based Learning model have the goal to foster more student-centered and experiential learning, encourage research, provide scaffolding, and allow for the presentation of a final product completed by students. In other word, Problem-Based Learning make the student more be active (student-centered) than teachers in learning process (teacher-centered) (Maxwell, 2020; Savin-Baden, 2020; Khoiriyah & Husamah, 2018). In details, Rubiah (2016) explained that the Problem-Based Learning as the method that involves to solve the problem through: (1) appearing a problem; (2) organizing the subject toward the problem; (3) giving the students responsibility to conduct the learning process; (4) making students group; and (5) asking the students to present what they have learnt.

Furthermore, based on the findings and theories of experts as well as the results of previous observations that have been stated above, the authors feel the need for further research to be carried out regarding the effects of using Problem-Based Learning model in Sociolinguistics learning on student learning outcomes in private universities in Aceh.

RESEARCH METHOD

This research is a type of quantitative research with the aim of describing the effect of the Problem Based Learning approach on sociolinguistic learning outcomes in English Department students. This research was conducted on students of the English Department at Almuslim Bireun University and Abulyatama University, Aceh Besar. The approach used in this research is a quantitative approach. According to Sugiyono (2007) research data is in a quantitative approach, namely in the form of numbers and the researcher must analyze the data using statistics.

Meanwhile, the method applied in this research is the pre-experimental method with one group preest-posttest design. Ary (2010) said that this pre-experimental study used one group as the sample, namely the experimental group that was given treatment, while the control group was not used. Hartas (2010) defines population as a group of individuals or

organizations that have the same characteristics that are of interest to research. In other words, the population is the group to which the researcher wants to generalize the findings obtained to the research sample. Thus, the population in this study were all students of the English Department at Almuslim Bireun University and Abulyatama Aceh Besar University. This study uses a type of pre-experimental method called the One-Group Pretest-Posttest Design. According to (Ary et al, 2010), there are three steps in applying the One-Group Pretest-Posttest Design: (1) giving a pretest to measure the dependent variable, (2) applying experimental X to the subject, (3) giving a posttest to re-measuring the dependent variable .

After the population is determined, the study sample is selected. Hartas (2010) also defines the research sample as a part or subgroup of the population that the researcher wants to study. How the research sample is selected is very important for the validity of a study. In this study, the researcher chose the research subject using one of the sampling procedures, namely purposive sampling. Johnson and Christensen (2014) concluded that in purposive sampling, researchers determine the characteristics of the population of interest and then try to find individuals who have these characteristics. In short, purposive sampling is a sampling technique with a purpose. Thus, the sample of this study were students of the fourth semester of the English Department at Almuslim Bireun University and Abulyatama Aceh Besar University who took Sociolinguistics courses in the English Department according to the curriculum at the college.

In this study, data collection was carried out in six meetings. In this study, data collection during the learning process was carried out by means of a test as a data collection technique. In using the test as a measure of the achievement of student learning outcomes in the Sociolinguistics subject. Researchers compile pre-test and post-test questions. The questions are adjusted to the syllabus at the college in the Sociolinguistics course. The pre-test and post-test questions are in the form of essay questions that are validated by giving pre-test questions to the subject of the validation of the questions, namely students of the English Department at Serambi Mekkah University in Banda Aceh. Furthermore, the validation results are processed using the validity and reliability formulas. After seeing the reality and validity of the questions, these questions can already be given to the research subjects, namely students of the Department of English at Almuslim Bireun University and Abulyatama University, Aceh Besar.

The Data analyzing of the effect of applying the type of Problem-Based Learning on student learning outcomes, researchers used the *t-test* with the polled variance formula (Sugiyono, 2014: 138).

RESULT OF RESEARCH

This research was conducted on students of the English Education Department at Almuslim University and Abulyatama University as an experimental group, where students of the Department of English Education at Almuslim University as Experiment A group and students of the English Education Department at Abulyatama University are called Experiment B groups. The experimental group, both groups A and B, used Problem Base Learning in the context of students' daily language according to the learning material. Before being given material being taught, the experimental group was first given a pre-test with the same questions between Groups A and B. The purpose of the pre-test was to determine the level of ability of students in both groups. After the treatment with Problem Base Learning is carried out, a post test is carried out to determine the learning outcomes after the treatment is carried out. The pre-test and post-test scores in Experiment groups A and B can be seen in graph 1 below:

Graph 1. Test Results Experiment Group A and B
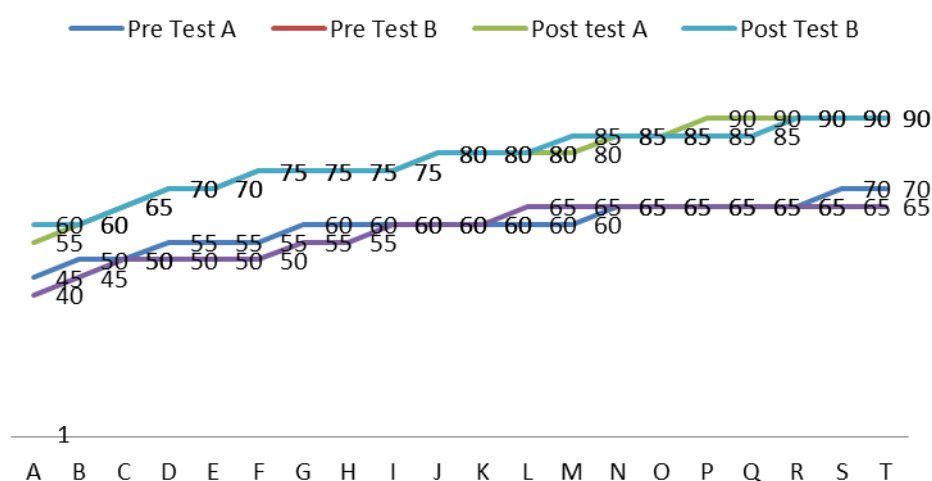
The data from the pre-test and post-test results of Experiment group A were then analyzed and can be seen in table 1 below:

Table 1. Experiment Class A Frequency Distribution.

No	Hasil *Pre-test* Kelompok Eksperimen A		Hasil *Post-test* Kelompok Eksperimen A	
	Nilai	**Frekuensi**	**Nilai**	**Frekuensi**
1	45-49	1	55-61	2
2	50-54	2	62-68	1
3	55-59	3	69-75	6
4	60-64	7	76-82	4
5	65-69	5	83-89	2
6	70-74	2	90-96	5
	Jumlah	**20**	**Jumlah**	**20**

Rata-rata	59.75	Rata-rata	78

t-Test: Paired Two Sample for Means Group A	Pre-Test	Post-Test
Mean	59.75	78
Variance	43.3552632	106.31579
Observations	20	20
Pearson Correlation	0.96127641	
Hypothesized Mean Difference	0	
Df	19	
t Stat	-18.653192	
P(T<=t) one-tail	5.6329E-14	
t Critical one-tail	1.72913281	
P(T<=t) two-tail	1.1266E-13	
t Critical two-tail	2.09302405	

The data from the pre-test and post-test results of Experiment group B were then analyzed and can be seen in table 2 below:

Table 2. Experiment Class B Frequency Distribution.

No	Hasil *Pre-test* Kelompok Eksperimen B		Hasil *Post-test* Kelompok Eksperimen B	
	Nilai	Frekuensi	Nilai	Frekuensi
1	40-44	1	60-65	3
2	45-49	1	66-71	2
3	50-54	4	72-77	4
4	55-59	2	78-83	3
5	60-64	3	84-89	5
6	65-69	9	90-95	3
	Jumlah	**20**	**Jumlah**	**20**
	Rata-rata	**58**	**Rata-rata**	**78**

t-Test: Paired Two Sample for Means Group B	Pre-Test	Post-Test
Mean	58	78
Variance	64.21052632	87.89473684
Observations	20	20
Pearson Correlation	0.942289026	
Hypothesized Mean Difference	0	
df	19	
t Stat	-27.5680975	
P(T<=t) one-tail	4.35734E-17	
t Critical one-tail	1.729132812	
P(T<=t) two-tail	8.71467E-17	

t Critical two-tail	2.093024054

Based on tables 1 and 2, the results of the pre-test and post-test calculations in both Experiment A and Experiment B groups show a significant difference between before and after being treated in the class where the Post-test average in the two experimental groups is higher than the Pre-test. It can be seen that the T-stat in the two experimental groups is smaller than the T-critical two tiles, so it can be concluded that H1 is acceptable, meaning that the Problem Base Learning model is able to improve student learning outcomes in sociolinguistic learning.

DISCUSSION

Based on the results of quantitative data analysis, the researcher found that Problem-Based Learning implementation had been effective in terms of improving the students' learning outcomes in Sociolinguistics. The results showed that from the process side, the use of Problem-Based Learning was more effective than the conventional use shown in Experimental group A *t-stat* (-18.6) <t Critical two-tail (2.093) with an average value of pre-test 59.75 and posttest 78 and Experiment group B tstat (-27, 5) <t Critical two-tail (2,093) with an average score of 58 pre-test and 78 post-test.

This finding supports previous research, namely Narmaditya, et al (2017), in their research with titled Impact of Problem-Based Learning on Students Achievement in Economics Course, concluded that the use of Problem-Based Learning model on the learning can improve students' achievement. And, Ratnaningsih, et al (2018) investigated the effect of Problem-Based Learning methods and Self-Confidence to English learning outcomes in Elementary School, where they concluded that the overall learning outcomes of English between groups of students taught using the Problem-Based Learning method is higher than the group of the students given the expository method.

In addition, this research is also in line with Knapp's research (in Slavin, 2009), that learning with the Constructivism approach in which PBL has a correlational relationship with increased achievement in schools. Likewise, Langer's findings (in Slavin, 2009) also state that junior high schools that use the constructivist approach have better performance. Apart from student learning outcomes as part of an academic perspective, these findings can also be seen from a character perspective. Viewed from a social perspective, this Problem-Based Learning model puts forward the development of thinking skills, problem solving, and intellectual skills. For this reason, it stands to reason that the use of Problem-Based

Learning in learning can significantly improve learning outcomes. Furthermore, students also feel involved in learning, there is good cooperation between students, there is an attitude of mutual respect for opinions, and the formation of egalitarianism between each other. The implication is that maturity from both emotional and social aspects is increasing. It is different if learning is more educator-centered or the students are less involved in learning. This finding supports previous research such as Yuliana & Firmansah (2018), Shofiyah & Wulandari (2018), and Jailani, et al (2017) because this learning is possible to form the personality of students who are individualistic and exclusive.

CONCLUSION

Based on data exposure and discussion of research results, the following conclusions can be made: (1) Student learning outcomes of class V in the experimental class Based on the t test analysis or hypothesis testing, it was obtained Experiment group A tstat (-18.6) <t Critical two-tail (2.093) with an average value of pre-test 59.75 and posttest 78 and Experiment group B tstat (-27, 5) <t Critical two-tail (2,093) with an average score of 58 pre-test and 78 post-test. means significant, so it can be concluded that Ha is accepted or approved and Ho is rejected. This means that there is an effect of the application of the problem based learning model on student learning outcomes in sociolinguistic learning in English language education students from private universities in Aceh (2) Learning by applying the problem based learning model contributes a significant effect on learning outcome.

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STUDENTS' PERCEPTION ABOUT GOOGLE TRANSLATION TOOL IN LEARNING ENGLISH
(A Descriptive Study at Jabal Ghafur University)

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Abstract
This research was aimed to know the students' perception about Google Translation tool in learning English. The background of the research based on the raised of the use Google Translation tool among students. Therefore, the researcher conducts a research regarding students' perception on the use of Google Translation tool in learning English. To answer the problem above, there are two research questions formulated. (1) how many percent students of English Department use Google Translation tool in learning English and (2) Students' perception on the use of Google Translation tool in learning English. Meanwhile, to solve the research question that was already formulated, the researcher applied descriptive qualitative research design. There were two sets of questionnaire as instrument used in this research which were the first questionnaire to answer the first research question and the second questionnaire to answer the second research question. The respondents of this research were active students of English Department at Jabal Ghafur University in batch 2016-2019. All of them were chosen by using purposive sampling. The findings of this research showed that the students of English Department at Jabal Ghafur University used Google translation tool in learning English because sometimes they had difficulties in understanding English especially in translation activity. They utilize it to help them such as to translate, as dictionary, to check synonym and antonym, and to check pronunciation. Furthermore, they had a positive perception about Google Translation tool in learning English with majority of answers chosen by them were "agree" that it was helpful in learning English. In addition, there were also suggestions to students who use Google translation tool in learning English and the future researchers.

Keywords: Perception, Google Translate, Leraning Media, Translation

INTRODUCTION

In this 4.0 era technology has the important role, it has become rapidly and dominates in all aspects of life. Technology is the use of science in industry, engineering, etc., to invent useful things or to solve the problem. In education range, the technology gave more innovation in developing varieties ideas which aims to achieve learning objectivities, such as in learning English. Learning English become a necessary to face the increasingly advances order of life because as we know, English dominates all aspects of communication among nations. As an international language, it is very important. It uses universally being

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in aspect of technology, education, economics, politics, culture and others. People are competing learning English for varieties of necessary. Such as for jobs required, school, science, technology, diplomatic etc. Technology increasingly sophisticated with the emergence of gadgets, like computers and smartphone which is use English in utilizing. It is can't be denied that English also influence human life because in human daily life, we can't separate from technology currently.

In Indonesia, English considered as the foreign language and learned formally from elementary school up to the university level. In the university level, English become one of the subject and even as a major in faculty of university. For example is English major of teacher training and education faculty where the representative teacher need learn and prepare their understanding in English. With the presence of technology, students easier to learn because it produces some products that can facilitate the learning process and one of those products is Google Translation. Google Translation is a free multilingual translation service developed by Google, to translate text. In English learning process, students often faced on the problems to understanding English. For example, to understand English text, they usually use conventional dictionary as the tool translating words, phrases, sentences, and others. But, recently they prefer using Google Translation to a conventional dictionary which tends to spend a lot of time.

According to (Zuchridin Suryawinata, 2016) translation is an activity to re-express the meaning of the source language text with the correct equivalent in the target language text. In this case, Google Translation allows students to understand quickly than using conventional way. Because according to (Busby, 2004), Google Translation can translate words, phrases, sentences, documents, or whole web pages quickly into over 58 languages including synonym and pronounce. It more efficient than using conventional dictionary. But, nowadays internet is the familiar thing for students and people generally. So that they can use Google translation in everywhere and every time as long as the network is available.

Nowadays, because of the technology product namely Google Translation, the habit of 'open conventional dictionary' is turns become 'open Google Translation' habit. It is one of the truths form of the currently phenomenon that students in this technology era tends like the practical things because the students today are included in the Z generation. According to (Hashim, 2018),   Generation Z is unique as they were born during the introduction of the graphical web that resembles the Internet today and they have also experienced the rise of mobile devices, and cloud computing. This generation is tech-savvy and prefers to communicate using social media over direct contact with people. They are the

first generation born into an integrated and globally connected world where the Internet has always been available. (Rini, 2016) mentioned that children in Z generation do not like the process, in generally they lack of patient and like the instant things more. In this case, the use of Google translation is one become an example. Students should not rely on Google Translation as the only one English learning media, especially when they are doing translation activities. Because every instant thing certainly has limitations and this also applies with this machine translator.

In a translation, surely there are certain criteria that must be met in order to produce a good translation. According to (Purwaningsih, 2016), there are three criteria of a good translation; accurate, acceptable, and readable. A translation has to be accurate in terms of message contained in the text. The translator has to convey the message as accurate as possible without unimportant additions, reductions, or any other changes that can distort the message. In addition, (Mufanti et al., 2019) state that translation is accurate when the message or idea of source language text is transferred and reproduced as exactly same as possible into the target language text one. But in fact, Google Translation often missed these rules. This is supporting by (Arifatun, 2012) who states that Google Translation, like other automatic translation tools, has its limitations. The service limits the number of paragraphs and the range of technical terms that can be translated, and while it can help the reader to understand the general content of a foreign language text, it does not always deliver accurate translations. So, students need to aware when using Google Translation.

Based on researcher's experience from a student in learning English at Teacher Training and Education Faculty, a lot of researcher's friends and other students, Google Translation help us in translating text because the ease in utilizing and do not waste a lot of time. While it has several limitations, it also gives benefit for students then a lot of them understand about the limitations and accuracy of Google Translation. Despite that, surely there are still the other possibilities about Google Translation tool from student point of view that need to study. From the descriptions above, the researcher concerns with students' perception about the Google Translation tool in learning English, in this case about the experience on English Department at Jabal Ghafur University especially from batch 2019.

In supporting this research, the researcher collect some studies that related to this research who have conducted by some researchers. The first is a study that had been done by (Marito & Ashari, 2017) entitles *EFL Students' Perception about Machine Translation* showed that most of them know and use it. They use Machine Translation to Translate word, phrase, sentence, paragraph. They made text translation as a general description and as a

consideration to make the real meaning. Beside it, Machine Translation can be used as dictionary, too.

But in another study that had been conducted by (Maulida, 2017) entitles *Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris* showed that all of students know that Google Translation is a service to translate text. But there is the only one student who know the other function beside to translate, that is to learn pronunciation and vocabulary. As a conclusion, the study showed that most of students using Google Translation to translating English material. The advantages of the Google Translate application such as 'fast' and 'light' make students switch from the print dictionary. Although there are deficiencies in this application, students still have a positive perception of its use. They believe that the results of the translation remain accurate as long as they can match the context.

The next study that had been done by (Dewi, 2016) entitles *The Students' Perception on the Use of Google Translate in Writing Analytical Exposition Text: a study at SMAN 1 Banguntapan.* As a conclusion, this study showed that students could not decide yet whether they had negative or positive perceptions as the majority of the answers were undecided. The students were still in the process of learning and the result showed that some of students found that Google Translate was helpful; meanwhile other students did not find that was helpful from students.

The study that had been done by (Herlina et al., 2019) entitles *Google Translate as an Alternative Tool for Assisting Students in Doing Translation: A Case Study at Universitas Negeri Jakarta* showed that there is strong evidence that Google Translation can be used as a complementary tool to assist students in translating English- language for several reason: First, most students still use Google Translation as a tool that provides convenience in translation. Second, the findings are based on the actual experience of students as active Google Translation users. Third, the results are positive that the aspects of using Google Translation are based on the basic assumptions and principles of constructivism.

The last study by (Chandra, 2018) entitles *The use of Google Translate in Efl Essay Writing* it is found out that the students use Google Translate in three different aspects, such as vocabulary, spelling, and grammar. Vocabulary becomes the most used aspect in Google Translate, with word-level becomes the highest one, followed by phrase as the second most used. Sentence becomes the third most used while spelling becomes the fourth. Grammar is the fifth, becoming the least used among the others.

The differences between these researches and my research are on the variable, subjects of the study, respondents, and methodology used. This research aims to identify students' perception about Google Translation tool in learning English. The respondents were 27 respondents by the students of English Department batch 2019. because students in English Department already used Google Translation in learning English. This research used qualitative method. Those researches are relevant with this study because those researches also examining about Google Translation as a one of machine translation that use by students in help them to learn English; thus, they can be used as references.

RESEARCH METHOD

Research Design

This research is design to identify students' perception about Google Translation Tool in learning English at English Department of Jabal Ghafur University. Google translation is from Google API family. It offers translation service based on Google translation technology. Terms in NTCIR topics are mostly name entities, which needs much human efforts to make translations accurate, industrial products have the availability to use very much human work, and that's one reason that Google translation may work well on NTCIR topics (Xiaoning et al., 2008). Google Translate does not apply grammatical rules, since its algorithms are based on statistical analysis rather than traditional rule-based analysis.
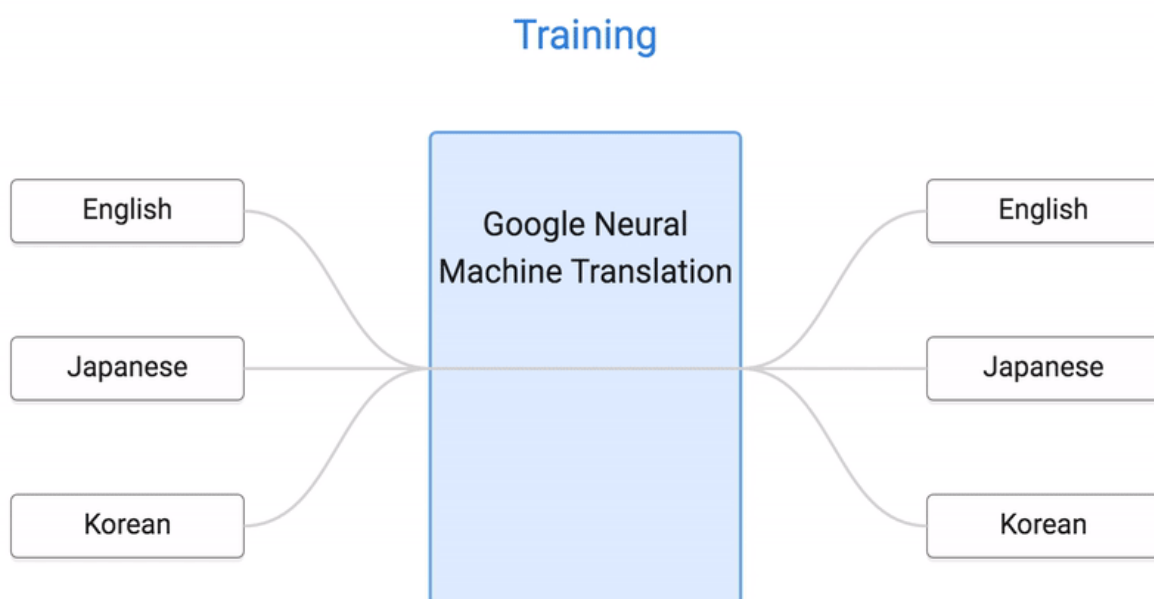
Figure 1. Machine Learning Translation and Google Translate Algorithm

This research is including a qualitative method. The main goal is to describe, study, and explain the phenomenon. It is mean to understand the phenomenon with obtained by describing and exploring it in a narrative (Syamsuddin AR, 2006). In researcher opinion, this method able to answer the research problem of this study which is need deep understanding answers and need to be in the research context. This is supporting by (Putra, 2012) who state that qualitative research look for processes and meanings or deep understanding. In order that researcher hope that through this method, the researcher can report the data by describing from the respondents as good as possible. The instruments was questionnaire with consisted of 15 statements.

RESULTS AND DISCUSSION

Result

Finding of the percentage students using Google Translation tool in learning English from the first questionnaire

This part presents the findings to answer the formulated research problem which is already formulated. The research problem is about how many percent students of English Department at Jabal Ghafur University in batch 2019 using Google Translation tool in learning English. The data gathered using the first questionnaire which consisted of 15 statements for 27 respondents.

The researcher divided this part into three parts in order to present the data clearly. The parts were: (1) the use of technology in learning and (2) the number of students that use Google Translation tool in learning English. From the close- ended statements, there were 5 degree of agreements; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

1. **The role of technology in learning**

The researcher found out the impact of technology in students learning activities through the questionnaire. In the questionnaire from the close ended questions, the statements were from number 1 to 7. The result of statement 1 was 64.6% the students chose strongly agree. Meanwhile 30.6% of the students chose agree, 3.4% of students choose strongly disagree, and none of students that choose neutral and disagree. It could be seen that the highest percentage was strongly agree. It could be conclude that most of students have their own phone or laptop. The next result is from statement 2 was 47.6% of the students choose strongly agree whereas 37.4% of the students choose agree, 10.2% of the students choose neutral, 3.4% of the students choose strongly disagree and none of them

choose disagree. It showed that most of the students bring their smartphone and/or laptop to campus.

The result from statement number 3 was 51% of the students chose strongly agree. Meanwhile 37.4% of the students chose agree, 10.2% of the students choose neutral and none of students chose disagree and disagree. It showed that the highest percentage was strongly agreed. It could be conclude that most of the students using Google translation tool in learning English.

The result from statement number 4 was 34% of the students chose strongly agree, 40.8% of the students choose agree, 23.8% of the students chose neutral but none of the students chose disagree and strongly disagree. Thus, the statement number 4 showed that most of the students use smartphone and/or laptop to help them in translating word or sentence in English into Indonesian language.

The result from statement 5 was 40.8% of the students chose strongly agree, 47.6% of the students chose agree, 6.8 chose neutral, 3.4 chose strongly disagree and no one of them chose disagree. It could be seen that the majority of students know there is an online translation tool.

Next, the result from statement 6 was the majority of students choose agree. This could be seen from the data obtained that 44.2% of the students agree, 34% of the students chose strongly agree, 20.4% of the students chose neutral and none of the students chose disagree and strongly disagree. It revealed that most of students use translation tool in translating word or sentence in English into Indonesian language.

The last, the result of statement number 7 was 44.2% of the students chose strongly agree, 37.4% of the students choose agree, 13.6% chose neutral, 3.4% chose strongly disagree but no one choose disagree. The strongly agree was the highest percentage. So it could be concluded that the majority of the students know how to use translation tool in translating word or sentence in English into Indonesian language.

2. The number of students that use Google Translation tool in learning English

In the questionnaire from the close ended questions, the statements were from number 7 to 15. The result of statement 8 was 40.8% of the students strongly agree, 54.4% the students choose agree, 3.4% neutral and none of the students choose disagree and strongly disagree. The highest percentage was agree, so it revealed that the majority of students know Google Translation tool is an machine translation that can help them in translating word or sentence in English into Indonesian language.

The next result was from statement 9 where 30.6% of the students choose strongly agree, 54.4% of the students chose agree, 23.8% of the students choose neutral, 3.4% choose strongly disagree but no one chose disagree. It can be conclude that most of the students use Google Translation tool in translating word or sentence in English into Indonesian language.

The result from statement 11 was 23.8% strongly agree, 34% agree, 37.4% neural, 3.4% disagree and no one of students chose strongly disagree. The highest percentage was neural. It showed that students have no problem about the use of Google Translation tool as online dictionary.

The next result was from statement 12 where 23.8% chose strongly agree, 40.8% chose agree, 20.4% chose neutral, 13.6% disagree, and no one chose strongly disagree. The highest percentage of answer was agreed, so it could conclude that most of the students use Google Translation tool to help them in translating not only when learning in campus but also when learning via online at home. This finding supporting by (Rashmi, 2012) who stated that with technology, the new costumers have new demands on the educational products.

The result from statement 13 was 20.4% strongly agree, 37.4 agree, 27.2 neutral, 13.6 disagree, none answer for strongly disagree. The highest percentage of answer was agreed. It could be seen that the majority of students use Google Translation tool to help them in translating with good connection of internet network when learning via online at home. In this case, the development of technology are able change classroom situation (Rashmi, 2012), who state that the development of technologies in this decade to expend the capacity of the educational system, such that every day of school – from kindergarten through college – will be an intellectual adventure tailored to each of student's particular learning needs.

The last result was from statement 14 where the students chose 23.8% strongly agree, 47.6% chose agree, 27.2% chose neutral but none answer for both disagree and strongly disagree. From the data that obtained, it proved that the students mostly use Google Translation tool to help them in translating not only when learning formally in class but also non formal.

From the result of closed-ended data in first questionnaire, showed the positivity of answers. This was because the result was dominant by strongly agreed where are from 13 statements, 7 statements got agreed majority of answer, followed by 4 strongly agreed and 2 by neutral. It means that Google Translation tool was used by students in learning English. From the 29 students of English Department of Jabal Ghafur University, all of them use Google Translation tool in learning English. This finding has answers the first research

question and the result used to determine the respondents to answer the second research question.

Finding the students' perception about Google Translation tool in learning English from the second questionnaire

In this part presents the findings to answer the second research problem which is about students' perception about Google Translation tool in learning English. The data gathered using the second questionnaire which consisted of 28 close-ended statements and 3 open-ended questions. All of the respondents from the first questionnaire would be the same respondents to distributing the second questionnaire. This is based on the finding of data that was obtained from the first questionnaire, the researcher find out all of the respondents use Google Translation tool in learning English.

This part can be divided into three parts in order to present the data clearly. The parts were: (1) students' opinion about translation in learning English (2) students' knowledge about Google Translation (3) students' perceived usefulness about Google Translation Tool in learning English and (4) students' perception about Google Translation Tool in learning English.

1. **Students' opinion about translation in learning English**

The researcher found out students' opinion about translation through 3 statements in the questionnaire. Those were from number 1 to 3. The result of statement 1 was 23.8% of the students chose strongly agree, 40.8% agree, 30.6% neutral, 3.4% disagree and no one who chose strongly disagree. The majority of answer was agree so it could be conclude that most of the students sometimes can't understand English if it not translating into Indonesian language.

Next, the result was from statement 2 where the answer consists of 34% of the students chose strongly agree, 40.8% chose agree, 13.6% chose neutral, 10.3% chose disagree but none answer for strongly disagree. From the data that was obtained, it could be seen that most of the students were translate word or sentence in English into Indonesia language to understand the meaning.

The next result was from statement 3 where 30.6% of the students answer strongly agree, 37.4% answer agree, 23.8% neutral, 6.8% answer disagree and no answer for strongly disagree. The highest percentage of answer was agreed. It could be concluded that the majority of students sometimes difficult to translate English into Indonesian.

2. Students' knowledge about Google Translation

The result from statements 4 showed that 34% strongly agree, 57.8% agree, 3.4% neutral, none disagree, 3.4% strongly disagree. It could be seen that majority of the students knows there is an online translation tool to help them in translation.

The next is result from statement 5 which were from 29 students, 23.8% of them chose strongly agree, 57.8% c1hose agree, 17% prefer to neutral while no one of them chose disagree and strongly disagree. It could be drawn a conclusion that most of the students use an online translation tool to translate English into Indonesian

Meanwhile, the result of statement 6 was 13.6% strongly agree, 20.4% agree, 6.8% neutral, 51% disagree, 6.8% strongly disagree. Disagree was the highest percentage of the answer. So it meant that besides Google Translate, most of students know the other one online translation tool.

As the result for statement number 7, strongly agree were chosen by 51% of the students, 40.8% answer for agree, 6.8% disagree, and no one of the students chose neutral and strongly disagree. Strongly agree was the answer with the most picked. It meant that the majority of the students understand how to use Google Translate.

Then, the result from statement number 8 was showed that 51 % of the students chose strongly agree, 40.8% of the students chose agree, 3.4% of the students chose neutral, 3.4% strongly disagree, but none for disagree. The answer which picked most by students was strongly agreed. It showed that most of them access Google Translate using a smartphone and / or laptop.

3. Students' perceived usefulness about Google Translation Tool in learning English

The Statement number 9 was 20.4% of the students chose strongly agree, 71.4% agree, 3.4% neutral, 3.4% disagree and no one of them chose strongly disagree. Because the highest percentage of answer was agreed, so it could be concluded that most of the students use Google Translate as a tool to translate English to Indonesian.

The next result was from statement 10 which consist from 17% of the students chose strongly agree, 40.8% chose agree, 34% prefer to be neutral, 6.8% chose disagree meanwhile no one of the students chose strongly disagree. It could be seen that the majority of them understand the results of the translation from English Indonesian using Google Translate.

The result from statement number 11 was 23.8% strongly agree, 44.2% agree, 20.4% neutral, 3.4% disagree, and 6.8% strongly disagree. The data showed that most of the students feel Google Translate has helped them a lot in learning English. This finding

supported by (Davis, 1989) who defines that perceived usefulness as the degree to which a person believes that using a particular system will enhance his or her job performance.

The next result from statement number 12 was 20.4% strongly agree, 20.4% agree, 37.4% neutral, 13.6% disagree, and 6.8% strongly disagree. In this answer result, it could be seen that neutral is the most picked answer. So as a conclusion, the use of Google Translate in translating English to Indonesian rather than using a conventional dictionary was not a problem for most them.

As the result from statement number 13, 37.4% of the students chose strongly agree, 54.4% agree, 6.8% neutral, and none answer for both disagree and strongly disagree. From the answer, it could be seen that the highest percentage from the answer was agreed. It revealed that most of the students saving their time in translating by using Google Translate.

The result from statement number 14 was 20.4% strongly agree, 20.4% agree, 23.8% neutral, 20.4% disagree, and 13.6% strongly disagree. The answer was dominant by neutral. It meant that was not a problem for most of the students can saving their money by using Google Translate because they don't need to buy a conventional dictionary.

The result from statement number 15 was 23.8% for strongly agree, 61.2% for agree, 10.2% neutral, no answer for disagree, and 3.4% strongly disagree. The highest percentage was agree where it showed that most of the students more comfortable using Google Translate to help translate English to Indonesian because it is easily accessed and used.

The next result was from statement number 16. There was 17% of the students chose strongly agree, 34% chose agree, 27.2% chose neutral, 17% chose disagree, and 3.4% chose strongly disagree. This finding revealed that the majority of the students feel they should always use Google Translate to help me translate English into Indonesian

The result from statement number 17 was 13.4% strongly agree, 20.4% agree, 34% neutral, 30.6% disagree, and none for strongly disagree. Meanwhile the highest percentage of answer showed that the percentage of the students were not become motivated in learning English by using Google Translate. This finding supported by (Igbaria, Parasuraman, and Baroudi, 1996) as cited in (Dewi, 2016), who stated that study also finds that perceived usefulness is the principal motivator for the successfulness of learning.

The result from statement 18 was 10.2% strongly agree, 47.6% agree, 23.8% neutral, 13.6% disagree, and no one who answer strongly disagree. Agree was the highest percentage of the answer. Through the answer it could be seen that most of the students feel their English vocabulary is better by using Google Translate.

Next, the result from statement number 19 was 13.6% of the students chose strongly agree, 44.2% of the students chose agree, 23.8% of the students chose neutral, 13.6% of the students chose disagree, and only 3.4% of the students who chose strongly disagree. It could be conclude that the majority of the students by using Google Translate students feel their English speaking ability has increased.

The next result was from statement number 20. It consist of 29 students who 20.4% of them chose strongly agree, 37.4% agree, 23.8% neutral, 17% disagree, and 6.8% strongly disagree. Through these answers, it could be concluded that most of them by using Google Translate students feel their English pronunciation is getting better.

Then, the result from statement number 21 was 10.2% strongly agree, 30.6% agree, 23.8% neutral, 27.2% disagree, and 6.8% strongly disagree. Disagree was the most answer that picked by students. It revealed that students most of the students can't learn to know Grammar errors and fix them by using Google Translate.

Next the result from statement number 22 was 27.2% of the students chose strongly agree, 44.2% of the students chose agree, 23.8% of the students chose neutral, no one chose disagree, and 3.4% strongly disagree. It meant that the majority of them hope that their lecturer will always allow them to use Google Translate to help in translate English.

The last result was from statement number 23 where 23.8% of the students chose strongly agree, 61.2% of the students chose agree, 6.8% of the students chose neutral, 6.8% of the students chose disagree, and 3.4% of the students chose strongly disagree. This proved that they would recommend Google Translate to their friends as a tool in learning English.

Discussion

In the research finding of close-ended question of the second questionnaire showed the students as a user, using Google translation tool to help them for some reasons. Most of them use it to translate word, sentence, text and to learn pronunciation while the others use it as dictionary. From the result of closed-ended data from the second questionnaire, it showed the degree of positivity of the answer. This was because the major result was agreed where are from 23 statements, 19 statements got agreed majority of answer, then followed by 3 neutral, and 1 by disagree. In addition, in the open-ended data 2 from 3 questions got positive response from the students. It could be seen both of two kinds questions from the second questionnaire showed the same positive response from the students. So it meant that English Department students had a good perception about Google Translation tool in learning English.

Based on the data analysis, students of English Department at Jabal Ghafur University had a good perception about Google Translation tool in learning English as the majority of answers chosen by the them were "agree" that it was helpful in learning English. From the data gathered, it could be concluded that Google Translate helped the students in translating activity and to learn pronunciation even though some students sometimes find it did not reliable.

CONCLUSION

There were two research problems in this study which were; how many percent of students of English Department at Jabal Ghafur University using Google Translation tool in learning English and what is English Department students' perception about the use of Google Translation tool in learning English at Jabal Ghafur University.

As the product of the development from technology, Google translation tool become the alternative to know the meaning of foreign language. It can translate more than 50 languages both international and national languages. It becomes as alternative tool for the people. This is also applicable for students of English Department at Jabal Ghafur University. After conducting the study, the researcher found that the students used Google translation tool in learning English. It is because sometimes they had difficulties in understanding English especially in translation activity. They utilize it to help them such as to translate, as dictionary, to check synonym and antonym, and to check pronunciation. Through the two sets of the questionnaire, the result showed that students of English Department at Jabal Ghafur University used Google translation tool in learning English and had a positive perception about Google Translation tool in learning English as the majority of answers chosen by them were "agree" that it was helpful in learning English.

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CHARACTER BUILDING OF HONESTY IN THE ACADEMIC DOCUMENTS OF VOCATIONAL SCHOOL IN ENGLISH LANGUAGE SUBJECT

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Abstract
This research examined the honesty as part of character building in academic documents of English subject in Vocational high school. Using content analysis, the researcher analyzed the honesty throughout the documents. The data was words, phrases, clauses, sentences, and the pharaprashing of them. The data was taken from Vocational High School's documents used by English teachers of vocational school. The finding showed that honesty appears explicitly and implicitly. All the aspects of character building of honesty were stipulated in syllabus provided by the government. The indicators of honesty that appear in the lesson plan, learning material, and assessment of English language subject in vocational high school are integrity, academic honesty, and sportsmanship. Those indicators are addressed implicitly in the documents represented by sub indicators such as the prohibition to cheat in doing the assignment and so forth. However, there was no consistency across the documents because honesty indicators appeared quite low in assessment tools prepared by English teachers. This condition indicated that students of Vocational High School get the character building of honesty through English language subject because it was stipulated, and addressed in academic documents. This study proposed a possibility for teachers to improvise their assessment tools by inserting honesty indicators.

Keywords: Character Building, Honesty, Academic Documents, Vocational School

INTRODUCTION

A number of improper conducts among young Indonesian generation had been happening and increasing these five years. For example, as reported by Sultan in Kolaka Southeast Sulawesi in 2017 a number of Kolaka Senior High School Students bought UN answers from social media; hundreds of high school XII students in Cimahi City were buying UN answer keys; more than 20 percent students of junior high school conducted dishonesty by cheating in examination (Lestari and Asyanti, 2015). According to these cases, it seems that academic dishonesty is often done by students. Therefore, Winardi et al. (2017) conducted survey about academic dishonesty among accounting students and proved that 77.5% from 342 students admitted committing academic dishonesty.

However, the government efforts on building the good character are still being carried out. One of them is via educational channel. Character building has been explicitly

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stated in the national goals of curriculum. The Regulation of Ministry Education and Culture/ Permendikbud No. 24 year 2016 states that the objectives of the curriculum include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills. The formulation social attitude competency as stated in Standar Isi Permendikbud no. 21 year 2016 Living and practicing honest behavior, discipline, responsibility, care, and other good characters. Furthermore, Presidential Regulation (Perpres) Number 87 Year 2017 concerning Strengthening Character Education comes with the consideration that in order to realize a civilized nation through strengthening religious values, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, spirit nationality, patriotism, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring socially, and responsible, the government sees the need to strengthen character education.

From the previous statements, it can be seen that character building is the most serious program that must exist and must be taught in every institution, either implicitly or explicitly. Through character building, the goal of education in Indonesia can be realized. In addition, character building is very necessary to improve the character of Indonesian students because there are still a number of violations, especially the character of honesty.

Honesty has been understood as a commitment to find the truth and to live according to it, refusing any falsification of facts (Mauri, 2011), a behavior that makes oneself as a person who can always be trusted that is manifested in words and actions, both for themselves and for others (Asmani, 2011). The characteristics of honest behavior according to Emosda (2011) are that their behavior is followed by a pure or sincere heart, say something according to reality, and act according to the evidence and truth that exists. These characteristics are the objects of this study that will be investigated.

Previously, there were numerous studies about honesty in education. One of study results showed a pattern of character building through classroom attendance, questions, and exam / test individuals into evidence to provide guidance in learning the character so as to encourage students to always be honest and accept the values and rules being taught (Yuniastuti, et al. 2015). Another study found that the students tend to be honest when the test was not weighted substantively, but increasingly over-rated themselves on a high-stake test (Djiwandono,2016). The other study conducted by Suud, Majid, and Sutrisno (2019) showed that honesty culture can be implemented with a strong school system and with stages clearly. Another research by Winardi, Mustikarini and Anggraeni in 2017 revealed that 77.5% of respondents admitted committing academic dishonesty. The other research

showed that teacher and students have embarked the honesty praxis which is theoretically stated in core competencies / Kompetensi Inti 2 in 2013 Curriculum by stimulating the aspects of responsibility, trustworthy, and discipline frequently at the main stage (Rahayu, Darmahusni, and Dewanti, 2018).

The previous studies above mostly focused on the importance of honesty in education field, especially in the practice and implementation. However, the study about honesty in the preparation stage is somehow limited. Therefore, the researcher of this paper is interested to explore how character building of honesty is being stipulated in the educational program to figure out to what extend is the nation character building being addressed in the academic documents.

RESEARCH METHOD

The suitable research design to analyze the character of honesty in academic document of vocational school in English language subject is content analysis. It is a research technique to summarize and report the main contents of data and their messages that applied to written or visual materials for the purpose of identifying specified characteristics of the material (Krippendorff, 2004; Cohen et.al., 2007; Ary et al. 2010).

There are documents provided by the Ministry of Education and Culture for Vocational School to help teachers prepare the lesson before having class with the students from tenth grade to twelfth grade. Those documents are syllabus, lesson plan, learning material and assessment tools. Each grade has different syllabus, lesson plan, learning material and assessment tools. Meaning, there are there different package of documents as the data source. In this study, researcher reviewed and analyzed the content of those documents mentioned above such as the words, sentences, phrases, clauses, charts, pictures and so forth that represent one indicator of honesty.

This study was taking data analysis procedures proposed by Cohen et.al (2007). The first activity is to read and reread the data in order to become familiar with them, take note of any interesting pattern, surprising features, inconsistency or contradictions. The second thing to do is to construct the categories for analysis. Categories are the main grouping of constructs or key features of the text that showing links between units of analysis. Initially, this stage is about creating a domain analysis which is between explicit and implicit cluster. Therefore, researcher may recode the data into the proper cluster and do the third stage which is coding. In coding, the researcher goes through the data systematically, typically line by line and writes a descriptive code by the side of it to detect patterns, themes, and

begin to make generalization. Once the data have been coded and categorized, researcher can count the frequency of each code or word in the text and the number of words in each category. The final stage of this research is making speculative inferences according to the summary.

FINDINGS AND DISCUSSIONS

Character building of Honesty in the English Syllabus of Vocational School

Syllabus is a document that contains instructions guidance on what to teach, how to teach based on its contents or what needs to be taught as well as outlining the contents of a plan that will lead to the desired learning outcomes. The Regulation of Ministry of Education and Culture / Permendikbud No. 20-24 of 2016 states that syllabus should be containing the identity of lesson; the identity of school and class; core competencies as categorical description of attitude, knowledge, and skill's aspect that students must be mastered in the end of learning process; basic competencies contain specific skills that include attitude, knowledge, and skills in the lesson; theme for elementary school level; main subject contains relevant fact, concept, principle, and procedure in the list form in accord to indicators of achievement competencies; learning activities to achieve the competencies; time allocation in a term or a year of learning activities; learning sources in the form of book, electronic, or nature which are relevant.

Researcher explored syllabus by reading and reading again the content in order to be familiar with syllabus content. This exploration resulted two clusters of explicit and implicit terms of honesty are being found in the syllabus and the pattern how those two appear. Researcher was searching for the keyword related to honesty both explicitly and implicitly and found out was that the indicators and sub-indicators of honesty didn't appear in the syllabus. However, the word 'honest' did appear in different places such as core competency, learning material, and assessment section.

The categories data, then, were reduced into the efficient representation of the large volume of data. To mark it as honesty, they key words that mostly were the word 'honest'. From the data, researcher consulted the meaning of key words according to the context and word position in the text. Finally, data is being narrated to explain further the result of the analysis.

Core of competency in the syllabus contains the description of abilities that should be mastered by the students in the end of learning process every term. Those abilities such as honest, discipline, confident and responsible in communicating as prescribed above as the

core competency 1, are abstract yet observable. These observable attitudes are the goal of education called character building that come before knowledge and skill. This is already mentioned in the Permendikbud No. 24 year 2016 that the goals of education are to create a productive, creative, innovative human being with the integration process of building the attitudes, skills and knowledge. Syllabus is concerned with a specification of what units will be taught including what and how to talk about the units and their order/structure (Porter, 2000, p. 2). What and how to talk about the units are usually presented in the material sections.

Character building of Honesty in the English Lesson Plan of Vocational School

The lesson plans being investigated are the ones that being used by English teachers in Tangerang, Indonesia. However, these lesson plans prepared for three different classes in Vocational School are widely used by other teachers in Indonesia. Each lesson plans consists of more than one hundred pages of chapters that should be presented to the student from the beginning until the end of year. Each chapter has title, class identity, learning goals, learning outcomes, step by step of learning scenario. In the learning scenario, teachers are given the freedom to develop their own teaching technique. The lesson plan content is a guidance to help teachers deliver their materials. The lesson plans being investigated in this research are also approved and signed by headmaster of the schools from where they have been taken.

Honesty indicators appear explicitly and implicitly. From the recorded and reduced data, the explicit indicators from grade-ten lesson plan are only found in the assessment section as the learning result analysis from knowledge aspect. Honest appears as first observation point of assessment followed by further description that defines by the score of each description. The highest score (5) is the representation of always being honest remark, score four for often being honest, score three for sometimes being honest, score two for seldom being honest and the lowest score (1) for never being honest. This way, teacher can use lesson plan as tool for building students' character indirectly.

Not only focus to explicit indicators, researcher also focuses to the indicators that appear implicitly. There are four main indicators being used in this analysis. First is honesty as integrity, second as academic honesty, third as sportsmanship which represents the fairness in discussion and last as trustworthiness. The description of character building of honesty in lesson plan can be seen from the figure below.
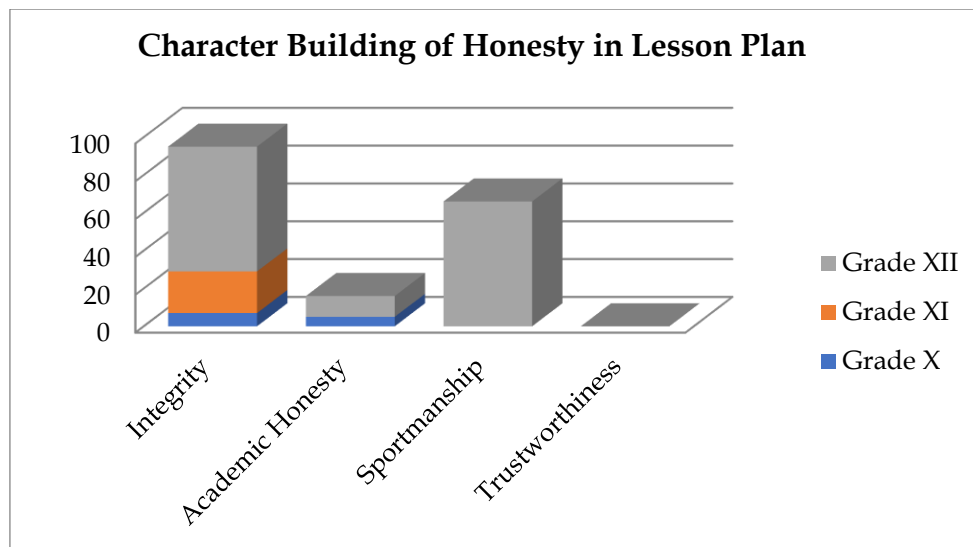
Character Building of Honesty in Lesson Plan

According to the figure above, it can be concluded that character building of honesty is exist in the whole lesson plan of vocational high school. It is not only the number that increases in every grade, but also the complexity. Grade ten is containing a few numbers of indicators due to the simplicity in the beginning of year. Grade eleven, teacher starts to ask question in order to make students more active in the classroom. Grade twelve, sportsmanship is started to appear means that learning activities are dominated by discussion.

Character building of Honesty in the English Learning Materials of Vocational School

This section focused in the most used learning materials in classroom which is textbooks (Maroko, 2013, p. 2). Three books are being examined line by line in order to find honesty indicators. Those books are provided by Kementrian Pendidikan dan Kebudayaan Republik Indonesia with tittle Bahasa Inggris for grade X, XI and XII. The whole components of the books such as the title, cover page, learning instructions and so forth are being coded and categorized.

The result shows that explicit indicator is started being reduced. It is because whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. Richards (2001: 251) reveals that instructional materials are as key component in most language programs. However, learning material influences important structure to lesson plan and the delivery of instruction. On the other hand, implicit indicators of honesty are still found in the books content such as integrity, academic honesty and sportsmanship. The brief

distribution of honesty as character building in the textbooks is presented in the figure below.
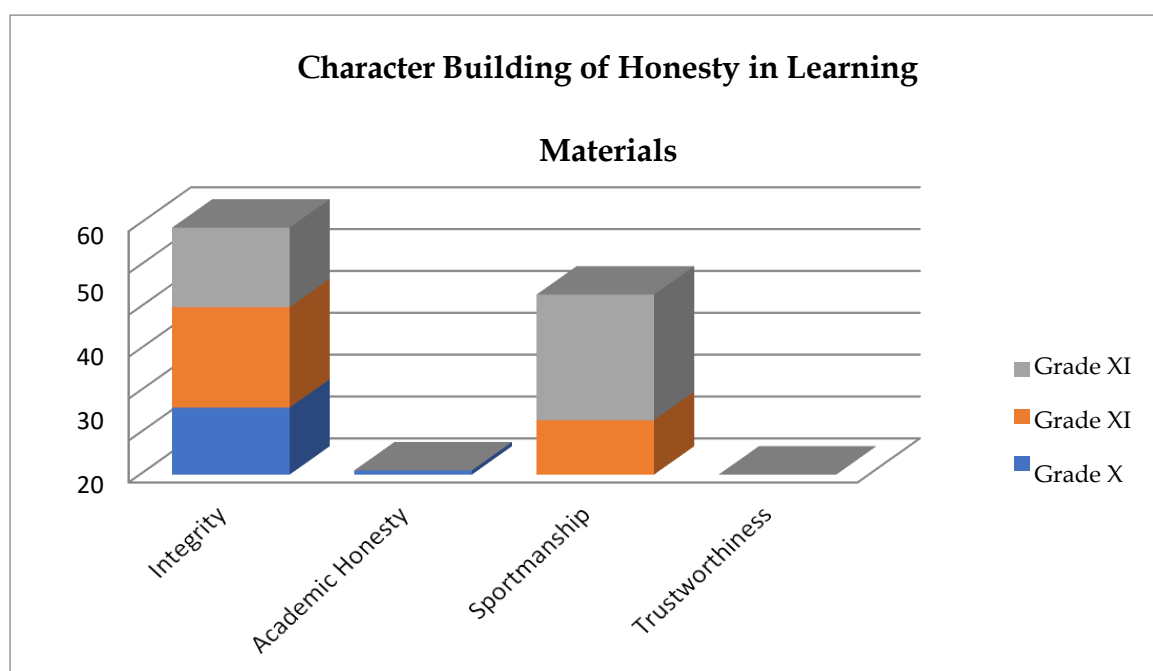
Character Building of Honesty in Learning Materials

According to Ministry of National Education in ministerial regulation No. 2 of 2008 concerning Textbooks in article 1 paragraph 23, textbooks are mandatory reference books used in schools that contain learning materials to increase trust and piety, to create good character and personality, have the ability to master science and technology, sensitivity and aesthetic ability, to achieve health and physical potential based on National Education Standards. However, honesty indicators are quite low and untraceable. That is understandable because an appropriate course should correspond to the students' need, reflect the learners to make a language, have a clear role as a support for learning, and take account of students' need as learners and should facilitate their learning process (Richards, 2001).

Character building of Honesty in the English Assessment of Vocational School

The assessment documents from tenth until twelve grades were investigated. There were two types of assessment being collected, first was from the book mentioned in the lesson plan and another from teacher's made test for daily examination and quizzes. The result showed that mostly honesty appears implicitly. Some explicit indicators are just a reminder in the beginning of a chapter and a test. Appeared implicit indicators are just academic honesty and sportsmanship from grade ten and eleven. There is no honesty

indicator from grade twelve but one word 'honest' as a reminder for students before doing a test. The number of implicit indicators is also significant. The figure below describes the spread of implicit indicator of honesty in assessment.
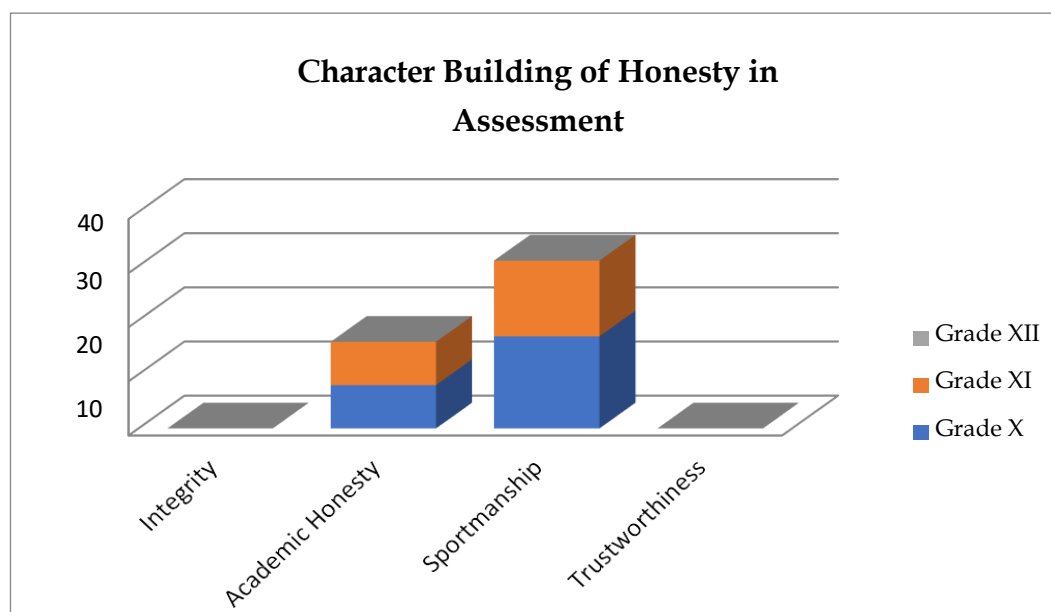
Character Building of Honesty in Assessment

This research covers small number of assessments provided by particular teachers. Other teachers from different school may use different assessment. Assessment is any planned or serendipitous activity that provides information about students' understanding and skill regarding a specific measurement topic (Marzano, 2006, p.35) and process by which information is obtained relative to some known objective or goal (Kizlik, 2017).

Regardless the number of honesty provided in the academic document, both explicit and implicit indicators are consistent in syllabus as the main document and followed by lesson plan, textbook and assessment. It means that there are efforts to insert honesty as the part of education in vocational high school. The consistency character building of honesty across the document can be seen from the table below.

Consistency Character Building of Honesty across the Documents

No.	Honesty Indicators	Syllabus (parameter)	Lesson Plan	Learning Material	Assessment	Note
1	Integrity	√	√	√	-	**Not Consistent**

No						
2	Academic Honesty	√	√	√	√	Consistent
3	Sportsmanship	√	√	√	√	Consistent
4	**Trustworthiness**	√	-	-	-	**Not Consistent**

CONCLUSIONS AND SUGGESTIONS

Conclusions

The document study through content analysis about character building of honesty in English academic document of vocational school concluded that syllabus, lesson plan, materials, and assessment already prescribed honesty both explicitly and implicitly. Honesty is stipulated in syllabus provided by the government as the parameter of consistency. In other documents such as lesson plan, materials, and assessment, the indicators appear implicitly as integrity, academic honesty, and sportsmanship. Those indicators are represented by sub-indicators such as answering teacher's question according to what they know, not copying (cheating) when having exam or doing Assignment, and telling the opinion without hesitation over a discussion case are appear significantly and inconsistent.

Suggestions

The result of this research highlights a number of topics which would be beneficial to further research. First is the awareness of the character building of honesty existence. In order to realize it, people should pay more attention to the laws and regulations that were written by government related to that concern. Second is the awareness of the honesty importance. To make teachers, putting the honesty to be the part of their learning instructions, they should be informed the importance of honesty for their students. Third is to make a good use of honesty in students' daily activities to promote honesty important values such as integrity, academic honesty, and sportsmanship. Last but not least is to keep the consistency of inserting honesty. In term of classroom activity, teachers can give explanation of honesty importance to the students directly and indirectly. Teachers can also improve their assessment tools by inserting honesty in the assessment.

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THE USE OF VOCABULARY SELF-COLLECTION (VSS) STRATEGY IN INCREASING STUDENT READING COMPREHENSION

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Abstract
Lack of vocabulary became a problem on student reading comprehension. This condition brings the writers to solve student's problem by applying of vocabulary self-collection strategy. Several researchers conducted the effect of vocabulary self-collection in teaching language learning. The results showed that this strategy is effective to help students in language learning. Therefore, writers intrigued to apply this strategy. Vocabulary self-collection strategy is an interactive-learning instructional strategy that shows the word consciousness To implement this strategy, the writers used Classroom Action Research. It took four steps proposed by Kemmis and Taggart, Planning, action, observation and reflection. This research took 36 students in Mas Al Ulum Medan. Based on the two cycles, it can be proved that the mean score is higher in the second cycle. The mean score of first cycle was 65,7 %. Furthermore, it was categorized as the criteria of not success in test reading. If we compare to the diagnose test before, it seem the significant differences among of them. Moreover, the use of vocabulary self-collection strategy is not only increase student reading comprehension but also student's curiosity and interesting in reading of English text. It can be seen from the observation had been done by the researcher and collaborator during the application of this strategy. They looked more active than before. The student enjoyed this strategy because it can help them in reading and memorizing of the word. Therefore, the application of this vocabulary self-collection can be recommended to improve students in reading skill. Furthermore, the result also suggest to teachers, lecturers or other educators to attempt this strategy in supporting of language learning. Because of this strategy is usable to improve student ability in English skill and student's interest in learning English.

Keywords: Vocabulary Self-Collection, strategy, reading comprehension, student

INTRODUCTION

Reading includes to the part of our daily life. Reading is needed to fulfil the necessity for pleasure and information. In obtaining the benefit of reading, the reading skill is important for having reading comprehension. The students who have no reading skill, they cannot get successful to reach comprehension (Kaya, 2015). Reading also influences the other language skills such as writing. Reading and writing is one unit. They cannot be separated each other. The ability of writing can be gained from the reading comprehension,

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because of reading presents information to start writing. Therefore, reading comprehension should be mastered by students to enlarge their knowledge and experience.

Reading is not passive process. It is an active process in which the reader builds the meaning from reading material. Then they bring into their experience and knowledge to gain message and author's goal. Therefore, the students need strategy to achieve reading comprehension (Short., 1996)

Comprehension strategies can be defined as conscious or intentional plans that people use in order to reach the purpose and create sense of a text. The reader uses strategy to make understanding, criticize and integrate their new knowledge into their background knowledge. Strategy is useful to be implemented by a teacher to emphasize teaching and student engagement (Roit EdD, 2005)

There are many types of reading strategy, but in this case, the writer chooses vocabulary self-collection to solve student's problem in reading. Vocabulary self-collection strategy has been applied in the several grade high school and the graduated students. Rudell implemented this strategy for reading activity. The students are distributed occasion to choose the word that they interest base on the context of the text (Rudell, 2005). Self-collection strategy allowed the students to meet the important word depend on their choice. The strategy is conducted in group and each group will be asked to find word in the different meaning.

Other researcher also conducted this strategy such as Yanto. He implemented this strategy to improve student reading skill through three stages of reading. As the result, the student can improve their reading ability in English text (Yanto, 2016). Based on this previous study, it can be seen that this strategy is very useful to assist learner who have difficulties to catch the meaning during reading. Therefore the writer interested to apply this strategy to students in MAS Al Ulum Medan. Related to previous observation, students in this school are very hard to understand the reading text because of their weakness in vocabulary. As the students in university, mastering of reading English text is a must. They are demanded to master English. By mastering English, they can compete globally in rapid growing of technology now days. The writer investigated whether vocabulary self-collection can increase student reading comprehension and how the application of vocabulary self-collection strategy in increasing of student reading comprehension.

Vocabulary self-collection is includes to interactive strategy, because the students became active in investigating of the new vocabulary in their class (Rudell, 2005). Vocabulary self-collection strategy is an interactive-learning instructional strategy that

shows the word consciousness, as students are actively engaged to identify the important words from their reading to share with members of their class (Maghfuri, 2017). In this case, the teacher ask the students to read a text then students nominate one word or term that they would like to learn or to know more about that they think should put on a class vocabulary list.

The purpose of self-collection strategy is emerging of the students' activity to learn new vocabulary. Thus, it can support student for learning process (Rudell, 2005). The others purposes are making the students comprehend and study the new vocabulary. The application of this strategy is better in group, because the student can collaborate during teaching and learning process. It also reinforce student to memorize the new vocabulary. Using of Vocabulary self-collection is aimed to emerge motivation to learners in finding a new word as the way to recognize it in a long time and develop student vocabulary. This strategy asks students to comprehend the text by the easiness of searching new words.

In using of vocabulary self-collection strategy (VSS) has a great effect toward the successful on teaching learning process, especially in reading. This strategy is not only assist student in reinforce of their memory in wording, but also create fun atmosphere on students. The one of advantages of using vocabulary self-collection strategy are the students can keep their own learning style, the students can choose their style to search and recognize unfamiliar words from the text of reading, and improve the students' vocabularies and be a word or sentence (Martin, 2002)

In addition, Haggard also states that there are three advantages of vocabulary self-collection strategy those are firstly, the student can make a connection between their new words and the meaning, secondly self-collection strategy can rise the students to search the new words, and create the students' enthusiasm to learn and search the new words (Putri, 2005)

The description above can be taken a conclusion that vocabulary self-collection strategy can be utilized to improve student reading comprehension effactually. The student can realize that they have found the new word and define them so that the can be easy comprehend the text. In addition, the utilizing of vocabulary self-collection is able to motivate student reading comprehension. The concept of grouping from this strategy brings benefits especially for the students who are confusing in learning reading text. They can discuss and share together to find the message of reading material. Therefore, student difficulties in reading can be reduced by this strategy

Vocabulary self-collection strategy is most effective way to implement. This strategy can apply in a pair or group which consists of two to five students to collaborate each other (Rudell, 2005). Every group should determine who will present their discussion and then the member of the other groups give responding focus on their topics discussion, in this activity, teacher plays as a facilitator or guide for every student in giving definition and exploring of their idea based on the text.

The steps in applying the vocabulary self-collection strategy based on Ruddell clearly are: After reading, the teacher asks each group to discover or term based on their choice or willing. Teacher asks students to prepare such as: identifying the word/term in context of the text. Secondly the teacher tells where they found the word or term in the text. Thirdly the student explains their opinion about the meaning of the word or term that they found in the text. And lastly the student conveys their argument whether the word choice is important and why does this should be put on chart of vocabulary self-collection.

In addition, Antonacci and O'Callaghan models of using the vocabulary self-collection strategy consists of three steps they are pre- reading, during reading and after reading (Antonacci, & O'Callaghan, 2011)

1) Pre-reading

Firstly, the teacher should determine the suitable topic which aim to improve reading process. Secondly, ask student to choose key words that are necessary and write it on the chart of vocabulary self-collection. Thirdly, the teacher asks the student to read aloud the first paragraph of the text. The fourth the student show their way in selecting of the key words or term for comprehension of the text. And the last the student distributes the word to include in the chart list, some reasons for choosing of the key word and give the definition. The chart of vocabulary self-collection strategy can be drawn on the following:

Figure 1. Chart of Vocabulary Self-Collection

WORD	REASON FOR WORD CHOICE	DEFINITION

2) During reading

In this activity that teacher should do some steps. Firstly, ask students read the reading material for selecting the passage of the text. The second the teacher asks the students to observe the word in the text and choose five words minimally based on their necessary, their interesting or as a challenging in comprehension of the text. The third the teacher asks the students to complete and write the word that they select before in the vocabulary self-collection chart.

During reading process was strengthened by the Greek philosopher Socrates. He said, "All thinking begins with wonder." when you read the text to find the answers to some questions with specific-purpose, your comprehension improves dramatically. And then once you know where you are going, you're ready to begin reading the text. But what can you do as you are reading to help you understand the material as well as possible? The answer is to pose a question. When you ask yourself about a question, your brain swings into action. Questions can obtain your focus and attention your concentration.

3) After reading

In the first steps the teacher should manage the class into several groups. Secondly, teacher orders students to determine one of their friends to be a leader in every group. Then, encourage students to tell their selecting of words in front of the class and write the words into the chart of self-collection. Finally, ask the students to discuss the main idea or message coded in the text that they have read before.

Based on some explanations above, it can be summarized that the vocabulary self-collection teaches student to criticize in reading of text. This strategy is not demanded student to search new words, define them but also build their thinking by giving the reasons for choosing the words. Thus, this strategy can assists student to grow their high order thinking skill to have a solution for their problems in learning. Meanwhile, teacher should role as a facilitator or guide who provides students media, invite students to collaborate among of their friend in group and other groups. Teacher also should play as model who exemplifies the way to find new words. This activity will assists student in comprehending of the text.

RESEARCH METHOD

This study was done by using of Classroom Action Research. Classroom action research is the research which is combination of the research procedures with includes action/treatment, an action/treatment which going on inquiry disciplines, or somebody's

effort to comprehend what is while join to the process of improving and increasing (Sukardi, 2015a). The research is done by collaboration. The collaboration is done by researcher and lecturer.

The subject of this research is students who study in MAS Al Ulum Medan. The subject took 36 Students. The reasons for choosing as the subject of this research was the writers looked that the students still have weakness in reading comprehension. The instrument of data collection is design order to gain the result of the result of the study, the instrument are followed by interview, observation, field note, documentation and test.

The Procedures of Research

The action research using of model which will be used in this research is the one purposed by Kemmis and McTaggart as cited in Sukardi that there are four step in each cycle included in this study, they are planning, action, observation, and reflection (Sukardi, 2015).

Technique of Data Analysis

The technique of analysis had conducted the qualitative and quantitative. The qualitative were obtained and analysed from the interview, observation, test and documentation. In order to know the mean of the students' score of each cycle, the researcher will apply the formula (Sudjono, 2008)

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

X : The mean of the students' score

$\sum x$: The total value of X.

N   : The total number of students

In reaching of the minimum mastery criteria, the score percentage of had been calculated through the following formula:

$$P = \frac{R}{T} \; X \; 100\%$$

P   : The percentage of students who get score (≥75).

R   : The total number of students who get score (≥75).

T   : The total number of students in the class

FINDING AND DISCUSSIONS

The writer took the quantitative data from student's score in reading test. Meanwhile, the qualitative data were collected from the observation sheet, interview and

documentation. This research was conducted based on four stages of Classroom Action Research; planning, action, observation, and reflection. The research was conducted of two cycles. For the diagnose test, the writer found that the students' reading skill is being under standardization. It seems from the percentage that there are 6 students who got success and 30 students got unsuccessful scores. Then, it continued to implementation of vocabulary self-collection strategy. The following will describe the stages of implementation vocabulary self-collection

PROCESSES OF CYCLE

Planning

In this processes, the researcher designed a post-test to see the student's ability in reading comprehension. There are some actions was planned by the researcher for this cycle such as give motivation to students by describing of the important vocabulary self-collection strategy (VSS). The teaching and learning process would be implemented by using of steps from Antonacci and O'Callaghan as follows (Antonacci, P.A. & O'Callaghan, 2011):

a) Before reading

The first, the teacher selects topic which is suitable to teaching and learning reading process. The second, the student chooses the important vocabularies from the text. The third, the teacher ask the student to read aloud the first paragraph of the text. The fourth the student models how to select the important words or term which help them in understanding the text. And the last the student distributes the word to include in the chart list, the reason for choosing the key word, and meaning of the word

b) During reading

In this activity that teacher conducts some steps, the first the teacher orders students to read the whole reading material for choosing the passage of the text. The second the teacher asks the students to observe the word in the text and choose five words minimally. Word choice should depend on their reason whether it is necessary, interesting or challenging to understand reading material. The third the teacher orders students to collect the word choice and write the word that they select before in the vocabulary self-collection chart.

In during reading process was strengthened by the Greek philosopher Socrates. He said, "All thinking begins with wonder." when you read the text to find the answers to some questions with specific-purpose, your comprehension improves dramatically. And then once you know where you are going, you're ready to begin reading the text. But what can you do

as you are reading to help you understand the material as well as possible? The answer is to pose a question. When you ask yourself about a question, your brain swings into action. Questions can obtain your focus and attention your concentration.

c) After reading

In this steps the teacher should manage class into several group. The second teacher guides the students to determine a leader for every group who control their small group. The third teacher asks each student to convey their word choice in front of the class. The fourth teacher asks the student to define every word choice in vocabulary self-collection chart. The last teacher asks small-group discussion to collaborate each other to comprehend the text that they read.

Action

In this process, researcher has done the action in twice for each cycle. Researcher followed stages in teaching started from introduction, core activity and closing. The following are stages in each meeting:

1. Explain about the goal of teaching and learning steps
2. Preparing of class management
3. Activate student's background knowledge and motivate them
4. Explain about the reading material
5. Explain about the Vocabulary self-collection strategy
6. Modelling
7. Make several question and ask them to answer and put on the chart list
8. Ask students to explore vocabulary in the text
9. Student and teacher discuss together to discover meaning from their word searching in the text

The stages above have been conducted in twice for each cycle. But in the second cycle, the researcher changed planning based on the reflection on the first cycle. The second cycle, the researcher did this strategy by grouping and change the other reading text to see how far student's ability in comprehension. This planning is aimed to explore their comprehension by interaction and collaboration to their friend in group.

Observation

The observation is aimed to discover the information from action during the implementation of vocabulary self-collection strategy. The observation was done to observe how about the student condition in the classroom related to their attitude, respond, and

reaction during the application of vocabulary self-collection strategy. Then, the result of data observation was organized as the source data in reflection. The qualitative data is carried out through interview to English the teacher and several students. One of student answering in interview such as: "I like the vocabulary self-collection strategy (VSS). The strategy is not difficult because this strategy helped me to read and select the new word to fill in the chart vocabulary list.

Related to the result of the students' interview, it can be said that they felt better, fun, interest, enjoyable to learn reading in descriptive text, and they more enthusiastic learn by using vocabulary self-collection strategy (VSS). Thus, in this research, the student score in reading improved are implementing the vocabulary self-collection strategy (VSS) significantly. It can be proven by documenting that the students look active and concentration during the implementation of vocabulary self-collection strategy (VSS).

Reflection

After observation from the first and second cycle, it can be seen that the student has a good respond to the application of this strategy. They seem more active in learning than before. The students can concentrate during learning because they have a responsible to their selecting of word. This strategy also encourages student to discuss and share their idea among of their friend. The teacher argued that self-collection is effective strategy in teaching reading. The data of reflection above is taken from observation which has been done by researcher. This reflection can be a feedback for the teacher in teaching reading of English text.

Accordance to the students' responses, the researcher summarized that vocabulary self-collection strategy can be utilized to grow student's interesting in English learning. It also suggested by the percentage on student's score between first cycle and second cycle. In the first cycle, the percentage of students was 65,7 % and then continued to second cycle. They can gain percentage was 86%. There are only 6 students who fail success in reading test. It was 14% in the second cycle. Therefore, the researcher stops this cycle.

After conducting of this strategy, the writer found that the use of vocabulary self-collection can increase student reading comprehension. It can be shown in the percentage from each cycle. Vocabulary self-collection makes students easy to follow reading comprehension process and the students are able to comprehend the text. The percentage shown that there is 65,7 % in first cycle and then 86% in the second cycle. If we compare to the diagnose test before, it seem the significant differences among of them.

Moreover, the use of vocabulary self-collection strategy is not only increase student reading comprehension but also student's curiosity and interesting in reading of English text. It can be seen from the observation had been done by the researcher and collaborator during the application of this strategy. They look more active than before. It is also suggested by the interview. The student enjoyed this strategy because it can help them in reading and memorizing of the word.

CONCLUSION

Dealing to the data analysis and discussion, it can be concluded that student reading comprehension can be increased by utilizing of vocabulary self-collection strategy. This strategy allows students to search new word or difficult word and define them. From this activity, the student can enrich their vocabulary which helps them in comprehension. The improvement of students' skill in reading comprehension can be seen on the total percentage gained from first cycle and second cycle. The significant improvement is from 65,7 % in first cycle and 86 % in second cycle. This percentage indicates that student reading comprehension achieve higher than before.

In the application of this strategy, the student seems enjoyed and felt fun during teaching and learning. Moreover, when they join and collaborate to their friend in searching word and definition as well as discussion of the main idea from the reading text. Therefore, this strategy is recommended to be applied in teaching learning of English language. Teacher, lecturer and other researcher can use this strategy in other skill.

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CHANGING BELIEF OF PRE-SERVICE ENGLISH TEACHERS DURING TEACHING PRACTICUM

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Abstract
This study investigated the changing belief of pre-service English teachers during they did teaching practicum. It was one of subjects in teacher education programs. Belief of pre-service English teachers played significant role as it could influence their classroom practices and teaching outcomes. The methodology of research used in this study was qualitative case study. It involved twenty pre-service English teachers from English Department. They were put in twelve schools which located in four towns in Banten Province. This study employed questionnaire and reflective journal as instruments for collecting data. The questionnaire itself was distributed before and after teaching practicum, while reflective journal was filled by twenty pre-service English teachers during teaching practicum.The results of this study revealed that the changing of teachers' belief varied among participants. The changing belief of pre-service English teachers covered three themes, which consists of (1) learners (2) learning and (3) teaching, before and after they did teaching practicum. Dealing with the first theme, changing belief on learners, pre-service English teachers experienced more on their emotion specifically on their confident as well as patient. In addition, the second theme, changing belief on learning, it occurred more on pre-service English teachers' awareness that the classroom reality helped them to test their knowledge and it made them more aware of their personal beliefs about learning. Moreover, the last theme, changing belief on teaching, it took place when pre-service teachers had been exposed to teaching English in real contexts EFL classroom.

Keywords: Pre-service English Teachers, Teachers' Belief, Teaching Practicum

INTRODUCTION

Teachers have a major role in education. Teacher's task is not only teaching but also educating students. Thus, exemplary teacher is very important and cannot be negotiated. Teachers are class artist, they get to know the art of class before teaching. Teachers who have an artistic spirit are able to stay in the hearts of students.

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Be an empathetic teacher. Empathy teachers are teachers who feel restless when they see the failures experienced by their students. Conversely, he will feel happy when his students get success. The teacher's role is not only as a teacher but also an advisor. Every student has a unique character. This uniqueness can be seen from the difference, there is no the same character, even though they are physically similar. They must have differences in terms of their talents, interests, abilities and so on.

Beside of teaching, teachers also pump up the enthusiasm of students. Teachers must be able to see and concentrate to the student's personal conditions. Smart students will quickly develop their belief in their personal abilities. Meanwhile, students who are less intelligent, they will be difficult to reach achievement. One's ability is very decisive in achieving significant results through belief. For example: students who take part in the poetry reading competition, during practice they memorize, intonation and expression are good. But when the stage they become less in intonation and expression. It happened because they have no belief towards their abilities, so the results cannot be maximized.

This belief is not a function of a person's skills, but a judgment that the person makes about what he can do with his skills. Self-ability is a sense of self-confidence in one's ability to overcome difficulties in order to remain superior in facing various situations.

A belief makes a person avoid situations that he believes will exceed his ability to cope with situations, and involve himself in situations that he believes he can handle. Doubts will rise uninteresting to try it. But if a person has belief, it will help someone to be resilient in facing failure in various challenging situations. Belief refers to something that is considered by someone true, and can emerge from experience, real or imagination (Chapman, 2008)

Therefore, the one of important areas of inquiry in the field of language teaching is research on teachers' belief. It plays significant role as what teachers think and believe directs what they do and how they give classroom instructions, thus affecting students' learning outcomes and teachers' own learning and

development. Teacher often subconsciously relies on their beliefs as they deal with challenges and interpret new situations (Lavigne, 2014)

Teachers' belief is central part recent theories and became a crucial to be discussed since belief is main element in forming of teachers' professional identity. It can develop teacher and student in making meaning and decision (M.Valcke,G.Sang, 2010).

Teachers' belief are necessary in the process of teacher's thinking and how to decide instructional in the classroom (Othman & Kiely, 2016)

A number of studies has been reported on the beliefs of education generally and foreign language teacher specifically with different conclusion. Some have pessimistic conclusions about this phenomenon that teachers come with their unrealistic beliefs which need to be changed(i.e. Fajet, Bello, Leftwich, Mesler, and Shaver, 2005; Joram and Gabriele, 1998; Peacock, 2001, Borg, 2006) (Phillips, S., & Borg, 2009)

In contrast, some studies express optimism that teachers have belief and it develops throughout the training.

In detail, studies conducted by Farrel and Bennis. They found that teachers indeed had beliefs that are not always realized in their classroom because of variety of reasons: some of this, directly connected to the context of teaching. Then, their findings from this study also discovered that there are some similarities with previous studies which distinguished between experienced teachers and novice teachers (Farrel and Bennis, 2013)

Another study conducted by Kumaravadivelu. He is a linguist and language teacher. He suggested to educator to give more attention towards teaching style of pre-service teacher rather than teaching them about strategy or method of teaching. He stated that the variety of belief can create authentic language outcome which coincide with students language goal (Kumaravadivelu, 2013)

This study is also investigated by Larenas, Hernande. They discovered that there was link between teachers' belief and their practice in teacher education as it is basic foundation for understanding the quality of language teaching and learning (Larenas, 2015)

In developing of teacher's belief, it can be started from pre-service teacher teaching experiences. It can influent in developing of teacher' beliefs, pedagogy and practice related to how pre-service teachers approach and engage with learning experiences can form their point of view toward learning and deliver their understanding about curriculum. Even before pre-service teachers do teaching practicum, they tend possess preconceived beliefs about teaching and learning based on their own schooling experiences. It is unpredictable. therefore, that pre-service teachers often specialise in learning areas which they like (Best, 2017).

In addition, teacher belief includes to the importance course in teacher training education. it rolled as the process to develop student thought and principle in teaching(Gilakjani & Sabouri, 2017)

Teacher belief course also form and equipped teacher to have professional skill needed in language learning process (Florez, Sergio Andrés Suárez & Basto, 2017).

As we know that In Indonesia, many universities programmed their student in teaching practicum. Generally, the aim of this program is to provide a real experience and broaden the practical knowledge in building of four teacher competencies, pedagogical, professional skills, personality and social competence. Practically, they tend to develop their student in experience of teaching and provide them several strategy, method and media in teaching. According to Ng, Nicholas, & Williams, 2010 stated that basically, the type of teacher preparation required is a belief. It is significant factors influencing their practicum teaching (Chaaban, Youmen, Du, Xiangyun & Cherif, 2019)

Teacher's belief is a principle in determining of classroom activities and class management (Setyaningrum, 2018). The similar study resulted that the role of teacher's belief can influence teaching practice in classroom, teacher can enjoy to deliver the material in the classroom activity (Raikhapoor, 2019). Teacher's belief can support student in studying of English material (DIANA, 2020).

Shaping of teacher's belief is really important before teaching practicum especially in forming of self-confidence in presenting of material in front of student (Nurhabibah, Annisa, Maman, Suryaman & Utami, 2020). Strongly, Brown also

stated that between teachers' beliefs and teaching practices should be connected each other in a way, they are associated in the concept of assessment and assessment practice (Berger et al., 2018). From these statement, it can be seen that there is a strong linking between teacher's belief and teaching practicum in shaping of teaching professional skill.

As it has mentioned before, many researchers conducted toward teacher's belief and how to develop teacher's belief in the field of language. But, it is very little discussed to how their belief before and after teaching practicum. Specifically, focuses on pre-service English teachers (PSETs). It is very important to investigate among pre pre-service English teachers (PSETs) as they were candidates of English teachers.

To date, it has been noted that pre-service English teacher hold the variety of belief when they begin their teacher practicum in which this activity roles as the input during their practicum and difficult to change (Debreli, 2016).

Change of teacher belief is an important dimension which affects teacher professional lives. Genuine changes in teachers' practices can only happen through a change in their beliefs. Therefore, understanding teachers' beliefs is critical to improving teachers' classroom practices and student learning experience (Wang, 2016)

In Altan study, for example, at the beginning, students explained that their problem is dominantly about vocabulary and grammar learning in their practicum, This variety of belief is categorized in language aptitude (Altan, 2006)

Study about belief change also shown that teachers tend to have mixing of belief, it occurs between the concept of constructivism and behaviourism(Alkhateeb, 2019)

Thus, this present study investigates the changing belief of pre-service English teachers (whether their belief change and how they change) through their two-month teaching practicum in a specific school which had been pointed.

In conducting of this research, specifically to evaluate belief change and its nature, it adopted grand theory from Altan, Mattehoudakis and Wong. Through of this study, the writers expected that this result is useful for the readers in providing

a picture of pre –service teacher belief, promoting of learning experience and preparing of pre-service teacher for having the real experience and challenges in classroom.

RESEARCH METHOD

Research design refers to particular approaches to a research. In this study, it uses qualitative research. The qualitative study attempts to generate rich, detailed and valid (process) data that contribute to in depth understanding of the context. In addition, qualitative research is a set of research techniques in which data are obtained from a relatively group of respondents. The most of important qualitative research techniques are the narrative and the visual research which is still often neglected.

There were twenty pre-service English teachers of sixth semester students in Education and Training Faculty, one of Islamic State University in Indonesia. These students took the subject of teaching practicum, which spent for two months. They were put in twelve schools which were located in four towns in Banten Province, Indonesia; Serang, Pandeglang, Lebak and Cilegon. The twelve schools themselves were from both Islamic senior high schools and private or state senior high schools in Banten Province. Instruments for collecting data used in this study, consisted of two namely questionnaire and reflective journal. The questionnaire itself distributed before and after teaching practicum as well as their reflective journal (written during their teaching practicum for two months) were administrated to gain the process of teachers' belief changing. Reflective journal is suitable instrument in conducting of this research, because of belief is reflected during classroom action (Farrell, Thomas S.C & Yang, 2019). The questionnaire provides four alternatives by using Likert scale which is consist of strongly disagree (1), somewhat disagree (2), somewhat agree (3) and strongly agree (4). After data collection, the categorizing strategy (e.g. coding and thematic analysis) was adopted through theory of Maxwell (Maxwell, 1996)

FINDINGS AND DISCUSSION

The changing of teachers' belief of pre-service English teacher varied, and it was categorized into three different ways; 1) belief on learners 2) belief on learning and 3) teaching, as described in the followings.

1) Pre-service English teachers' belief on learners before and after teaching practicum

The instruments, questionnaire and journal, used before and after teaching practicum indicated that the pre-service English teachers held common beliefs about learners and it changes after teaching practicum ends.

Chart 1. Pre-service English teachers' belief on learners before teaching practicum
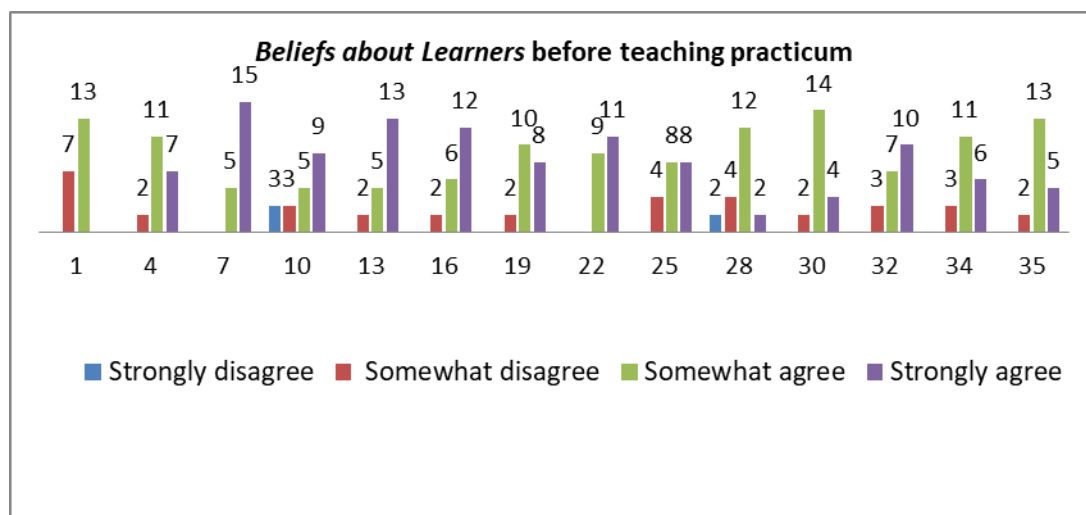
Chart 2. Belief about Learner after Teaching Practicum
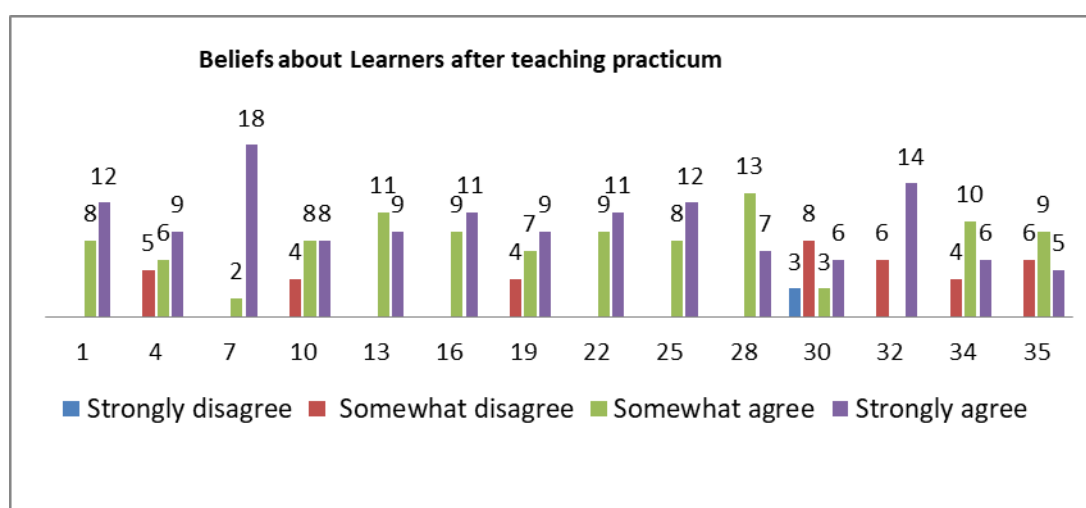
Data from questionnaire shows that before teaching practicum, most pre-service teachers' belief changing relating to their belief on learners. Specifically

whenever they interact with their own students. It is supported by what they write on their reflective journal. The following table is some extract from it.

Table 1. Pre-service Teacher's Reflection before and After Teaching Practicum

Before teaching practicum	After teaching practicum
Sebelum PPLK, кaya merasa gugup dan takut menghadapi murid-murid.(DAbef) Before having teaching practicum, I feel nervous and scared to have students.	*Setelah PPLK, saya bisa beradaptasi dengan guru dan tidak canggung berinteraksi dengan murid (DAaf)* After having teaching practicum, I am able to adapt with teachers and I am not nervous whenever do interaction with students
Saya merasa minder dan grogi karena saya belum pernah berdiri dalam waktu lama di depan murid. I am not confident and nervous because I have not stood in front of students for long time.	*Setelah PPLK, saya merasa nyaman menjadi guru. Apalagi setelah saya mengetahui nama, sikap dan karakter murid. Jadi rasa canggung dan grogi hilang seiring saya mengenal murid saya. (DAaf)* After having teaching practicum, I enjoy being a teacher. Indeed, I have known my students' name, their behavior and attitude. No more nervous when I know my students.

2) **Pre-service English teachers' belief on learning before and after teaching practicum**

The initial data from questionnaire before teaching practicum shows that pre-service English teacher carrying a kind of beliefs dealing to learning. It changes after they have their own EFL classroom.

Chart 3. Belief about learning before Teaching Practicum
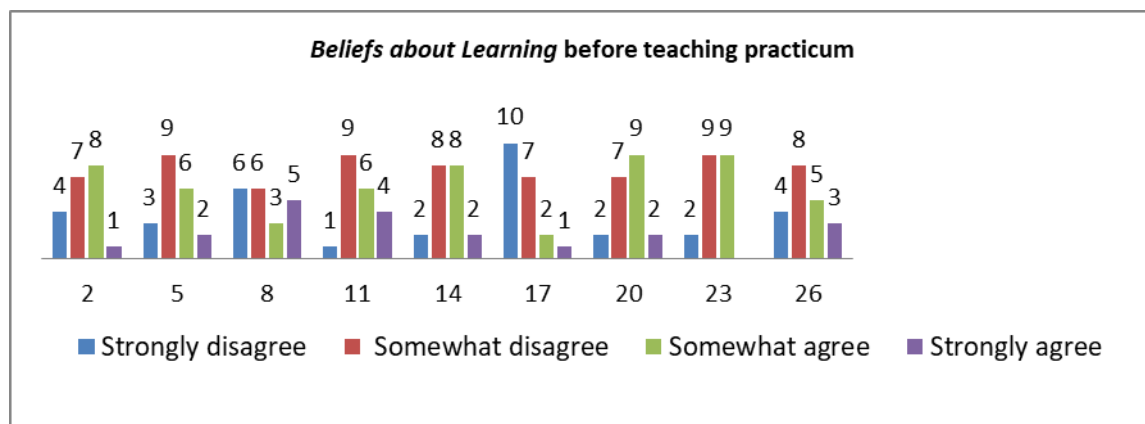
Chart 4. Beliefs about Learners after Teaching Practicum
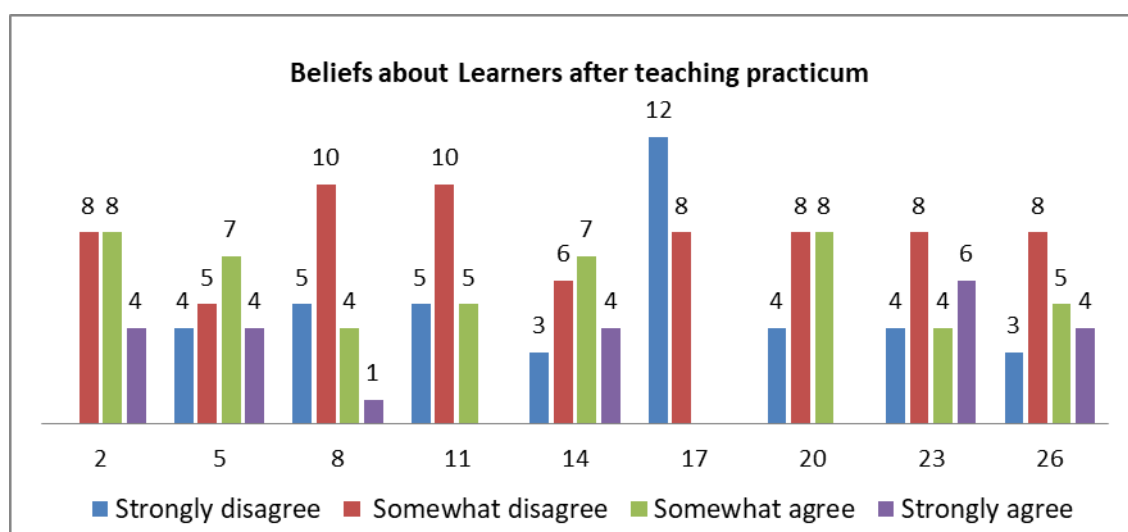
Again, all data from questionnaire shows that there is significant changing before and after teaching practicum. Most pre-service teachers' belief change dealing with their belief on learning. Specifically, when they interact with mentor-teacher. They learn and discuss much from them. Although there is mis- match between what they learn at campus and the school where they have to teach. It is supported by what they write on journal. Here are some extract from it.

Table 2. Pre-service Teacher's Reflection before and After Teaching Practicum

Before teaching practicum	After teaching practicum
Sebelum PPLK, saya mempelajari cara membuat RPP di kampus tapi tidak pernah ada evaluasi atau revisi terhadap RPP yang dibuat. .(DAbef) Before having teaching practicum, I learn how to design lesson plan. However, there is no evaluation or feedback on lesson plat that I have designed.	*RPP yang dibuat di sekolah berbeda dengan RPP yang dibuat di kampus. RPP yang diajarkan guru pamong sudah tidak memuat lagi KI 1,2,3,4 karena ini hasil revisi kurikulum 13. Ini hal baru yang saya dapatkan setelah PPLK ini. (DAaf)* Lesson plan that designed at school is different from lesson plat that designed at campus. Lesson plan taught by superviser have not contained major competence 1,2,3,4 as it is revision of curriculum 13. This is new for me after teaching practicum.
Sebelum PPLK, saya masih belum banyak mengetahui tentang metode dan media yang akan digunakan di kelas.(DAbef) Before having teaching practicum, I	*Setelah PPLK, saya mengetahui banyak metode dan model pembelajaran. (DAaf)* After teaching practicum, I have known many learning methods and models.

have not known about method and media which are going to use at class.	

3) **Pre-service English teachers' belief on teaching before and after teaching practicum**

Chart 5. Beliefs about Teaching before Teaching Practicum
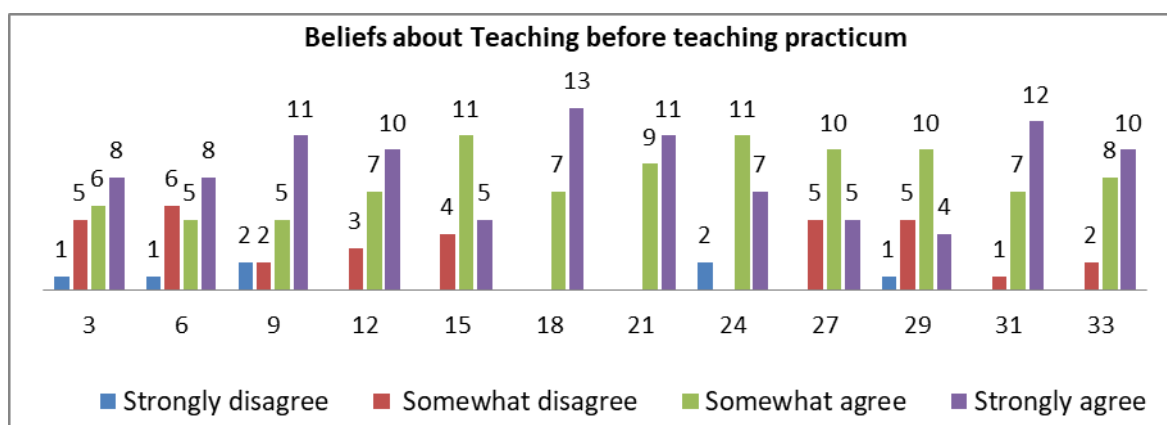
Chart 6. Beliefs about Teaching after Teaching Practicum
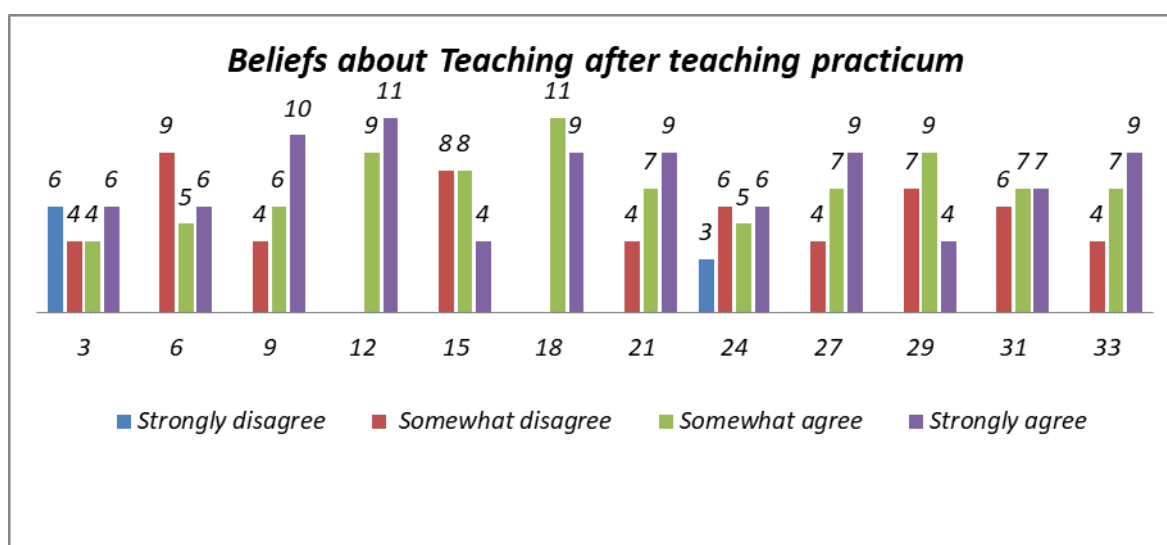
Moreover, data from questionnaire shows that there is also changing of teachers' belief before and after teaching practicum. Pre-service English teachers' belief changes based on their belief on teaching. Specifically, when they have their own EFL classroom. There is a chance to apply what they have understood dealing with teaching. Starting how to choose appropriate material with methods as well as with media. This finding is supported by what they write on journal. Here are some extracts from it.

Table 3. Pre-service Teacher's Reflection before and After Teaching Practicum

Before teaching practicum	After teaching practicum
Di perkuliahan hanya mengetahui teori cara mengajar tapi belum ada praktek secara langsung. (DAbef) During lecturing I only know the theory of how to teach but I have not practiced yet directly	Setelah PPLK, saya merasa tidak kaku dalam mengajar , tahu mengajar yang baik dan benar dan semangat menjadi guru, bahkan saya dapat tawaran untuk mengajar. (DAaf) After having teaching practicum, I know how to teach well and I have spirit to be a teacher. Indeed, I get a job for teaching
Sebelum PPLK saya masih belum banyak mengetahui bagaimana metode dan media yang akan saya gunakan untuk mengajar Before having teaching practicum, I do not know much how to apply method and media that I am going to use for teaching	*Setelah melihat kondisi kelas secara langsung, saya lebih mudah menentukan metode dan strategi yang cocok untuk menyampaikan materi (DAaf).* After knowing the real class straightly, I am easier to decide what method and strategy which is appropriate to explain material.

DISCUSSION

The data above indicated that pre-service teachers carried out a kind of beliefs related to learners (one who would become their students), learning (the way they learn much from mentor teacher and school where they had teaching practice) and teaching (practical knowledge that they have gained during teaching practicum.

1) Belief on learners.

This belief relates to pre-service English teachers' emotion specifically to their confident. Altan (2016) states that the more time teacher spend in a second or foreign language context, the more patience they have to learn language. It occurs to pre-service English teachers that mainly described their emotion whenever interact with their own students.

The changing occurs in line with Borg (2016) states that Pre-service teachers' beliefs were open to change during the practicum. In other words, those changes in pre-service teachers' beliefs take place during this period. Moreover, this finding is quite similar to what reported by Sanger and Osguthorpe in Eloma that bring out three categories of pre-service teacher belief. It can be seen from psychological belief, moral belief and educational belief (Elooma, 2017). Thus, it is essential to promote

changes in the pre-service teachers' belief, since their belief are often based on personal learning experiences and can be too optimistic in their opinion such as belief do not promote effective teaching. Pre-service teachers should also have the opportunity to present and discuss their belief. The outcome being that pre-service teacher has a better understanding of him/her self.

2) Belief on learning

Dealing with the research findings that researchers have presented dealing with the data from questionnaire; pre-service English teachers' (PSET) belief about learning before teaching practicum and pre-service English teachers' (PSET) belief after teaching practicum. The result shown that pre-service English teachers' belief on language learning lead to be an effective teacher. Starting from not know nothing to be able to design lesson plan, it tends to produce more effective instructional planning and implement it. Although it is found the mismatch what pre-service English teacher learn at campus and at school. At this point, pre-service teachers may struggle to put the theories they learned into practice in teaching practicum. These factors often led to a disconnect or gap between what students were seeing and what they were learning in their courses (Allosopp, 2006).

Wang (2010) noted that although previous learning experience give contribution to change their belief, the input on learning with others during teaching practicum regarded as most accurate and reliable information. Specifically, he argued that pre-service teachers realized that the classroom reality helped them to test their knowledge and become more aware of their personal beliefs about learning

3) Belief on teaching

Teaching is a lifelong process of learning and developing beliefs and practices which may undergo many challenges and dilemmas. It is uneasy process involving struggles and uncertainties condition. Indeed, the pre-service English teachers seemed to have a rich knowledge of language teaching theories and methods when they have a chance to teach. In fact, they had lack *awareness/realization* processes in their teaching belief. Mattheoudakis states that pre-service teachers seemed to have understandings of learning and teaching both from a theoretical and a practical perspective (Mattheoudakis, 2007). In fact, during teaching practicum, all changes.

Specifically, she argued that pre-service teachers realized that the classroom reality helped them to apply their knowledge and become more aware of their beliefs about teaching. It means that most changing of belief occur when pre-service teachers had been exposed to teaching in real contexts. The similar result also found in Karim etc. they found that there is a changing of belief during teaching and learning, related to their teaching method, resources of teaching material, effective teaching, how to become a good teacher and management class (Karim, Abdul, Reshmin, Liza., Kabilan, Muhammad Kamarun., Shahed, Hasan Fahim & Rahman, 2020). Therefore, researchers suggested that pre-service teachers need opportunities for reflection during the teaching practice.

CONCLUSION AND SUGGESTION

In sum, the result of this present study indicated that Pre-service English teachers' beliefs are open to change during the teaching practicum. In other words, teaching practicum in which there are many teaching practices would lead to belief changes due to the fact that pre-service teachers have not developed teaching routines. This result is in line with Borg's (2006) argument that changes in pre-service teachers' beliefs take place during teaching practicum. Based on this finding, it is recommended to teachers and lecturers to see what student's need from their belief toward method, strategy, media in English learning.

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THE PERCEPTION OF ACEH DOCUMENTARY TRAINING PARTICIPANTS ON IMPROVING CRITICAL THINKING THROUGH DOCUMENTARY FILM APPLICATION

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Abstract
The times are progressing rapidly so that the need for critical thinking is increasing. Some experts argue that those who think critically are able to solve problems responsively. Therefore, education practicer take various ways to create nowdays critical generation, as well as the Aceh Documentary (ADC) Foundation in Banda Aceh. The documentary film production training which is conducted annually by the ADC Foundation is believed to be able to improve the critical thinking of the participants. This study aims to determine the perceptions of four participants of Aceh Documentery Foundationabout improving their mindset after attending the documentary film production training. This is a qualitative research. The data for this study was collected from early June to August 2019, which the Data collection techniques used in the research were interview and FGD. The data analysis stage was carried out on September 2019 after the documentary film training was completed. The data analysis is carried out by using the Miles & Hubermen style, in which activities in the analysis include data reduction, data display, and conclusion drawing / verification. From this research, it can be concluded that the use of documentary films as a learning medium can improve the participants' critical thinking, eventhough the level of criticism obtained by each individual is different.

Keywords: Critical Thinking, Film Documentary, Aceh documentary

INTRODUCTION

Critical thinking is a skill that potential employers expect all graduates to possess (Bandyopadhyay & Szostek, 2018). It has been recognized that critical thinking is one of the most important skills and one of the most important indicators of the quality of student learning (Alsaleh, 2020). Nowdays, critical thinking is a necessary think to have in facing many kind of problems in our dailylife. This is because there are so many problems that arise in the world of work that require us to solve them agile (Rodzalan & Saat, 2014). This is where someone who has a critical thinking proves that he or she is able to decide whether a case is right or wrong (More & Parker, 2009), so that problems can be resolved quickly and correctly.

Spector (2019) argued that critical thinking is an activity involving a series of cumulative and related abilities, as well as dispositions and other variables; for example,

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motivation, criteria, context, knowledge. This approach comes from experience; for example observing something out of the ordinary, and then into various forms of inquiry, investigation, examination of evidence, exploration of alternatives, argumentation, testing of conclusions, rethinking assumptions, and reflecting on the whole process. The ability to think critically was stated to be the most important pillar among the goals for a new knowledge – based economy (Jones & Pimdee, 2017). There for, according to Sulaiman, Rahman, and Dzulkifli (2008) in Changwong, Sukkamart, and Sisan (2018), many university professionals are currently competing to prepare students to be able to think critically, because critical thinking is also a quality that most university graduate employers are looking for.

With these various demands, education is expected to facilitate students so that they are able to face and solve various problems agile (Soleimani, Rahimi, & Sadeghi, 2015). This critical thinking attitude must be accustomed and instilled since someone is in education so that it can become a culture, therefore this activity must always be created in the learning process (Nushur & Astutie, 2019). The learning approach taken must also be able to facilitate students with teaching materials related to their lives, experiences, and interests, so that they can relate them to real life (Martelli & Watson, 2016). Besides, according to the research by Bassham, Irwin, Nardone, and Wallace (2013) which showed that higher education has the responsibility for developing critical thinking skills which will lead to higher-order thinking. The same thing is also expressed by Costa & Kallick (2014) in Kraisuth & Panjakajornsak, (2017) which states that critical thinking skills are consistently part of the list of important things behind college and career readiness.

The more mature a student is, the richer and more complex the assessment can be given (Carless, 2015). However, this did not escape the learning process that was received. A student who is not sharpened in the thinking will have a weak mindset. This critical thinking is not necessarily shared by every individual. Humans are not just destined to decide something, but are given thoughts so they can consider the right or wrong of a decision (Soleimani, Rahimi, & Sadeghi, 2015). Critical thinking is a skill that must be practiced continuously. The more often someone trains it, the better the analysis given. This shows that critical thinking patterns are not a set of thoughts that can be used at any time in any context, but require regular practice in order to be successful (Willingham, 2007). Lack of a critical mindset can result in wrong reasoning and wrong decision making, so that eventually you have to face serious consequences (Heijltjes, Gog, & Paas, 2014).

Documentary films themselves are one of several types of films that are most suitable for adoption as a medium or form of learning, because in the production process, they raise

facts without changing the issues in social life (Rikarno, 2015). Through this documentary film, students will carry out several stages of learning, namely determining basic questions (essential), designing project planning, compiling schedules, monitoring project progress, testing learning processes and outcomes, and finally evaluating learning experiences (Delisle, 1997). Through this learning process, it is hoped that it can hone and improve students' critical thinking.

This study aims to improve students' critical thinking through documentary film production. Through this approach, learning is carried out in teams where students are required to be able to carry out steps consisting of: Determining basic questions, designing project planning, compiling schedules, monitoring project progress, testing learning processes and outcomes, and evaluating project experiences or experience learning activities.

Several studies that have used film as a learning medium have been carried out before, including research with the title "The use of documentary film as media to improve student's thinking ability in social science learning (classroom action research in class viii-6 of smp negeri 9 bandung city)" (Mulyana, 2016),"The development of documentary film learning media to improve student learning enthusiastic of vocational senior high school pgri 1 sentolo grade x on accounting trading company" (Riza, 2016), "Documentary film as a student learning medium" (Rikarno, 2015) and "The effectiveness of documentary films as a learning media to write arguments in class X SMA Tiga Maret Sleman Yogyakarta" (Nurlaelah, 2014). From these studies, it can be seen that documentary films are often used as a medium of learning, but the use of documentary films as a tool to improve student's critical thinking is rarely found, even though the stages of documentary film development themselves require a fundamental and in-depth analysis, so that students get used to think and analyze the situations they face.

RESEARCH METHOD

The method used in this research is qualitative research methods. According to Miles & Hubermen (1984), activities in analyzing qualitative data occur interactively and continuously during the research process so that no new information is found in the data, or the data becomes saturated. In obtaining the data of this research, the methods used in this study consisted of interviews and FGD.

Interviews were carried out before and after the research was carried out to measure the level of criticality in the mindset of students who were as the learning participants. Data collection by interview was done twice, namely before the training program was

implemented; at the time of selecting proposals for documentary film work, and after the documentary film production program is completed. There were 5 questions consisted in the first interview and 7 questions in the second one. The interviews focused on participants who passed the selection for the documentary film training program. There are two groups selected, each of which consists of two participants. The first group raised the title "Minor" and the second raised the title "Klinik nenek". In this study each participant will be named P1, P2, P3, and P4.

Then the FGD was held on September after the learning process was carried out. From the results of the analysis, it will be known to what extent the documentary film was successful in improving students' critical thinking. the FGD was participated by four participants who got awardee for Aceh Documentary training in 2019, a delegation of Aceh Documentary organizer, and two alumnus of Aceh Documentary Training.

The target population in this study is the Aceh Documentary (ADC) Foundation Banda Aceh, the population focused is participants of the training of documentary films production in 2019. This study used purposive sampling technique with certain criteria, namely: participants of the training were those students who at the level of higher education, participating in the documentary film production program at the Aceh Documenter Foundation, and passing documentary film theme selection in 2019.

The data collected during the research process will be analyzed in accordance with the method of analyzing data in qualitative research. The data analysis model used is Miles & Hubermen's (1984) qualitative data analysis, in which activities in the analysis include data reduction, data display, and conclusion drawing / verification. First, all data that has been collected throgh observation, interview and FGD in the research process will be sorted and decided on which data is considered important and which is not, then the data deemed unnecessary was reduced. Next, the previously sorted data will be presented in narrative form. Then finally the data results that have been presented will be summarized and verified so that the conclusions obtained are considered credible.

RESULTS AND DISCUSSION

Interview I

This interview was carried out at the time of selection for receiving training proposals for documentary film work in 2019. There were several questions that was answered by the participants in the interview I. The answers were given based on the groups of each

participant, the four participants who were selected consisting of the two groups gave the following answers.

1. What do you think of documentaries film?

Answer:

Group 1: Minor film (P1 and P2)

A documentary film is an attempt to retell what is in real life based on facts and data which are reproduced in a visual form.

Group 2: *Klinik nenek* film (P3 and P4)

Documentary films are films that tell true stories or facts about an event.

2. Have you ever watched a documentary film? If so, what films and stories are they about?

Answer:

Group 1: Minor film (P1 and P2)

Yes, a film entitled "sexy killer" tells about coal mining, where mining is practically carried out in a very unwise manner and even has many negative impacts on the community, for example; village water that has started to be polluted, people's gardens have begun to become infertile, and the impact of pollution from factory dust is slowly torturing the lives of the local people who feel it firsthand.

Group 2: *Klinik nenek* film (P3 and P4)

Yes, sexy killer films. This film tells about the arbitrary actions of coal entrepreneurs, which have a negative impact on society; some even claimed lives.

3. What idea for the documentary film you submitted

Answer:

Group 1: Minor (P1 and P2)

The story idea that we are going to raise is about minorities living in Aceh, where they are unwittingly discriminated against, even though it is not too obvious.

Group 2: *Klinik nenek* film (P3 and P4)

The film we picked up entitled Klinik nenek, it tells about the story of alternative or traditional medicine that is beginning to be forgotten and abandoned in the society, even though this traditional medicine is no less effective than medical treatment in hospitals.

4. How important is the story idea? if it is important, please try to explain briefly!

Answer:

Group 1: Minor (P1 and P2)

We think this issue needs to be raised considering that the issue of minority discrimination is a sensitive issue, so it is important to be studied and can open people's minds to the importance of mutual respect even for trivial matters.

Group 2: *Klinik nenek* (P3 and P4)

This topic is important to raise because it can provide knowledge and open up the knowledge of the community, especially Aceh, about the availability of traditional or alternative clinics that also have effective medicine as well as modern or medical medicine. In addition, this traditional clinic is worth preserving.

5. What is your motivation to turn the story idea you submitted into a documentary film? Explain!

Answer:

Group 1: Minor (P1 and P2)

This story is a personally experience of one of us, one of which is a non-Muslim (Christian), so the desire to raise this issue into a documentary film is very strong. In addition, we want the Acehnese in particular to be able to respect minorities more and be able to act fairly and not differentiate.

Group 2: *Klinik nenek* (P3 and P4)

We want to remind people of the importance of preserving alternative or traditional medicine, so that our society is aware that medical treatment is not the only option, traditional medicine is no less good than modern or medical medicine.

Interview II

This interview was conducted after the program was completed and ADC had produced a documentary film for the participants. When conducting this interview, the participants had passed every stage of the documentary film development held by ADC. Here are the questions asked and the answer collected ;

Question 1: *What was the theme given when you joined the ADC program? And what title do you guys submit?*

P1: *Geunulam, the title was minor.*

P2: *Geunulam, minor.*

P3: *The theme for ADC in 2019 is Geunulam, and the title of the documentary that we proposed was Klinik nenek.*

P4: *The theme is Geunulam, the title was Klinik nenek.*

Question 2: *What do you think about the selection process for ADC participants?*

P1: *joining the ADC scholarship program really makes us more sensitive to what's going on around us. Some of the activities while joining this program were actually a bit beyond what we imagined. We thought that the process of making this documentary film taught more about the technicalities of filmmaking, it turned out that not only that, but also formed our mindset to question everything deeply and fundamentally.*

P2: *joining the ADC program was a bit tiring actually, but what we learned during the training made us more critical. Because ADC was not only taught how to make films technically, but also taught us to question everything in detail.*

P3: *Following the training program scholarship selection process held by ADC has its own impression, the fatigue we got during the training paid off with the knowledge we got afterwards. ADC teaches us to be more critical and to question everything in detail and fundamentals. For example, in the production of a documentary film that we adopt, we must know why the film is feasible to produce and what are the benefits if the film is picked up and watched by the public. We even had to have a reason for every scene that we present in the film, for example why the scene should be included and how important it is if the scene is shown. It's tiring, yes, but it pays off with the knowledge we get.*

P4: *My opinion during the selection was tired, interesting, and very insightful. Because each stage always makes us think deeper. Apart from that, this training also made us more courageous to argue or give opinions. Overall, the training process from selection to completion was very interesting and made us more critical.*

Question 3: *Why are you interested in joining the ADC program*?

P1: *To learn more about how to be a filmmaker and documentary filmmaker in particular*

P2: *because it can tell a true story that maybe people don't know yet, even something that is taboo to publish.*

P3: *I am interested in joining the ADC program because I feel I have an interest in the audio visual field and I want to hone my skills by joining this program. By joining this program, I know a lot about short films, documentaries, and others.*

P4: *because we want to know and learn how a film is produced.*

Question 4: *What is your reason for raising the title you are proposing?*

P1: *Because the issue of religious diversity between minorities and the majority in Aceh is still very taboo and has never been raised through documentary films, especially in Aceh. The reason is because the issue is very sensitive, so there are many perspectives that emerge, but the existence of the film can open the eyes a little and become a medium for discussion.*

P2: *Because it describes the content of the film that we want to show as a minority, because in Aceh we can take the religious minority side from the point of view of non-Muslim families.*

P3: *Our interest in choosing that title arises from our sense of anxiety that today many people have neglected traditional medicine. Actually, traditional medicine is no less good than modern medicine. Just because modern medicine is more hygienic doesn't mean traditional medicine is unclean. So in that film we wanted to show the public that traditional medicine is also good because this was a ancient system of medicine. This does not mean that we are abandoning treatments that are sometimes more effective than modern medicine.*

P4: *because the title describes a grandmother who is able to heal people using traditional medicine.*

Question 5: *Has your original idea changed after going through the reviewing and editing process? If so, explain the extent of the changes.*

P1: *It was slightly switched paths, but didn't change the idea. Our film was still flawed and imperfect like our imaginations, but they still bring out the best of our work*

P2: *No.*

P3: *Our basic idea doesn't change after going through several stages, it's just that we change our main subject. Honestly, I am not satisfied with the films that we produce because of the many flaws in our films.*

P4: *It doesn't change the whole idea, but there were some parts that change but our film was still well presented.*

Question 6: *What message do you want to convey to the public through the documentary film that you were working on?*

P1: *There are personal unrest from the minority of the Muslim majority in Aceh.*

P2: would like to convey that in Aceh it is not only Muslim, but also other religions that can coexist although not in all respects. As well as showing a side of life for the religious minorities in Aceh that the Acehnese might not know.

P3: We want to show people that traditional medicine still exists. Why should we ignore it, because this treatment is also effective in curing diseases. So, let's together we preserve our medicine since long before the existence of modern medicine.

P4: We would like to convey that traditional medicine that has been used since a long time ago is still being maintained and developed.

Question 7: *Do you think that after following each stage of the ADC annual program, has there been a change in your mindset? Be specific.*

P1: *Yes, because after participating in the ADC program, I am personally more open and more detailed in studying a documentary idea. This also makes me more critical in exploring a basic idea from a subject or topic for a documentary film that I will produce. At ADC for the first time, I got to know about documentaries and how to be a film maker in the real world of film production and research, such as like investigating cases. Especially for my mindset, starting from what I got in ADC in 2019 until now, it slowly shapesbe me to be better in the way how i think. It of course supported by many factors, and the learning process in ADC was also an influential journey or me that make me become more critical in respond to a concept or idea. I appreciate the process.*

Q2: *Yes, I prefer to give an overview to the people closest to me about stories or information that they may only know in advance, and so that people around me can be more open minded to things that are difficult to accept.*

P3: *After joining the ADC program I gained a lot of knowledge, especially in the field of making a good and correct film. The change in the way how i think after participating in this activity was quite increasing. I am more sensitive to the environment around me with the added insight, then it makes me think more about planning something.*

Q4: *Yes, I feel that after I attended ADC I was more critical in thinking*

FGD

The Forum Group Discussion (FGD) process was carried out on September after all the training activities and the production of selected films had been produced. During the FGD, the participants looked enthusiastic and the discussion became more and more interesting on each opinion given. Of the four participants who took part in the FGD, two participants, namely P1 and P3, were more prominent in giving arguments. This can be influenced by the idea of the story that was adopted into the film from them, while P2 and P4 are those who accompany or are invited to participate in the success of the production of the films they have produced.

According to P1, this documentary film training has really made them more sensitive to what is happening around them. The 10 days training made them more critical because they were trained to question everything in detail and fundamentally. Several times they felt overwhelmed, but each process became very interesting, sometimes they had to give two presentations a day. Every argument they give must have a basic reason. The answer to the "why" and "how" of a statement seems to be obligatory for them.

Just like P1, P2 also said that they were overwhelmed by the series of activities they had to go through during the training process so that they felt like giving up, but because they work in a team, they can support each other when one of them falters. The training activities carried out by Aceh Documentary really drained their energy and minds, but all the fatigue of course produced sweet results, because in the end they became accustomed to think more deeply and fundamentally when dealing with problems encountered in the field. Even today, when the filming is finished, the way of thinking as applied to the training is still carried over in their daily lives.

P3 also agreed with the opinions given by his friends, according to him, the training activity was very natural to make them tired because every science of film, from planning to make a film to the final editing process, they learned in ten days. According to him, the ten days was a very short time to study the whole science of the documentary film. Their minds and bodies were suddenly forced into intense activities that they had never done before. This of course shocked their bodies. P3 added that their bodies and minds are used to being too relaxed and inattentive to become lazy in moving and thinking. Therefore, when they are faced with a situation that requires them to be physically active and think, they will feel exhausted and overwhelmed. The tired feeling of thinking critically will disappear over time if we continue to apply this critical thinking in our daily life, so that critical thinking is no longer a requirement but an habit. She was very grateful to Aceh Documentary for the learning opportunity provided through this documentary film training scholarship program. P4 also agrees with his other colleagues, it's just that according to him, the basic training process on the theory of film cultivation for ten days can be increased to 15 days or more. The learning process that is rushed and under the pressure of deadlines is certainly less effective than the learning atmosphere which is more relaxed. Especially for those who are beginners. However, of course the learning process has been able to shape the alumni to be more critical in thinking. The habits of questioning everything fundamentally and in detail carried over in their daily lives. According to him, this ability will disappear if it is not continuously sharpened.

Discussion

Based on the results of interview I and interview II, it can be seen that the participants' mindset has improved; they be more critical in thinking. In the first interview that was conducted before the documentary film training process was carried out, the answers given by the participants were still rather superficial, so it could be concluded that their critical thinking was still very low. However, after following the documentary film-making process

from start to finish, it turned out that not all participants had drastically improved in the way they thought, although there was still an increase in their mindset. This could be caused by several factors. One of them is because the cultivation of this documentary film is done in groups so that one of them may be less active or one of the others is more dominant in making the film. In addition, psychological factors also have an effect, where not everyone has the same information absorption and intelligence. However, of course, to get maximum results they have to routinely do exercises in making other documentary films so that their abilities are increasingly honed. Below will explain the improvement in the participants' mindset in detail.

P1 and P2: In the first interview they gave similar answers because they were in the same group and were conducting the interview stage simultaneously. They presented the idea of making "Minor" films with questions in accordance with what they described. In addition to the core questions as a guide, the interviewers also expanded their questions according to the explanation given by the participants, so that the information obtained from the participants could be more detailed. It can also sharpen their critical mindset by thinking more deeply about the answers given to the questions posed.

P3 and P4: Similar to P1 and P2, P3 and P4 also conducted the first interview simultaneously. They are required to be able to present the film that they will adopt. However, even if conducting the interview simultaneously in a group, the interviewers will still ask some questions personally, even though some other questions are asked for both of them so that anyone of them can answer the questions. As was also experienced by P1 and P2, the interviewers also gave personal questions according to the explanation they gave, although core questions were still thrown for both of them so that anyone between them could answer. Each question posed by the interviewers has the aim of obtaining information to determine the feasibility of the film they are proposing to work on is declared feasible.

Then, from the results of the FGD that was carried out, it can be seen that the application of the critical mindset they had learned during the documentary film training carried out by Aceh Documentary has become a habit in their daily lives, so this habit makes them a critical figure. Their critical mindset will continue to improve if practice after practice continues. The discussion process during the FGD became exciting and deep because the opinions they gave sounded simple but heavy. They also sounded more courageous in expressing their opinions.

In determining the basic questions (essential), the participants have applied them since the beginning they filled out the registration form to get the scholarship for the film. On the

registration form, there are some basic questions that they must describe, it's just that at that time they were still following the stimulation of questions from the ADC, and had not yet reflexively questioned the conditions they raised.

For the design stage of the project questions, the participants did it in basic training activities, where before designing the project they were also taught about the basics of making the documentary film. At the end of the activity, the participants were asked to prepare questions, do the plan, and schedule for the documentary film that they will work on.

The monitoring progress of the project was carried out while the documentary film was being produced. This activity wass supervised by the activity committee who are the alumni and administrators of ADC (Aceh Documentary). The activity supervisors will continue to accompany each group of participants during film production; including during film editing, so that you can continue to provide input for maximum results.

Testing process and learning outcomes was carried out when the participants were ready to present their work. The film that had been worked on was screened and judged by the judges, and the best film was given an award. Each participant was given input as a learning evaluation, however, they will also got appreciation for the results of their hard work.

CONCLUSION

According to research that has been done at the Aceh Documentary Foundation Banda Aceh, it can be concluded that the production of documentary films can increase the critical thinking of students who are participants in the documentary film production training which is held annually. The participants who were selected as recipients of the training for film production underwent various test stages conducted by the ADC, where at each stage of the test, the participants had indirectly applied critical thinking training process, namely by determining basic questions (essential), designing project planning, compiling schedules, monitoring project progress, testing learning processes and outcomes, and finally evaluating learning experiences.

After going through the various series of activities, it can be seen through interviews and FGDs that their critical thinking has improved quite significantly, even though each individual gets different results. The level of this critical thinking is also seen from the intelligence abilities possessed by each individual, as well as their different backgrounds. However, the finding of this study have to be seen in light of some limitations. Fisrtly, the project based learning method used in this study focused on specific purposed namely producing documentary film training in order to improve students' critical thinking. On the

other hand this kind of method can also be applied in other learning subjects to make students more active and feel enjoy in participating the learning activities, at the end it can improve their level thinking as well. Secondly, because it is a kind of qualitative research, the minim objects existed. the choosen objects of this research were only four participants as the represent of the study that make it needs other similar researches as the strengthener. According to the limittions mentioned above, the following studies about project based learning as the tool to improve critical thinking is suggested to be conducted.

However, according to the results of this study, the result of this learning method can be said to be quite satisfying and as expected. This is the reason what supports this article is worth reading and understanding, so that the learning process of students is enjoyable and can be more interesting with satisfying results. The learning process must also be provided by following the times.

Based on the above conclusions, the author would like to convey the suggestion for other researchers who have the same interest in the the way how to improve critical thinking in students, that is to examine other learning approaches that can be applied to improve students' critical thinking, because critical thinking is something that students must have for their readiness to face the world of work and social life in the future.

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KEYWORD MNEMONIC IN BOOSTING THE STUDENTS' VOCABULARY MEMORIZATION FOR YOUNG LEARNERS LEVEL

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Abstract
The young learners are mostly easy in memorizing the vocabulary of English as a foreign language, but they also very quickly forget them. They need an effective technique to overcome this problem. This study aims to explain the effectiveness of the Keyword Mnemonic Technique in boosting their English vocabulary memorization. The quasi non-equivalent experimental is used as the research method. The subjects of this study are the thirty students of elementary school class five from Lampung Tahalo. The result shows that the significant value of the independent t-test was 0,000>0,05. It means that there is a difference between the experimental class and the control class. The sample t-test shows a significant number of 0,000>0,05. It means that the student's achievement is good after receiving the mnemonic method. It could be concluded that the keyword mnemonic technique can improve or assist the students in memorizing the English vocabulary. The teacher at the beginner level can use this technique as the strategy to boost the students in memorizing the English vocabularies as a foreign language.

Keywords: Young Learners, Mnemonic, Memorization, Vocabularies

INTRODUCTION

Teaching Vocabularies as a foreign language to young learners should be interesting and enjoyable. They are more interested in teaching with modified like a game. Nowadays, many young learners are mostly easy in memorizing the vocabulary but they also very quickly forget them. Sudirman dan Ridha (2017) said that vocabulary is a crucial thing for remembering by the students, but sometimes they get difficulties in memorizing the vocabularies. They need a method to help their problem in memorizing the vocabularies.

Vocabularies can not be separated from language learning like English as a foreign language. Sari R. R. (2018) It was neglected in language teaching programs to help the students understand the language effectively.

Next, according to Susana (2017), she said that the students feel bored in vocabulary learning. It is caused by a monotonous teaching style that is used by the teacher.

In line with them, Tahery and Davoudi (2016) said that vocabulary teaching has been less interesting than the teaching of English Grammar. Learners inevitably tried hard to

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memorize vocabularies was the repetition of a long of irregular verbs. Many students at Pematang Tahalo Public Elementary School II East Lampung can memorize many vocabularies but not. The students do not have the best techniques to make it easy in memorizing the vocabulary. Therefore, the students experience difficulties with it. The plain problem is they do not have the best technique which allows them to remember the vocabularies for longer. Also, they are difficult to practice what they have been memorized. This was revealed by the students themselves and based on a survey. So, the students need the best technique for memorizing vocabularies that can be easy to memorize for longer.

According to Heckman (in Andi Ahmad, 2017:227), language skills will increase if the quantity and quality of vocabulary also increase. It means when the student learns a language, they will naturally feel an increase in their vocabulary or skills through the way they talk to others. If the vocabulary they memorize is limited to daily activities, without wanting to know the language of other activities such as work vocabulary, transportation vocabulary, and so on. Here we can know that when a student/person has only a little vocabulary the level of improvement in which their vocabulary is still basic, of course, they will tend to have difficulty in speaking. However, different from those who have memorized a lot of vocabulary, of course, it will be easy to talk even understand what the other person is saying. In language learning, vocabulary is included as a major component for speaking ability when communicating with others. One of the best ways to help students remember vocabulary and its meanings is by using the keyword mnemonic technique.

Davoudi, M., & Yousefi, D. (2016) investigate the effect of the keyword method, as one of the mnemonic strategies, on vocabulary retention of Iranian senior high school EFL learners. Quasi-experimental was used in this research. It used thirty-eight (n=38) female senior high school students in grade four from two intact classes at a public high school. Overall, this study illustrated that the use of the keyword method can largely reduce learners' problems in the acquisition and retention of L2 words. The findings of the research may have pedagogical implications for teachers and learners.

According to the above research, mnemonic can be used at all ages. This statement is reinforced by the results of the research of Anjomafrouz & Tajalli (in Raouf Hamzavi, 2012:3), about the mnemonic method that involves 43 students in Iran who found that there was no effect of age differences in the use of the mnemonic method. Atkinson (1975:822) explains that before using the mnemonic keyword method, the first thing to do is to search for known words and to have similar sounds with those foreign words.

To determine this stage, a keyword search can not be made by students or others, because the provision of keywords for students from others is more effective than students having to make it themselves. Why is it suggested in such a way, because finding keywords for foreign vocabulary (English) has a complexity so that if students make their keywords it is feared that students will find it difficult to get the right association?

Based on the research conducted by Azmi, Najmi, & Rouyan, (2016) entitled A Case Study on the Effect of Mnemonics on English Vocabulary, the mnemonic techniques in learning English vocabulary item and its meaning, expanding the vocabulary of a speaker, increasing the performance of a student and many more.

The next research related to the Mnemonic technique has been conducted also by Zaenudin, & Asror (2019). Their research investigated the use of the Mnemonic Technique in learning Nahwu. The result of this research was the time when using the Mnemonic technique more effective and faster. They also found that the use of the Mnemonic technique makes the memories of Nahwu last longer.

Based on the background of the research above, the researcher limits this research to the learning strategies and actions taken to improve students' vocabulary memorization skills in English language learning of 5th-grade students of the state elementary school Pematang Tahalo East Lampung academic year 2019/2020. These vocabulary materials are about Healthy Food and ecosystems.

The researchers formulated the problem as follow:

1. Is the implementation of the Keyword Mnemonic technique effective in English vocabulary learning of fifth-graders at Elementary School II Pematang Mahalo?

2. How is the students' achievement in memorizing vocabulary after using the Mnemonic Technique?

RESEARCH METHOD

In this study, researchers used quantitative methods. The quantitative method involves several processes, namely: the process of collecting, analyzing, interpreting, and writing the results of the research of Creswell (2013).

The design used in this study is a quasi-experimental design using the nonequivalent control group design model. Both groups in this design were given a test that was pretest before being given treatment, both the experimental group and the control group to find out the condition of the group before treatment. Then after treatment, the experimental group

and the group controlled were given a test that is posttest, to determine the state of the group after treatment.

The sample of this study was class V-A and V-B. Class V-A was designated as an experimental class consisting of 15 students and class V-B was designated as a control class consisting of 15 students. The sample selection was obtained based on the justification of experts conducted by interviews with English language teachers and the principal of SDN II Pematang Tahalo, East Lampung in the observation of researchers. The results of observations by researchers stated that the 5th-grade syllabus was by the study. The technique used in sampling is the technique of purposive sampling. This means the sampling used in research is based on certain considerations. Also, sampling with a purposive method sampling can be carried out efficiently and effectively in terms of supervision, conditions of the study, time of the study, and conditions of the research subject.

The research instruments used are the lesson plan and Mnemonic Keyword test. The Learning Implementation Plan (RPP) is used as a guide in learning activities in class. This RPP and the Mnemonic Keyword test had been validated by two experts before researchers use them. The validation sheet used by the researcher was adapted from Heraningrum (2016). The mnemonic keyword test consists of 20 essay questions and is done for 21 minutes. This test is created by researchers to test the students' ability to memorize the English vocabulary. The following lattice mnemonic keyword test questions:

Table 1. The Lattice Sheet Validation Mnemonic Test Questions

No	Item	Item of question
1.	Healthy food	10
2.	The ecosystem	10

Before being used, the test questions have validated by two experts to find out whether the questions are suitable for the research subjects. The validation sheet used by the researcher was adapted from Heraningrum (2016). The following is the validation sheet for the mnemonic keyword test question:

The researchers collected data with a test. The researchers divided it into two classes control class and experimental class. The experimental class here used the mnemonic technique as a research method in the learning process. While the control class used the traditional way, namely memorizing by reciting and imitating the teacher afterward. Researchers collected data by analyzing tests in memorizing vocabulary from students. Pre-test and post-test had given to the control group and the experimental group. The pre-test

was given before the treatment was applied to determine the ability of students. While the post-test was given after the students receive treatment in learning. This test determines the extent of the students' progress in memorizing vocabularies. After this, the students were asked to complete the points with English that already has a sentence and in that sentence, there were keywords and their meanings. So, they can help the students to remember the vocabulary.

The Mnemonic Keyword Test data results that were used as a pretest and posttest are analyzed using scoring guidelines created by researchers. The score obtained by each student was calculated using the following formula Adriana (2017):

$$final\ score = \frac{total\ number\ of\ student\ scores}{maximum\ score} \times 100$$

After the results of each student's pretest and posttest were obtained then proceed to the data normality test to find out whether the pretest and posttest data were normally distributed or not. In this study, the normality test used Kolmogorov-Smirnov with the help of SPSS 23.

Kolmogorov-Smirnov test normality test in determining decisions as follows:

1) If the sign value. > 0.05 (α = 5%), then the data were normally distributed.

2) If the sign value. <0.05 (α = 5%), then the data was not normally distributed

If the results of the pre-test and post-test data obtained were normally distributed, then the homogeneity test was then performed to find out whether the variance of the pre-test and post-test from both classes' data were different or the same. In One-Way ANOVA research with the help of SPSS 23.

RESULT AND DISCUSSION

Result

The researchers provide some results related to RPP validation results, Mnemonic Keyword Test Validation Results, The Effectiveness of the Mnemonic Keyword Method.

1. RPP Validation Results

   The Learning Implementation Plan (RPP) is validated by school principals and class teachers in SDN II Pematang Tahalo, East Lampung. The score is in the range of 51-75 with quite valid criteria. So based on the validity criteria, the lesson plans made by the researcher are appropriate.

2. Mnemonic Keyword Test Validation Results

The mnemonic keyword test questions are validated by class teachers and experts in English. The score meets the validity criteria in the range 51-76 with the category quite valid. So the mnemonic keyword test questions are feasible to use in this study.

3. The Effectiveness of the Mnemonic Keyword Method

The effectiveness of the mnemonic keyword method results from the comparative analysis test using the Independent T-Test with the help of SPSS 23. The comparative test will show whether there are differences between the control class that does not get the mnemonic method and the experimental class that gets the mnemonic method. Before the comparative test is carried out, the researcher tests the normality and homogeneity test on the pretest and posttest results of the control class and the experimental class as a condition of the comparative test.

Table 2. Pre-test Results of Control and Experiment Class Students

No	Class	Experiment's Studens	Score	No	Class	Control's Students	Score
1.	V-A	AS	20	1.	V-B	AI	10
2.	V-A	DAP	20	2.	V-B	AY	30
3.	V-A	FDR	30	3.	V-B	DJ	15
4.	V-A	KF	15	4.	V-B	DK	15
5.	V-A	LK	10	5.	V-B	FI	15
6.	V-A	MA	15	6.	V-B	HAP	30
7.	V-A	NR	20	7.	V-B	IDS	20
8.	V-A	RF	10	8.	V-B	OWS	20
9.	V-A	SW	30	9.	V-B	RA	5
10.	V-A	VR	15	10.	V-B	RW	5
11.	V-A	VW	10	11.	V-B	SDA	15
12.	V-A	AB	20	12.	V-B	SFM	5
13.	V-A	AS	30	13.	V-B	SWM	10
14.	V-A	MS	15	14.	V-B	UO	10
15.	V-A	DAD	30	15.	V-B	NKS	30

From the results of the pretest students of the control class and the experimental class, the researcher then tests the normality before testing the hypothesis of the effectiveness of the mnemonic keyword method. A normality test is conducted to determine whether the pretest data of the control class or the experimental class is normally distributed or not. The normality test used is the Kolmogorov-Smirnov test using SPSS 23.

The normality test results for the control class and experimental class pretest data are as figure 4.1:

One-Sample Kolmogorov-Smirnov Test

		pretestC	pretestE
N		15	15
Normal Parameters[a,b]	Mean	15.67	19.33
	Std. Deviation	8.837	7.528
Most Extreme Differences	Absolute	.197	.198
	Positive	.197	.198
	Negative	-.148	-.188
Test Statistic		.197	.198
Asymp. Sig. (2-tailed)[c]		.122	.117
Monte Carlo Sig. (2-tailed)[d]	Sig.	.110	.106
	99% Confidence Interval Lower Bound	.102	.098
	Upper Bound	.118	.114

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 1. Pretest Data Of The Control Class And Experimental Class

Figure 1 shows a significant number of 0.122 for the control class pretest and 0.117 for the experimental class. A significant number of normality tests from the control class and experimental class showed a significant number > 0.05. Based on the decision-making in SPSS 23 if the significance value > 0.05, it is concluded that the pretest data from the control class and the experimental class are normally distributed.

Student posttest data were obtained from the results of the mnemonic keyword test questions given after the treatment class began. The post-test results of the control class and experimental class students can be seen in table 3.

Table 3. Post-test Results of Control and Experiment Class Students

No	Class	Experiment's Studens	Score	No	Class	Control's Students	Score
1.	V-A	AS	80	1.	V-B	AI	50
2.	V-A	DAP	75	2.	V-B	AY	60
3.	V-A	FDR	90	3.	V-B	DJ	60
4.	V-A	KF	75	4.	V-B	DK	75
5.	V-A	LK	70	5.	V-B	FI	60
6.	V-A	MA	70	6.	V-B	HAP	65
7.	V-A	NR	75	7.	V-B	IDS	75
8.	V-A	RF	65	8.	V-B	OWS	65
9.	V-A	SW	80	9.	V-B	RA	50
10.	V-A	VR	90	10.	V-B	RW	50
11.	V-A	VW	80	11.	V-B	SDA	65
12.	V-A	AB	75	12.	V-B	SFM	60
13.	V-A	AS	80	13.	V-B	SWM	75
14.	V-A	MS	80	14.	V-B	UO	60
15.	V-A	DAD	90	15.	V-B	NKS	75

Based on Table 2, the significance results based on the mean show the number 0.629 for the pretest and 0.424 for the posttest. The resulting significance number > 0.05, so it

can be concluded that the pretest and posttest data from the two classes have the same variance.

The pretest and posttest data from the control class and the experiment were normal and homogeneous in distribution so that the data could be made a comparative test.

The hypothesis that will be used in the comparative test is as follows:

H_0: There is no difference in the average between the results of the control class and the experimental class

H_1: There is an average difference between the results of the control class and the experimental class

The comparative test used is the Independent-Sample T-Test using SPSS 23. The results of the Independent-Sample T-Test are as follows:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest	Equal variances assumed	.239	.629	-1.223	28	.231	-3.667	2.997	-9.806	2.473
	Equal variances not assumed			-1.223	27.309	.232	-3.667	2.997	-9.813	2.480
posttest	Equal variances assumed	.659	.424	-5.067	28	.000	-15.333	3.026	-21.533	-9.134
	Equal variances not assumed			-5.067	27.069	.000	-15.333	3.026	-21.542	-9.125

Figure 2. Independent-Sample T-Test Results of The Control Class and Experiment

The picture above shows the significant value of the pretest and posttest between the control class and the experimental class. The pretest significance value was 0.231 > 0.05, so it was H_0 accepted and H_1 rejected, which means

There was no average difference between the control class and the experimental class. The posttest significance value of 0,000 < 0.05, then H_0 was rejected and H_1 accepted, which means there is an average difference between the control class and the experimental class.

Based on the results obtained from the comparative test which shows the difference between the control class that is not given the mnemonic method and the experimental class that is given the mnemonic method, it can be concluded that the mnemonic keyword

method is effective in learning English vocabulary of fifth-grade students in SDN II Pematang Tahalo, East Lampung.

Student achievements after the mnemonic method were experimental class students who were given a test to memorize the vocabulary that was tested verbally. Student memorization data obtained from vocabulary memorization test results provided in the experimental class after the treatment class.

The results of memorization of the experimental class students can be seen in table 4:

Table 4. Memorization Results of the Experimental Class Students

No	Class	Initial's Name	Score
1.	V-A	AS	80
2.	V-A	DAP	70
3.	V-A	FDR	80
4.	V-A	KF	70
5.	V-A	LK	60
6.	V-A	MA	60
7.	V-A	NR	60
8.	V-A	RF	60
9.	V-A	SW	50
10.	V-A	VR	70
11.	V-A	VW	50
12.	V-A	AB	70
13.	V-A	AS	60
14.	V-A	MS	50
15.	V-A	DAD	70

From the data above, the students' memorization ability of the experimental class after the mnemonic method in the table above gets an average result of 64. The average value is included in interval $61 \leq \bar{x} < 81$ with the good category.

Based on the memorization results of the experimental class students above will be tested for normality before testing the student achievement hypothesis after getting the mnemonic method. A normality test is conducted to determine whether the memorization data of the experimental class students are normally distributed or not. The normality test used is the Kolmogorov-Smirnov test using SPSS 23. The results of the normality class memorization test results of the experimental class are as shown below:

			memorize
N			15
Normal Parameters[a,b]	Mean		64.00
	Std. Deviation		9.856
Most Extreme Differences	Absolute		.195
	Positive		.191
	Negative		-.195
Test Statistic			.195
Asymp. Sig. (2-tailed)[c]			.128
Monte Carlo Sig. (2-tailed)[d]	Sig.		.117
	99% Confidence Interval	Lower Bound	.108
		Upper Bound	.125

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 3. Normality Test Results Memorization Data of Experimental Class Students

Figure 4.5 shows the results of significant figures of 0.117 > 0.05. Based on the decision-making in SPSS 23 if the significance value > 0.05, it is concluded that the memorization data of the experimental class students are normally distributed.

The memorization data of students is normally distributed, which means that the memorization data of the experimental class students can be tested by a one-sample t-test. One sample t-test was conducted with a hypothesis that tested the research claim. Research claims were obtained from the average memorization of experimental class students with a value of 64. The average entered the interval $61 \leq \bar{x} < 81$ with a good category. This shows that the claim is $\mu < 81$. The hypothesis will be tested as follows:

$H_0 : \mu = 81$ (the category of memorizing ability of the experimental class students is very good)

$H_1 : \mu < 81$ (the category of students' ability to memorize the experimental class is good)

In testing a one-sample t-test using SPSS 23. The following results from the one-sample t-test:

One-Sample Test

Test Value = 81

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
memorize	-6.680	14	.000	-17.000	-22.46	-11.54

Figure 4. Test Results of One-Sample T-Test Rote Learning Ability of Students To Class An Experiment

According to the output of figure 4.6 test results of one sample t-test obtained by value t (count) of - 6.680, and n use-values Sig. 2 tailed amounted to 0,000 < 0.05, it can be concluded that it was H_0 rejected and H_1 accepted, which means that the category of memorizing ability of the experimental class students after being given the mnemonic method is good.

Discussion

The research results show that there are two results obtained namely the effectiveness of the mnemonic keyword method and student achievement in memorizing English vocabulary after getting the mnemonic keyword method.

The results of the effectiveness of the above mnemonic keyword method show that the pretest significance value is 0.231 > 0.05, then H_0 is accepted and H_1 is rejected, which means there is no average difference between the control class and the experimental class. The posttest significance value of 0,000 < 0.05, then H_0 is rejected and H_1 is accepted, which means there is an average difference between the control class and the experimental class. Therefore, the results obtained from the comparative test indicate a difference between the control class that was not given treatment and the experimental class that was given treatment, it can be concluded that the mnemonic keyword method is effective in learning English vocabulary for fifth-grade students in SDN II Pematang Tahalo, East Lampung. These results are consistent with research from Benge and Robbins (2019) which state that the mnemonic method is effectively used in learning English at different grades.

The results of the students' achievement in memorizing English vocabulary after getting the mnemonic keyword method above show that the average results of memorization of experimental class students are worth 64. The average entry at an interval of $61 \leq x^- < 81$ and the significant value of the one-sample t-test of 0,000 < 0,05, it can be concluded that H_0 is rejected and H_1 is accepted, which means that the category of memorization ability of the experimental class students after being given the mnemonic method is good. These results are consistent with research from Suharnan (in Yokhanan Ardika 2016: 68) which states that mnemonics is a strategy or technique learned to help memory performance that can be optimized with practice.

Based on the discussion above it is stated that the implementation of the mnemonic method in memorizing English vocabulary in class V SDN II Pematang Tahalo, East Lampung is effective and shows good performance, so the implication of this research is to be able to use the mnemonic keyword method as a tool to easily remember various kinds information especially in English vocabulary.

CONCLUSION

Based on the results of the analysis of research data that has been carried out using the comparative independent t-test and one-sample t-test, it can be concluded that:

Firstly the implementation of the mnemonic in English vocabulary learning keyword method is effectively used in class V SDN II Pematang Tahalo, East Lampung, as seen from the results of the independent t-test with a posttest significance value of 0,000 < 0.05, which means there is an average difference between the control class and the experimental class.

Secondly, the achievement of the memorization ability of the experimental class students after being given the mnemonic method is well seen from the average value of the memorization results of students of 64 entered at intervals of $61 \leq \bar{x} < 81$ and the results of one-sample t-test with a significance value of 0,000 < 0.05.

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THE ANALYSIS OF USING TV (THEMATIC VOCABULARY) CARDS IN INCREASING THE STUDENTS' ENGLISH VOCABULARY

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Abstract
This study aims to determine whether Thematic Vocabulary (TV) Cards media can improve the vocabulary of students in primary school. In order to achieve the objectives of the study, the researcher designed an action research which consisted of pre-test, 3 cycles of treatment, and post-test. The subject of this study was the students of SMK N 1 Lhokseumawe, with the number of the subject was 26 students; 9 males and 17 females. 2 meetings were held during the research in which the students had to join test and also cycles of treatment which consisted of quizzes and various activities by using TV Cards as the media. which used the Sugiyono's model (2016:298) with adaptation. The data collecting through interview, questionnaire, documentation, and test. The result of this study showed there was a significant improvement made by the students in identifying and remembering new English vocabulary available in the given descriptive texts. Pre- test result showed 27 % of students scored less than 50; 69 % students scored 51- 75; and only the rest of them scored more than 76, meaning that the average score of the class was still low, which was only 54.10. After conducting Post- test, it could be seen that no student scored less than 50; only one student scored 73; and the rest of them successfully scored above 76. Compared to Pre- Test's result, the Post- Test's showed the better average score, which increased up to 79%. In line with the result, Some suggestions are offered for teachers to be a facilitator in creating effective learning activities, to be able to make teaching and learning process more interesting, enjoyable and educative.

Keywords: Vocabulary, Media, TV Cards

INTRODUCTION

Language is the most important part of human life to communicate, express ideas, feelings and opinions either individually or universally. Language does not only comes from words issued by speech (vowels) but also uses sign language or image language. Ancient human civilization before knowing writing was using the language of pictures. Language itself functions as a communication tool that is widely used in every aspect of life such as science, education, business, entertainment and so on. In essence, language learning is learning to communicate. Therefore, the main objective of learning is directed at improving students' ability to communicate in English both orally and in writing.

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Ida Ubaidillah Hidayati (2017) says that vocabulary mastery is the most important thing in English because vocabulary is in every skill in English including listening, speaking, reading and writing skills. In doing reading activity, it is essential for the students to have a deep understanding of important words available in the passage they are reading. This argument is supported by Mukoroli (2011: 4), who points out, as the difficulty of words in a text increases, understanding of the text decreases; therefore, it is critical for students to have a deep understanding of academic vocabulary in order to understand new concepts. Because of its important role in reading development, vocabulary instruction has been a well-researched area in the field of education for many years (Hanson and Padua, 2011: 4), and it is an area in which the researcher continue to gain new insights.

Vocabulary learning to students should be based on how they learn language. Alizadeth (2016) says that vocabulary is more complex than these definitions suggest. Words can come in oral form such as those used in listening and speaking or the can come in print form such as those words that we recognize and use in reading and writing. Furthermore word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. The teacher needs to provide opportunities for students to find ways of learning. In studying vocabulary students often find several difficulties caused by several factors. several of these factors include: 1) Pronunciation, namely words that are difficult to pronounce are more difficult to learn 2) Spelling, namely sound-spelling mismatches tend to cause errors 3) Length and complexity, namely long words that seem no more difficult to learn than short words 4) Grammar and 5) Meaning, namely words that have several meanings can make students confused and have difficulty understanding vocabulary.

Based on the above factors, the teacher as the facilitator must be able to create a pleasant learning atmosphere for students, be more competent in choosing media that can be used to support the success of learning English in terms of improving the vocabulary skills of students of SMK Kota Lhokseumawe. So far, the teacher has provided vocabulary material, only told students to look for vocabulary in the dictionary then told the students to memorize it. This strategy is not effective enough to be applied because it does not make students interested and enthusiastic about memorizing. Most students feel bored and lazy to look for vocabulary so this affects students' ability in mastering their vocabulary. (Burns, Roe & Ross. 1996) stated that the media is a necessary tool for learning English, especially for children. In addition to this, Anjaniputra and Salsabila (2018) propose that language

focused learning, one of which is vocabulary, should be taught to students through, as further exemplified, repetition or vocabulary learning on cards. Repetition and flash cards are typical of learning vocabulary in Quizlet. Teaching and learning English activities for children should be accompanied by the use of media, especially visuals. Muslichah and Siti Tarwiyah (2017) stated that teachers play important role to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching materials. So that, they should be creative to draw students' interest and motivation in learning

Media is anything that can be used to transmit messages from sender to recipient so that it can stimulate students' thoughts, feelings and interests and attention in such a way. In order for vocabulary learning in the classroom to be more meaningful and enjoyable for students, researchers used vocabulary learning media called TV Cards. The use of TV Cards media at the teaching orientation stage will greatly assist the effectiveness of the learning process and the delivery of messages and lesson content. TV Cards consists of 5 big cards and 25 small cards which can be used to help students learn new vocabulary as well as help students improve their understanding of English. This research was conducted under the title "Analysis of the Use of TV Cards in Improving Student Vocabulary Ability in English Lessons at SMK Kota Lhoseumawe". The formulation of the problem is whether the use of TV Cards media can improve the vocabulary skills of the Lhokseumawe City Vocational School students. The aim is to determine the extent of the influence of the use of TV Cards on vocabulary mastery of Lhokseumawe City Vocational High School students.

Vocabulary is a form of vocabulary that is learned by students of all levels. It is impossible to be successful in learning English without mastering the Vocabulary. In English, there are four basic components that students must master such as listening, speaking, reading, and writing. Mayristanti (2016) regarding to vocabulary mastery, some researchers have dealt with students' vocabulary problems. They have shown that vocabulary problems interfere with students' communication. In other words, students would have problem in speaking, listening, reading and writing when they do not know or use the right words *Vocabulary* mastery is one of the basic components for mastering English as a foreign language at elementary, intermediate, and advanced levels. vocabulary is a list of words that have meaning. Each word has certain meaningful communication it means that vocabulary has the meaning to communicate with other. Without having a rich vocabulary, students cannot communicate well by using English. So, students should know vocabulary and meaning in order to communicate well in English. "In Vocabulary learning,

a strategy is needed in teaching so that learning is conveyed and students can easily remember vocabulary. Because the large number of vocabulary that students can master will make it easier for students to communicate English well. The way that can be done is to make a useful difference.

Media

Understanding Media

The word Media comes from the Latin Medius which means "Intermediary" or "Introduction" which states that when broadly understood, the media are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Media is not only about objects, teachers and the existing environment, it is media that can be used as a learning resource. In the learning process, media can be defined as photographic, electronic, or graphic tools which are useful for processing information. Learning media can also be used for evaluation at the end of learning.
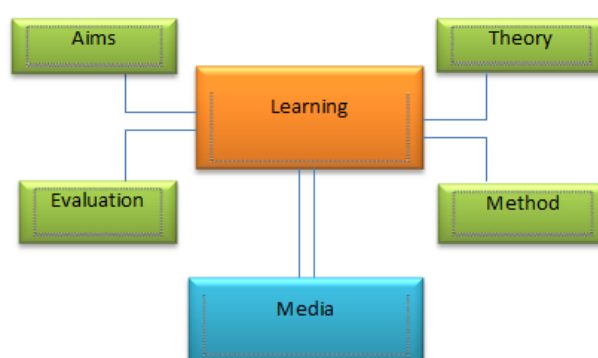
Figure 1. The importance of Using Media

The use of media in learning English is very important because media is able to provide positive learning in certain matters. Some of the practical uses of the use of learning media are 1) learning media can clarify the presentation of messages and information so that it can expedite and improve the learning process and results. 2) Learning media can increase and direct the attention of students so that it can lead to learning motivation and direct interaction between students and their environment. 3) Can learn independently according to their abilities and interests 4) Learning media can also overcome the limitations of the senses, space and time. Azhar Arsyad (2016) explained in his journal entitled "The Importance of Media in the Classroom" that about 98% of all information that enters the brain comes through the senses. Add to that the fact that more than 87% of the students in the class prefer to learn by visual and tactile means. Moreover, he also argues that using media is the key to moving students to higher-level thinking. We need to lead them to the best of the best in term of media and to provide feedback as they work. Knowing how

important teaching media to teach English to young learners. Elham Ghorbanpour (2017) the use of teaching media should be emphasized. Yet in reality, it is found that there are still many teachers in elementary schools do not use the appropriate media to teach their students. Many of them still use traditional method to deliver the materials. To minimalize this problem, the writer conducted a research. The research is focused on developing cards to teach vocabulary to young learners. A card or flash card is a set of card-based instruction bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study

Media TV Cards

TV Cards (Thematic Vocabulary Cards) are media in the form of Thematic Vocabulary Cards. The researcher named it "Thematic" because each card box had a special theme and vocabulary. The TV Cards specifications are:

1) Consists of 25 cards in each box; 5 big cards, and 20 small cards.

2) Each card set has only one specific theme, and 5 main topics related to the theme.

3) In each big card, there is only one picture of main topic with for clues surrounding it, which then have to be paired to the appropriate small cards.

The media contain pictures which not only can bring images of reality, but can also function as a fun element in the class, as Joklova (2009: 15) explains in her thesis. To be more specific, beside lessons where pictures are in the main focus, they might be used just as a stimulus for writing and discussion,as an illustration of something being read or talked about, as background to a topic and so on. Skytt and Couture (2000). Who stated to be more specific, besides lessons where pictures are the main focus, they can be used only as a stimulus for writing and discussion, as an illustration of something that is being read or discussed in the background of a topic. In every research, a frame of mind is definitely needed as a basis or as a guide in determining the direction of research, this is necessary so that research remains focused on the study to be studied. The limited use of instructional media, especially in learning English and the lack of understanding of English vocabulary in class XII students at SMK Kota Lhokseumawe are the main problems faced in this study. These two factors cause students to be less active in following the learning process in class. Therefore, researchers analyzed the use of English learning media in the form of Thematic Vocabulary Cards to help students understand vocabulary in English.

RESEARCH METHOD

This research is a classroom action research or what is called CAR (Classroom Action Research) is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together. These actions are given by the teacher or with directions from the teacher carried out by students. Broadly speaking, there are four stages that must be passed to conduct research with classroom action research methods, namely, (1) planning, (2) action, (3) observation, (4) reflection. The four stages are an element in forming a cycle, namely with one successive cycle of activities then returning to the first stage. This classroom action research will be carried out in a participatory collaborative manner, namely research by collaborating or collaborating between teachers and researchers. Data that has been analyzed are stated in descriptions of phenomena, not in numerical calculations. This is in accordance with the characteristics of qualitative research. Analysis is an attempt to observe something in detail by describing its constituent components or arranging these components for further study.

Techniques of Collecting the Data

The data obtained from students were collected using the following steps:

1. Planning

    a. By using a questionnaire, researchers conducted a preliminary study to find specific problems faced by students.

    b. After finding the problem, the researcher designed the media that could be used to solve the problem.

    c. The researcher also designed a suitable vocabulary lesson plan for use in classroom action research.

    d. Researchers make a preliminary test whose difficulty index is measured first through trials before it is carried out.

2. Action

    a. Researchers conducted a pre-test to students.

    b. By using the TV Card, researchers teach vocabulary to students.

3. Observations

    a. The researcher conducted a post-test in which the difficulty index was measured first through a trial before it was carried out.

    b. Researchers conducted a post-test as an assessment to measure student achievement in mastering English vocabulary.

4. Reflection

a. The results of the assessment were then analyzed by the researcher.

b. Researchers compared the results of the pre-test and post-test to find out a significant increase.

Data analysis method

Data analysis is one way to solve research problems. Using data analysis can answer and test hypotheses (Nazir, 2003). In answering research problems, researchers must analyze the data obtained from students. In analyzing the data, the researcher used several steps:

1. Assessing students' answers on the pre-test and post-test The answer is assessed to determine the extent to which students have mastered the material using the following formula:

> *Score = The Number of Right Answer x 10*

2. Calculating the average value on the pre-test and post-test. The mean scores of the pre-test and post-test scores were calculated and then compared to see a significant improvement in student ability. That the score will be obtained after calculating using the following formula:

> $$X = \frac{\Sigma nx}{\Sigma n}$$

X = Average value

N = number of students

x = Student Value

3. Compare the results of the pre-test and post-test to see the improvement

> $$Percentage = \frac{X\,2 - X\,1}{X\,1} \; x\; 100\%$$

X 1 = average value of pre-test

X 2 = average post test score

RESULTS AND DISCUSSION

Researchers conducted several tests and treatments to see whether there were significant improvements made by students in identifying and remembering new English vocabulary. The method used in this research is Action Research which was conducted during September 2020. The pre-test was conducted at the first meeting. Whereas at the second and third meetings, the researchers held three research cycles where she gave several

treatments and quizzes to students using the same learning media, but with a variety of learning activities. The post-test was then carried out at the last meeting. Students were also asked to fill out a questionnaire sheet to see their opinion on the use of the TV Card to improve their ability to identify and memorize English vocabulary. On September 8, 2020, a preliminary observation was made which aims to identify what problems students have in learning English. Researchers observe class conditions and class systems before observing the attitudes and behavior of participants during the English class. After 40 minutes of observations were completed, questionnaire sheets were then distributed to determine the students' difficulties in learning English. To see students' abilities in identifying new English vocabulary. After analyzing the pre-test results, the researcher constructed several treatments and quizzes to improve students' ability to identify and remember new English vocabulary. In this cycle, participants were given treatment using TV Cards as a medium and Jigsaw Cooperative Learning as a learning technique, and quizzes containing descriptive text and 10 question items. Furthermore, the post-test was carried out to see if there was a significant increase made by the students. In addition to conducting a post test at the last meeting, researchers also distributed questionnaire sheets to find out students' opinions about the media. The questionnaire sheets were distributed to identify how TV Cards improved students' ability to identify and remember new English vocabulary, such as previous questions and research objectives. The questionnaire contains ten question items that must be answered individually based on the participants' own opinions about the media used.

Pre-Test

The initial test sheet contains one part in the form of descriptive text and 15 parts 30 short answer items must be answered. The reading given is in the form of descriptive text with numbers the words are 251 words. Words which have to be answered by the students can be seen on the following list:

Tiger	*Jaw*	*Canines*
Animal	*Neck*	*Body*
Savanna	*skulls pieces*	*Tail*
Leg	*Tongue*	*Stripe*
Claw	*Ribs*	*skin pieces*

First of all, what researchers do is distribute the pre-test sheet to participants. Before being asked to do an assignment, participants are first given it opportunity to read the available sections in five minutes. Then, after the first activity has been completed perfectly,

participants are asked to translate some English words into Indonesian by filling in the blank tables in 15 minutes. In this activity, participants are not allowed to search the dictionary or ask questions friends about answers to questions. During the pre-test, the class atmosphere was quiet because of this The participants took the test seriously. Students' answers on the initial test sheets were corrected and analyzed the same day after the researcher ended the meeting. The scores achieved by students in the pre-test can be seen in Table 4.3 Pre-test results attached to the attachment, where the score is calculated based on the Data Analysis Method formula. The preliminary test results showed that there were 7 students who scored less than 50, 18 students scored 51-75, and 1 student scored 76 -100. This means that the pre-test average value is 54.10.

Post-Test

The post-test sheet contains one part in the form of descriptive text with the number of words is 251 words of which 15 words must be translated properly into Indonesian for 30 minutes. The following are the words the researcher meant:

Tiger	*Jaw*	*Canines*
Animal	*Neck*	*Body*
Savanna	*skulls pieces*	*Tail*
Leg	*Tongue*	*Stripe*
Claw	*Ribs*	*skin pieces*

The first thing the researchers did was to distribute the pre-test sheets to the participants. Before being asked to work on an assignment, participants are given the opportunity to read the available sections in five minutes. Then, after the first activity was well done, participants were asked to translate some English words into Indonesian by filling in the blank tables in 15 minutes. In this activity, participants are not allowed to search the dictionary or ask friends about the answers to questions. The classroom situation is very conducive to the holding of the test. The results of the Post Test show that there are no students who score less than 50, 1 student gets a score of 51-75, and 25 students get a score of 76 -100, and the average post-test score achieved by the students is 87.30. In the test carried out at the first meeting, the researcher saw that the students did not recognize the noun contained in the text given at the beginning of the pre-test, but after the researcher gave the treatment using TV Cards media, the students began to show a significant increase in the results of the Post-test. This can be seen in the table below:

Table 1. Data Research

No	Test form	Score	Percentage
1	Pre-test	54,10	27%
2	Post-test	87,30	62%

The pre-test results showed that 27% of the students 'scores were lower than the students' mean scores and only a few reached 76, meaning that the average scores achieved by students were only around 54.10 scores. But after being given treatment, the results of the Post-test showed a significant increase in student scores, reaching 87.30 scores. This means that the increase in value reaches 62% of the pre-test value.
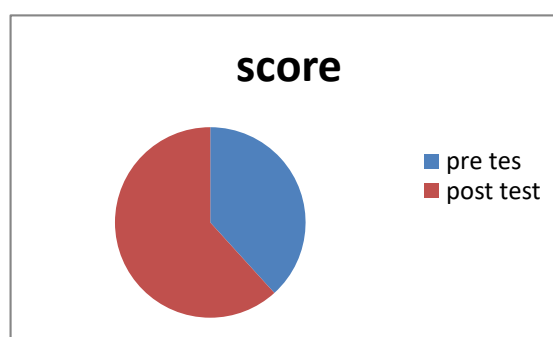
Figure 2. Score Analysis

The result of *post- test* which was conducted on the last day showed that there was a significant improvement on the students" ability in identifying and remembering new English concrete nouns. This means that the achievement of the scores obtained by students shows that the use of Media TV Cards is very influential on students' vocabulary mastery in English lessons.

CONCLUSION

After analyzing the research results in the previous chapter, the researcher concluded that Student progress during teaching and learning activities using Thematic Vocabulary Cards as a good medium. Their achievements in identifying and memorizing new vocabulary is also improved. This is supported by the significant difference between the pre-test and post-test results, which increased by almost 79%. This success is influenced by their interest in the media used and activities through games. Based on the significant improvement made by the students, the researcher concluded that the use of the media TV Cards is effective in improving the students' English vocabulary mastery of class XII.

Media TV Cards can help students improve their ability to identify and remember new English vocabulary by providing attractive pictures and colors so that they can more easily learn new English vocabulary.

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THEME AND RHEME ANALYSIS AND POLITENESS STRATEGY IN DIPLOMATIC WORKPLACE WRITING: A DISCOURSE ANALYSIS

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Abstract
This study explores thematic progression patterns within the systemic functional linguistics (SFL) and the selection of words identified in writing within the diplomatic workplace. Politeness strategy employed between government to government communication through written diplomatic texts and its relationship with theme and rheme progression is the focus of this study. It is also aimed at raising host country EFL diplomat as well as university students' awareness of progression patterns and the importance of persuasive writing to mitigate confrontational notions. Many researches have been conducted on public diplomacy and international relations on speeches or verbal texts but no studies on written text communication between a diplomatic office in a foreign country with the host country office announcing the arrival or departure of a diplomat from a foreign nation. To fill that gap is the reason of this study is aiming. A descriptive qualitative study was employed to analyze the theme-rheme progression patterns on a third-party-type diplomatic text of the Embassy of the United States of America addressed to the host country diplomatic consular section of the Department of Foreign Affairs of the Republic of Indonesia in Jakarta. SFL theory was applied particularly in analyzing the textual meta-function of the text to find the theme-rheme progression patterns. The result showed that the distribution of themes and rhemes in the text being analyzed follows the simple progression category.

Keywords: Theme, Rheme, Progression, Diplomatic Text

INTRODUCTION

In order for communication to be successful, speakers or writers have to choose the beginning point for their word. In writing, the word at the beginning point of the sentence or clause will become the center or main topic the writer wants to point out and to grammatically organize and develop text elements to hold together and give the text meaning and for the reader to guide him to interpret and successfully understand the message being communicated. Anything that is selected to begin in the text be it adverbial, prepositional or verbal phrases will influence the hearer/reader's interpretation of everything that will come after it in the discourse. The beginning point of the text can only make sense to the addressee if followed by other units expanding the point to make a unity. In English texts whether it is a single clause or a sentence, discourse units can be separated

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into two parts, namely Theme and Rheme. Halliday (2004) states text is any occurrence of language, in any form of communication that makes sense to someone who knows the language. A text covers two perspectives complimenting one another, i.e., why it means what it does and what it reveals about the system of the language in which it is spoken or written. To comprehend the organization of texts and their intended meanings at the discourse level, within the systemic functional linguistics theory, Theme and Thematic Progression Patterns (T/TP) are used to analyze the structure and meaning of texts (Jing, 2015). This theory hypothesizes that a sentence or a clause is made up by Theme and Rheme where Theme functions as the initial point of a clause telling readers what information to follow while Rheme is the ensuing or other part of a clause that forms a wholeness of a sentence following the Theme (Liu & Zhang, 2018). Theme is also called "old" or "given" and Rheme is the "new" information expanding the topic. Theme and Rheme are the two choices that form a major system in the textual metafunction. By Theme, as Halliday (2004) points out as what the message is concerned with and the starting point for what the speaker or writer wants to say which can be illustrated in the following sentence (*italic*): *'The house is not for sale'*. 'The house' is the starting point and is the topic of the sentence which in communicative terms is what the speaker or writer wants to talk about. All others that follow and are associated to the starting point are referred to as Rheme (Jing, 2015). Thus Rheme in the example sentence is *'is not for sale'* and to function as expansion of the topic. To analyze the thematic progression of a text, scholars have different ways in categorizing and naming the text development. McCabe-Hidalgo and Belmonte (1998) proposes four progressions, i.e. simple linear progression, constant progression, derived hyptheniatic progression, and split progression while Paltridge (2012) and Linda et al. (2017), state there are three kinds of thematic development patterns, i.e. theme reiteration / constant theme pattern, zigzag linear theme pattern, and multiple theme / split rheme pattern. However, a thorough understanding of Thematic progression is beneficial in order for EFL/ESL writers to be successful in communicating their ideas. In testing the above-stated hypothesis, this paper attempts to analyze a sample of written text from within a diplomatic workplace, The Embassy of the United States of America in Jakarta, hereinafter USA in its interaction with the host country foreign affairs office, The Department of Foreign Affairs of the Republic of Indonesia, hereinafter the Department of Foreign Affairs that will also touch the issue of the choice of words in the writing of third-party types of diplomatic notes announcing the arrival of a diplomat accompanied with his family members. While studies on thematic progressions are in abundance, no study has been conducted specifically regarding the

organization of texts and on the use of selected words constructed in the diplomatic writing being studied. Two research questions in this study are posed: (1) how themes and rhemes are distributed in the text and (2) why specific, selected words are used in the text. It hopefully serves as a bridge to increase host country EFL diplomat students attending the Indonesian Foreign Affairs Academy and university students' awareness of the importance of English writing as is used in foreign affairs relations. The Indonesian Foreign Affairs Academy is a state-run academy that produces would-be diplomats to be stationed overseas representing Indonesia. For the purposes of this study, the data being analyzed is a written diplomatic text (USA) sent to the addressee, host country foreign office (The Department of Foreign Affairs) announcing the arrival of a US diplomat and his spouse to Indonesia. This is in conformance to Article 5, Appendix I of the Vienna Convention on Diplomatic Relations 1961 on establishment and conduct of diplomatic relations in which the sending state should notify the receiving state to accredit a head of mission or any member of staff.

"The sending State may, after it has given due notification to the receiving States concerned, accredit a head of mission or assign any member of the diplomatic staff, as the case may be, to more than one State, unless there is express objection by any of the receiving States".

The term 'diplomacy' in this paper is according to Omenogor (2019), defined as a way to phrase statements in a polite, tactical, non-committal and nonconfrontational manner to gain a strategic advantage or to find mutually acceptable solutions to a common challenge. Related to the selection of words structure, the use of friendly words is central to maintain or cultivate hospitable relationships, trust, and openness in foreign relations (Ishihara, 2016). According to Friedrich (2016) the use of nonviolent language for diplomatic purposes must appear to bear a fine balance between being direct and indirect, assertive and empathetic, and persuasive and compromising. In the context of this study diplomacy can be defined as the art to deal with or the ability to control difficult situations tactfully verbally or in writing without upsetting others. The ability to write diplomatic texts cohesively becomes central for a diplomat. In this paper, the selection of words structure to provide meanings related to theme and rheme progression will be analyzed.

In the systemic functional grammar (SFG), the terms Theme and Rheme have various definitions. Halliday (2004) says Theme is the starting point of the message and Herriman (2011) as a heading in the text that provides a framework for the interpretation of the message. Rheme on the other hand is defined as the remaining part that develops the theme.

Thus Rheme is what the speaker is going to talk and develop about the Theme that contains a piece of information unfamiliar or new to the reader. These two characteristics have become a significant and useful guide to the full understanding of and in the interpretation of the text (Ridha, 2014). Theme as "the point of departure of the clause" (Halliday, 2004) has been extended to signal the relationship between the thought in the speaker' mind and its expression in discourse (McCabe-Hidalgo & Belmonte, 1998; Vasconcellos, 1992) in which the speaker chooses one element or other for thematic position based on the thought (s)he wants to express and on how (s)he wants to connect that thought to the surrounding text. Thus Theme is the idea represented by the constituent at the beginning of the clause and the surrounding text is the Rheme that completes the thought expressed by the writer/speaker (McCabe-Hidalgo & Belmonte, 1998). To sum up the initial position in the clause can be defined as the Theme while the non-initial position is described as the Rheme (Shame, 2020). Theme and thematic progression is central in how speakers construct their messages in such a way to make them fit smoothly and to unfold the language event (Thompson et al., 2014; Wei, 2014). Choices of theme and rheme are functional dependent upon the text content (Shieh & Lin, 2011). Eggins (2004) says a text is the realization of three kinds of metafunction, i.e. ideational, interpersonal, and textual meanings. According to Danes (1974) and Firbas (1992), it is the selection and sequences of utterances and their interconnection of the units such as paragraphs or chapters in the whole text and situation. Danes classifies the thematic progression into some patterns namely, simple linear, constant, derived hypertheniatic progression, and split progression. Halliday (2004) categorizes Theme into three namely, topical theme which consists of marked and unmarked theme, interpersonal theme and textual theme which consists of structural conjunction, relative, conjunctive adjunct and continuative (Ridha, 2014). To complete the interpretation and understanding of a text from the readers' standpoint, a constituent should follow the theme to make a wholeness of the intended message. This constituent that can complete the given information or theme is called Rheme. Rheme develops the information uttered at the initial point of departure to make connect and build a unity. As stated in the earlier section, Rheme expands the information the speaker/writer wants to state or is concerned with. As an example, the following sentence *(italic)* will highlight the concept of part and parcel of Theme (T) and Rheme (R), *'(T)Perth weather (R)is quite balmy in December'*, the Rheme (R) *is quite balmy in December* is the added information.

Messages between countries are communicated through diplomatic notes or DipNote as cited in the U.S. State Department's official blog. Such messages are style-written

differently in accordance to types of notes, and ranks of the interlocutors of the respective countries. Diplomatic correspondence is drafted in two ways, i.e. first person and third person notes following certain established formula (US Department of State, Third-Person Notes 5 FAH-1 H-612.2. The diplomatic text under study announces the arrival of a diplomatic staff attached to the US embassy in Jakarta whose assignment is mandated under Article 5, Appendix I of the Vienna Convention 1961. It is a third-party-type note (Note Diplomatique) or one of seven in the list stipulated in the Foreign Affairs Handbook (FAH). The handbook is quoted below:

5 FAH-1 H-612.2-5 Note Diplomatique (CT:CH-4; 07-31-2002)

"A note diplomatique is a formal note between governments which speaks for and under the direction of the government presenting it. A diplomatic courtesy phrase or complimentary close is not used. A note diplomatique may be signed or initialed by a government representative from the Department or an officer authorized by the chief of mission at post (see *5 FAH-1 EXHIBIT H-612.2-5(A)* and (*5 FAH-1 EXHIBIT H-612.2-5(B)*".

The text is drafted as such using the opening following courtesy formulas *(italic)* as:

"*The Embassy of… presents its compliments to the Foreign Affairs Ministry and has the honour to inform…*" and ending with: "*The Embassy of… avails itself of this opportunity to renew to the Foreign Affairs Ministry the assurances of its highest consideration*".

It is beyond the scope of this present paper to explore the history of the selection of words that sound to be high-sounding in all diplomatic notes.

RESEARCH METHOD

This study employs a descriptive qualitative study of textural data identified in the corpus of third party type of diplomatic written texts from an embassy, i.e. The Embassy of the United States of America – hereinafter USA to a host country foreign affairs office, The Department Affairs of the Republic of Indonesia – hereinafter Deplu. One data in the form of diplomatic note was extracted from the embassy's archives and analyzed applying the SFL progression theory proposed by Danes (2004) in particular within one of the three metafunctions, i.e. textual metafunction. In this study, the writer analyzes the theme and rheme in each clause and how it connects with the following part of the clause to make the intended meaning as well as the choice of words which sound to be very peculiar in term of politeness. Theme and Rheme are the two terms that part and parcel which describe the way in which information is distributed within a sentence. In summary, Rheme (R) is added to the information the writer is concerned with the topic in Theme (T).

RESULT AND DISCUSSION

The following data *(italic)* is an excerpt of a third-party-type of diplomatic note sent to the host country foreign office. Third-party-type diplomatic notes refer to the use of a third person pronoun placed at the initial text to communicate to an interlocutor of a similar power distance. Such notes also differ in a way in the use of selected words depicting politeness and maintaining respects and salutation. The name of the person in the note is imaginary for the purpose of this study and the analysis will begin from the first sentence of the first of three paragraphs in the text.

(1) *The Embassy of the United States of America* (1) *presents its compliment to the Department of Foreign Affairs of the Republic of Indonesia and* (2) *has the honor to inform that* (3) *Mr. Anthony Blanke* (3) *has arrived in Jakarta, Indonesia on June 25, 2010 to assume duties as Attaché of Administration in the Embassy. Mr. Anthony Blanke, holder of diplomatic passport number, BF1 XXXXXX is accompanied by his spouse, Mrs. Getrude Blanke, passport number, BF 2 XXXXXX valid for three years.*

Theme	Rheme
(T1)The Embassy of the United States of America	(R1) presents its compliment to the Department of Foreign Affairs of the Republic of Indonesia *and*
(T2)The Embassy of the United States of America	(R2) has the honor to inform *that*
(T3) Mr. Anthony Blanke	(R3) has arrived in Jakarta, Indonesia on June 25, 2010 to assume duties as Attaché of Administration in the Embassy.

In this compound sentence, the Theme (1) is followed by Rheme (1) that expands the topic and the conjunction "and" connects Theme (2) with Rheme (2). Theme (3) preceded by *that* connects to Rheme (3). The flow can be represented as follows:

Theme 1	⟶	Rheme 1
Theme 2	⟶	Rheme 2
Theme 3	⟶	Rheme 3

In this example, the item in the Theme of the first clause is used as the Theme in the following clause. Danes (1974) calls this constant progression.

The second sentence in the first paragraph is represented in Table 2 as follows:

Theme	Rheme
(T1) Mr. Anthony Blanke, holder of diplomatic passport number, BF1 XXXXXX	(R1) is accompanied by his spouse, Mrs. Getrude Blanke, passport number BF 2 XXXXXX valid for three years.

As can be seen above, the flow of the theme and rheme is again linear. The rheme completes the ideational thought represented by Mr. Anthony Blanke.

The second paragraph of the text consists of two sentences as follows:

The Embassy requests that Mr. Anthony Blanke and Mrs. Getrude Blanke be granted a diplomatic visa and exit reentry permit during their tenure in Indonesia. Their passports are attached for the Department's perusal.

Again, the progression pattern of the above sentences can be depicted in the following table:

(T1) The Embassy	(R1) requests that Mr. Anthony Blanke and Mrs. Getrude Blanke be granted a diplomatic visa and exit reentry permit during their tenure in Indonesia.
(T2) Their passports	(R2) are attached for the Department's perusal.

The last paragraph is the concluding sentence signaling the end of the text. It represents an appreciation to the addressee and it is organized in one sentence giving the final comment or decision that leaves the reader with the most important ideas to think about.

The Embassy of the United States of America avails itself of this opportunity to renew to the Department of Foreign Affairs of the Republic of Indonesia the assurances of its highest cooperation and consideration.

(T1) The Embassy of the United States of America	(R1) avails itself of this opportunity to renew to the Department of Foreign Affairs of the Republic of Indonesia the assurances of its highest cooperation and consideration.

Based on the above analysis of the text in three paragraphs, there is linearity between themes and rhemes in all the sentences keeping cohesion and coherence of continuous, sequence information (Hoek, 2018; Trevisan & García, 2019; Fatmawati et al., 2019).

From the diplomatic perspective, sincerity and respect as written in the text by way of choosing the words away from informality can be shown in the following table:

Selected words/phrases	Verb meanings and/or expression of politeness in the context of diplomacy	Location in text
(1) *presents its compliments...	* give (v) one's respects or greeting; to display one's diplomatic credentials	Compound sentence in paragraph 1
(2) *has the honor to inform...	* regard (v) or treat (someone) with admiration and respect	Compound sentence in paragraph 1

(3) *request that ...	*ask for (v); The act of asking persuasively in a tactful manner without upsetting anyone (n)	First sentence in paragraph 2
(4) *avails itself of this opportunity to renew to...	* make use (v); thanking and showing of graciousness (n)	Sole sentence in paragraph 3

(*) Quoted from Webster's II New Riverside University (1984)

Theme and Rheme progression patterns differ dependent upon the organization of the structure and development in discourse and between the interlocutors. The fluid process of interconnectedness takes place where the interlocutors engage and share the negotiated process. Evidence shows that interconnectedness between theme and rheme in all the sentences in the analyzed data follows a linear, constant progression where the theme in the first clause is used and reiterated in the next clause (Bloor, 2004; Hoek, 2018; McCabe-Hidalgo & Belmonte, 1998). The choice of words applied in five sentences clustered in three paragraphs also differs which is away from informality as the interlocutors involve a diplomatic entity and the host country. It shows sincere politeness avoiding the use of first person and second person pronoun. Instead, it uses a "third" person pronoun which is a common text genre within diplomatic entities. According to Ishihara (2016), such language use is applicable to shape collaborative relations and the value of mutual respect. Direct language use may not apply to more formal occasions involving higher-stakes outcomes in diplomacy. Meanwhile, the use a third person pronoun reflects a politeness strategy between two parties enjoying similar power distance as stated by Ishihara (2016) and Omenogor (2019) above. Sincerity, politeness and indirectness are evidenced in the construct of the sentences that form a constant thematic progression.

CONCLUSION AND SUGGESTION

In the writing of diplomatic texts requesting the services of the host country offices, writers apply a different text genre in constructing the message which in this context is hortatory in nature. A singular third-person note in the form of active voice is used in the request of services from the interlocutor. The interconnectedness between theme and rheme is found to be constant and flows smoothly. There is a level of power distance similarity between the sender and the recipient. It is believed that there is a relationship between the constant theme-rheme constant progression and the use of a third-person pronoun in the diplomatic text as well as the selection polite words. Thematic progression model appears to be fully applicable in helping to reveal the internal organization of the text. Within the EFL teaching and learning perspective, the introduction of Theme-rheme theory to young

EFL diplomat and university students and the like will help improve their writing coherence especially as it also relates to the writing of diplomatic texts. It can also be very helpful as a tool of instruction at the level of discourse for the writing teachers. Suggestion for future research would be that a wider array of diplomatic texts could be investigated.

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TASK-BASED LEARNING IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM: WHAT, HOW AND WHY?

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Abstract
Task-based Learning is increasingly prevalent worldwide. It emphasizes on authentic language use and asks students to perform meaningful tasks. English teaching by tasks is considered useful in a language classroom because the students are expected to learn better the target language when tasks are used in language teaching. The tasks are designed to establish a real language use objectives and to create a natural language acquisition setting. Task-based Learning, often considered being the powerful Communicative Language Teaching (CLT) version, gradually becoming second-language learning. This article describes the Task-based Learning definition, to recognize the principles and characteristics of Task-based Learning, to examine how to implement Task-based Learning in the English classroom, and to clarify the advantages of this approach.

Keywords: Task-Based Teaching, English Teaching, EFL Classroom

INTRODUCTION

In the early 1980s, the term Task Based Learning (TBL) has increased in popularity in the language acquisition because the Communicative Language Teaching (CTL) implementation has highlighted the learners' communicative skills in recent decades. According to (Jeon & Hahn, 2006), Task-based Learning has been used not only because of its strong assumptions, concepts and second language acquisition theories but also because of the exact reasoning behind the implementation of this approach. Hui (2004) explains that the implementation of TBL represents a better meaning interpretation and EFL learning processes as well as other approaches, including the Presentation Practice Product or PPP. The implementation effect of the PPP model is that students cannot implement the framework properly while taking care of grammatical rules (Ritchie, 2003). Moreover, Yen (2016) compared TBLT to PPP in teaching writing, also dealt with the encouragement of students to learn after finding that they needed to rewrite their texts many times.

Task-based Learning is a powerful and advanced learning approach. This approach encourages both language and skills learning during the execution of the task. In Task-based Learning, teachers are not only as instructors but also guides. Likewise, students are both as

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main agents and receivers. Through TBL, students can learn how they use their own communication skills to switch from their first language to their target language. It allows them to learn in partnership and unlocks their likely ability to hire and work with the language of goal professionally (Lin, 2009). Larsen-Freeman (2000) says that students have a great chance to communicate with their peers because they aspire to accomplish a task. This interaction aims to promote the learning of language by attempting to understand and present their meaning.

Task-based Learning gives students an active task and therefore increases learning opportunity by participating and creating tasks. It gives the students more space for critical thinking creativity through activity. In that capacity, it assumes an essential part of the pedagogy of contemporary languages (Solares, 2006). Task-based Learning activities impose a realistic target for the students; by completing the task. TBL can theoretically use the language to associate sense, and thereby, it also increases language standards (Skehan, 1998). It often promotes input from peers. Students should present or evaluate their own thoughts. All should take part in identifying the strengths and shortcomings that emerge from work in the classroom. It generates vital knowledge among students (Ki, 2000).

In Task-based Learning, the central role is taken by the student. It gives them a reasonable share of independence and responsibility in the negotiation of course material, selects linguistic forms from their linguistic repertoire in the exercise of the task, explores various task success and evaluates task results (Breen & Candlin, 1980). Task-based Learning, incorporating the best ideas from communication teaching, provides a shift from the conventional approach where students may not have learned to communicate. This approach will eventually inspire and motivate students to develop fluency, accuracy and acceptable pronunciation of the target language (Guerrero and others, 2020). It offers a real reason for linguistic usage and a natural context for linguistic research. Tasks are an essential component in Task-based Learning as they provide a framework to promote processes of learning. In this way, the cognitive demands of the learner are one of the deciding factors of task difficulty in a task-based approach (Robinson, 2001).

This paper briefly discusses the concept of Task-based Learning, describes Task-based Learning's definitions and features, examines how Task-based Learning applied in the classroom of English as a foreign language and explains the advantages of this approach.

RESEARCH METHOD

This library review analyzed such research, investigations and literature that discuss the concept, the principles, characteristics, the framework and benefits of Task-based Learning in the EFL classroom. Eighteen further scientific research articles obtained book readings and searches for database code. The papers have been examined to link hypotheses. They also work together with individual and reciprocal experience in the teaching and learning methods of English.

FINDING AND DISCUSSION

Definition of Task-based Learning

Task-based Learning is not new approach in foreign language, particularly in foreign language teaching. In the task literature, various meanings of "task" have been offered differing in both scope and formulation, are given in the literature on tasks (Van Den Branden, 2006). For instance, Richards & Rodgers (2001) describe tasks as an activity or objective which uses language, for example, to find a puzzle solution, give directions, and read a map. Edwards and Willis (2005) define a task as an operation with an exact result that has a non-linguistic objective that uses some or all of its language abilities to communicate meaning in a way that is compatible with the real-world use of language. Skehan (2014) underlines the link between tasks and real language usage. From a language acquisition perspective, Nunan (2004) notes that tasks are being used to improve linguistic development, interaction, meaning negotiation, input processing and form emphasis.

According to Ellis (2003), Task-based Learning is a communicative approach which utilizes tasks to facilitate language acquisition. Hassan (2014) says TBL is one of the most famous methods to learning the target language. TBL includes completing tasks in everyday life. Students can carry out a particular task, e.g. by consulting a doctor to use the language they are studying. Furthermore, Harmer (1998) says Task-based Learning is necessary for a successful task. It is an approach that encourages students to work quickly so that their inter-linguistic language is processed and restructured in their own field of interest. Simply, TBL is a language instruction framework that focuses on students' assignments. The tasks given are the core of language teaching.

Based on the definition above, it can be concluded that Task-based Learning is an approach that enables students to carry out their tasks and use the task as a central component of unit planning, instruction and the performance of meaningful tasks.

Principles of Task-based Learning

The following are a summary of the most essential Task-based Learning principles (Skehan, 2003; Willis, 1996).

- Students need to be introduced to the real and different language of the target language speakers.
- Students must open and follow for their own needs or purposes the kind of language they want and need.
- Students must have opportunities for unspeaking and substantive use of language in targeted interaction, taking informed risks, making decisions and negotiating meaning while finding solutions for legitimate inquiries.
- Teachers ensure that lessons are interconnected and coordinated to identified goals and inspire enthusiasm for learning.
- Teachers should promote self-correction, allow personalized input, and suggest creating language systems (inter language) for individual learners.
- Teachers need to develop student activities that will enable them to detect forms of language. Teachers are (explicitly) expected to instruct form within the framework of primary sense activities.
- All language should be incorporated (listening, speaking, reading and writing).
- Learners assessment is done productively and to reach a target; students can measure their own success and progress.

The underlying principle in Task-based Learning is that students undertake activities to increase second-language knowledge and skills in line with how their own processes of the language learning function. Tasks serve as means to determine the language specifications needed for acquisition (Ellis, 2002). Task-based Learning means that some conventional teacher positions are modified. Teachers cannot always serve as a controller for Nunan (1989) when they want their students to exploit, detail and take on a task. According to Allwright (1984), the contact of classes must be handled and managed by everyone present and not simply by the teacher to ensure that the lessons are taken at all. Thus, the emphasis of learning does not focus on the substance or materials of the lesson but the interaction process in the classroom. The teacher's class conduct belongs to the entire school, of which only one member is a teacher (Bailey & Nunan, 1996).

Characteristics of Task-based Learning

Task-based Learning is developed to overcome certain constraints of the conventional PPP approach. This indicates that learning languages are a creative process that promotes

social contact and communication instead of a commodity combined with language experiences and that students are more successful in mastering the target language when they naturally participate in practical task-based activities. The following characteristics characterize Task-based Learning (Nunan, 1991):

a. Focusing on figuring out how to interact in the target language through interaction.

b. Using authentic texts for the learning situation.

c. Students' ability concentrates both on the language and the learning process.

d. Improving students' personal experiences as critical educational components.

e. Trying to connect learning of language to activation of language outside the classroom.
   According to Swam (2005), the characteristics of Task-based Learning are as follow:

a. Learning of language should primarily include natural language usage and activities contributed more to meaning instead of language.

b. Teaching and learning process should promote learner center rather than teacher center.

c. Since the fully naturalistic learning does not produce objective precision, involvement is important to facilitate the internalization of official language components.

d. This is best accomplished by offering the students a chance to think about the form and to focus on language components while incidentally emerging in courses that concentrate on meaning or communication.

e. Task-based Learning is particularly suitable for communicative activities. The activities in pre-or post-task cycles will be helpful. It may help to internalize or improve the awareness of structured communication features.

f. Conventional approaches or methods are unproductive and inappropriate, in particular, where formal instruction and practice for communicative work are needed separately.

How Task-based Learning can be applied in EFL classroom

Ellis (2003) argues that developing a Task-based Learning lesson requires taking into account the phases or elements of a lesson with the main task. The researcher indicates, however, that these phases all have three key steps or stages in common, and represent the timing of a TBL lesson. The first stage is "pre-task". In this stage, the teacher and students will do different activities before they perform the task. The second stage is 'during' phase. It focuses on the task and provides other educational choices, including the need to work under time constraints. The last stage is "post-task". This stage consists of the ways for tracking task performance.

Task-based Learning framework comes under three key sections: pre-tasking, task cycle and language focus (Willis, 1996) (see Figure 1). The pre-task cycle offers the requisite background, knowledge and procedure. In this stage, students are introduced to both the topic and the task. At this point, the students grasp the task and organize ideas or knowledge on the topic. Students participate in activities to inform them of words or sentences that are useful during the entire task.

The task cycle involves task, planning and reporting stages. In this stage, the students work in groups or pairs with some required language resources. The teacher may support them, but no correction is available. The focus is on fluency and the intent of doing stuff. In the planning process, the students spend time writing or speaking reporting what they have done and what conclusions they have drawn. Teachers can help here with vocabulary, if possible, with an emphasis on communication of the results. During the reporting stage, the teacher receives input and reports orally or in writing to the classes. Again, no overt correction is available.

The language focus cycle comprises of analysis and practice stages. In the analysis stage, the teacher highlights parts of the text for student review. The teacher may then tell the students to indicate the critical characteristics of the text. It will improve learners' comprehension by focusing on the language. In the practice stage, the students practice the teacher-led language areas according to students' requirements. They may practice, dialogue or typical activities from the Present Product Practice (PPP) practice level.

Pre-task
The teacher
▪ presents the topic and describes the task
▪ utilizes activities that allow students to remember useful words and phrases and learn them
▪ makes sure students comprehend the task directions
▪ can capture students performing the same task
The students
▪ write important words or phrases the students get in the pre-task stage
▪ may prepare the task

Task cycle		
Task	**Planning**	**Report**
The students	**The students**	**The students**

do the task in a small group or in pairs. They can read/listen to texts. **<u>The teacher</u>** monitors and supports students	make the class ready to report how they managed the task and what they found rehearse what the students are going to say or write a written class version. **<u>The teacher</u>** make sure that the report's aim is clear serves as an expert in language assists students in rehearsing oral or written report.	present the class with their spoken reports, or circulate/show their written reports submissions to the class his spoken reports or circulates/shows their written reports present their spoken or written reports to the class **<u>The teacher</u>** serves as chair, determines who the next speaker is, or makes sure all students read the most report in writing can offer content and short feedback on form can record others performing the similar or same task

Language focus

Analysis	Practice
<u>The students</u> perform activities for awareness-raising to recognize identify the language features of the text. **<u>The teacher</u>** reviews each class analysis activity pay attention to other useful words, phrases and patterns	**<u>The students</u>** practice different highlights in the text of the task or report process Note valuable linguistic items **<u>The teacher</u>** conduct practice activities to construct the student's confidence after review activities as needed

may collect linguistic items from the report stage	

Figure 1: The Framework of Task-based Learning (Willis, 1996)

Why should Task-based Learning be introduced in the EFL classroom

Son (2016) notes that Task-based Learning has several advantages. This approach is, therefore required to be followed by EFL teachers in their real English learning process. The advantages are as follows.

a. Task-based Learning increases students' motivation.

Task-based Learning is beneficial to inspire students' motivation (Ruso, 1999; Chua et al. 2018; Hakim, 2019; Chua & Lin, 2020). It allowed students to exercise their target language receptivity in classes by posing different tasks. Akhtar, Khan & Kiran (2014) argue that Task-based Learning decreases learner tension in the classroom while also increasing its excitement as part of simulation, role-playing and other activities. In reality, three main reasons make Task-based Learning can motivate students. First, it introduces students to the world of everyday life. It has been shown that the students prefer to engage in a task that is authentic, personal and important (Voke, 2002). Second, it offers students the chance to enhance their results. Finally, students build the opportunity to cooperate or demonstrate cooperation and collaboration with their fellow students (Richards & Rodgers, 2001).

b. Task-based Learning increases unconstrained engagement.

Students will use their vocabulary and grammar if TBL is introduced in the classroom. For instance, students in a five-star hotel are expected to speak to the guest when they mislaid their baggage so that they have to communicate with one another to manage the actual situation. It gives both a chance to utilize the language the students know, pay attention to and practice the language of their friends so that they can create confidence. Students learn the language of their friends to increase their confidence. Shehadeh & Coombe (2010) concludes that tasks allow students to have meaning negotiated, to change their feedback and to concentrate more on the second language portion. Therefore, the ability to communicate impromptu is likely to be enhanced. A recent study (Nhem, 2019)

stated that Cambodian teachers and students are likely to be positively active in group/pair classroom work.

    c. Task-based Learning improves language exposure.

Students are suggested to always communicate in English in Task-based Learning. Besides, they irrespective of their precision, so that the more tasks they carry out, the more language revealed. The more exposure the learners get to the language (Krashen, 1982). It implies that the disclosure will lead to improved language output for students. Lightbown and Spada (2006) also suggest that students may acquire and produce large quantities of language while collaborating in the task. Task-based Learning gives students more chances to speak English. It also improves access to English, which allows language acquisition easier. It makes language acquisition easier since the acquisition of language is a problem with exposure (Galliot, 2007). Huang (2016) says that TBL will positively affect the students' language skills. It will increase the curiosity, fun and autonomy of study and language skills of the students. This approach also improves the speaking fluency of students by optimizing their speech level, improving the accuracy of grammar, enhancing expressions and interactional language (Albino, 2017).

Kavaliauskien (2005) analyzes six Task-based Learning advantages. They are ideal for use in the teaching process.

    a. No regulation of expression in the development process. It means that when students take part in the assignment, they are free to respond spontaneously, without any influence by teachers or the host community.

    b. Students use language and resources. To complete the interview, students both have to incorporate their existing knowledge and self-generated resources.

    c. Students play with language during the completion of their assignments. With the whole project lasting for a long time, the entire class, especially the host community, has both written and spoken language experiences.

    d. Students connect and interact during work. It is not only in the official interview, but a high degree of coordination and much communication during the planning of a successful project are needed.

    e. Objective vocabulary arises from the desires of students. It is important as English is the only means of communication if students want the multi-task activity to be completed.

    f. This approach includes reflection on language use. It is seen when the host community reviews its members when students comment and teacher input. Task-based Learning

has significantly improved and considerably improved and has remained for many EFL teachers a potentially productive approach.

CONCLUSION

Over the past two decades, Task-based Learning has significantly improved and been a conceivably productive approach for numerous EFL teachers, while some researchers continue to research the Task-based Learning strengths (BüyükkarcÕ, 2009). Lin (2009) considers Task-based Learning as a trendy language teaching concept. The teaching aim is not to help students achieve planned goals, but rather to establish the framework and requirements for language acquisition. In the learning activities, the positions of the teacher are shifted from the instructor to study setting establisher, colleague, counselor and supporters. The students act as the classroom subjects demonstrating that they are the most crucial learning figures. They are no longer empty vessels for teachers to fill, but torches to be ignited by appropriate learning environments and activities.

Willis (1996) recommends three phases of Task-based Learning, i.e. pre-task, task cycle and language focus. During the pre-task cycle, the teacher describes the topic. Beside, the students are intoduced with the tasks that will be done in the task-cyle. In the task-cycle, the tasks are performed by the students. The students execute the task in the target language. In language focus cycle, teacher and students talk the vocabulary used in the language field so that learners can develop their ability to make corrections for the next task.

Task based learning increases the language growth of students since it gives them the chance to play with the target language. Tasks encourage students to utilize the target language to communicate. Task-based Learning is beneficial to students since it requires four language skills. A significant trait of activities is that they contribute to encounters with others. Communication is necessary to complete the task. Task-based Learning thus helps language learners develop their communication skills. Language learners will gain trust as they have a chance to exercise their skills and simultaneously benefit from those involved in carrying out their assignments. It should be remembered that students use the vocabulary deliberately. Therefore, students are encouraged to practice with others, and learners use their language in an authentic atmosphere, which makes students become more productive and automatic users.

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PARENTAL PARTICIPATION TO MOTIVATE STUDENTS IN LEARNING ENGLISH DURING COVID-19 PANDEMIC: THE CASE OF INDONESIAN SECONDARY SCHOOL STUDENTS

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Abstract
This research seeks to investigate the role of parents in the success of children's education. It is intended to evaluate parents' role and evaluate the participation of parents in the success of elementary school students in learning English. The qualitative approach was used in this study to derive the findings by using a questionnaire and documentation from the research subject. In this report, there are 28 students and parents involved. Furthermore, the data processing method is used to accumulate the data, reduce the data, show the data, and make a conclusion. The outcome of this research is a perfect reflection of the standards of English learning success by parents. In learning vocabulary, parents understand the limitations and challenges of their children. Parents' role is also excellent; 91 percent of parents help children learn English provides benefits, and positively affect children. Then, 23 percent of parents are only interested in getting support at home with children's education; therefore, the family or siblings can help unless the child has problems.

Keywords: Parental Participation, Students, Achievement.

INTRODUCTION

The World Health Organisation (WHO) proclaimed COVID-19 a global emergency on January 30th, 2020 and a global pandemic on March 11th, 2020. Actively, COVID-19 is affecting two hundred and thirty countries and territories (Sohrabi et al., 2020) In reaction to COVID-19, some countries have applied stringent social distancing mechanisms and a lockdown strategy. Obviously, this pandemic has had a huge effect on colleges, students and teachers. As of 12 March 2020, Forty-six countries in five different continents have declared school closures and 26 of these countries have fully closed schools nationwide. (Mailizar et al., 2020). In Indonesia, the Government has limited population mobilization in an effort to deter the spread of the disease and continues pushing an agenda of: work from home, research from home and worship at home. Schools and Higher Education Institutions (HEIs) in Indonesia have been temporarily closed since March 14th, 2020. (Fachriansyah, 2020; Mailizar et al., 2020).

Panattoni et al., (2018); Singh et al., (2020); Niemzeier et al., (2012) argued that In a pandemic situation such as today, parent participation has many beneficial effects for students, The most significant of them is increased academic performance.

Kpolovie et al., (2014) analyzed a variety of experiments in which parental participation culminated in measurable improvements in student academic achievement. Other research (Ingram et al., 2007) found that the academic performance of low-income children, in particular, tends to be closely linked to the degree of parent participation. Efficient parent engagement correlates with higher grade pupil earnings and test scores (Hamlin & Flessa, 2018; Jeynes, 2007) as well as improved good behavior and emotional development (Jeynes, 2007; Schonert-Reichl et al., 2015)

Many beneficial effects from expanded parent participation There is also for the school. Schools that allow parents to engage outperform schools with no parental participation (González & Jackson, 2013). On the basis of children's success and the general standard of the classroom, those schools with long-term and robust parenting programs are more successful than those without such programs (Webster-Stratton et al., 2008)). Parent participation offers important opportunities in terms of volunteering time and leads to greater enthusiasm for the school (El Nokali et al., 2010; (Sanders & Sheldon, 2009), in particular by engaging parents in the planning of school programs (Underwood, 2010).

Parent participation has had a positive impact on both classrooms learning and the school environment. Researchers found that increased parental participation leads to the overall school-community partnership (Sanders, 2001; Sheldon, 2007) and affects the effectiveness of teachers (Hornby, 2011). Teachers and principals are more supportive to families that engage in school events (Epstein, 2007), which tend to improve teacher support and community support for school services.

Parents who become the nearest students have a vital responsibility to make their children understand that English is an important language. Any students are fortunate enough to have parents who are worried about their education and want their children to be able to master English. In order to accomplish this aim, many parents are sending their children to private classrooms to take additional English classes. However, they do need support from their parents and expect their parents to help them learn English. on the other hand, others students do not have the kind of guardians, for instance, since both of their parents are employed. Consequently, they don't have time to be interested in their children's education. Also, they don't pay much focus to the other side of their kin. As one of the variables that influence academic success, parents have a necessary role to play in impacting student learning achievement.

From The variety of family backgrounds, parents' educational backgrounds, and different environmental backgrounds, those discrepancies could even make students different from their parents; the different forms of encouragement can affect how students learn. By

seeing students with high potential and great encouragement from their parents, it is interesting to understand the parents' care of pupils. Based on the context description, the researcher is interested in examining parental Participation of their children in recognizing English for their daily academic activity. The significance of this study is intended to provide information for teachers, parents, and other scholars. By recognizing and considering the existence of parental involvement that could impair the academic success of students in learning English. Teachers can inform and tell parents about the needs of students and parents can also make sound recommendations by offering further encouragement.

This study attempts to provide guidance to teachers, parents, and students recognizing the possibility of parental intervention that can affect students' learning of English. Teachers can educate and tell parents about the circumstances of school students and parents can also make positive recommendations by offering more support and treatment in children's academic life. Thus, some research questions are conjectured as follows:

1. What do parents think about how their children perform in English?
2. How does the presence of the parents affect the elementary student's English achievement?

RESEARCH METHOD

A case study was occupied in this study. For this reason, qualitative data was necessary to gain understanding of the issue. The case of this study was parental participation in inspiring students to use English. The reason for the approach selected, and how it is supported by the study questions. In this case, the issue answered the elements that determine parental participation in students' English learning were obtained from seven opened questionnaire and documentation from students' English daily exam score.

Participants

The subjects of this study were the parents of the students and the seventh-grade students of SMP N 1 Cilegon. The study discovered 22 students and parents were selected to be the subject of this study.

Instruments

The researchers used a questionnaire as the instrument of the research. The questions in this questionnaire refer to the Hoover-Dempsey and Sandler statement then taken from the following indicators. Table 1 shows the detail.

Table 1. Specifications of Parent's Questionnaire

No	Aspect	Indicators
1.	Parental role construction.	To investigate parents' involvement in their children's education at home, especially in English achievement through participating in school activities or helping children homework.
2.	Parents' senses of efficacy for helping their children succeed in school.	To investigate parents' involvement and belief in influencing their children's school functioning, and also to increase their children's English achievement at school.
3.	Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.	To investigate parents' involvement in children's activity at their school.

Procedure

In this phase, first, researchers were already gathering data from the subject and, secondly, the instructor must be familiar with the daily test score. The data obtained by the researcher in the study, such as the questionnaire and the daily test evaluation. It has used to give deeper and more accurate details. Then, Reducing Data, the researcher reduces data that was used as a form of analysis that classifies, directs, disposes of unnecessary and organizing data. Besides, the analysis of the results, after data reduction, shows the data to the researchers. It may provide the ability to infer since it was a collection of organized facts. Such qualitative data presentation is used in field notes and used in narrative language, maps, matrix, graphics, and networking. Finally, concluding, drawing a conclusion was the final step. Formulate the researcher's observations and interpret those results.

RESULTS AND DISCUSSION

Results

The Parental Participation in Students' Academic Education shows three reports. Those are *specifications of parent's role construction*, *Parents' Sense of Efficacy for Helping Children Succeed in School*, and *Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.*

a. Specifications of Parent's Role Construction

Table 2. Parent's Sense of Efficacy for Helping Children Succeed in School.

No	Initial name	Response	Interpretation
1.	Mr. YDH	Saya memberikan support terus dengan berkomunikasi secara intens, kesukaan maupun hobinya dengan pelajaran bahasa inggris. Di rumah ada private bahasa inggris, buku-buku bahasa inggris serta media pendukung untuk melancarkan tugas-tugas sekolahnya.	Parents give support to their children and also involve what their children like and hobby. Their children like especially in English subjects and the parents give more facilities like private English learning, book, and other media.
2.	Mr. AS	Saya memasukan ke tempat kursus Bahasa Inggris (BBC).	The parents give involvement for their children followed an English course.
3.	Mrs. SS	Saya memberikan lingkungan yang menggunakan bahasa inggris lebih sering. Dan fasilitas di rumah saya berikan agar anak bisa terbiasa seperti, TV, buku, internet dan saya juga sudah memasukan ke tempat kursus sejak SD.	The parents give their involvement through participate a lot in children's activities, especially in English subjects.
4.	Mr. BY	Anak saya mengikuti les tambahan di luar jam sekolah di bimbel atau tempat les.	The parents give involvement for their children followed an English course.
5.	Mr. TD	Anak saya, saya turut sertakan les bahasa inggris di luar jam sekolah.	The parents give involvement for their children followed an English course.
6.	Mr. DE	Saya memasukan anak ke bimbel bahasa inggris	The parents give involvement for their children followed an English course.
7.	Mrs. DM	Usaha yang saya lakukan adalah dengan mengikuti les tambahan pelajaran bahasa inggris diluar jam sekolah, dan di rumah anak saya suruh mendengarkan lagu-lagu bahasa inggris dan mengartikannya. Di sekolah saya suruh anak-anak membiasakan untuk berbicara bahasa inggris dengan teman-temannya.	The parents also care for their children. The parents give more involved at home or their children's school.

8.	Mrs. KW	Saya membelikan buku,novel atau majalah atau lagu/musik yang berbahasa Inggris.	The parents give involvement and facilitate their children, for example, buy some English books, magazines and download English songs.
9.	Mrs. MWT	Saya ikutkan anak saya kursus Bahasa inggris dan di rumah juga saya biasakan dia menggunakan bahasa Inggris.	The parents give involvement for their children using an English course. Then, their children practice at home with their family.
10.	Mr. H	Saya memberi motivasi lebih untuk mempelajari Bahasa Inggris misalnya, untuk memperbanyak perbendaharaan kata/kosa kata bahasa inggris saya kasih dia kamus untuk sering-sering dibaca.	The parents give support to their children and give a dictionary to increase vocabulary.
11.	Mr. D	Sebagai orang tua, saya selalu membimbing anak saya dan selalu mengingatkan untuk terus belajar. Usaha saya misalanya seperti memberikannya les private.	The parents always guide their children and contribute to English subjects like give English privately to their children.
12.	Mrs. SF	Saya sudah memasukan anak saya ke tempat les (LIA)	The parents give involvement for their children using an English course.
13.	Mrs. TT	Usaha saya sebagai orang tua adalah, anak saya, saya ikutkan les di bimbingan belajar. Dan kalau di rumah kadang saya tanya dengan Bahasa Inggris.	The parents give involvement for their children using an English course. Then, their children practice at home with their family.
14.	Mr. LR	Berhubung putra kami menyukai pelajaran bahasa inggris , kami hanya mendukung secara moril. Contohnya mendukung putra kami mengikuti klub bahasa inggris.	The parents know their children interesting with English subject, then they always support. for example, support in the English club at their children's school.
15.	Mr. H	Diajari sendiri.	The parents only teach their children's English development at home.
16.	Mr. DS	Saat SD saya meminta guru adain Les bahasa inggris kalau ada PR jadi sekalian bisa nanya ke gurunya. Kalau sekarang sudah SMP saya masukin ke tempat les bahasa ingris.	The parents only give their involvement especially in English subject to the English course.

17.	Mr. E	Membimbingnya di rumah.	The parents only teach their children's English development at home.
18.	Mr. AS	Saya leskan anak saya di luar sekolah untuk meningkatkan kemampuan Bahasa Inggrisnya.	The parents give involvement for their children using an English course.
19.	Mrs. SNN	Saya masukin les anak saya, ke tempat kursus.	The parents give involvement for their children using an English course.
20.	Mrs. TS	Saya ajarkan anak belajar dirumah dan mendampinginya.	The parents only teach and give support to their children's English development at home.
21.	Mr. APU	Ikut les bahasa inggris.	The parents give involvement for their children using an English course.
22.	Mrs. YK	Anak saya ikut English Club disekolahnya, karena, dia suka dengan bahasa inggris.	The parents know their children interesting with English subject, then they always support. for example, support in the English club at their children's school.

The data above indicates that the higher response of parents has participation in their children's accomplishments in English by providing courses to their children. Parents need to provide the highest quality for their children's achievements. Likewise, their children still a curiosity in English. Parents became involved, which offered further support by their participation. When at home, relatives and friends will help if the child has trouble learning and expressing English. Parents also support the children by giving them books, dictionaries, magazines, and access to the Internet. Furthermore, parents support their children's school activities.

b. **Parents' Sense of Efficacy for Helping Children Succeed in School.**

Table 3. Parent's Sense of Efficacy for Helping Children Succeed in School

No	Initial name	Response	Interpretation
1.	Mr. YDH	Dengan usaha yang saya berikan anak-anak menjadi lebih bisa belajar secara mandiri.	The parents believe that their support makes their children independent and confident.
2.	Mr. AS	Manfaatnya anak saya bisa	The parents' support, give benefits

		berbicara/berkomunikasi dengan Bahasa Inggris.	to their children because their children can speak English.
3.	Mrs. SS	Anak saya menyukai Bahasa Inggris dan menjuarai banyak kompetisi Bahasa Inggris. Dan menjadi sarana belajar utama dalam mencari ilmu seni yang menjadi cita-citanya. (Anak saya ingin menjadi animator, jadi dia belajar sendiri dengan banyak menggunakan Bahasa Inggris).	The parents know their children interested in English subjects and their children always win the competition. Their children also learn individually.
4.	Mr. BY	Dengan usaha yang telah saya berikan, saya yakin itu sangat bermanfaat. Karena anak jadi lebih kaya akan kosa kata Bahasa Inggris, begitupun dengan membaca dan berkomunikasi dengan Bahasa Inggris.	The parents believe that their support always useful for their children, especially in vocabulary, speaking, and other communication.
5.	Mr. TD	Dengan usaha yang saya berikan saya yakin karena Bahasa Inggris sangat penting untuk jenjang ke depan, dengan menguasai bahasa inggris apapun kemenapun tidak menjadi berat dan membuat percaya diri tinggi.	The parents believe in the efforts that have been given to their children to achieve good results, especially in English subject.
6.	Mr. DE	Anak jadi lebih mengerti cara mengucapkan Bahasa Inggris yang benar.	The parents support, give benefits to their children because their children can speak English.
7.	Mrs. DM	nfaat dari usaha yang telah diberikan, anak lebih memahami dan bisa mengaplikasikan dalam sehari-harinya.	The parents' support can give their children can apply and understand English in daily life.
8.	Mrs. KW	Anak jadi mengikuti saran yang diberikan dengan cara mempraktekan.	The parents' support can give their children can apply and understand English in daily life.
9.	Mrs. MWT	Anak jadi berlatih, untuk memperlancar.	The parents' support makes their children always trying or practice.
10.	Mr. H	Saya yakin, dengan usaha yang telah saya berikan hal tersebut sedikit banyak membantu putra kami untuk dapat menyelesaikan soal-soal latihan yang ditugaskan oleh gurunya.	The parents are confident that they give the best involvement for their children.
11.	Mr. D	nfaatnya dari usaha tersebut adalah	The parents' support can increase

		meningkakan kemampuan anak dalam mata pelajaran tersebut, anak jadi lebih fokus, konsentrasi, dan pendekatan yang lebih fleksibel.	their children's progress in English subjects and also can focus.
12.	Mrs. SF	Anak jadi lebih banyak mengetahui kosa kata.	The parents' support, give benefits to their children because they increase some vocabulary.
13.	Mrs. TT	Anak saya setidaknya paham dengan sebagian besar materi Bahasa Inggris, sedikit demi sedikit mengerti apabila ada orang yang berbicara Bahasa Inggris, dan kadang juga dia berbicara Bahasa Inggris sesekali.	The parents have given the best support and it can influence their children in learning English.
14.	Mr. LR	Putra kami senang dengan Bahasa Inggris.	The parents' support, make their children interested in English subject.
15.	Mr. H	Anak sudah mengerti Bahasa Inggris.	The parents' support can give their children an understanding of English subjects.
16.	Mr. DS	Dengan usaha yang telah diberikan,dan saat ini era globalisasi anal harus paham Bahasa Inggris, dan Alhamdulillah anak saya mengerti. Jadi tidak sia-sia usaha saya.	The parents believe in the efforts that have been given to their children to achieve good results, especially in English subject.
17.	Mr. E	Anak saya mendapatkan nilai yang lebih baik dan lebih mudah untuk mempelajari dan memahaminya.	The parents' support, makes their children get a better score in English subject and easier to understand.
18.	Mr. AS	Nilai ulangan harian/UTS/dan UAS memuaskan.	The parents' support, makes their children get a better score in English subject for example in the middle test or final test.
19.	Mrs. SNN	Anak saya jadi mengerti.	The parents' support can give their children an understanding of English subjects.
20.	Mrs. TS	Anak jadi paham Bahasa Inggris.	The parents' support can give their children an understanding of English subjects.

21.	Mr. APU	Anak saya bisa Bahasa Inggris dengan percaya diri.	The parents' support can give their children more confidence in learning English.
22.	Mrs. YK	Jadi banyak kosa kata yang dipahami, dan anak jadi mandiri dan percaya diri.	The parents believe that their support makes their children independent and confident because their children can get a lot of vocabulary.

The report indicates that 91% of parents agree that children who study English can improve literacy, academic, and social skills. Often, parents claim that the countless extra measures and ways of involvement that they have given to their children will boost their children's English learning outcomes. Furthermore, 9% of parents suggested that they are not or do not know the challenges children experience in learning English, since children are not believed to know and understand the language on their own. Parents indeed have modest support for their children's interests and endeavors.

c. **Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.**

Table 4. Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.

No	Initial name	Response	Interpretation
1.	Mr. YDH	Alhamdulillah bagi anak saya pelajaran yang mudah untuk diikuti. Karena dalam keseharian sejak kecil udah terbiasa juga komunikasi dengan bahasa inggris dan ditambah lagi saat ini banyak sesuatu yang berkaitan dengan bahasa inggris.	Parents must involve themselves in the learning process of children, especially in English subjects.
2.	Mr. AS	Mudah, karena anaknya enjoy dan bisa mempelajarinya.	The parents do not know the weaknesses and difficulties of their children in English subjects or their children do not feel difficulty in learning English.
3.	Mrs. SS	Mudah, banyak media belajar dan selalu ditemui dikeseharian anak.	The parents know the weaknesses and difficulties of children in English subject. So, parents and

No.	Name		
			teachers must be involved.
4.	Mr. BY	Mudah, karena putrid saya menyukai dan serius mempelajarinya.	The parents know their children's weaknesses in communication or speak in English, therefore always motivate to confident in communicating in English.
5.	Mr. TD	Mudah, karena terbiasa latihan dan belajar bahasa inggrisnya secara intensif.	The parents always guide their children.
6.	Mr. DE	Mudah, kalau mau belajar dengan sungguh-sungguh.	The parents always guide their children about their mistakes and give the solution.
7.	Mrs. DM	Pelajaran yang mudah untuk dipelajari jika dibuat enjoy dalam mengajarkan grammar	The parents know the weaknesses and difficulties of children in English subject. So, parents should be more involved in their children's grammar.
8.	Mrs. KW	Pelajaran yang mudah, yang penting sering mengucapkan,mendengarkan dan diulangi.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home as daily habit
9.	Mrs. MWT	Mudah karena praktek.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
10.	Mr. H	Pelajaran yang sulit, kata-katanya sulit.	The parents always guide their children about their mistakes and give the solution.
11.	Mr. D	Menurut pernyataan dari putra saya,dia menjawab bahwa pelajaran bahasa inggris adalah pelajaran yang mudah dimengerti dan dipahami karena putra saya mengikuti les bahasa inggris.	The parents provide solutions to their children about the difficulties.
12.	Mrs. SF	Bagi anak saya, bahasa inggris bukanlah pelajaran yang mudah atau sulit. Karena baru ini saja saya masukan ke kursus bahasa inggris.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home.

13.	Mrs. TT	Sulit karena ada beberapa materi yang kurang dipahami anak saya.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
14.	Mr. LR	Mudah, karena putra kami menyukai bahasa inggris. Ada beberapa yang sulit tapi dengan senang hati belajar.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home.
15.	Mr. H	Mudah,vmereka senang.	The parents know the weaknesses and difficulties of children in English subject.
16.	Mr. DS	Menurut saya,sejak ikut les bahasa inggris dari kelas 4 SD anak saya bisa mengikuti dan saya lihat nilainya diatas kkm.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
17.	Mr. E	Bagi putra saya Bahasa Inggris merupakan pelajaran yang cukup sulit, itu mungkin karena harus mempelajari bahasa Negara lain dan dalam bahasa inggris juga banyak bagian yang harus dipelajari.	The parents know the weaknesses and difficulties of children in English subject. So, parents should be more involved in their children's pronunciation.
18.	Mr. AS	Mudah,karena sudah diajarkan dari kelas 1 SD.	The parents know the weaknesses and difficulties of children in English subject. So, parents should be more involved in their children's grammar.
19.	Mrs. SNN	Mudah, anak saya suka bahasa inggris.	The parent know her children interest in English.
20.	Mrs. TS	Sulit,karena kosa katanya rumit.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
21.	Mr. APU	Mudah,anaknya suka dan gampang untuk dipelajari.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home and should be more involved in their children's grammar.

| 22. | Mrs. YK | Mudah, karena anak saya sering berbicara dengan bahasa inggris dan juga latihan. | The parents know the weaknesses and difficulties of children in English subject. They practice at home |

The evidence above indicates that parents have sufficient knowledge about their children's limitations and problems learning English. Parents also encourage trust and keep their children learning. Then, parents frequently guide their children about their errors and provide a solution. Thus, the participation of parents in the learning of English is necessary. Parents are not sure of their children's shortcomings and limitations, but the children themselves do not believe that English is too complicated or straightforward. Parents only have the assistance they can.

Discussion

The researchers utilized evidence to support the proposed explanations for the findings.

1. Parental participation in Students' Academic Education

Parental participation creates an awareness of the aims, priorities, and sense of academic performance; expresses perceptions regarding participation; and includes successful usage methods that have the most beneficial relationship with achievement. Besides, Hoover-Dempsey and Sandler revealed that the three most important factors influencing parental involvement are: the first parental role creation can be described as parents' responsibility for how they can be engaged with their children's schooling, by engaging in school events or assisting children with homework. Parents play an important part in their children's English accomplishments, and they want to give the best for their children's achievements. Also, their children still have the same interest in English and busy parents (parents work). Parents are not interested in studying English at home, so they cannot support them if they have trouble learning English. Moreover, parents can see the progress in their child's education at home as well. Parents endorse their children's participation in events at school, such as English clubs. There are several ways that a child can develop their English abilities. By motivating children in the classroom, parents trust that children will complete their studies well and receive high scores.

The second, parents' sense of effectiveness for helping children progress in school, was described as their confidence that they can affect their children's school performance, such as being knowledgeable while helping children with their learning. The study showed that 91% of parents think that learning English is beneficial to children. Much more so, parents believe that the efforts and ways of participation in their children's English lessons will boost their

children's English lessons. Furthermore, 9 percent of parents indicated that parents have not or do not know the difficulty of children learning English because children are assumed to understand and have understood English through learning independently. Oftentimes, parents give only small support to their offspring.

The last segment reflects parents', teachers' engagement levels in their children's school and how interested they believe they are in the school. The study results do not support the claim since some parents do not communicate with their children's English teachers daily.

2. Parental Participation in Students' English as Foreign Language Learning

Based on the knowledge given by Nutbrown et al., (2005), parents can support their children's literacy growth by adopting four separate approaches. Opportunities, Recognition. Interaction and model.

First, parents must provide more opportunities, especially in the English subject and their learning process. Also, the parents should support children's passion or curiosity and grow their ability. This is also a chance for parents to evaluate the English learning result of their children. Therefore, offer support and inspiration to enhance their performance. It also allows parents to evaluate the learning consequences of choices in English. Then parents are confident that English is easy to learn for their children.

Second, parents must be familiar with children's shortcomings and challenges in English. Know their children's limitations and challenges in learning English. Parents should inspire children with faith to continue to learn. On the other hand, it can resolve children's deficiencies Parents must also be interested in their child's English learning process. Finally, parents don't know their children's limitations and challenges or believe English isn't that hard or simple. The parents accommodating as possible.

Third, Parents should be active, connect with their kids, and be affected by their parents having more support. In addition to this observation, whether parents are involved or communicate with their children positively impacts. It also affects that they deserve more parents' love. In comparison, parents don't communicate or direct their learning way because parents already feel that they have learned a lot.

Fourth, Parents are a model of learning English for their children. Parents find the dictionary simpler, read English newspapers, or introduce new vocabulary to the children.

CONCLUSION AND SUGGESTION

Conclusion

The understanding of English learning success by parents demonstrates quite well. The gains and beneficial influence on children of 91 percent of parents assist children in studying

English. Parents inspire children to believe and want to learn.

Parents do not recognize their children's shortcomings, challenges, or believe that it is not too challenging or straightforward to talk English. Parents promote programs of importance to children in schools, such as English clubs. Parents agree that children will achieve English well by promoting what is of importance to children in education. A study by SMP N 1 Cilegon can be found in a questionnaire that 91% of parents help children to learn English, which gives advantages, beneficial outcomes and rewards to the results that they learn in English.

Suggestion

Parents should pay attention to the success of their children by offering constructive suggestions about a good way of learning. And for teachers, they should be mindful of offering students a task to maximize the participation of their parents. For students, students should study at home more diligently, especially in learning English, since the presence of the parent often offers help at all times. Parents and teachers ought to consult regarding the success of learners.

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PERFORMANCE-BASED ASSESSMENT IN THE ENGLISH LEARNING PROCESS: WASHBACK AND BARRIERS

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Abstract
In the context of assessment, performance-based assessment is one of the authentic assessments to be applied in the English classroom as the completion of the newest curriculum demands. Thus, teachers are suggested to implement this assessment in the English teaching and learning process. Concerning that fact, this current study aims at investigating the washback of the use of performance-based assessment in the English class and the barriers faced by the teachers in implementing performance-based assessment in the English learning process. This study applied a qualitative research design. Using purposive sampling, there were two teachers and 72 students who participated in this study. An open-ended questionnaire and semi-structured interview were carried out in collecting the data. The result showed that performance-based assessment affected positively to the teachers. They could identify the students' real competence, improve their teaching quality, and assess students objectively. Further, it gives positive effects for the EFL learners in matters such as learning enthusiasm and self-confidence, boredom reduction, and skill improvement. In conclusion, the use of performance-based assessment is good at improving some teaching aspects both on teachers and students. This findings prove the importance of performance-based assessment to bost the teaching and learning quality.

Keywords: Performance-Based Assessment, English Learning, Washback, Barrier

INTRODUCTION

One of the notable components in Curriculum 2013 applied in Indonesia is the standard of assessment. Teachers should take into consideration how they are supposed to assess their students' ability in a learning process so that the goals of education in a certain subject is achieved (Fachraini & Sartika, 2019; Mardjuki, 2018; Safitri et al., 2018). In the process of English teaching and learning, assessment is done to know the students' progress in their English learning. Teachers will collect some data as information as to what extend their students have been into the subject materials. Further, an assessment is one of the teaching processes which is compliable and has diverse meaning (Aisyah & Yuliasri, 2019; Wiyaka et al., 2020). In line with that, Brown (2004) said that assessment is a process that is done continuously and covers a wide range of aspects. Whenever a student answers a question, create some comments, or make efforts of attempting new words or structure

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sentences a teacher mindfully assesses students' performances. Assessment results can be used as a reference for teaching evaluation which is helpful for the teachers in improving their teaching quality. In the process of assessment, a wide range of activities and tasks are used to evaluate students' learning progress and growth on a daily basis. For example, a result of assessments can reveal teaching and learning progress such as the quality of teaching media and techniques used by the teacher. A teacher may use formative assessment in evaluating the teaching and learning progress so that the teacher can adjust their way of teaching to improve students' learning achievement. Teachers, thus, find themselves demanded to be more creative in developing tools and procedures to monitor, record, and assess students' advancement of learning English systematically. Moreover, assessment meaningfully encourages students to improve their ability during the process of learning English (Wiyaka & Prastikawati, 2019)

In addition, the Indonesian Curriculum, as asserted in Permendikbud No 66 2013, demands teachers to apply authentic assessment in their classroom. In this assessment process, students will be able to perform their real abilities in authentic ways. This is in line with Mueller (2016) that authentic assessment is a kind of assessment that invokes students to perform real-world tasks that show the application of vitally necessary knowledge and skills meaningfully. One of the alternative forms of authentic assessment that can be applied in classroom assessment is performance-based assessment.

Implementing performance-based assessment is purposed to know how well students have made a progress on their learning through practical activities. These practical activities are such as when the students are required to demonstrate some tasks orally or in writing (Hussain et al., 2018; Saefurrohman & Balinas, 2016). This implies that in the process of assessing students in this way, students should be able to apply what they have learned and mastered the materials taught in the class. According to Griffith & Lim (2012), performance-based assessment is defined as activities that reflect some strategies in applying students' knowledge and skills and can engage students. In addition, in the process of assessing, teachers may obtain the students' responses to the tasks by observing them during the instructional or non-instructional classroom settings or in the context of formal or informal assessment.

O'Malley & Pierce (1996) asserted that performance-based assessment has some characteristics. First, this form of assessment will construct some responses. Students have to be able to create responses, build up responses, and produce some products. The second, performance-based assessment requires students to use their higher-order thinking skills.

They have to be able to respond to the open-ended questions given by the teachers critically. Then, this assessment is regarded as an authentic assessment. The process and the result of the assessment are meaningfully able to represent students' real competencies (Gallardo, 2020; Hamidah, 2013). Further, it is integrative. When the teachers assess the students, some content areas and skills are integrated such as listening and writing (Narathakoon et al., 2020). In the implementation of this assessment, what has assessed not only the products but also the process. The last, performance-based assessment is depth versus breadth. It is able to provide deep information about students' skills. Activities such as oral interview, story retelling, writing samples, projects or exhibitions, experiments, demonstrations, and constructed-response items are categorized into performance-based assessment (O'Malley & Pierce, 1996; Rose & Syrbe, 2018).

Studies on performance-based assessment have been widely conducted. It is believed that performance-based assessment is the potential to know to what extent the students have authentically mastered the materials and bring good effects. A study conducted by Koné (2015) yielded that performance-based assessment triggers college students' motivation. Using some projects in the process, the students were more active and their motivational and emotional state were good although varied. It depends on the experience that each student gained during their performance, oral presentation, and group works. The same finding was also presented by Sumardi (2017). He tried to investigate the trend of using performance-based assessment in his twelfth-grade classroom of secondary level. It was shown that most of the students were more encouraged and motivated in learning after the performance-based assessment was applied. He also found that students' learning was more successful. This kind of assessment is more accepted by the students. They feel a different way of learning and it is joyful. Students' achievement on the post-test was significantly improved in the term of statistic. This result was taken from a quantitative data presented by Qutaishat et al. (2014).

Pointing out the study findings above, it is indicated that for teachers performance-based assessment is worthwhile to their English classroom both university level and secondary level. In this case, performance-based assessment needs to be investigated on how it is applied by the teachers. Performance-based assessment is crucial to do by the teachers because it also uncover the students' ability to demonstate their knowledge and skills in the daily life context that encourage their higher-order thinking skills. Moreover, the teachers felt that their students' engagement in the classroom was getting an increase. Nevertheless, positive perceptions on the implementation of performance-based assessment are not only

needed to know from the teachers' perspective but also students'. Therefore, this study is going to figure out how students perceive this form of assessment for their English learning to fill the gap. Furthermore, it is essential as well to know what barriers which teachers face during the implementation of performance-based assessment. Hence, the following questions are constructed to figure out the washback and the barriers of applying performance-based assessment;

(1) What are the washback of implementing performance-based assessment for teachers and students?

(2) What are the barriers experienced by the English teachers of SMA N 2 Pati in the implementation of performance-based assessment?

RESEARCH METHOD

This study employed a qualitative research design to know the quality of the phenomenon (Kothari, 2004). This study was conducted to investigate the implementation of a performance-based assessment concerning its washback and the barriers experienced by the teacher. The population of the study was the English teachers and the tenth-grade students of SMA N 2 Pati. There were 2 English teachers and 72 students from two classes of tenth participating. The sample of the study was taken using purposive sampling because the English teachers observed were applying performance-based assessment. Data were collected through an open-ended questionnaire that consisted ten questions relating to their teaching experience and how they implemented performance-based assessment as well as the barriers they faced. The open-questionnaire was distributed not only to teachers but also to students to obtain information about their perceptions. It is aimed to figure out the perspectives of teachers and students toward performance-based implementation. Further, a semi-structured interview was conducted to both teachers and students. It was intended to support and seek deeper data on what was gained from open-ended questionnaire. The interview result was recorded, transcribed, and organized. In order to make the analysis easier, the data was coded by reading and grouping the participants' responses at first.

RESULTS AND DISCUSSION

This study was intented to investigate how performance-based assessment gives washback from teachers' and students' perspective, and the barriers that the English teachers face in its implementation. Based on the study results, it was revealed that both

teachers and students obtained positive washback on the use of performance-based assessment in the English classroom.

1. Washback of performance-based assessment based on teachers' and students' perspective

The open-ended questionnaire distributed to the teachers informs the positive washback on the implementation of performance-based assessment in the English classroom. It was indicated that performance-based assessment helped them know the real ability of their students' English competence. In-depth information on students' achievement was able to be observed easier instead of traditional assessments like a multiple-choice test. They used some forms of performance assessment such as project, writing sample, and text retelling. It was supported by the statement of T1 in the interview. T1 said,

"After applying performance-based assessment, the teacher absolutely knows the real mastery of his/her students. The teacher gets more in-depth information about his/her students' academic needs. The effect for the students is they can demonstrate knowledge and skills realistically because they can apply what they knew"

From the statement above, it is yielded that how well the students have made a progress on their English skills could be truly captured by asking students to perform. The importance of assessing students using real-life-situation-based-performance becomes more essential in students' language ability identification (Ataç, 2012). To know, English subject is different from others in which students are not only demanded to master the learning theories but also the application of it. As stated by Brown (2001) that the benchmark of the successful acquisition of language is almost always the ability to demonstrate what they have known during the study. Gorp & Deygers (2014) defined performance-based assessment as activities that can highlight what learners can do with the target language instead of performing a summary of the learner's ability. It offers possibilities to assess students in using the target language without making the social and the authentic use of the language dismiss.

Moreover, this assessment brings effect on the teachers about the objectivity of assessing students. On that occasion, they may be able to give some feedback to students based on their real ability. It is distinguished when using traditional assessments such as multiple choice. They do not know whether the scores genuinely reflects the students' competence or not because some students very often to cheat their friends' answers during the paper-based test. Cheating has been a wide issue with high-stakes summative

assessments (Chirumamilla et al., 2020). It can reduce students' doing cheating. Cheating grows more complex but this activity can be minimized whilst the teachers take a greater focus on the process which leads to the result (Daumiller & Janke, 2019). As confirmed by the T2 that;

"The teacher will be more objective to assess their students. The teacher does not only measure the result of the study by the test, but also the progress, skill, and the students' achievement in the learning process."

The statement also confirms that the objectivity of the assessment result is due to the teachers' evaluation which was done not only at the end but also in the process. It proves that performance-based assessment is a measurement of students' achievement that is done not only to know the students' outcome but also the students' process to gain more meaningful results (Abualrob & Al-Saadi, 2019; Atmowardoyo, 2017). Kimura et al. (2017) asserted that an effective classroom assessment is done not at the end of the unit but from the beginning to determine students' prior knowledge.

For the teacher, the way they are teaching was also affected. The results of evaluating students' process rises their willingness to make some innovation of the teaching strategies and methods. They use the assessment data to improve their English teaching so that the teaching and learning goals are closely achieved. As stated by T1;

"By PBA, the teachers can make some evaluations on the teaching method and strategies. The weakness of the students also will be known by the teacher, so the teacher can make an improvement in the teaching method to follow up."

Performance-based assessment is involved in a formative assessment, an assessment for learning in which the purpose of it is not for an evaluation but for a reference in improving teachers' teaching and students' learning (Afrianto, 2017; Chang et al., 2020). Formative assessment promotes better learning and it is designed to assist the student's learning process by providing feedback as an evaluation result for teachers and highlight areas of students and teachers that need to be further reconstructed and improved (McAlpine & Higgison, 2001). Thus, it implies that performance-based assessment is an assessment that is appropriate and suitable for today's curriculum (Prastikawati et al., 2020).

The last, it was displayed that based on students' perspective, they were getting more enthusiastic in learning, braver in performing, and less bored. The performance-based assessment also makes them able to improve their English performance. Their enthusiasm was getting increase owing to the decrease of boring activities. It was revealed that this activity brought about different learning situations from the common one (traditional assessment) in which students are regularly asked to do a worksheet and daily test. The new

way of reflecting ability makes them practice more in front of the class and they are gradually motivated (Gallardo, 2020) and getting more confidence in their English.

"Increase the ability and courage to speak English in front of many people, reduce boredom in the learning process." (S1)

"Dare to appear, the ability to speak English is better, stimulating enthusiasm in the learning process." (S2)

"Get motivation to be able to master English materials well. Feel enthusiasm in the learning process because the class is not boring." (S5)

"Explore my knowledge in a real task, increase self-confidence to speak English in front of the class, get the motivation to be able to write or compose texts better." (S8)

According to Kirmizi & Komec (2016), a performance-based assessment offers more occasions to apply students' knowledge and makes them participate more. Students are affected to be aware that a language is crucially communicated in performance as well rather than only theoretically studied. This finding is in line with the previous studies that performance tasks were useful to improve students' productive skills. The tasks provide opportunities to learners in using English communicatively. As long as the teachers give particular interesting topics to students, students will be able to be more motivated and engage more in learning (Coşkun et al., 2009; Yılmaz & Benli, 2011). Moreover, Stiggings (2001) asserted that in the process of students' learning, performance-based assessment is involved to emphasize the process and achievement, not failure and defeat, so that their confidence and motivation to learn are increased.

2. Teachers' barriers in performance-based assessment implementation

The second finding is about the barriers that the teachers faced during their implementation of performance-based assessments. The results of the study were taken from the questionnaire supported by interview. The following is the presented table of the challenges faced by the English teachers in running performance-based assessments.

Table 1. Teachers' Barriers in Performance-based Assessment Implementation

No	Teacher Difficulties	Respondents	
		T1	T2
1	Assessment Rubric is more complicated.	✓	✓
2	Students are not cooperative.	✓	✓
3	The teacher must prepare a lot of preparations before	✓	✓
4	Time-consuming	✓	✓

Although positive washback effects were experienced by the teachers, nevertheless the implementation of performance-based assessment was not completely perfect. Teachers experienced some complications. Concerning the rubric, it was confirmed that the assessment rubric of performance-based assessment is more complicated rather than the traditional one. They have to assess many aspects of students to get deep information on their ability within a short time given. It is related to the next barrier in which the teachers need more time to assess students.

> *"The factor is limited time. Applying performance-based assessment needs more some preparations and I don't have enough time to apply it effectively. Measuring score using performance-based assessment is more complex than traditional assessment."*

What happened in the process is due to the decrease in time teaching within a week. Based on the regulation applied in Curriculum 2013, English subject is only taught for an hour and a half within a week. Meanwhile, with the number of students in one class, that time allotment is not enough to assess all students. As stated by Espinosa (2015) performance-based assessments are time-consuming because a plenteous amount of time to prepare and perform the tasks is needed by students. Somehow, the teachers were required to design an assessment that included challenging, meaningful, and engaging tasks that combine the English abilities with knowledge and skills in real-world contexts. This is confirmed by Metin (2013) revealed that the problems encountered while assessing the performance task were taking a long time for the assessment and incorrect determination of performance tasks. The teachers needed to be tutored so they could apply performance-based assessments efficiently.

Linked to the complicated assessment rubric and the too much time consumed, the teachers experienced workload as well. They have to prepare a lot of things before coming to class. Aside from the rubric, teachers should provide appropriate materials. They have to make much consideration on which the topics are suitable and certainly close to their real life.

> *"Applying performance-based assessment needs more some preparations and I don't have enough time to prepare it effectively."*

One of the main characteristics of a performance-based assessment is its authenticity. What needs to be authentic is not the way students perform their ability but also the teaching materials shared with the class. In choosing the learning topics, teachers should make sure that their students are familiar and close to their real life. In addition, teaching materials should be interesting. When the materials taught trigger students' attention, the

process of students' learning will be easier. They will be willing to learn by themselves (Koné, 2015). Thus, performance-based assessment needs more effort in the term of preparation. And it makes the teacher get problems on it. This is similar to what was found by Çiftçi (2010) in Kirmizi & Komec (2016) that one of the problems of performance-based assessment implementation faced by the teacher is lack of time for the preparation.

The next barrier faced by the teachers is the students' attitude during the assessment process. Some students were performed not cooperatively even though this form of assessment brings a good effect on the improvement of students' motivation. In fact, this positive effect did not happen to every student.

> *"Some students might be not cooperative when I applied performance-based assessment in the English learning process, and also the time to apply that assessment is so limited."*

The statement above revealed that students' participation take an important role in the process of teaching and learning, including the process of assessment in order to attain the sets of initially determined goals. Students' participation in the process of teaching and learning brings advantages (Abuid, 2014). When students have engaged actively in the process of assessment, they may be able to be motivated and more interested in learning, gives opportunities to trust each other among students, and promotes learning. Their participation also can maintain the dynamic class and they may be able to build more confidence.

CONCLUSION AND SUGGESTION

Performance-based assessment is considered as one of the effective alternative and authentic assessment for evaluating students' English competence. This study highlighted that the use of performance-based assessment is beneficial for teachers and students. It implies that this assessment form offers positive washback both on teachers and students. From an open-ended questionnaire and semi-structured interviewa, it was figured out that performance-based assessment helps teachers identify the real mastery of students toward the materials taught. They are able to know the students' weaknesses and strengths. Moreover, it helps them to make a better improvement of teaching quality. As stated that performance-based assessment requires students to perform in real-world situations, it gives an opportunity to the teachers to assess the students objectively since what they evaluate is what their students present. The positive effects were also experienced by the students. Their learning experience through performance-based makes them more enthusiastic and motivated. It improves the confidence of their English competence as well. Unfortunately, in

conducting this kind of assessment too much time is consumed and teachers are burdened to prepare many things. Further, the assessment rubric is complicated and sometimes students do not have good cooperation in the assessment process.

Concerning the barriers of the implementation, it is suggested to make a teacher training on how they should use this form of assessment appropriately so that some teachers' burdens may be reduced. Furthermore, this study also presents some limitations such as the small number of participants and the gender issue. Therefore, it is a potential for further studies to address the existing gap by involving larger samples and gender issues on the implementation of performance-based assessment in the context of English learning.

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ANDROID-BASED MOBILE LEARNING MEDIA IN TEACHING READING OF REPORT TEXTS

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Abstract
Mobile phones can be well integrated into English Instruction as the creativity and innovation of teaching media increase students' interest and motivation. This research aims to reveal the validity, effectiveness, and practicality of utilizing Android-based Mobile Learning Media for teaching reading report texts. The present research employed the research and development design. The research instruments were questionnaires, tests, and learning media in Application Package Files (APK). The collected data were analyzed by employing descriptive statistics and inferential statistics with a t-test. This research's subject was an experimental class and a control class in Senior High School of Muhammadiyah 2 of Purbalingga. The expert validation results were categorized into relevant and feasible learning media to teach report texts. The pre-test and post-test mean scores in the experimental class showed a highly significant difference because the class outperformed the control class. It means that Android-based MLM was effective for enhancing students' reading comprehension of report texts. Meanwhile, the result of students' perception obtained a good category. The data reveal that 70.4% of the students agreed to use Android-based MLM in the learning process. This research concludes that the final product meets the criteria of teaching media evaluation.

Kata Kunci: Android-Based Mobile Learning Media, Reading, Report Texts

INTRODUCTION

The technological development in the learning process, especially for internet access to explore students' knowledge and participation in educational resources, is familiar in education to create an effective and efficient learning process. One of the benefits of technologies in education is to expand the use of learning media in the teaching process. Using technology-based learning media is very important to support the students' learning process because it can help them understand the material and reduce their boredom (Mulyadi, Wijayatingsih, Budiastuti, Ifadah, & Aimah, 2020). Thus, the primary function of learning media is to help students comprehend the learning materials.

Furthermore, the use of media technology in the teaching process aims to transfer knowledge, share the material, and deliver learning objectives to the students. When teachers use appropriate and exciting media in the learning process, they will positively impact students' learning achievement (Ocepek, Bosnić, Nančovska Šerbec, & Rugelj, 2013)

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(Ocepek et al., 2013) (Ocepek et al., 2013) (Ocepek et al., 2013). As one of the technological devices, an Android application can increase students' motivation and strengthen mobile technology in the learning process (Elfiona, Zaim, & Refnaldi, 2019). The above description implies that learning media's primary function is to help students comprehend their teachers' material. Furthermore, when teachers use appropriate and interesting media in the learning process, they will positively impact students' learning engagement (Klimova & Polakova, 2020). They can focus more on the materials because learning media can influence the learning atmosphere, reduce students' boredom, and motivate them to participate in the classroom. Trimurtini et al. (2018) asserted that since mobile technological devices can increase students' motivation, it is positively appropriate to strengthen mobile technology in the learning process.

The use of smartphones (Android) as a learning media has become common at education levels because Android is exceptionally available and affordable for the learning process. This condition agrees with the development of technology. Moreover, more applications on smartphones (Android) are integrated into classroom teaching and can support the students' learning process through mobile learning (Rahim, Kamarudin, Sheha, Aziz, & Karim, 2019).

The pre-observation conducted at SMA Muhammadiyah 02 Purbalingga indicated that the students had difficulty understanding English subject materials in the teaching process. The first problem was related to the media teachers utilized. In the learning process, teachers only employed textbooks and, sometimes, PowerPoint. This learning model did not attract students to learn English. The second problem dealt with the students' lack of motivation to learn English. During the teaching process, some students felt bored with teacher-centred learning. Besides, they had inadequate English reading ability. Therefore, this research developed learning media using mobile phone technology to learn English in practical and interactive ways to respond to these problems in order to investigate the validity, effectiveness, and practicality of Android-based mobile learning media (MLM).

RESEARCH METHOD

Research Participants

This research's participants were 32 students of class X MIA 1, as the experimental group, and 32 students of class X MIA 2 as the control group. The experimental class employed Android-based MLM as learning instruction. Meanwhile, the control class employed textbooks as learning instruction.

Research Design

This research employed the research and development (R&D) method to develop Android-based MLM for teaching English reading comprehension of report texts. Furthermore, this research had two stages: learning media development and learning media tests.

In the development stage, Android-based MLM was designed, developed, validated, and revised. Android-based MLM was initially designed and developed to teach reading comprehension of report texts. Afterward, the developed Android-based MLM was validated by two experts, a content expert and a media expert, with construct validity. The content expert evaluated the learning materials while the media expert validated the mobile learning media's displays and practicality. Furthermore, the validation results elucidated some suggestions for improving MLM and its feasibility level to create effective learning media in teaching reading comprehension of report texts. The application was continually revised before applying it in the testing stage.

At the testing stage, this research applied a pre-test and a post-test of a control group design. This stage compared the experimental group with the control group, and the two groups were not selected randomly but purposively since there were only two classes that could be included in this study. They were identical groups with a similar average score of English courses before receiving the treatments. The pre-test and post-test were administered to determine the effectiveness of MLM to teach reading comprehension of report texts. Meanwhile, the pre-test was administered to the experimental and control classes. Henceforth, Android-based MLM was applied to the experimental class for six meetings of learning process, while conventional textbooks were applied to the control class. At the last meeting, the students in both experimental and control classes conducted a post-test. After the post-test, the experimental class students completed the questionnaire that was then administered to scrutinize learning instructions' practicality using MLM. The data collected were quantitatively analyzed using descriptive statistics and inferential statistics.

RESULT AND DISCUSSION

The Validity of Android-based MLM

In the form of Application Package Files (APK), the developed Android-based MLM was operable for Android phones. Besides, the students were only required to install the application on their phone with a relatively small memory capacity of 33.6 megabytes. Therefore, students or other users can easily install it. Android-based MLM media resembles

a PowerPoint, but it is more interactive and convenient for navigation. Moreover, this media can load videos, audios, images, and animations and provide practice questions with automatic feedback. The appearance of the Android-based Mobile Learning Media can be seen in Figure 1 to 6.
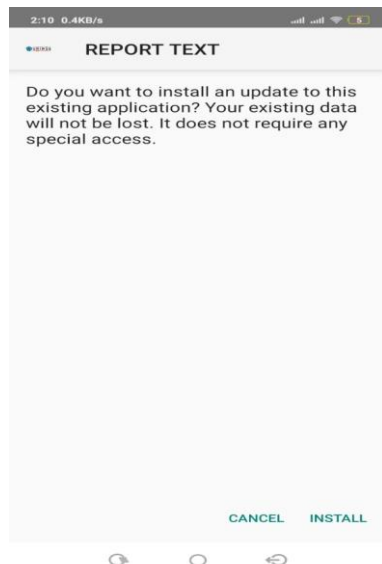

Figure 1. The APK File is Ready to Install on the Phone

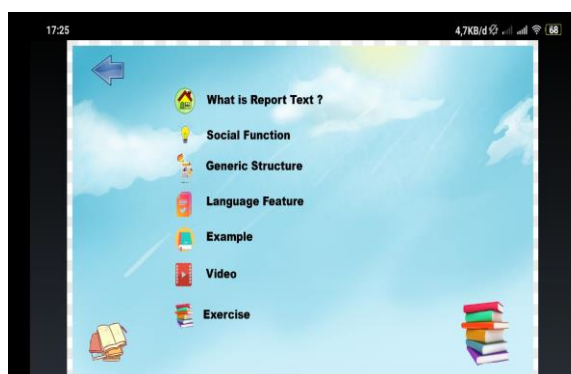**Figure. 2** The Installed Android-based MLM App is Ready to Use in the Learning Process
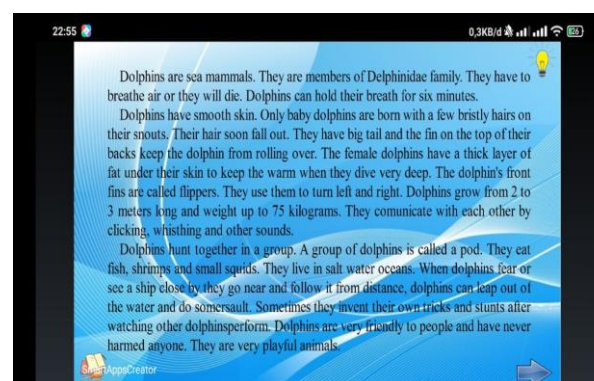

Figure 3. Main Menu Page

Figure 4. Example of Teaching Material Page
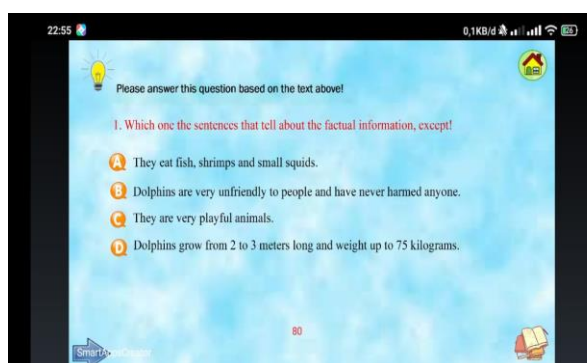

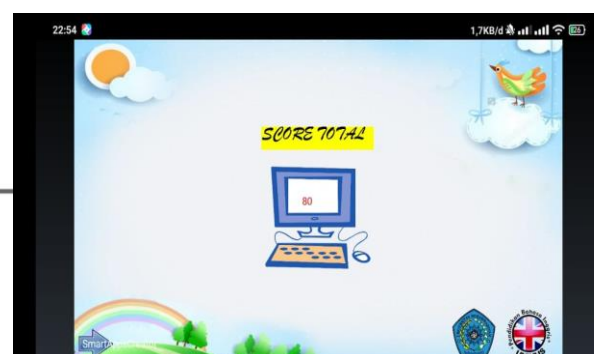**Figure 5.** An Example of an Independent Practice Page

Figure 6. Total Scores of Reading Tasks

This research applied the developed Android-based MLM in the learning process of report texts. Android becomes more prevalent in education, and one of its uses is to develop learning media. Using Android, in the form of a mobile phone application, aims to support the students' learning.

This media was successfully developed and could be used in the learning process. This finding agrees with the expert validation test and the students' perception of the Android-based MLM. Besides, this success was obviously depicted in the students' involvement in the learning process. They could be active and more enthusiastic because this media was applicable in online teaching. Therefore, all materials were already available on the students' mobile.

The assessment was based on two aspects of expert media validation and four aspects of expert material validation. The range category for validation form can be seen in Table 1.

Table 1. Percentage range of Android based Mobile learning Media Validation

Range (%)	Qualitative Criterion
81 – 100	Very valid
61 – 80	Valid
41 – 60	Valid enough
0 - 40	Not Valid

The results of validation from the media expert are presented in Table 2.

Table 2. The Validation Results from the Media Expert

Validation I		
Media Expert	**%**	**Interpretation**
Graphic feasibility aspect	55.3%	Valid enough
Language feasibility aspect	60.0%	Valid

The results of expert media validation reveal that Graphic feasibility aspect of the media are categorized as very valid. Meanwhile, language feasibility aspect is categorized as valid. It indicates that the developed android-based mobile learning media is already feasible to use in the learning process.

Table 3. The Validation Results from the Material Expert

Validation II		
Material Expert	**%**	**Interpretation**
Content eligibility aspect	100%	Very valid
Aspects of the quality of exercises	66.7%	Valid

The data of the material expert in Table 3 interpret that the content eligibility aspects of developed media is very valid, and aspects of the quality of exercises is valid. Thus, Android-based MLM materials were declared to be worth and qualified to use in the learning process.

The Effectiveness of Android-based MLM

The researchers analyzed the normality test and descriptive statistics to explore Android-based MLM's effectiveness in the learning process. The analysis results are explained as follows:

The Result of Normality Test

The normality test of the experimental class is shown by Sig. (2-tailed) value > 0.05; it means that the data of pre-test and post-test are normal. The results of normality data reveal the Sig. (2-tailed) values of pre-test and post-test in the experimental class = 0.563 and 0.306. These findings indicate 0.563 and 0.306 > 0.05. Furthermore, the results reveal the Sig. (2-tailed) values of pre-test and post-test in the control class = 0.661 and 0.167. These findings indicate 0.661 and 0.167 > 0.05. It is possibly concluded that the data results of pre-test and post-test are normal.

The Result of Descriptive Statistics

The pre-test and post-test data scores in the experimental class are shown in the variables of pre-test and post-test scores with 24 respondents. The mean pre-test score of the experimental class is 57.67, and the mean post-test score is 79.50. The minimum pre-test score in the experimental and control class is 36, while the minimum post-test score is 72. Next, the maximum pre-test score in the experimental class is 84, while the maximum post-test score is 88. The last is a standard deviation. The standard deviations of pre-test and post-test scores in the experimental class are 12.196 and 3.788.

Furthermore, the pre-test and post-test data scores in the control class are shown from the variable of pre-test and post-test scores with 25 participants. The mean pre-test score of the control class is 53.44, and the mean post-test score of the control class is 72. Besides these control class scores, descriptive statistics explains the minimum score, maximum score, and standard deviation. The minimum pre-test score in the control class is 20, and the minimum post-test score is 48. Meanwhile, the maximum pre-test score in the control class is 88, and the maximum post-test score is 84. The last was a standard deviation. The pre-test's standard deviation score is 19.489, and the post-test's standard deviation score is 9.522.

To find out the effectiveness of the media, the significant value (sig.) of the SPSS output must indicate (2-tailed) < 0.05. It means that Ho is rejected while Ha is accepted. On the other hand, the significant value indicating (2-tailed) > 0.05 means that Ho is accepted and Ha is rejected. Based on the data in Table 1 and Table 2, it is concluded that the significant value (2-tailed) of the experimental class is equal to 0.000 < 0.05. Therefore, Ho is rejected while Ha is accepted. Meanwhile, the significant value of the control class is equal to 0.000 < 0.05. It indicates that Ho is rejected and Ha is accepted. The paired sample of T-test results concludes that there was a different mean between pre-test and post-test results. It indicates that Android-based MLM had several effects on the learning process.

Table 5. The Different Scores of Pre-Test and Post-Test of the Experimental and Control Classes

Class	Total of Students	Mean of Pre-Test	Mean of Post-Test
Experimental	24	57.66	79.50
Control	25	53.44	72.00

Table 5 explains the students' pre-test and post-test results in the experimental and control classes. The students' average pre-test result in the experimental class is 57.66, and in the control class is 53.44. Moreover, this research conducted a post-test for both classes to measure students' reading comprehension achievement. The data in Table 5 deduce that the learning process applying Android-based MLM acquire a higher average score rather than a learning process applying the conventional learning media. The experimental class's score is 79.50, while the control class's score is 72.00. Furthermore, Table 5 denotes that the different pre-test scores between the experimental and control classes are not significant for 57.66 and 53.44. It means that the two classes still have a common understanding of the material before the teaching process. Besides the pre-test score, the students' understanding was seen when asked several questions before the teaching process. Several students who did not understand the report text's material could not comprehend the report texts. They confusedly differentiated report texts from descriptive texts.

The students' pre-test results in the experimental class and control class d that most students could not distinguish the identification of descriptive texts and general classification of report texts. Besides, they could not understand the text contents. Consequently, they hesitantly analyzed texts that contain facts and opinions.

Furthermore, the post-test results in the experimental class and control class show a significant difference between the students in the experimental class and the control class for 79.50 and 72.00. The students' exercise results had supported the data after the teacher

explained the material. Most of the students could analyze report texts and distinguish between report texts and descriptive texts.

Furthermore, the significantly different results of the experimental class were shown by the analysis result of students' reading comprehension of report texts. They could distinguish the general classification and identification of report texts and descriptive texts. Moreover, they could determine the report texts' main information and write a scientific resume after thoroughly researching the texts. Meanwhile, in the experimental class, students' understanding is shown by their scores after completing assignments on Android-based MLM.

The students' post-test results in the control class can be indicated by understanding the differences between facts and opinions in a report and descriptive texts. Most of them could understand that report texts were usually created after a careful investigation through various considerations.

The average pre-test score in the experimental class is 57.66, and in the control class is 53.44. In comparison, the average post-test score in the experimental class is 79.33, and in the control class is 76.64. This research obtained difference of 21.67 between the pre-test's mean scores and post-test's mean scores in the experimental class. The post-test score had been higher than the pre-test score before the students received the materials using Android-based MLM. Moreover, this research obtained the difference between the pre-test's mean score and the post-test's mean score for 23.2 in the control class.

The students in the two observed classes, class 10, showed a significant difference between using Android-based MLM and using YouTube video or WhatsApp group discussion as learning media. This difference were presented by the mean scores of pre-test and post-test that were previously clarified. The average score comparison between pre-test and post-test is presented in Figure 4.
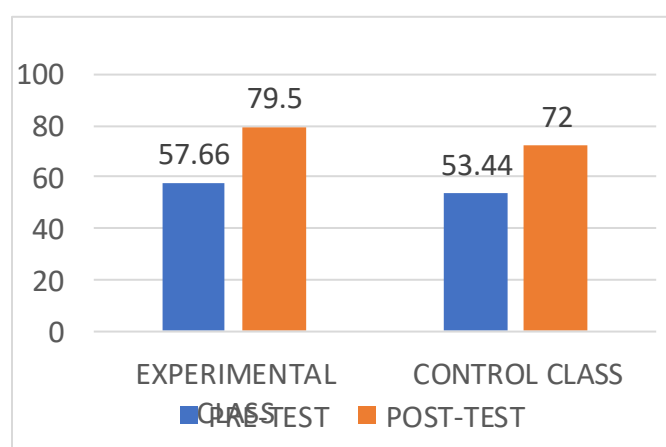
Figure. 4. The Average Score Comparison of Pre-Test and Post-Test

Figure 4 denotes that the experimental class showed improvement in average score of 21.89, from 79.50 to 57.66. Meanwhile, and the control class's average score improved for 18.56, from 72 to 53.44. It indicated that the experimental class has a higher score than the control class. Therefore, it is concluded that there was a significant difference between the students using Android-based mobile learning and the students using YouTube videos and WhatsApp group discussion in the learning process. This finding indicated that Android-based mobile learning media is accepted. Moreover, this finding agrees with Sung et al. (2016), who explained that mobile phone technology can support the students' activities in the teaching process because learning media-based technology can increase their interest in the learning process and effectiveness of the learning process. This theory deduced android-based MLM influenced the pre-test and post-test results in the experimental class. The students could understand the materials more easily because m-learning media made the teaching process attractive and attracted students to participate actively.

Furthermore, the significantly different teaching process in the experimental class was visible before the students received Android-based MLM materials. These significant differences were from the pre-test and post-test results and students' enthusiasm to learn the materials.

These results concluded that Android-based MLM provides better facilitates for the students to learn report texts than YouTube videos or WhatsApp group discussions. Moreover, the students' comprehension could be seen from their scores of answering exercises and questions in the teaching process. This condition agrees with Zatulifa et al. (2018), who deployed that mobile technology can be an alternative learning media for the learning process because it was flexible and enables students to learn anywhere and anytime. Consequently, the frequency of students' learning possibly increases, and students' high retention is available. Besides, the students' understanding can be seen from their scores of answering exercises and questions in the learning process.

Android-based MLM was easily applied in the learning process because the students did not need to wait for the teachers' material explanation. This application was designed with sophisticated features, such as pictures, videos, audios, and exercises that view the scores automatically, and many icons that enable the students to operate as their demands. Therefore, this media is good and positively useful to support the students in grade 10 to learn report texts. The previous data concluded that the use of Android-based MLM in the

teaching reading process of report texts has a significant effect on students' reading comprehension (Ananto & Ningsih, 2020; Chen & Lin, 2018; Hao, Lee, Chen, & Sim, 2019; Keezhatta & Omar, 2019; Naderi & Akrami, 2018).

The Practicality of Android-based MLM

This research discoveed the students' perception of experimental class in the teaching process using Android-based MLM. This research distributed the questionnaire to the experimental class students to present their perception of utilizing android-based MLM. This questionnaire was distributed after they applied the Android-based-MLM in the teaching process of report texts. Then, the obtained data from the questionnaire were analyzed. The range of mean scores for questionnaire results can be seen in Table 6. Meanwhile, the obtained results are presented in Table 6.

Table 6. Range of Mean Scores for Questionnaire Results

Mean range	Category
4.50 – 5.00	Excellent
3.50 - 4.49	Good
2.50 – 3.49	Fair
1.00 – 2.49	Poor

Table 6. Questionnaire Results of the Experimental Class

No.	Statements	Mean	Category
1.	Android-based MLM as learning media can help the students' learning process.	2.84	Good
2.	Android-based MLM is more efficient for the learning process.	2.88	Good
3.	Using Android-based MLM in the learning process can empower students to be more autonomous.	3.00	Good
4.	Using Android-based MLM in the learning process can increase the students' activity in the learning process.	2.76	Good
5.	Android-based MLM can increase the students' responses to understand the material.	2.68	Good
6.	Android-based MLM can directly provide feedback for the learning process.	2.84	Good
7.	Implementing Android-based MLM makes the learning process more effective than implementing conventional media.	2.76	Good
8.	Using Android-based MLM can encourage the students to interact in the learning process.	2.76	Good
9.	Android-based MLM is more authentic than conventional learning media.	2.80	Good
10.	Android-based MLM is more easily accessed than conventional learning media.	2.84	Good

The statistical results presented in Table 6 conclude that the students agreed with the statements. It means that Android-based MLM is good and worthwhile to support media to learn report texts for students of grade 10.

The first questionnaire's score is 2.84 and is categorized as good. It means that the students agreed with the statements. They could easily understand the material when the teachers used Android-based MLM because each student could access this media.

The second statement's average score is 2.88 and is categorized as good. It means that most of the students agreed that using Android-based MLM in the learning process was more efficient because all materials and exercises were on the application. Thus, they could learn every time and everywhere.

The third statement's average score is 3.00 and is categorized as good. It means that most of the students preferred Android-based MLM because it could empower them to be more autonomous in the learning process.

The next statement obtained an average score of 2.76, and it is categorized as good. Most of the students were active and interested in the learning process of implementing Android-based MLM. Moreover, the class became active during the learning process because they obligatorily understood the material individually.

The fifth statement's average score is 2.68 and is categorized as good. It means that the students' responsibility to understand the material increased after using Android-based MLM.

Furthermore, the sixth statement's average score is 2.84 and is categorized as good. It means that the students agreed with using Android-based MLM in the learning process because the application could view feedback automatically and immediately.

The seventh statement's average score is 2.76 and is categorized as good. It means that the teaching process using Android-based MLM was more effective because it helped students understand the material more easily. Besides, they could apply this media in the learning process at any time.

The eighth statement's average score is 2.76 and is categorized as good. Most students agreed that Android-based MLM media could encourage their interaction because they had to understand the materials. When the material was unclear, the app would force them to interact with their teachers or friends.

The ninth statement's average score is 2.80 and is categorized as good. It means that Android-based MLM media is authentically used in the learning process. The students could

see the results of their exercises on this app. Thus, they could evaluate their learning after seeing their scores.

The last statement's average score is 2.84 and is categorized as good. It concludes that Android-based MLM is more accessible because it is only installed once on the students' gadgets. Besides, most students stated that the app was simple and easy to access on mobile devices, and it can be accessed offline or did not require an internet connection for the learning process.

The students' perception of implementing Android-based MLM shows that most students agreed to use Android-based MLM in the learning process. The detailed results are:

1. The percentage score of 10 students in the small group trial is 68% and is categorized as good.

2. The percentage score of 25 students in the large group trial or the operational field trial increases from 68% to 70.4% and is categorized as good.

The results of the small group trial and field trial reveal that the students positively responded and gave feedback on this media. Nevertheless, some students suggested several points for Android-based MLM.

1. Android-based MLM was supposed to attract the students to join the teaching process because it motivated them to learn English. Besides, this media was the first Android-based MLM used in the learning process.

2. The icons were supposed to be larger.

3. The media was supposed to be more innovative, attractive, and engaging.

The students' perspectives inferred that they need advanced learning media to increase their learning motivation and effectiveness (Cahyana, Paristiowati, & Fauziyah, 2018; Hao et al., 2019; Helwa, 2017; Klimova & Polakova, 2020; Naderi & Akrami, 2018). Android or smartphones significantly influence education, and thus, teachers can develop it as a learning media. This statement agrees with (Squire, 2009; Meister, 2011; Behera, 2013), who stated that smartphones can be developed for learning media.

CONCLUSION

This research concluded that using Android-based MLM for grade ten students at a senior high school was valid. Furthermore, the media and material were categorized as valid. The final product was based on teaching media evaluation criteria and was applicable for the small and large learning groups. Android-based mobile learning was categorized as effective because the post-test results were higher than the pre-test results. Android-based

MLM positively affected the learning process. The students' perceptions showed that the teaching process using Android-based MLM was effective for students and could increase their learning activities. Besides, this media obtained students' positive responses in a field trial.

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THE INFLUENCE OF NATIVE ENGLISH LECTURER IN IMPROVING STUDENTS MOTIVATION IN COMMUNICATION SKILL
(A RESEARCH ON STUDENTS VII SEMESTER AT ENGLISH LANGUAGE AND CULTURE PROGRAM IN DARMA PERSADA UNIVERSITY)

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Abstract
The development of information and technology has influenced many aspects of life including education. a lot of people start from students in the university and worker already speaking English fluently, but still there are some problem specifically for the students to speak English, university that have English English language programt is looking to find the solution. By hiring native English teacher or leacturer to improve their student's motivation in English communication skill, the question is can the native English teacher gives the influence to the student. This research made to analyze how well the native English teacher can give the influence to the students especially in Darma Persada University for the students that are majoring in English Literature and in English Department. This research showed whether hired Native English teacher is a good idea or it isn't. In this study, researcher used aquantitative approach to analyze the influence of native English lecturer in improving students motivation communication skill.. This research was conducted using the experimental method using pre-test and post-test control design.

Keywords: Native, English, Lecturer, Research, Darma Persada

INTRODUCTION

English in this modern era has developed into a mandatory language that people in various countries have to master it, including in Indonesia. Almost every educational institution, both formal and informal, from school to university level, always improves the quality of their institution with English lessons, or an English department. Language learning is a process that can be gained either from formal learning situation or a self-study. Ozden defined language learning as the communication process that is gained through physical, psychological and mental maturation, with the stimuli surrounding it (Ozden, 2018. p. 233).

Many studies have shown that motivation is positively linked to success in learning the English language or any other second languages. Motivation is an important part to the student that want try to learn something. Having motivation shows that someone already knows the purpose he does. Motivation becomes important if you want to learn the

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language. It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. In other words, motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language.

Some made a difference in their institutions by bringing in foreign native English teachers directly from England, America or better known as native speakers. The native English-speaking teachers (NESTs) make the best and ideal teachers to teach English, in particularly in speaking whether in EFL or ESL contexts. Few people would doubt that the main advantage of native teachers is evidently to be found in their superior linguistic and communicative competence of the L2 (English), since it is their mother tongue and they can thus use it with greater spontaneity and naturalness in a considerable variety of situations. (Al-nawrasy, Omar, 2013:3). As Gomes, Lopes and Araujo stated that to gain most effective language learning, the language practice has to occur in real and meaningful conversations rather than in isolated linguistic environment (Gomes, Lopes & Araujo, 2016:190). Leong and Ahmadi (2017) explain that speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication will not exist. speaking English. Aye and Phyu (2015: 1) state that we need an effective English speaking skill in the whole life aspects in this globalization era. Then, Sepahvand (2014: 1847) argues that there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching other interests or career goals. Additionally, Tahir (2015: 174) says that somebody is considered successful in learning a foreign language when he or she has the ability to speak it.

At the university of Darma Persada Native Teacher since 2008 with the aim of improving the quality of education. native teachers were arrived with the aim of making students more courageous to improvise and dare to speak in English. native teachers are arrived for various reasons, starting from improving the quality of education until increasing the prestige of the institution because they are considered foreign teachers to look more convincing than local English or Indonesian teachers or lecturer. But basically students know the effects and influences of native speakers themselves. Whether native teachers are able to improve the quality and abilities of students or not through this the research. In order to speak effectively and have an impact on the success of any conversation, students must be able to produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn taking, rephrasing, providing feedback, or

redirecting. In order to convey their message properly, learners must also choose the correct vocabulary, rephrase or emphasize words to clarify the description if needed, and use proper facial expressions to imply satisfaction or dissatisfaction with the service. Based on Bahadorfar & Omidvar (2014), teaching speaking expected the students to learn. First, produce English speech sound and sound pattern. Second, use word and sentence stress, intonation patterns and the rhythm of the second language. Thirdly, select appropriate words and sentences according to the proper social setting audience, situation and subject matter. Fourth, organize their thoughts in a meaningful and logical sequence. Fifth, use language as a means of expressing values and judgments. The last use the language quickly.

Learning a foreign language is like learning mother language, an inevitable process, foreign language learning could be taken for consideration as a special accomplishment. In fact, learning a foreign language might have found the intricacies, it is because of the reason; the foreign language learners might have experienced the first language, meaning that foreign learners of English attempt to learn a foreign language through the ways of first language they acquired. Moreover, Mockey (Al Ahdal, et. al, 2014), Motivation is the wrench of success in learning process. There are certain definitions of motivation from some experts. As mentioned by Hayikaleng, Nair & Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh, 2016). Besides, Tambunan & Siregar (2016) also states that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college.

Motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behaviour factor such as interest, need, value, attitude, aspiration, and incentives. It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. In other words, motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language (Hong & Ganapathy, 2017:19). Motivation becomes an integral part of students in their learning to achieve their goal. Furthermore, Wiseman and Hunt (2014) he states that motivation is processes that can arouse and initiate student behavior, gives direction and purpose to behavior, helps behavior to persist, and help the student choose a particular behavior.

Brown (2001: 72) said, that One of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysterious of language learning. "Motivation is the difference." Motivation is "to motivate," means to get the students to apply them to the learning with their wiliness. Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Thus, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire. One of the factors that build motivation in the acquisition and learning of the second language is the attitude towards the language and culture of the community in using the language (Kholid, 2017:62). The language, admire the culture and have a desire to become familiar with or even integrate into the society in which language is used. It means that students who are most successful when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used. Motivation takes a crucial part in acquiring the language. There are various definitions about motivation from experts which come from many point of views.

Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. Motivation in this research points to reasons for attracting students. The reason can be from the students' intrinsic motivation or extrinsic motivation. Motivation as general can be categorized into two parts. They are intrinsic and extrinsic motivation. Intrinsic motivation is satisfaction from within, for example by the praise of others, while extrinsic motivation is an outside push factor such as getting good grades.

1. Intrinsic Motivation

Hayikaleng, Nair, and Krishnasamy (2016) state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are enticed by their intrinsic motivation, they study English because of their internal urge.

2. Extrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) define that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. Here the pupils in learning

English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on.

So it can be said that people who have intrinsic motivation is an impulse that arises in them without any other element. For example, someone does something without a reason such as hearing a song, reading a book, or watching a movie. Because they do it without asking or getting and order from someone and they are willing to carry out activities that come from their own desires. In contrast to extrinsic motivation, that is, there must be external encouragement that makes them carry out activities in achieving certain goals. People who have intrinsic motivation can easily perform certain activities if we compared with those who had extrinsic motivation. Others opinion which come from Benabou and Tirole (2019) claims that intrinsic motivation is humans" pretension in presenting any piece of work for their importance. Meanwhile Tuan (2019) claims that extrinsic motivation occurs if external elements such as parents, teachers, friends, past experience, especially benefit and penalty work.

Speaking skill is an essential part of communication. It is considered as effective communication when we make use of sentence to perform different acts, for example to express feeling or commands, asking for and giving information, identifying people and things. In other words, we use the target language for a purpose, that is freely and meaningfully (Widdowson 2000:49). Spoken language refers to linguistic competence or capacity and linguistic performance (Chomsky, 2001: 2). For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context (Morale, et al, 2001: 38).

RESEARCH METHOD

In this research, the respondents will be from Darma Persada University students that are majoring in English Language and Culture in the seventh semester A and B class, which totally are around 60 people. In this research study, the researcher focused is on the Pre-test and Post-test Control Group Design model. In this design, there were two groups that were randomly selected, then given a pre-test to determine whether there was a difference between the experimental group and the control group where the students were evaluated as a group in a controlled scope.

This research was conducted using the experimental method. The analysis carried out is to compare the conditions before and after by native lecturers. From the results of this comparison, it will analysis whether there is a significant difference between student learning motivation before teaching by the native lecturer and after being taught by native lecturers. In this case there is an experimental group and a control group. There is also a paradigm of this research that can be seen as follows.

$$\boxed{O_1} \quad X \quad \boxed{O_2}$$

Based on the picture above, the following explanation can be given. Experiments were carried out by comparing the results of observations O_1 and O_2. O_1 is the score of student learning motivation before being taught by native lecturers, while O_2 is the score of student learning motivation after being taught by native lecturers. The effectiveness of native lecturers is measured by comparing the O_2 and O_1 scores. The value of the O_2 score is greater than O_1, so the presence of native lecturers is effective.

Table 1. Description of Research Data

Statistics

		Before Teaching by native Lecturer	After Teaching by Native Lecturer
N	Valid	58	58
	Missing	0	0
Mean		52.2241	78.7069
Median		40.0000	86.0000
Mode		40.00	86.00
Std. Deviation		18.34852	11.03584
Variance		336.668	121.790
Minimum		40.00	62.00
Maximum		86.00	91.00
Sum		3029.00	4565.00

Data Description

The data description is a description of the condition of the variables based on the research data that has been collected. In this study, the data referred to is the condition of student learning motivation before and after being taught by native speaker lecturers, as is the purpose of doing research. The condition of the variable in question is carried out to determine the tendency of respondents' answers which include the range of data, mean, median, mode and standard deviation. The following table above shows a statistical description of the results of calculations and tests carried out with the help of a computer through the SPSS 15. application program, as well as their analysis and interpretation.

RESULTS AND DISCUSSION

Research Hypothesis Testing

Hypothesis testing in this study was carried out by using one sample t test analysis. This test is used to determine the difference in the average value of the population used as a comparison with the average of a sample. From the results of this test it will be known whether the population mean used as a comparison is significantly different from the mean of a sample, if there is a difference, which average is higher. By using the SPSS program, the following results were obtained.

Table 2. One Sample T Test Results

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Motivation After Teaching by Native	58	78.7069	11.03584	1.44908

	Test Value = 52.22					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
After Teaching by Native	18.278	57	.000	26.48690	23.5852	29.3886

The test steps are as follows:

1. Determine the Hypothesis

Ho: The average student learning motivation after being taught by a native lecturer is not different from the learning motivation of students before being taught by a native lecturer.

Ha: Average student learning motivation after being taught by native lecturers is different from student learning motivation before being taught by native lecturers

2. Determine the level of significance

The test used a two-sided test with a significance level of □ = 5%. The level of significance in this case means that we take the risk of making the wrong decision to reject the correct hypothesis by as much as 5% (significance of 5% or 0.05 is a standard measure that is often used in research).

3. Determine t count

From the table above, the t value is 18.278

4. Specify t table

The t distribution table is sought at □ = 5%. 2 = 2.5% (2-tailed test) with degrees of freedom (df) n-1 or 58-1 = 57. With a 2-sided test (significance = 0.025) the results are obtained for t table of 2.00. or it can be searched in Excel by typing in a blank cell type = tiny (0.05,57) then enter.

5. Testing Criteria

    Ho is accepted and Ha is rejected if -t table <t count <t table

    Ho is rejected and Ha is accepted if -t count <-t table or t count> t table

    Based on probability:

    Ho is accepted if the P value> 0.05

    Ho is rejected if the P value <0.05

Discussion

1. Analysis of Student Motivation Data Before Being Taught by Native Speaker Lecturers

The score of student learning motivation before being taught by native speaker lecturers obtained from the respondents has an average of 52.22 with a standard deviation of 18.35; median 40.00; 40.00 mode; a minimum score of 40.00 and a maximum score of 86.00. The number of statement items in this instrument is 20 items with the maximum score for each question item is 5, then the average score of each statement is 2,611 or 52.22%, this shows that the average student learning motivation is in the middle (classified as moderate). This illustration shows that students' motivation to learn is mediocre.

The standard deviation score of 18.35 or equal to 35.14% of the average indicates that the differences in answers between respondents are large. This shows that the data on student learning motivation scores from the respondents vary widely. In other words, there are students who have high scores and there are also students who have low scores. Based on descriptive analysis, the lowest score (40.00) was 38 respondents (65.5%). Meanwhile, the highest score (86.00) totaled 11 respondents (19.00%) and the rest, the score 62.00 amounted to 4 respondents (6.9%) and 63.00 totaled 5 respondents (8.6%). Furthermore, to more clearly describe the range of existing data regarding student learning interest variables, it can be seen in the picture as follows.
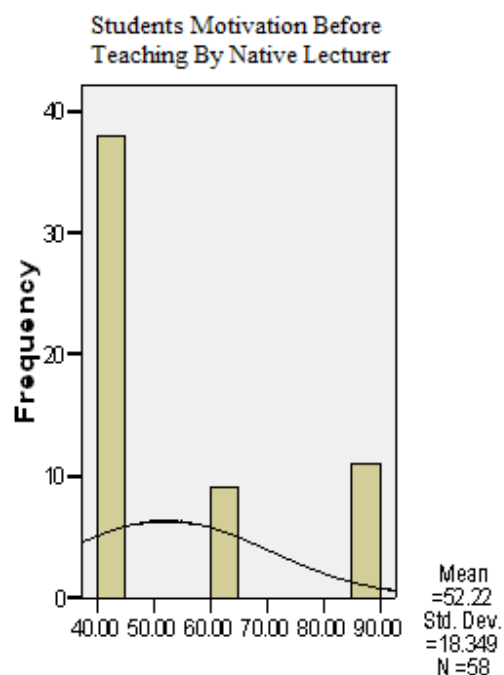
Figure 1. Histogram and Polygon. Learning Motivation Data Before Being Taught by Native Lecturers

2. **Analysis of Student Motivation Data After Being Taught by Native Speaker Lecturers**

The score of student learning motivation after being taught by native speaker lecturers obtained from the respondents has an average of 78.71 with a standard deviation of 11.04; median 86.00; mode 86.00; a minimum score of 62.00 and a maximum score of 91.00. The number of statement items in this instrument is 20 items with the maximum score for each question item is 5, then the average score of each statement is 3.94 or 78.71%, this indicates that the average student learning motivation is good. This illustration shows that student learning motivation has increased after being taught by native lecturers.

The standard deviation score is 11.04 or equal to 7.13% of the average, indicating that the differences in answers between respondents did not very much. If reviewed based on the description of the data, student answers focused on the number 86.00, namely as many as 37 students (63.8%). Meanwhile, the lowest score was 62.00 with 10 students (17.2%). The highest score was 91.00 as much as 1 student 91.7%). Furthermore, to more clearly describe the range of existing data regarding student learning interest variables, it can be seen in the figure as follows.
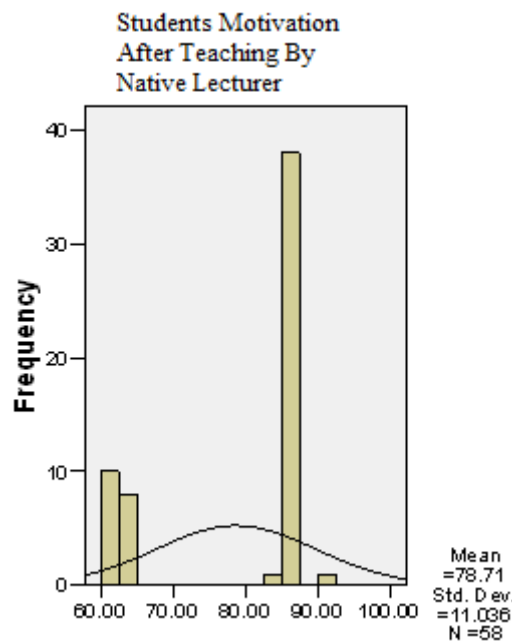
Students Motivation
After Teaching By
Native Lecturer

Mean
=78.71
Std. Dev.
=11.036
N =58

Figure 2. Histograms and Polygons of Learning Motivation Data after being Taught by
Native Lecturers

CONCLUSION

It can be concluded that it is proven there is the influence of native English lecturers on student motivation in speaking English. Native English teacher lecturers have a big influence on students' courage them to show how good their speaking skills and vocabulary mastery is in English by having the courage to practice directly speaking with a native English teacher.

because the value of t count> t table (18.278> 2.00) and P value (0.000 <0.05) then Ho is rejected, meaning that the average student learning motivation after being taught by a native lecturer is different from the learning motivation before being taught by a native lecturer. The positive t-count result shows that student learning motivation after being taught by native lecturers is significantly higher than before being taught by native lecturers. Based on the results of the calculation of the hypothesis test above, it can be concluded that there are significant differences in student learning motivation before and after being taught by native lecturers. Student learning motivation after being taught by native lecturers (78.71) was higher than before being taught by native lecturers (52.22).

It can be concluded that the Darma Persada University, in the English language and culture study program, is very precise with the hired of a native lecturer to teach in the class. It is proven that the impact is that students are very enthusiastic and challenged to be able to

prove themselves and dare to speak English. Students learn English language to understand and to join with the people who use the language means that they have their own motivation. The activities with the native who interactively influence them both in intrinsic and extrinsic motivation, it can have solved their problem the motivation role here is closely related to the significance of learning. The student is interested in learning English communication skill because of the native English lecturer motivate them to speak English.

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