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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

THE BENEFIT OF RUANG GURU IN TEACHING ENGLISH: TEACHER'S PERSPECTIVE

Kamal Yusuf*1 and Chalifia Rafidah2
1,2UIN Sunan Ampel Surabaya

Abstract
Technology has been successfully attracting human's life, including in education. It can be seen that there are a lot of online learning especially in English language learning that can be accessed by everyone in everywhere. In Indonesian context, Ruangguru is an example of an online course that most popular used nowadays. This paper aims at exploring the way of teaching practices that used by teachers and challenges they faced in teaching English in Ruangguru**.** This study is a descriptive qualitative using interview as the instrument of data. The respondents of this present study are teachers who teach English from different level of students and learning programs that were chosen by snowball sampling. This study found that most of the teachers have similar methods of teaching such as preparing materials reading and having knowledge before delivering lesson to students. The teachers also faced corresponding challenges such as internet connection and difficult question that should be answered directly.

Keywords: *Online Course, Ruangguru, ELT, E-Learning*

INTRODUCTION

Nowadays, technology is one thing that can't be separated from human's life. That's way there are so many online English language learning (Zou & Li, 2015; Kacetl & Klímová, 2019; Wrigglesworth, 2020). Learning English can be learned by everyone and everywhere in just easiest way with the help of technology, such as English online game and online courses which can be free downloaded in gadget easily. From that aspect might be change people's mind in the learning process. People start to move learning process from traditional teaching and learning to online teaching and learning (Gangaiamaran & Pasupathi, 2017). It is supported by many online courses such as Coursera, edX, Lynda and many others (Themuse.com, 2018). In several countries, Coursera is considered as one of popular courses which offer free online course based on various fields of study run by different world class universities (Silvia, 2015; Wrigglesworth & Harvor, 2018). The situation also happens in Indonesia. Indonesia has an online course and is considered as one of the most popular online courses in the country that is Ruangguru (Kompas, 2020; Lida & Eliya, 2019).

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*correspondence Addres
E-mail: kamalinev@gmail.com

Ruangguru has attracted many learners to join learning with it since it was established in 2014. According to the founder of Ruangguru in an interview by SWA Magazine, since 2014 Ruangguru is growing up 20-25% each month. The numbers of students who join the application are also increasing each month. Moreover, in 2014, the total number of teacher in Ruangguru is 2000 and it became significantly increased by 7000 teachers in 2015. WE Online Jakarta has reported that in 2017 Ruangguru has a significant growing which from 1 million students became 6 million students in a year (Rahayu, 2018). In the beginning of 2018, it was increasing up to 9 million users (Tek Id, 2019). Moreover, according to Warta Ekonomi (2018), Ruangguru has successes in having a try out for National exam which is followed by more than 700.000 students only in 10 days. It was becoming one of the biggest online examinations in Indonesia (Warta Ekonomi, 2018). Ruangguru has attracted the President of Indonesia and numerous ministries to give many appreciations and supports. Ruangguru has shown that almost of 96% of their students get the average score more than 70 in National exam (Warta Ekonomi, 2018).

Ruangguru is a virtual platform established by Iman Usman and Belva Devara in 2014. This company concern to serve education in technological base. In 2019, there are more than 6 billion students with more than 150.000 teachers have joined this online course. This online course provides many choices for students in learning. Moreover, there are more than 100 subject kinds of material that can be accessed by the students based on the student's needs and wants. The focus participants of this platform are students from elementary school to senior high school. In addition, this online course also provides online try out and online test for those one who will have national exam and test for University. Students just need to pay for the online course that they are taken. They can choose the price based on the terms of learning, whether for a month, semester or a year. If they are subscribers of this online course, so there will be discount. Students can pay it through Indomaret payment or transfer via ATM for the payment method.

Potential learners who want to join with Ruangguru have to install Ruangguru application from Play Store or app store in the mobile phone. After they install it, students are directed to create a new account that asks them to fill form related with their identity. Students are able to choose the learning based on the curriculum, grade, subject, kind of learning in Ruangguru based on their needs and wants. Moreover, they also can choose the teachers that will teach them. Ruangguru provides many subjects that can be accessed by students, and each subject have their subtopic to discuss.

In Ruangguru, the participant will serve with some kind of learning program that can be chosen, namely:

1. Ruang Belajar

   Here, in this forum, students can learn independently. They just need to watch video animation with 5-10 minutes duration that explains the material. After they watch the video, they are directed to do some exercises related with the topic to help students be more comprehended to the materials. Each question provide explanation, so the students will not feel confuse if they get misunderstanding. Moreover, Ruangguru also provide a review of materials which can be downloaded by the students for those one who can't learn online continually. The review is delivered in graphic / visual review, so it makes students easier to understand. The downloaded file also provides the quiz to assess student's understanding. If the students done all of the steps of learning, there will appear a notification that the mission is complete.

2. Ruang Les

   Students who search for a private teacher in their home can choose this kind of learning. They can choose the teacher based on their preference.

3. Ruang Guru digital bootcamp

   In this menu option, students can have a chat with teacher directly who standby to answer and explain everything that students need to explain. They also have access for joining group online learning in Indonesia based on the subject of materials

4. Ruang Les online

   This menu here is the choice from Ruangguru that can help students who have a problem in doing their homework. Students can have a chat with teacher and ask the way to do the homework. They just need to take the picture of the question and then have a discussion with the teacher.

5. Ruang Uji

   This feature is for those who will have national exam or test for entering a University. This platform will provide online tryout and in a real-time show the score of the test that can be traced here.

6. Ruang Kelas

   This choice is a learning management system that is for virtual class for both students and teacher.

Teacher who teaches in Ruangguru can choose whether they want to teach online or offline. Moreover, the teachers don't need to manage the class and the students. They just need to prepare for the materials and teach it well while the teaching and learning process. The time and place where to teach can be suitable for the teacher based on their preference and duty. In addition, teacher who teaches in Ruangguru will earn salary based on the time of their teaching. The system of dividend is 70-80% for the teacher and 20-30% for Ruangguru. Therefore, there are some qualification that teacher must fulfill if they want to teach in Ruangguru online course. In selecting the teacher, Ruangguru has some steps that should be followed by the teacher candidates, those are:

1. Registration form
2. Administration form selection (based on background of education and teaching experience)
3. Online test and interview via telephone
4. Online Microteaching
5. Final selection (notification via email)

Those applied system in Ruangguru has attracted many students and teachers to join with them. It was proven by the total amount of students and teacher who have joined with this online course. The existence of online course Ruangguru in Indonesia becomes one thing that is interesting to explore. Some studies related with online learning platform were found, but those studies discuss another kind of online course platform, such as Coursera, Linkedin learning, EdX, and Lynda in foreign country context. In terms of online course in Indonesia, especially for Ruangguru, there were found three studies that have discussed about Ruangguru in Indonesia. The first is conducted by Gideon (2018) who tried to introduce an attractive learning process that used by Ruangguru to the Science subject for students' junior High School. The second study is conducted by Anggraeni (2018) who explored the promotion strategies for students in senior high school. The third study from Dewi (2018) has discussed about the quality of Ruangguru Website which is used by Webqual. Those previous studies found different result based on their topic and they don't touch the way and challenges of teacher while teaching in Ruangguru yet in terms of English language learning. Therefore, this study needs to be conducted in terms of teaching and learning English by Ruangguru online course.

The current study focused on the online teaching and learning from the teacher in Ruangguru. The purpose of this study is to investigate the way of teaching practices that used by the teacher and the challenges that faced by the teacher in teaching English in

Ruangguru**.** Some interviews were done to complete the data as the resources of this study. Therefore, hopefully this study will benefit teachers, students, and far also parents who want to know the learning& teaching practices in Ruangguru, so they also will be more interested in applying teaching and learning process.

RESEARCH METHOD

This study used a descriptive study qualitative design referred to a case study which wanted to explore a phenomenon or something in depth with real life context (Hudhes, 1995). This study explored the way of teaching and the teacher's challenges in Ruangguru according to the teacher's point of view. To do so, a set of interviews in depth were conducted to collect a qualitative data. The participants of the study were chosen by snowball sampling. There were three participants who have joined in this study. The first teacher teaches English in Ruang Les online at for all level start from elementary school up to senior high school. The second teacher teaches in Ruangguru digital bootcamp who focuses for students in the third of senior high School or for students who want to get C program in the National Examination. The third teacher teaches in The Ruang Les (offline) who delivers teaching for junior high school students. These participant teachers were interviewed. The result of the interview was transcribed in written form and the sentence which related to the research question will be highlighted in brighter color. Those data were categorized in two main topics in terms of the research questions. Those data were described and written as the result of this study.

RESULTS AND DISCUSSION

Results

Related with the result of the interview, almost of those teachers have similar answers related to the way they teach their students. Those answers were come from the second and the third teacher. Those two teachers said that they just need to explain the material briefly based on the syllabus and schedule from Ruangguru to the students. The second teacher explained that before she was going to teach her students, she needed to learn, and comprehended the material that presented in the learning process. In addition, she added that she always made some additional questions for students even though Ruangguru has prepared questions and assessment for the students. She told that she wanted to do it because she felt that her students need various difficulties level of questions because they are going to get National Examination of Packet C. However, it

was different with the first teacher who has dissimilar way of teaching. She explained that she didn't need to explain the material briefly, but she just needed to explain in which part of material that her students didn't understand. There were not syllabus, material, or media needed. However, those three teachers mentioned that they didn't have any particular strategies while they are teaching, because almost of them are taught virtual.

Related with those ways of teaching that were done by English teacher in Ruangguru, the result of interview also found answers related with challenges that they were faced. For the first teacher said that the challenges were from unexpected and difficult questions that were asked by the students. Moreover, she added that internet connection also became one challenges. The second also stated similar statement about internet connection and unexpected question. On the other hand, the third teacher faced a similar and different challenges. It is about the location where they taught the students. Not all students who take this program closed with the location of the teacher. Facing those challenges, those teachers has their own ways to deal with those things. While teaching, all of those teachers explained same way in dealing with internet connection. They told that before they are going to teach, they must be sure that they were in a place which has strong signal and made sure that the internet connection was not poor. The first teacher told that she would be honest if she didn't know the answer and asked the students to find another teacher who might helped them. On the other hand, the second teacher who also has similar case by discussed the question in the next meeting. For the third teacher dealt the challenges by only accepted students who near with her location.

Considering the result of the interview from three teachers, two teachers had similar ways of teaching because of all aspects of teaching have prepared by Ruangguru Online course. It could be known from the explanation from those teachers who explained that syllabus, schedule, material, media, assessment and feedback for the students were coming from Ruangguru online course. Related with the information that was gotten from the official website of Ruanguru explained that there were some programs which has different function and goal, such as Ruang Uji as an assessment and feedback program for the students on the other hand, there were also video animation and PPT as the media and material which have prepared by Ruanguru. Those aspects became the reason why those two teachers could have similar ways of teaching. In addition, the official website of Ruangguru also explained about the other programs such as digital bootcamp and ruang les which has their own characteristic in teaching and learning process. Ruang Les Digital Bootcamp seemed like a group discussion in virtual which the

teacher sent the material the explained by sending video or voice note in WhatsApp group, then there would be a question and answer session. Related with the challenges that almost teacher mentioned before, those similar with almost of teacher who teach in Online course (Anggareini, 2018; Kukulska-Hulme & Viberg, 2018; Alkhezzi & Al-Dousari, 2016). Such as internet connection, difficult question which teacher must answered it as fast as they can correctly, and many others.

Discussion

Ruangguru Online Tutoring

When it comes to e-learning, mobile learning (M-Learning) is a part of the word that refers to the usage of portable and mobile IT devices such as PDAs, cellphones, laptops, and tablet computers. In this sense, students no longer have to travel to tutoring places or centers as a result of the growth of m-Learning. They may study whenever and wherever they choose as long as they have a laptop or smartphone in their possession. Online tutoring is the term used to describe this type of service (online tutoring). Pertaining this issue, Ruangguru is one of the most well-known and largest online tutoring providers in Indonesia.

Tutoring or private lessons are not only available in person, but they may also be completed online. Online tutoring is intended to provide distant learning opportunities over the internet without the need to meet face-to-face with the instructor. Online tutoring can be a viable option for students who have access to the internet in order to receive the most effective, efficient, and engaging learning services available. The online tutoring that is being discussed here is tutoring that takes advantage of Ruangguru's resources. As a result, this tutoring is expected to have an impact on student learning results, particularly in English-related courses.

It is worth to mention here the views of the teachers about Ruangguru and what they understand from the application. Ruangguru is a bold learning platform that has many features to support student learning and teaching activities outside of school using Mobile Application media, whether based on Android or iOS (Iphone Operating System). The main feature it offers is in the form of learning videos delivered by qualified teachers, complemented by animations that clarify the material presented. The presence of interesting animations in the video is very helpful for students in understanding lessons between mathematics and other English.

The material is presented in a short but very clear video. Not only the aforementioned, after explaining the material using video, Ruangguru also gave a short quiz as a form of confirmation. That is one of the key points missing from online learning. Although it sometimes the quiz given is too easy. But that's normal and has not a big deal. It is clear that the purpose of this is to increase the motivation of the learning process, not evaluation. This actually shows again that what Ruangguru has arranged has been carefully prepared.

The biggest impact is how they can study at any time without boredom reading textbooks. The character, behavior and potential of children are different. Some are able to read the text well and do not feel bored. There are also those who rely more on their visual and auditory intelligence. In class, students can listen directly to the explanation from their teacher.

In short, it can be said that, through the Ruangguru application, students can meet their teacher at any time, without having to get tired and bored with reading school notes or textbooks. This application also provides a positive value in terms of using gadgets for students. Students have one additional application that can help the learning process from a trusted reference source and in accordance with the school curriculum.

The Extended Role of Online Teacher

The position of online teacher is one that requires careful consideration. When comparing asynchronous conversations with and without instructor presence, Oliver and Shaw (2003) asserted that the teacher was the only contextual variable that appeared to significantly impact involvement. Garrison and Anderson (2003) also endorse this point of view. In online conversations, they emphasize the importance of a strong instructional presence. The instructors' quality, and therefore their training, is a critical component of this online learning. To determine which techniques optimize students' learning possibilities, ongoing observation, development, and exchange of best practices are required. It's critical to look at how instructors make day-to-day decisions that affect learning.

Online teachers play a significant role in assisting e-learning delivery and may be able to aid enhance English language skills. Online teachers assist students in meeting their expectations when learning English. This is especially crucial for people who appear to be underserved by traditional learning. Because of the importance of the job of online teachers, it is vital to select persons who have a set of pre-existing talents that can be developed through well planned training programs. Only well-trained teachers will be

able to meet students' expectations regarding the quantity, frequency, and quality of English learning assistance activities. According to previous studies, well-educated teachers with suitably developed abilities were able to improve the quality of e-learning informatics-related courses. As a result, further study and inquiry are needed to obtain a better knowledge of how teachers grow and what additional assistance is needed to help them improve.

CONCLUSION

Looking at the result and discussion mentioned, the result of interview showed that almost all teachers who teach English in Ruang Les and digital bootcamp programs in Ruangguru Online course. They had similar ways in teaching which there were not special strategies while teaching. They just taught seems like as usual, before they explained the material, they should read and understand the material that would be shared to the students. In addition, some teachers also made some additional questions to sharpen the student's comprehension even though there have been some questions from Ruangguru. Moreover, for the teacher who teach in Ruang Les did not need to explain all of the materials because they just helped the students who studied a material and had misunderstanding or difficulties there. However, there also some challenges that faced by the teachers. The first is unexpected and difficult questions from the students while learning online. The second is poor internet connection, the third is the location which far away from the teacher's location.

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STUDENTS' INVOLVEMENT IN EFL ONLINE CLASSROOM DURING THE COVID-19 PANDEMIC ERA

Nur Isnani[*1]
[1,]Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia

Abstract
One of the government's policies to stop the spread of the covid-19 pandemic is to shift face-to-face learning at school to distance learning at home. Online learning is not easy to do, it is different from conventional learning. In online classes, students were reluctant to participate in the in-class activities. This kind of reluctance made students lose motivation to learn languages. This study aims to see how the online learning model is to find out the students' involvement in EFL online classes during the Covid-19 Pandemic at Senior High School in Bengkalis. This present study employs a descriptive case study as the research design. To collect the data, researchers used observation, video documentation, and interviews. Meanwhile, the data analysis technique used in this study were used qualitative data analysis techniques which include three activities, namely: data reduction, data presentation, concluding. The results of this study revealed that. Students could not see the screen display, teacher and student communicating to solve problems, there is a network disruption, students late response to teacher, the class leader is the student who always actively responds to the teacher, students do not respond to teacher directions, students sign in and sign out the zoom meeting.

Keywords: Students' Involvement, EFL Online Classroom, the covid-19 Pandemic Era.

INTRODUCTION

In the process of teaching English, teachers must support communication skills, namely listening, speaking, reading, and writing. Teaching English also aims to equip students with adequate text knowledge, particularly social functions, text structure, grammar, and vocabulary. In addition, the 2013 English Curriculum aims to help students develop acceptable behaviors in personal, social, academic, and professional contexts.

Since the beginning of 2020, the world has been shocked by a deadly virus that can attack anyone, which is called the Covid-19 pandemic. The Covid-19 pandemic is a threat to everyone in carrying out their daily activities, including in the field of education (Ahsani, 2020). The Indonesian government issued several policies to stop the spread of Covid-19, one of which is the transfer of face-to-face learning in schools to distance learning at home or commonly known as online. Online learning is not easy to do, it

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[*] correspondence Addres
E-mail: noorisna6@gmail.com

differs almost 80 degrees from face-to-face learning (Winaya, 2020). The most basic difference is that students cannot interact directly with the teacher so that communication is very limited (Teguh, 2015).

Based on interviews and video documentation and observations made by the researcher, it is reported that some students still experience problems in the process of learning English online, especially in the involvement of students in the online learning process. The researcher sees that it turns out that some students do not participate and are passive in online learning, many students experience learning difficulties. Then the researcher conclude from the results of the early non-cognitive diagnosis of online learning in the eleventh grade this is caused by Feed, this unreasonable attitude is like indifference to the subject matter, difficulty understanding lessons, slow in doing study assignments, and always lagging in doing questions. They tend to be quiet and reserved in the learning process. Students' participation is not in line with expectations in the 2013 Curriculum (K13). This problem can be proven by the activeness and participation of students in the class using zoom or Google Classroom. This study aims to see how student involvement in online learning in high schools. The research question is what are the forms of students' involvement in the online classroom during the 19 pandemic at the eleventh grade of state senior high school Bengkalis at Riau Province?

The Teaching English in Online Learning

Since the beginning of 2020, drastic changes in the field of education have begun to revolutionize. Learning that was previously dominated by face-to-face learning must switch to online learning at all levels of education. To prevent the transmission of the 19 pandemic, many educational policies have been made. Circular issued by the Minister of Education and Culture Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit and Number 36926 / MPK.A / HK / 2020 concerning online learning, it is hoped that educators can present a fun learning process for students (Haerudin et al., 2020). Schools and teachers should facilitate online distance learning. Set online learning times throughout the day according to the availability of time, conditions, and agreement between students and parents/guardians (Sikirit, 2020).

In the situation of the 19 pandemic, the online learning process requires teachers to teach with a learning model that is by the limitations of the situation and conditions between teachers, students, and parents because they have to adapt to the 19 pandemic situation. The following is the steps for the language class using the scientific method by Priyana, (2014):
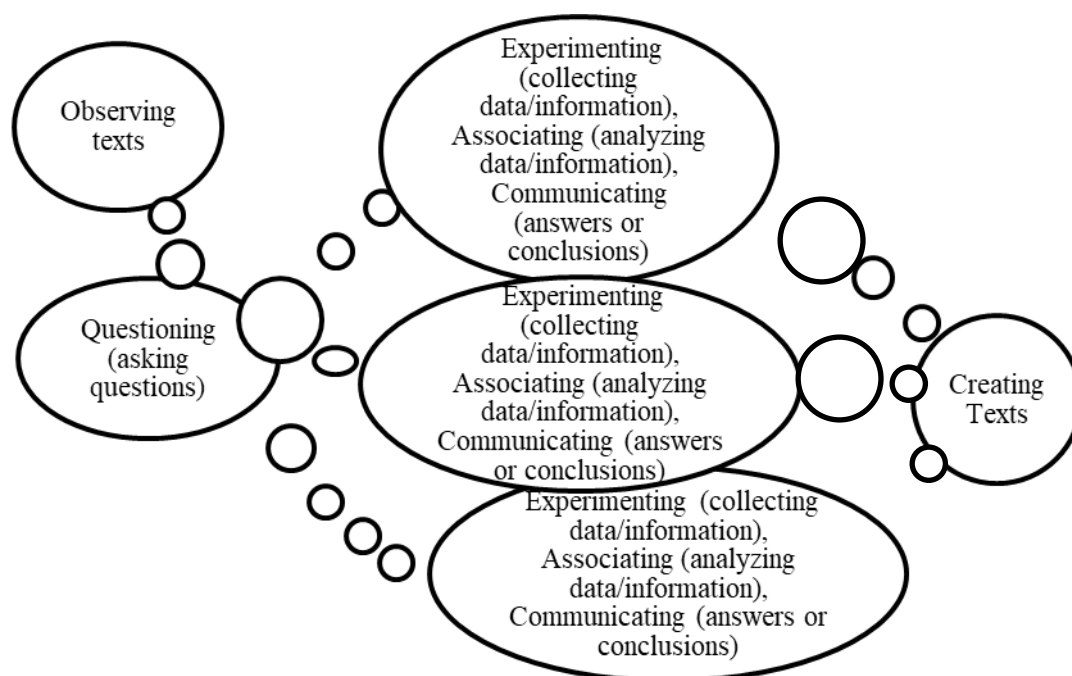
Figure 1. The Steps for the Language Class Using the Scientific Method (Adapted from Priyana, 2014)

Online learning is not easy to do, it differs almost 80 degrees from face-to-face learning (Winaya, 2020). The most basic difference is that students cannot interact directly with the teacher so that communication is very limited (Teguh, 2015). Online learning certainly has advantages and disadvantages. The advantages of online learning include that students are more flexible in learning, do not have to be on time, the place can be conditioned depending on the situation and conditions, and students are freer to determine or find their learning resources by accessing the internet. Besides, the disadvantages are that students cannot socialize with other students and their teachers in real terms, so it will affect students' emotions and this is what causes EFL students' classroom involvement to become disturbed in the process of teaching and learning (Naserly, 2020).

According to Dahalan, (2012) students' involvement and participation are important in the online classroom. When the students make oral communication with the teacher or among peers, they will automatically develop their ability. But, when they are passive and do not want to participate, they will make slower progress. The goal of teaching and learning a language is for the students able to use the language in communication inside and outside the classroom (Koran, 2015). Means that the students learning English for their communication purpose. In fact, in online classrooms the

students reluctant to participate in classroom activities. This kind of reluctance makes the students lose their motivation to learn the language.

Students' involvement is defined as the effort students devote to activities that are focused on education. Involvement is developed through interaction. The factors centered on the student's interaction, i.e. "Students interaction in online learning environments has implications on learner involvement and collaboration (Inês Messias, 2015). Students' involvement and participation in the online classroom is important to improve students' abilities. Students' verbal communication is evidence of their good performance in English. If there is no student participation frequently prevents the students from making progress and achieving the outcome intended for the course.

Online/distance learning is focused on improving students' understanding of the Covid-19 outbreak. Learning activities and assignments can differ between students, according to their respective interests and conditions, including in terms of gaps in access/learning facilities at home (Abidah, 2020). Implementation of learning from home by the teacher. The teacher facilitates the implementation online, offline, and a combination of both according to the conditions and availability of learning facilities. To carry out the learning process the English teacher prepares a distance learning implementation plan, in preparing for learning, the teacher needs to ensure several things such as learning competencies to be achieved. Then, English teachers are prohibited from insisting on completing the curriculum and focusing on life skills education (Rapanta et all, 2020).

METHOD

This type of research is descriptive case study research in the form of written and spoken words from people and observed behavior (Creswell, 2015). In this study, researchers tried to get closer to the subject under study, namely the English teacher and eleventh-grade students at Senior High School in Bengkalis Regency, in such a way that the researchers understood what and how they interacted in implementing online learning process. This research was conducted on English teachers and eleventh-grade students of Senior High School Bengkalis Regency, Riau Province, Indonesia. The data collected through this research is data that is the focus of research, namely regarding students' involvement in learning English in online classes during the 19 Pandemic era. According to Sugiyono (2011), when viewed from the data source, data collection can use primary and secondary sources. To collect data, researchers used observation, video

documentation, and interviews. The data analysis technique used in this research is to use qualitative data analysis techniques developed by Miles, (2019) which includes three activities, namely: data reduction, data presentation, concluding.

FINDINGS AND DISCUSSION

Findings

The findings that have been obtained from the participants illustrate how the form of students' involvement in online classes during the Covid-19 pandemic at Senior High School Bengkalis Regency in Riau Province. The researcher has found a form of student involvement in online classes by observing, interviewing English teachers, and having recorded videos when online learning takes place using zoom.

The form of students' involvement in online classes during the Covid-19 pandemic at Senior High School Bengkalis regency has been understood through the application of online learning with the steps for implementing learning used by the English teacher. The English teacher has carried out learning by implementing RPP (lesson plan) which includes preliminary activities, core activities, and closing activities. In the core activities, the English teacher has used a scientific approach to the learning model so that researchers can see how the form of student involvement in online classes is based on the steps of the scientific approach taken.

Table 1. The Form of Students' Involvement in Online Classroom

Categories of Students' Involvement
• Students could not see the screen display • Teacher and student communicating to solve problems • There is a network disruption • Students late response to teacher • The class leader is student who always actively responds to teacher • Students do not respond to teacher directions • Students sign in and sign out the zoom meeting

Student could not see the screen display

In the learning process carried out, researchers have found that there are obstacles for students to get involved. When the teacher wants to give quizzes to students and then has done a share screen on their online learning at the zoom meeting. However, the screen that was displayed was intermittent, the screen moved very slowly so that students could not see the screen that the teacher wanted to display. This is caused by network disruptions that make learning movements slow. How the interaction between teachers and students has been in the online learning process and students have experienced problems seeing the screen display.
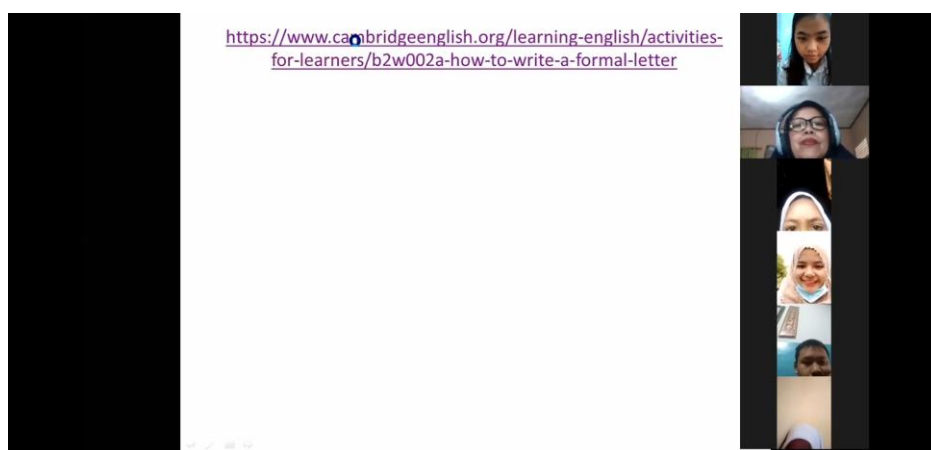
Picture 1. Student could not see the screen display

Based on the picture and the video recording (VR1.S1.30-35), it can be seen that the teacher has shared the quiz link on the zoom screen which has to be answered together with the students. However, the students were completely unable to understand the teacher's direction because they had been unable to see the screen that was shared by the teacher. This is what has made it difficult for students to involve themselves in the online learning process. This is in line with the results of observations made by researchers on Friday, November 13, 2020, this can be seen when the online learning process of the teacher has continuously called students' names because students have paid less attention and have not listened to instructions and students have ignored him.

Teacher and student communicating to solve problems.

The implementation of the online learning process has been hampered by network disruptions. This can be seen when the learning process takes place the teacher has always asked students whether the students can see the screen that is displayed or not. From the teacher's question, it was not uncommon for students to always be unable to see the screen that was displayed. Then the teacher and students have communicated how students can see the screen that the teacher displays

The findings of observations made by researchers on Friday, November 13, 2020, namely that there have been network disruption so that the movement of students with the material has become obstructed and more focus on problem-solving. Researchers have seen that active students are always enthusiastic and respond to teacher complaints during the implementation of learning, while passive students have only listened quietly.

There is a network disruption

The implementation of learning at Senior High School Bengkalis Regency in Riau Province has been carried out using two mandatory applications, namely Zoom and Google Classroom. As explained in the previous sub-chapter Zoom is an application that has been used for the learning process while Google Classroom has been used to communicate and share assignments. To use these two applications, of course, teachers and students must be connected to an adequate network. However, when the learning process has been carried out in a zoom meeting, it is not prone to always having disruption to the network.

SB as a resource person as well as an English teacher Senior High School Bengkalis Regency in Riau Province has revealed many limitations in online learning. Namely: the implementation of online learning has a short period. Not only that, there have been network disruptions and so on, which not only made students dizzy in its implementation but also made teachers feel dizzy. In the conversation between the teacher and students in the process of implementing the learning at (VR1.S1.30-35), it has been seen that students have experienced difficulty seeing the screen that is shared by the teacher. This incident has been caused by inadequate network disruption in the learning process so that teachers and students have spent a lot of time dealing with problems that arise.

Students' late response to teacher

In sharing knowledge with students, the teacher has used a variety of teaching methods, that is, sometimes the teacher has to provide directions and orders with the aim that students can gain the knowledge that is shared. In the process of providing these directions and instructions, the researcher has seen with observations on Friday, November 13, 2020, that students have had a very slow response to directions and orders given by the teacher so this makes it difficult for researcher to see student involvement in the learning process. Students have tended to be passive and chose to remain silent, ignoring the teacher. This is in line with the researcher's findings on the transcript of the video recording (VR1.S1.54-57).

In the video transcript (VR1.S1.54-57), you can see the conversation between the teacher and students, the teacher has provided directions and directions to students. The teacher certainly wants a smooth and good learning process. However, in this online learning process students have had a slow response to the teacher which can be seen from the responses of students who have tended to be passive and ignore the teacher. This causes the loss of a lot of learning time because the teacher certainly will not allow students to ignore what is said and to achieve the learning objectives the teacher has tried to keep trying to call and invite students to interact with him so that this takes a lot of time.

The class leader is a student who always actively responds to teacher

Based on observations made by researcher on Friday, November 13, 2020, in class XI of Senior High School Bengkalis Regency in Riau Province, it was found that there was a visible gap between students who were active and passive, students had been active and had always been enthusiastic and took part in learning, while students had been passive had only listened to quietly. This can be seen from the many interactions in the classroom that are only carried out by a few students. Students who have been active in interacting with teachers are students who excel and class leaders. In the observations that have been made, the researcher has seen and observed that teachers are more likely to order the class leader to respond. This has been done by the teacher because they have been overwhelmed in calling the name of the student but the student has a very slow response. Unlike the case with the class leader who has always responded and carried out orders given by the teacher. This can be seen in the transcript of the video recording (VR1.S1.72-76) in the form of a teacher's instruction who immediately ordered the class leader to read the text.

Students do not respond to teacher directions

It is the same as the explanation described in the previous sub-chapter, namely students have tended to be passive and have a slow response to the teacher. In the process of implementing learning, of course, there have been directions given by the teacher to students. However, during the online learning process that has been carried out in class XI of Senior High School Bengkalis Regency in Riau Province, researcher has found from the results of observations made on Friday, November 13, 2020, that some students have tended to be passive and did not respond to teacher directions. This has been seen when the teacher has given orders to students but students have remained silent and do not

respond to the teacher. Some students have turned off their cameras and microphones so the teacher can't monitor them.

The video transcript (VR.S2.5-6) it can be seen how the teacher has given directions to students so that students send what text functions are displayed by the teacher. However, none of the students have responded. The teacher has kept repeating orders and still gets no response from students. With a large student capacity, the teacher should have gotten an agile response from students in the chat area, but at the end of the conversation above, it can be seen that only one student has sent the text function displayed in the chat area via the chat in the zoom meeting to the teacher.

Students sign in and sign out the zoom meeting

The researchers made observations by following them in the zoom learning process which has been carried out three times on November 13,20 and 27, 2020, the researcher has found that when the learning process is taking place students tend to sign in and zoom out for no reason. It could be caused by several things such as networks and it could also be from the student's intentions. Students who have signed in and signed out of this zoom can be seen from the number of students who take part in zoom meetings which are always changing during the learning process.

This event is in line with the findings of video recordings (VR1.S2.57-58) that can be seen above, the researcher has concluded that the teacher has finished giving orders to students by giving students about ten minutes to work on them. Then the teacher immediately saw and observed the presence of students, who at that time left about 35 students out of a total of 55 students.

Discussion

Based on the research results that have been discussed in the previous sub-chapter, it shows that the forms of student involvement in online learning during the 19 pandemic include: First, "*Students could not see the screen display*". Students cannot see the screen affects the core activity of observing (text). Two main activities must be done to lead to the observational steps. First, the teacher provides ample opportunities for students to make observations. Observation can be made through reading, listening, or looking at objects. Second, the teacher facilitates students to make observations and trains students to observe important things from these objects. Observing (text) is reading and/or listening to text. Students read and/or listen to texts to list items they need to know to understand and/or produce text or communicate ideas (Kemendikbud, 2016). In line with Priyana, (2014) explains that observing means reading and/or listening to text.

Students read and/or listen to text to list the items they need to know to understand and/or produce text or communicate ideas. At the end of this step, students have a list of items they want to know which generally includes the social function of the text, the structure of the text, grammar, and vocabulary. In this study, this activity of observing (text) cannot be carried out following the explanation of previous theories such as Priyana, (2014) and is not following the 2013 curriculum recommendations (Kemendikbud, 2016). This can be seen in the activity of observing (text) in the online class which is not going well so that students cannot be fully involved in observing the (text) that is displayed because students cannot see the screen displayed by the teacher in the zoom.

Second, *"Teacher and students communicating to solve problems"*. Based on the scientific approach described by Priyana (2014), the findings of communication between teachers and students in solving problems indicate that the core activity is observing (text). This activity of observing (text) cannot be carried out based on the recommendation of the 2013 curriculum (Kemendikbud, 2016). In observing (text) activities students must be able to have the skills to observe the text being studied, then students must also have activities to find out the text displayed (Kemendikbud, 2016). However, the findings in this study that students cannot carry out these activities because students and teachers spend a lot of time-solving problems that arise. This can be seen when the teacher wants to display the text "personal letters" to students, students cannot see the text. Then, the teacher and students communicate with each other to solve the problem.

Third, *"There is a network disruption"*. Based on the scientific approach described by Priyana (2014), the researcher's findings that there are network disturbances also show that the core activity is observing (text). Priyana, (2014) explains that observing means reading and/or listening to text. Students read and/or listen to text to list the items they need to know to understand and/or produce text or communicate ideas. At the end of this step, students have a list of items they want to know which generally includes the social function of the text, the structure of the text, grammar, and vocabulary. The activity of observing (text) in this study cannot be carried out by the recommendation of the 2013 curriculum (Kemendikbud, 2016). Observation (text) activities, namely students must have the skills to observe the text being taught. Then students must also have activities to find out the text displayed (Kemendikbud, 2016). However, students experience problems caused by network disruptions so that students become obstructed in carrying out the learning process online. This can be seen when students want to be involved in observing

text activities, students must observe and engage in activities with teachers and other friends, otherwise, they are enlightened and stop because students cannot see the screen that is shared with students due to network disturbances. Not only that, every teacher wants to share their screen, they always get interference on the network which causes loading which takes up a little of their learning time.

Fourth, "*Students' late response to teacher*". Based on the scientific approach described by Priyana (2014), the findings of students' late responses to teachers are in the core activities of observing (text), asking (asking), experimenting (collecting data/information), associating (analyzing data/data). information), and communication. The core activities in online classes at Senior High School Bengkalis Bengkalis cannot be implemented according to the 2013 curriculum recommendations (Kemendikbud, 2016). The core activity or observing text is that students must be able to have the skills to observe, ask, try, reason, present, the text displayed on the screen. Then students must also have activities to know, understand, apply, analyze, evaluate the text displayed (Kemendikbud, 2016). However, this is not following the expectations of the 2013 curriculum (Kemendikbud, 2016). Students have a very slow response to the English teacher. This can be seen when the teacher gives directions and orders to students, students tend to be silent and some students respond very slowly. However, in the results of this study, the relationship between teachers and students is hindered by network limitations so that students find it difficult to involve themselves in the online learning process. It can be seen that students tend to be silent and have a slow response to teachers.

Fifth, "*The class leader is a student who always actively responds to the teacher*". Based on the scientific approach described by Priyana (2014), the findings of class leaders are that students who are always active in responding to teachers indicate that the core activity is observing (text), asking (asking), experimenting (collecting data/information). , associate (analyze data/information), and communicate. This core activity, cannot be carried out according to the recommendation of the 2013 curriculum, namely the core activities of students must be able to have the skills of observing, asking, trying, reasoning, presenting, the text displayed on the screen. Then students must also have activities to know, understand, apply, analyze, evaluate the text displayed (Kemendikbud, 2016). However, in online classes conducted at Senior High School Bengkalis Bengkalis students tended to be passive and chose to remain silent during the online learning process. Only part of the students responded to the teacher and that too had a very slow response. Unlike the class president. The class leader is a student who is

very diligent in responding to the teacher so that the teacher always immediately gives orders to the class leader to respond to the teacher when other students do not respond.

Sixth, "*Students do not respond to teacher directions*". Based on the scientific approach described by Priyana (2014), the findings of students not responding to teacher directions indicate that the core activities are observing (text), asking (asking), experimenting (collecting data/information), associating (analyzing data/information), and communication. The teacher helps students to ask or formulate questions with references to the items they want to know to understand and create text. Because asking or formulating questions is not an easy task (Especially for beginners), the teacher may need to come to class with some questions students can initiate. Then experimenting (collecting data/information) that is relevant to answer questions is a requirement for inexperienced students. Therefore, teachers are required to provide worksheets and learning resources to their students. Then associating (analyzing data/information), in this step, the teacher helps students see patterns to answer questions and helps conclude. Then communicate (answers/conclusions), the teacher provides feedback in this step. The answers or conclusions students report to the class may be wrong or inadequate. It is time for teachers to correct and/or enrich the knowledge that students have to 'build' (Kemedikbud, 2016). This is not following the expectations of the 2013 curriculum (Kemendikbud, 2016), the results of research conducted at Senior High School Bengkalis show students tend to be passive and do not respond to teacher directions.

Seventh, "*Students sign in and sign out of the zoom meeting*". Based on the scientific approach described by Priyana (2014), the findings of students who sign in and sign in and sign out of zoom meetings show that the core activities are observing (text), asking (asking), experimenting (collecting data/information), associating (analyze data/information), and communication. Observation (text) activities, namely students must have the skills to observe the text being taught. Then students must also have activities to find out the text displayed. Then proceed with the activity of asking (Asking questions), namely the teacher helps students to ask or formulate questions with references to the items they want to know to understand and create text. Because asking or formulating questions is not an easy task (especially for beginners), the teacher may need to come to class with several questions students can initiate. Then experimenting (collecting data/information) that is relevant to answer questions is a requirement for inexperienced students. Therefore, teachers are required to provide worksheets and learning resources to their students. Then associating (analyzing data/information), in

this step, the teacher helps students see patterns to answer questions and helps conclude. Then communicate (answers/conclusions), the teacher provides feedback in this step. The answers or conclusions students report to the class may be wrong or inadequate. It is time for teachers to correct and/or enrich the knowledge that students have to 'build' (Kemedikbud, 2016). This is not following the expectations of the 2013 curriculum (Kemendikbud, 2016), the results of research conducted at Senior High School Bengkalis, when the learning process takes place students to tend to go out and zoom in without reason.

CONCLUSION AND SUGGESTION
Conclusion

Based on the results of the analysis and discussion of the students' involvement in EFL online classroom during Covid-19 pandemic at eleventh grade of state senior high school Bengkalis regency in Riau Province, the form of students' involvement in EFL online classroom during Covid-19 pandemic at eleventh grade of Senior High School Bengkalis Bengkalis are: First, students could not see the screen display. Second, teacher and student communicating to solve problems. Third, there is a network disruption. Fourth, students late response to teacher. Fifth, the class leader is student who always actively responds to teacher. Sixth, students do not respond to teacher directions. Seventh, students sign in and sign out the zoom meeting.

Suggestion

English teachers must maintain students' involvement during the teaching and learning process because how student involvement with teachers, peers, and class material greatly affects EFL students' perceptions and learning motivation towards the environment, classroom situations, and material presented, then student involvement in the learning process also influences their learning outcomes.

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DESIGNING ENGLISH VOCABULARY BOOKLET FOR MOTORCYCLE ENGINEERING DEPARTMENT OF VOCATIONAL HIGH SCHOOL

Rahmatika Kayyis*1 Kholifah2
1University of Muhammadiyah Pringsewu
2Science Society Course for STAN Preparation Lampung, Indonesia

Abstract

In Vocational High School, the students mostly learn vocabulary from a general course book. However, the entire vocabulary that they learn is not related with the vocabulary that they will use in their future work field. The research aimed to find out the target needs, to describe the learning needs, and to develop an appropriate English vocabulary booklet for the students of the Motorcycle Engineering Study Program of SMK KH.Ghalib Pringsewu. The research is categorized as Research and Development (R&D) research design. A need analysis questionnaire is distributed to the students. Based on the result, 80% of the students need support for their future job including the need for learning English vocabulary to access the information correlates with their work. Meanwhile, 70% of students having lacks or difficulties in learning English materials such as in memorizing, expressing sentences, and reading the text because they do not understand the meaning of the word. Moreover, 76% of students want to learn English appropriate with their major equipped with media like a worksheet, used LCD, and the pictures with its meaning. The product designed consists of three small unit in the form of booklet including materials and exercises. After the writer draft of the materials was developed; the materials were then evaluated by experts' judgment. Based on materials evaluation the main score of all aspects of developed materials was 3.35 which is categorized as "Very Good".

Keywords: English vocabulary, Vocabulary Booklet, Motorcycle Engineering

INTRODUCTION

The core of learning language is leaning its vocabulary. It would be impossible to learn a language without language. Knowing a foreign language has become crucial to reach information. Learning vocabulary is the fundamental step to learn a foreign language (Başoğlu & Akdemir, 2010). Sometime it becomes the difficult part for learning English as mentioned in (Derakhshan & Davoodi Khatir, 2015) that one of the difficult parts of learning the target language for English language learners is the acquisition of vocabulary. Vocabulary an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. (Chen, 2011) states that the amount of vocabulary students store in their brains will assist

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* correspondence Addres
E-mail: kayyis@umpri.ac.id

them in understanding reading, especially when students' first language is a non-alphabetic language. It also states the breadth of vocabulary knowledge usually is represented as vocabulary size, which refers to the numbers of the words that second language learners know, rather than emphasizing on how well learners know given words. Relevant research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz in Mofareh, 2008). Moreover (Aziez, 2011) suggest that the students can successful in passing the national exam if the students knows the top 4,000 words in the British National Corpus High Frequency Word List. In brief, there is an urgent of learning vocabulary to strengthen their skill in English.

Vocational High Schools was designed to prepare the students to work right after they graduate. Each institution hoped the students' entire product is quality in the future. (Rahmi & Sutantie, 2018) states that Vocational education and higher education have many similarities and distinctions. The equation is designed to provide students with skills that are relevant to the workplace. The distinction is at the level; the term vocational education is used at the Vocational High School level (SMK). While vocational education is at the diploma or other higher education level that focuses on equipping students with particular skills. The goal of vocational education is to produce competence that meets the demands of the global business community. That is, vocational education, SMK, must have a tight link with the World Business World Industry, as this relationship may be helpful for curriculum design, learning process, and facilities for SMK learning assessment. This includes providing industry information and training to SMK instructors. Thus, the capabilities provided to students are truly relevant to the demands of the World Business World. As a result, SMK graduates who are of productive age and have competence can be accepted into the labour market. Moreover, Vocational high schools are educational institutions that train students in a variety of sectors of expertise. Students are guided and taught skills at vocational schools based on the competencies they have chosen. National topics and territorial material are taught in addition to vocational content. One of the subjects of national contents is English (Directorate of SMK Development: 2013). To master English well, students have to require understanding the English skills and components that are in the English lesson. One component of English is very important so that students can master the English language well is vocabulary. It is important for students to master vocabulary because without knowing the vocabulary

students can not to listen, speak, read and write well. Through this research is expected the students can know many vocabulary and can apply it appropriate with their specific skill. As we know that English always considered as one of subjects to be taught in almost all levels of education, but in schools the students learn about vocabulary materials in general.

Vocational high school KH.Gholib is one of the Vocational High Schools in Pringsewu, Lampung. It provides students with many kinds of study programs to master a specific skill of their interest. The study programs provided are Computer and Networking Engineering, Motorcycle Engineering, Automotive Engineering Study Program. The learning teaching specific to Motorcycle Engineering study program. In this case, the researcher only concerns on Motorcycle Engineering Study Program, because as we know that automotive for Motorcycle Engineering the students need the ability to master in English, so that they can compete the automotive in the era of globalization and in appropriate with interviews, surveys, and observations that was found the researcher, almost of the students Motorcycle Engineering learn English is that they want to worked in other country and foreign companies after they graduated. However, teacher tends to use general course book and in the book there is nothing specific vocabulary that related with their specific skills. It is supported by previous research by (Mahbub, 2018) that students of vocational high school are (1) a lack of opportunity to develop students' oral communication skills due to the teaching- learning practices that are simply emphasized on teaching English grammar and reading exercises, (2) lack of quality textbooks, (3) small quantity of English learning materials that contain vocabularies and/or technical terms in the areas of computer engineering and networks (TKJ) program, and (4) the lack of students' self-awareness of English language learning due to their perceptions toward English influenced by their surroundings. One of the highlights from those findings is the irrelevance between vocabulary that they learn from text book and the vocabulary that they have to use in real work field.

Considering that case, the students of vocational high school should learn vocabulary based on their work need. As in the case students of Motorcycle engineering program should learn vocabulary related to parts of motorcycles to prepare them in facing the global competition. Regarding these, the English for Specific Purposes is required to support their English proficiency based on their major. Therefore, the teachers should consider English learning vocabulary materials which are suitable for the students' need. There are some researches related to this study. Firstly, the study conducted by

Nawangsari (2014) entitled "Developing Appropriate English Speaking Learning Materials For English Tutorial Program For The Students of International Mathematics Education Study Program of Yogyakarta State University". The objectives of this research were 1) to identify the target needs and learning needs of the students of International Mathematics Education Study Program of Yogyakarta State University 2) to develop appropriate English speaking learning materials for the students of International Mathematics Education Study Program of Yogyakarta State University for academic purposes. Secondly, the study conducted by Purnamasari (2015) entitles "Developing English Learning Materials for Grade X Students of Beauty Study Programe". This study was an Research and Development. The subjects of the research were Grade X students of Beauty Study Program of SMK N 3 Magelang in the academic year of 2014/2015. There were two types of questionnaires used in this research. The first was a needs analysis questionnaire to find out the target needs. (Mahbub, 2018) states Although the importance and usefulness of need analysis have been acknowledged around the world, it is hardly surprising that only a small number of contemporary studies have been reported in the context of vocational education in secondary level, particularly in Indonesia.

In recent years, the demand for an innovative ESP for university students in Indonesia has increased because ESP provides more advanced, specialized, and academic material, and matches study programs taken by students, particularly at higher education settings where students are trained to perform on-the-job (Kusni, 2013). The researcher uses need analysis to find information about what the students need in their language skills. The selection of goals or objectives, materials, topics, and teaching techniques is also dependent on the target needs of learners The selection of goals or objectives, materials, topics, and teaching techniques is also dependent on the target needs of the learners. Akyel & Ozek (2010) highlighted that need analysis is a reliable and useful tool that aids instructors in identifying students' important needs. A need analysis involves various methods, including data collecting on the perspective of students' wants, learners' needs and hopes, beliefs and perspectives, and so on (Lee, 2016). As a result, it is determined that need analysis instruments include the students' need, want, and lack. The use of need analysis in creating a product to improve English teaching quality in Vocational High School, with the ultimate objective of increasing students' English competency and preparing them to be strong characters as professional employees in today's workplace.

RESEARCH METHODS

Design

There are so many kind of the research method; one of them is Research and Development (R and D). In this research, the writer tried to make new products related with the aims of the research itself. Research and Development is a process used to develop and validate educational products. Therefore, this research was classified as Research and Development since it aims to develop a finished product that can be used appropriately in an educational program. In other words, Educational Research and Development (R&D) is a process that is used to create and test educational products. It refers to a cyclical set of study, measurement, and development processes, with each step always referring to the outcomes of previous steps until a new educational product is obtained. Borg and Gall in (Bin-Tahir et al., 2019). (Fathimiyah, 2019) mentions the steps based on the Borg and Gall design such as: the first was need analysis. The researcher attempted to pinpoint the student's issue during the learning process. It entailed gathering information in order to understand the students' needs and interests. The product was designed based on the need analysis in the second stage. The third phase was for expert judgement to validate and directly edit the product. The researcher revised the product based on the comment and suggestions of the experts. It becomes the first revision. The step fourth was trying out the product. It was important to identify the weakness of the product. The process of trying out the product helped the researcher identify any part that needs to be changed or added. The second revision occurred in this step. Then, the last step of the development process was the final product. In this phase, the writer should ensure that the product has achieved the expectation of the students' needs and interests.

Participants

The respondents' demographics were 27 students as volunteered to take part in this study. When this research was performed, all of the students were from motorcycle engineering department majors who had English as their compulsory subject.

Data Collecting Technique

Firstly, the needs analysis questionnaire was used to gather the data of the target and learning needs in English. The learners were asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. The teacher was interviewed informally to

support the data from the questionnaire. Secondly, opinions and suggestions from the experts are proposed through the expert judgments questionnaire to find the appropriateness of the designed materials. The data of the research is the forms of qualitative and quantitative data; the qualitative data is gained by giving description of the situation during implementing the product in learning and teaching process, while the quantitative data is take from the score of students when they used the product.

Data Analysis Technique

The data analysis process begins with computing the results of questionnaire using a basic statistical method and displaying in the form of percentage.

FINDINGS AND DISCUSSION

A need analysis was conducted to assess the students' target and learning needs. The questionnaire was distributed to the students in November 2017. Target needs cover a number of important distinctions which included necessities, lacks, and want (Hutchinson and Waters 1987: 54) The results are described below.

Table 1. Students' Necessary Level to Have

	Items	N	F	Percentage
The students' necessities in learning English	The reason of the students learning English because they need ability English skill in their job.	27	2184	80%
	After they graduated from vocational high school they need to service foreign people.			
	Students need learning English vocabulary to improving achievement in their work			
	Students need learning English to access the information that have correlation with their work.			
	To get more information and new knowledge appropriate with their job.			

Table 1 shows that the most of the students consider that they need to be support for their future job, the students need learning English vocabulary to improving their achievement in their work, and they need English to access the information that have correlation with their work. The need analysis from 27 of students of Motorcycle Engineering Study program they almost give the score 3-5 in the analysis questionnaire. Here the researcher take the frequency in general score, after the researcher analysis the

students necessities the researcher sum the score into general frequency. So here the researcher found the score in necessities learning English vocabulary materials for Students Motorcycle Engineering study program is (80%).

Table 2. Students' Lacks

	Items	N	F	Percent age
The students' lacks in learning English	Difficult to express some word or sentences.	27	1892	70%
	Students difficult to understand the meaning of word.			
	Students difficult to read the text in English.			
	Students having less ability in memorizing vocabulary.			
	Students do not master appropriate vocabulary related with their major.			

Table 2 shows about the students lack in learning and teaching process. In need analysis questionnaire the lack from learning English they give score 2-4. The difficulties that students have in learning English materials is the students' lacks in memorizing, express sentences, difficult to reading the text because they not understood the meaning of word and know about vocabulary appropriate with their major. From 27 respondent the researcher get general frequency is get score 1892 it means that they less in English vocabulary materials is (70%).

Table 3. Students want

	Items	N	F	Percent age
The students' want in learning English	Students want the topics that appropriate and relate with their major.	27	2071	76%
	The effective learning used media like worksheet, LCD , etc.			
	Students want learning English language vocabulary with pictures based on their major.			
	Students want learning vocabulary identify about kind of think.			
	Students want learning vocabulary matching word and pictures.			

From the analysis questionnaire the students want about learning English get score frequency 2071, it means that they want learning English appropriate with their major, they also when they learning English they have media like worksheet, used LCD, and when they learning English vocabulary they can see about the pictures and meaning, they also want in the worksheet it is making they have fun in learning process. From their

want in analysis questionnaire they give score start from 2 until 5. From the result above, it can be conclude that the students' wants in learning English are being able to master in vocabulary is 76%.

The syllabus is used as the guideline to develop the learning materials. The design of the syllabus based on the results of the needs analysis questionnaire. The developed syllabus consists of the identity of the syllabus, core competence and basic competence, the number and names of the each unit. The analysis of syllabus is to help researcher make the product for the students Motorcycle Engineering program study. Syllabus in second semester in Vocational High School identifies functional text.

The product designed in this research is included in a small unit; the draft of materials consists of three units. Each unit have text or materials and exercise. After the writer draft of the materials was developed; the materials were then evaluated by experts' judgment. The evaluation was conducted by providing a questionnaire to the expert. The questionnaire was adapted from the standard Assessment guide book for SMK KH.Gholib Pringsewu, Lampung at Motorcycle Engineering study program. It consisted of four aspects, there are: content, appropriate presentation, appropriate language and graphic. Over all the materials about Vocabulary for Motorcycle Engineering study program are adequate, there are some suggestions from two experts' judgment about the materials. Based on materials evaluation the main score of all aspects of developed materials was 3.35 which is categorized as "Very Good".

This research support the theories that material development is critical in teaching ESP since it demonstrates the teacher's inventiveness and understanding of the subject. Materials may be described as everything or any source that can be utilized to help a learner learn a language. In creating the material the designer is responsible for ensuring that the material fulfils the needs of the learners. Paltridge and Starfield (2013) made three recommendations for material designers to consider:

a. Contextualized text and scenario drawn from the student's core skills - either actual or simulated. These will automatically provide pupils with access to the language they require.

b. Make use of resources that are fundamentally distinctive and address students' specialization and major.

c. Make the tasks as well as the tasks real – bring the student to do activities using the resources that they will need to accomplish in their future job setting.

The efforts undertaken for motorcycle engineering department are materials that are interwoven with the real-world context.

CONCLUSION

The final product of this research is English learning materials for Grade X students of Motorcycle Engineering Study Program. The result of this research is expected to be beneficial for the English teacher in Vocational High Schools and other materials developers. The first suggestion is related to the input of the materials. Based on the results of the needs analysis, the students of Motorcycle Engineering Study Program want to have input texts that are related to their expertise.

The findings and discussion of this study focused on the components that needed to be adjusted in the context of teaching English for Specific Purposes to Motorcycle Engineering Study Program students at a university setting. The benefits of this research impact not just the lecturer/practitioner, but also future researchers.

a. Understanding students' language competency is critical for lecturers/ practitioners when creating instructional materials. Students' flaws must be addressed, and their strengths must be enhanced.

b. Teaching ESP entails educating students for the context of their future careers. As a result, the topic chosen should address job-related issues and action.

c. The findings of this study are intended to aid in the improvement of ESP curriculum and courses for Motorcycle Engineering Study Program students.

d. This research may be used by future researchers/teachers/practitioners to accelerate the advancement of ESP for Motorcycle Engineering Students and to refine curriculum and resources of English for Vocational high school.

It is also suggested to provide texts that contain current Motorcycle Engineering and relevant vocabulary. The texts can be adopted or adapted from many sources. It is also suggested to insert some pictures for the need of materials' presentation. The pictures may help the students to acquire the materials well and motivate students in the learning process.

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TRANSLATION EQUIVALENCE AND STRATEGIES IN "*LAUT BERCERITA* (THE SEA SPEAKS HIS NAME)" NOVEL BY LEILA S. CHUDORI

Melliana¹, Nurul Fitriani², dan Yoga Pratama*³
Universitas Darma Persada

Abstract

There are many ways that could be done to introduce culture of a country to the international world, one of them is through translation works. This research is conducted by using qualitative approach and content analysis method. The data used in this research are words and phrases found in "*Laut Bercerita* (The Sea Speaks His Name)" novel by Leila S. Chudori. In this novel, there are many cultural terms, local language from Javanese people, and dictions so that when they are translated to English, they would be interesting because some of the terms, local language and dictions still do not have equivalences in Target Language. In this research, the researcher analyzed 45 data and divided to 2 categories; 19 data in word category, and 26 data in phrase one. The research findings consist of dynamic equivalence, formal equivalence, and equivalence at word levels for translation strategy they are adaptation, communicative translation, semantic translation, descriptive equivalence, idiomatic translation, literal translation, through translation, and transference. The most often strategies used are adaptation, communicative translation, and semantic translation. Through this research, I have knowledge of translation equivalence and how translation strategy being applied to words and phrases.

Keywords: translation, translation equivalence, translation strategy

INTRODUCTION

Any translation activity basically aims at reproducing a text in a target language (TL) that fully represents the meaning contained in its source text (ST). However, this goal certainly cannot be achieved without going through a good translation process. Due to the important role of process in producing a good translation product, a structured translation process is one of the indicators of successfully producing quality translation product (Rosa, 2017). Literary works such as novel besides as a media for an author to tell a story, it could also work as a media for culture transfer. The domain of translation studies has expanded beyond the limits of language to include the cultures of the source and the target languages. Translation theorists, however, showed interest in cultural aspects of translation as early as the nineteenth century, probably earlier.

Process-oriented translation studies focus on researching the whole translation process experienced by a translator. In other words, process-oriented translation studies are

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* correspondence Addres
E-mail: yoga_toshi@yahoo.com

related to observational studies in the procedure of language transfer from source language (SL) to TL which includes pauses in translation process (Kumpulainen, 2015; Rosa, Sinar, Ibrahim-Bell, & Setia, 2018), self-correction or self-revision (Sofyan & Rosa, 2015; Sofyan & Tarigan, 2017), influences of competence and experience in translation process (Shreve, Angelone, & Lacruz, 2018), differences in translation process between professional translators and student translators (Rosa, 2017; Sofyan, 2016).

In addition, other studies on process-oriented translation explore problems encountered by translators while doing their tasks (Akan, Karim, & Chowdhury, 2019; Schwarz, Stiegelbauer, & Husar, 2016) and strategies used to solve translation problems (Arjomandi & Kafipour, 2016; Ibrahim, 2017). Although a number of studies on translation strategies have been done, other studies on translation strategies are always expected because of different text types. Several studies have been conducted on strategies in translating legal texts (Stepanova, 2017), science and technology texts (Zheng, 2017), and literary translation (Kazakova, 2015; Klimovich, 2016; Suo, 2015). In addition, different translation strategies are also used in different languages due to their different cultures.

Translation process for literary works is crucial, because through this process we would present the ideas, stories and cultures to other people from completely different language. In addition, the translator could not change the concept and style of the novel, even though the translator encounters the problems in the translation process such as the differences in the culture. The translator needs to find the equivalence of the Source Language such as local language, formal and informal language, diction and etc., so the readers from different language could understand them.

There are several studies related to translation equivalence and strategies used in translating. Hasanah (2012) analyzed translation equivalence of auxiliary verbs in English to Bahasa Indonesia. The analysis of the study based on the equivalence and the grammatical in the novel, to find and explain the shift in meaning when the auxiliaries are being translated and for the grammatical, she analyzed the subject and predicate in the sentences or clauses that contained auxiliaries, to find and explain the shift in grammatical to the meaning from the translation process.

Jamil (2013) also conducted study to classify the translation shift of phrasal verb and to describe the equivalence of phrasal verb and its translation. He compares two languages based on the level and category shift and the equivalence of translation. In his research, he found that the level shift consists of phrasal verbs into verbs and in the structure shift the phrasal verb into verb phrase and un-translated phrasal verb. Saputriyani (2018) who

conducted similar study focused on classifying and describing the translation equivalent from the novel. She compared two languages based on translation strategies, shift and translation equivalent. In her research, translation strategies used in the novel are deletion, adoption, additional and the shifts in translation are translation shift, meaning shift, structure shift, level shift, class shift, unit shift and punctuation. Adoption and additional is the most strategies used in the novel, and for the shifts are meaning shift and punctuation. As for the equivalent found in the research mostly are grammatical equivalent and pragmatic equivalent.

According to the previous studies mentioned above, it has not been known the study which investigate translation equivalence and strategies found in *Laut Bercerita* (The Sea Speaks His Name novel by Leila S. Chudori. The aim of the research is to describe what translation equivalence and strategies in the novel titled "*Laut Bercerita*" by Leila S. Chudori in Bahasa Indonesia, and the English version "The Sea Speaks His Name" translated by John H. McGlynn. Therefore, this research, theoretically, will help to improve the knowledge of translation equivalence and strategies.

METHODS

This study used a descriptive qualitative method to describe the process of Indonesian-English translation. Lodico, Spaulding and Voegtle (2010, p.112) state that qualitative research is characterized by flexible, naturalistic methods of data collection and usually does not use standardized instruments as its major data source. As for the method, The Researcher used content analysis method. Bauer (as cited in Krippendorff, 2004) describes content analysis inferring answers to particular research questions from their texts. The object of this research are novels in Bahasa Indonesia "*Laut Bercerita*" by Leila S. Chudori published in Jakarta by *Kepustakaan Populer Gramedia* in 2017 with total pages of the novel are 379 pages, and the English version translated by John H. McGlynn "The Sea Speaks His Name" published in Singapore by Penguin Random House SEA in 2020 with total pages of the translated novel are 308 pages.

The researcher analyzed this study by: 1) Reading the novels; 2) Analysis the data from the novel in the form of words and phrases from Source Language and Target Language in Bahasa Indonesia and English; 3) Classifying and analyzed the data based on translation strategies and translation equivalence from Nida (1964) and the other equivalence proposed by Baker (1992).

FINDING AND DISCUSSION

After conducting the analysis, it can be found that there are 19 data in word category and 26 data in phrases. Translation equivalence used to analyze were dynamic equivalence (DE), formal equivalence (FE), and equivalence at word level (EWL) which are summarized in the table below.

Table 1. The Summary of Translation Equivalence found in *Laut Bercerita*

	Translation Equivalence			
	DE	FE	EWL	Total
Phrases	14	4	8	26
Words	9	0	10	19
Total	23	4	18	45

The result from the data table above show that there are 45 data in the form of words and phrases in *Laut Bercerita* (The Sea Speaks His Name). Those are divided to 2 categories; 19 data in word category, and 26 data in phrases. According to the result of the analysis, it found that two out of three theories of translation equivalence used proposed by Nida (1964) and the other equivalence proposed by Baker (1992). The analysis of the translation strategies found in the novel can be seen in the table below.

Table 2. Translation Strategies applied to words and phrases

	Translation Strategies								
	A	CT	DE	IT	LT	ST	TT	T	Total
DE	3	10	1	2	0	6	1	0	23
FE	0	0	1	0	3	0	0	0	4
EWL	3	6	2	0	0	4	0	3	18
Total	6	16	4	2	3	10	1	3	45

From the result table above, the data which consist of words and phrases have been classified into translation strategies, and have been elaborated with the translation equivalence, as follows:

In total there are 10 data of Adaptation (A), 3 data are classified to Dynamic Equivalence (DE) and 3 data to Equivalence at Word Level (EWL), then, with 16 data of Communicative Translation (CT), 10 are classified to DE and 6 data to EWL. The next one is Descriptive Equivalent (DE), 1 datum is classified as DE, 1 datum as Formal Equivalence (FE), and there are 2 data classified as EWL.

For Idiomatic Translation (IT), there are 2 data found, and both are classified as DE. Then, there are 3 data classified to Literal Translation (LT), and those data are also classified to FE. Next, in total there are 10 data of Semantic Translation (ST), 6 data are classified to DE and 4 data to EWL. In Through Translation (TT), there is only 1 datum found, and it is classified to DE. And the last one is Transference (T), 3 data of it are classified to EWL.

Based on the table above, we can be perceiving that the highest frequency of translation strategies applied is communicative translation which the total occurrence is 16. In second place, the semantic translation is applicable to dynamic equivalence and equivalence at word level. It found that adaptation is used to 6 data. Translation strategies used to analyze are translation methods and procedures provided by Newmark (Newmark, 1988).

Datum 1

ST: *"**Sang Penyair** pernah menulis sebait puisi ini di atas secarik kertas lusuh." hal. 1*

TT: "**The Poet** wrote that line on a crumpled piece of paper." p.ix

TE: Formal Equivalence

TS: Literal Translation

In datum 1, formal equivalence was used to translate phrase *sang penyair* to "the poet". The two constructions of Source Text (ST) and Target Text (TT) have the same sequence of words; the ST consists of *sang* (article), *penyair* (noun) and the TT "the" (article) and "poet" (noun). As a result, the formal equivalence is attained. The strategy of translation for the phrase is literal translation; the translator chooses the grammatical constructions of the ST that are matching to the TT. The phrase "*sang penyair*" had been translated according to the English phrase structure into "the poet".

Datum 2

ST: *"Sembari mengepulkan **asap rokoknya yang menggelung-gelung** ke udara, dia mengatakan aku harus selalu bangkit, meski aku mati." hal.1*

TT: "And as he blew **smoke rings** into the air, he told me I must always be able to rise, even from death." p.ix

TE: Dynamic Equivalence

TS: Communicative Translation

In datum 2, dynamic equivalence is used to translate the phrase *asap rokoknya yang menggelung-gelung* to "smoke rings". If the phrase *asap rokoknya yang menggelung-gelung* literally translated to "cigarette smoke that coiled", the translation is not precise to the contexts of TT, considering the readers of the text to understand the translation thus the phrase translated into "smoke rings". The strategy of translation used for the phrase is communicative translation. The phrase *asap rokoknya yang menggelung-gelung* is translated to "smoke rings", the translation is not closely following the original form in ST, but the result reproduces the general meaning of the ST and easy to understand.

Datum 3

ST: *"Dialah si Mata Merah, satu-satunya dari mereka yang pernah kulihat wajahnya dan kukenali dari bau rokok **kretek**nya yang menghambur dari mulutnya."* hal.2

TT: "I called him Red Eyes, caused, no doubt, by the constant wafts of clove-scented **kretek** smoke that poured from his mouth." p.x

TE: Equivalence at word level

TS: Transference

In datum 3, the equivalence in word kretek is equivalence at word level, which the word *kretek* is a non-equivalence word categorized as the ST concept that not lexicalized in the TT. According to Hanusz (2000, p. 140-143), *kretek* is unfiltered cigarettes of Indonesian origin, the word kretek is an onomatopoeia term for the crackling sound of burning cloves. The word *kretek* has no equivalence, although the meaning of the word is clear. Retrieved from Oxford Learner Dictionary (2015, p. 1044), onomatopoeia is word containing sounds similar to the noises they describe. Thus, transference strategy is used to borrow the word *kretek*. Also, the translator borrows the word *kretek* to introduce the word as part of Indonesian culture.

Datum 4

ST: *"Atau bak **Dewi Kali** yang perlahan menarik nyawaku dari tubuh seperti seuntai benang yang perlahan-lahan ditarik dari sehelai kain tenun."* hal. 5

TT: "Or like the **God of Time, Kali**, slowly plucking my soul from my body like a thread which when pulled causes the entire skein of cloth to unravel." p. xii

TE: Equivalence at word level

TS: Semantic Translation

The equivalence for the phrase *Dewi Kali* is equivalence at word level; it is a non-equivalence phrase as a culture specific concept. *Dewi Kali* relates to religion belief, in this

case is Hindu Goddess. Kali, in Hinduism, is goddess of time, doomsday and death, or the black goddess (Encyclopedia Online Britannica, 2020). The translation strategy is semantic translation, since the phrase translated as "God of Time, Kali"; the phrase still maintains the aesthetic element of ST and the phrases also reasonable since the phrase use the description of the goddess according to the meaning.

Datum 5

ST: *"Ruang besar ini bisa kita gunakan sebagai tempat diskusi. Pasang **tikar** saja."* hal. 12

TT: "All we'd need to do is to roll out some **mats**." p. 5

TE: Equivalence at word level

TS: Adaptation

The word tikar is non-equivalence in culture-specific concepts. *Tikar is anyaman daun pandan untuk lapis duduk, tidur dan lain sebagainya* – plaited mats from pandan leaf for sit, sleep, etc.- (KBBI Online, 2020). The closest equivalent for *tikar* is "mats", retrieve from Oxford Learner's Dictionary, mats is a piece of thick material such as rubber or plastic used especially in some short of people to lie on or fall onto (2020, p. 929). Even though the meaning of those words is different, but the function is similar. The strategy of translation is adaptation; "mats" is used to translate *tikar* as special terms that contain cultural elements.

Datum 6

ST: *"Jendela diberi kaca dan gorden blacu yang sangat sangat murah; kursi-kursi tamu dan beberapa meja kerja diperbaiki dan dipernis."* hal. 14

TT: "New glass would be needed for the broken window panes and some cheap cloth curtains." p. 6

TE: Equivalence at word level

TS: Communicative Translation

In datum 6, the equivalence for *blacu* or *belacu* is equivalence at word level, the word *blacu* is different in proportional meaning, in ST *blacu* stands for mori cloth; an unbleached cotton cloth not fully processed and the price is cheap. In TT, the unbleached cotton cloth called "calico", but the translator uses the phrase "cheap cloth" instead of "calico". The translation strategy for the word *blacu* to "cheap cloth" is communicative translation, in which the translator delivers the meaning of the word in TT so the readers can understand the word easily.

Datum 7

ST: *"Sunu menjawil lenganku, seolah aku adalah penerjemah ide Kinan."* hal. 14

TT: "Sunu put his hand on my arm as if expecting me to translate Kinan's unspoken idea for him." p. 7

TE: Equivalence at word level

TS: Semantic Translation

In datum 7, translation equivalence for *menjawil* is equivalence at word level, a non-equivalence in which the ST word is semantically complex. The word *menjawil* expresses a complex set of meanings. In ST dictionary, *menjawil* is *menyentuh dengan ujung jari (supaya diperhatikan dan sebagainya); mencolek; menggamit* -touch with the tip of finger, to get attention, etc., touching, grab- (KBBI Online, 2020). The word *menjawil* is translated to phrase "put his hand on my arm" with semantic translation, the translator uses the phrase "put his hand on my arm" by shifting contextual meaning as closes as possible in TT according to the context.

Datum 8

ST: "'*Soal jarak dan keruwetan arah…,*' *Kinan menatap wajah Daniel yang tampaknya belum puas berteater,*" hal. 16

TT: "'As for the location…' Kinan looked intently at Daniel, who appeared still to be in actor's mode." p. 8

TE: Dynamic Equivalence

TS: Communicative Translation

In datum 8, the phrase *jarak* dan *keruwetan arah* is translated to "location", the translation equivalence for the ST is dynamic translation. If the phrase literally translated to TT as "distance and the difficulties of direction", the translation is not appropriate. The translator uses "location" instead to express ST message, in which the word "location" also includes the "distance and direction of a place". The translation adjusts the purpose of ST meaning as close as possible in TT. The translation strategy is communicative translation; the translator uses the word "location" for the readers in TT easy to understand the phrase.

Datum 9

ST: "*Keesokan harinya, sesuai kuliah Sejarah Sastra Inggris yang hamper selalu minim mahasiswa, kami bertemu lagi di warung Bu Retno di pinggir selokan Mataram.*" hal. 20

TT: "The next day, after my History of English Literature class (whose enrolment was minimal in number), we met at

Bu Retno food stall, next to the rain culvert in the side of Mataram Avenue." p. 11

TE: Equivalence at word level

TS: Adaptation

The word *warung* is translated to "food stall" in TT; translation equivalence for the phrase "food stall" is equivalence at word level, as a non-equivalence word in which the ST and TT make different distinctions in meaning. The word *warung* in ST means *tempat menjual makanan, minuman, kelontong, dan sebagainya*; -a place to sell foods, beverages, etc. (KBBI Online, 2020) The word *warung*, according to the meaning, is not only a place that sells foods but also beverages and other things. The translator uses the phrase "food stall" to make less distinction in meaning following the context of the paragraph in the novel, in which the seller served the foods for people. The translation strategy is adaptation, the closest equivalent for *warung* is "food stall" in TT, and to provide term that easily understood by the readers in TT.

Datum 10

ST: *"Begitu takjub aku melihat pesanannya karena belum pernah meilhat perempuan yang menikmati nasi warung tegal sebagaimana Asmara Jati menggauli makanan dihadapannya. Tanpa sungkan, tanpa malu. hal. 20*

TT: "I didn't think anyone but my sister Asmara could find so much enjoyment in eating food at a roadside food stall. But Kinan apparently loved to eat and made no bones about it." p. 11

TE: Dynamic Equivalence

TS: Idiomatic Translation

The phrases *tanpa sungkan, tanpa malu* is translated to "no bones". Translation equivalence for the phrases is dynamic translation, with the purpose to find the closest equivalence from the message to TT. The phrases *tanpa sungkan, tanpa malu*, if it literally is translated to "without respect and no ashamed", are translated to the idiom "no bones". In Urban Dictionary Online, the idiom means "without a doubt or without argument" (Urban Dictionary Online, 2020). The phrases indicate that the person related to the phrase *tanpa sungkan, tanpa malu* do the act without reluctance and had no shame over the act and the translator chooses the idiom "no bones" to express the act. Translation strategy used is idiomatic translation, the ST is not actually an idiom but the translator used the idiom to describe the phrases and the act.

CONCLUSION

Based on the results of the research, it can be concluded that communicative translation, adaptation and semantic translation appeared more frequently in the novel, the strategies are applied to cultural words, diction, and term. Those strategies are used to adjust the cultural words from Source Text to Target Text and focusing to deliver the

message from Source Text to Target Text to the closest natural equivalent in target text. Then, translation strategies often use for phrases are communicative translation and semantic translation. The implication is the strategies are applied to diction, term. Those strategies are used to deliver the message from Source Text to closest natural equivalent in Target Text and reproducing words in Target Text with aesthetic element similar with the phrases in Source Text by compromising the meaning of Source Text.

The limitation during the research were finding which equivalent and strategies applied to the word and phrases that contain cultural element and the use of diction from Source Text in the Target Text. Often words from Source Text are translated to descriptive phrases in Target Text and on the contrary the phrases that long enough in Source Text are translated to simple word in Target Text. To resolve the difficulties, the researcher tried to understand the message from the words and phrases from Source Text within the context of the words and phrases occurred in the sentences and compare the message of words and phrases in the Target Text context and categorized the equivalent that applied to the words and phrases.

These research findings could inspire other researchers to develop similar research related to the translation equivalence applied in the translation version of the novel, such as analyzed the equivalence in the translation whether the message in the Target Text is equivalent with the Source Text. Without the concept of equivalence, Translation Studies would be impossible because its very subject would get lost. It is the essence of translation to create a text concording with the original in all possible respects. Only such a commonsense-based understanding of translation allows us to recognize other activities and products in translation. Despite the fact that equivalence can be most easily perceived at the level of word or sentence.

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CULTURAL IDENTITY AND SYMBOLIC INTERACTIONISM IN KARMA BROWN'S NOVEL "RECIPE FOR A PERFECT WIFE"

Divya Widyastuti[1], Alia Afiyati[*2], and Yoga Pratama[3]
[1,2]English Language and Culture Department, Faculty of Languages and Cultures
[3] Darma Persada University

Abstract
In a literary work, two characters can be narrated as the attention center that contains the cultural identity from certain generation. Meanwhile, a symbol actually can cause an interaction within characters. This research discusses about cultural identity and symbolic interactionism reflected in a novel. There is a novel entitled "Recipe for a Perfect Wife" by Karma Brown that tells about two female characters that are represented as a housewife from different generation. This research uses descriptive qualitative as the research methodology and content analysis as the method in analyzing the object of the research, a novel entitled "Recipe for a Perfect Wife". This research also uses the intrinsic approach to analyze the characterization, plot, and setting. This research reveals two kinds of a housewife. They are a housewife and working woman, and a full-housewife. This research finds five cultural identities in the past and present time that is related with a housewife reflected by two female characters in the novel by using cultural identity theory by Stuart Hall. This research also reveals the symbol and memory even three concepts of symbolic interactionism that is mind, self, and society based on symbolic interactionism theory by George Herbert Mead.

Keywords: cultural identity, two female characters, housewife, symbolic interactionism.

INTRODUCTION

Culture is a whole system of ideas, actions, and the work of human beings in order to become a society that human beings belong to learn (Koentjaraningrat, 2015, p. 181). The culture today is far away different from the past time. People live in a modern day and this day cannot be compared with the past decades while everything has to be done manually. The cultural value constitutes cultural identity. Although personal and cultural identity are among the most commonly studied identity components, the interplay and directionality between personal and cultural identity remains understudied (Schwartz et al., 2013; Syed & Juang, 2014). Multicultural values are a process of receiving and appreciating cultural or religion diversity in order to create peace and unity among different human beings. According to Au, Gorski, Nieto & Bode (in Shannon & Baker, 2018:48) that multicultural represents a set of principles, values, and practices directly

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[*] correspondence Addres
E-mail: alia.afiyati@yahoo.com

associated with social justice. It encompasses a resolve to inequality, stereotype, and discrimination where it has to provide social justice for all students (Kim, 2020: 89).

Farlina (2008), in her research, uses the cultural identity theory to know how it influences the life of Amir and Hasan in Khaled Hossein's novel "The Kite Runner". These two novel's characters are Afghanistan-American as their background. Farlina stated in her research that Amir and Hassan had the cultural identity that was stable and could not be changed by anything. Moreover, Wati et. al. (2015), in their article, stated that they focused on cultural identity and cultural dislocation. They explained about the process of cultural identity and cultural dislocation toward immigrant experiences. Their research concluded that Jean Kwok tried to describe immigrants experience cultural identity and cultural dislocation as the impact of doing immigrant. Immigrants who moved from one country to another country had to learn language and culture in order to be accepted by the government. It had Chinese-American as a background. The researches that are conducted by Farlina and Wati et. al used cultural identity and diaspora but this research only focuses on cultural identity. Ika Rizqiyawati, et.al (2020:25) by opening up room for interaction can reduce prejudice, primodialism and in turn create mutual respect. This also implies that diversity can coexist side by side.

According to Blumer (Ritzer & Smart, 2015:429), symbolic interactionismism rests on three premises as follows: "First, human beings act towards things on the basis of the meanings those things have for them. Second, the meanings of things derive from social interaction. Third, these meanings are dependednt on, and modified by, an interpretive process of the people who interact with one another".

Amie et. al. (2014) conducted a research about symbolic interactionism in their journal. They used symbolic interactionism theory to describe the symbol and its meaning in the novel entitled "*Biola Tak Berdawai*" by Seno Gumira Ajidarma. The research's result is the symbol implicitly used by Dewa to interact with his mother – Renjani. Aniandhini and partners' research did not describe the three concepts of 'mind', 'self', and 'society'. However, this research explains those three concepts. In other hand, Susilastri (2019), in her journal, conducted a research about symbolic interactionism related with binary opposition. She described the symbols of interaction in the short story called "*Tentang Perempuan* (TPT)". The research's result is that there were some interactions happened in the process of defining symbol mind, self, and society were processed in Mak Atut, the weigh worker "*tukang dacing*", and the society did not show the linier binary opposition.

This research is different with Susilastri's research because it only focuses on symbolic interactionism with the concept of mind, self, and society.

In other hand, according to Siregar, Mead in explaining the symbolic interactionism classifies this theory into three concepts; mind, self, and society (Siregar in Susilastri, 2019, p. 4). 'Mind' is not an object, it is a social process. It refers to the concept that every person experiences a process of thinking in interaction. This process starts when there is a problem or obstacle that blocks one's action to do something. The 'self' concept is about self-description by oneself when does interaction with another person. This oneself points him or her as his or her own object by taking someone else's perspective – values and controls the self-behaviour. Furthermore, the concept of 'society' is defined last. It is seen as an individual external organization which has a relation with the individual internal self-concept. Both of them are relevant to each other. Siregar, in her journal, states that a social relationship net is created, established, and constructed by every person in the society.

In the novel "Recipe for a Perfect Wife" is a literary work by Karma Brown. This novel tells about Alice Hale and Nellie Murdoch that are a housewife from two different eras. Talking about a housewife, there are many perspectives about being a housewife. Some people say that the housewife must not work and treat her husband well. In other hand, some people say that the housewife should support the family financial as well as the husband. In the novel, Brown brings the life of a housewife in 1950s and 2018. Alice lives in the modern lifestyle and decides to become a housewife while Nellie is a housewife herself like a woman used to be in the past decades. What interesting here is a housewife representation in two different generations. (Beaumont in Ozdemir, 2016:3) What is more, motherhood and wifedom continue to be the primary roles for women although women work in a paid job. Ozdemir (2016:4).an analysis of housewifery as limiting women is a one-dimensional analysis because in some cases and for some women, being a housewife can be liberating. Home and housework might be the only fields on which some women have control. Another crucial point is that housewives are not to be seen as subordinated and passive subjects who do not have a say on matters within the family.

METHOD

The researcher used qualitative method to conduct this research. Specifically, based on the problems that are analyzed, this research uses the descriptive qualitative method. In analyzing the object of the research, a novel entitled "Recipe for a Perfect Wife" by

Karma Brown, the method of content analysis is used in this research. By using this content analysis method, the researcher understands the meaning of the story based on the novel in my interpretation. In other hand, the primary data that the researcher uses in this research are facts and information related to cultural identity and symbolic interactionism taken from the novel entitled "Recipe for a Perfect Wife" by Karma Brown. Meanwhile, the secondary data of this research as the supporting data are facts and information that are relevant with cultural identity and symbolic interactionism gathered from related books, thesis, journals, and articles in the internet.

In this research, the researcher analyze the novel for many times, considering to the important points; the representation of a housewife in the portrait of two female characters from different generation, the cultural values that are reflected by two female characters as the housewife in the novel entitled "Recipe for a Perfect Wife" by Karma Brown that constitute the cultural identity in 2018 and 1950s and the researcher also relates them to the concept of cultural identity and symbolic interactionism. From doing all steps above, the researcher is be able to reveal the cultural identity based on Stuart Hall's theory and also reveal symbolic interactionism theory based on George Herbert Mead in the novel entitled "Recipe for a Perfect Wife".

The individual itself can describe the cultural identity of the specific era by doing his or her activity during the era. The individual is able to show the reader about how people live their life in his or her era. The character itself as an individual can be a proof of cultural value of a community and society existed in the novel. The story in the novel mentions about the community that loves to gather around judging someone's life. The community shows the cultural identity lived in the era by seeing their mannerism. When the society sets a party to celebrate their achievement in charity, this is how people live in that era. Indeed, a novel can portray the cultural values lived in society.

RESEACH FINDINGS AND DISCUSSION

Cultural identity deals with an identity of individual, community, or society for living one's real life. In the context of a novel, a character might reflect the cultural identity. Both Alice Hale and Nellie Murdoch are a housewife. These two female characters in the novel entitled "Recipe for a Perfect Wife" by Karma Brown reflect their own the cultural identity. Alice reflects the cultural identity of housewife in 2018. Meanwhile, Nellie shows the cultural identity in 1950s.

1. Cultural Identity in 2018 from Alice's Perspective

There are five cultural identities in 2018 that are found in Alice's perspective.

a. Smoking is strange

In the story, Alice is said to smoke. There is a reason behind Alice's smoking act. She smokes to release her stress. However, Alice does not want Nate, her husband, knows about her action of smoking. She gets panicked when Nate comes home. She impulsively puts the cigarette inside the water and fans the smoke out. Alice seems so shocked when Nate found out about her smoking. The word 'hysterical' shows that the smoking is a big deal in that era for a woman, especially a wife. Nate gets shocked and tries to ask about it. Alice tries to explain to Nate that she is used to smoke in college. Alice also tries to explain when Sally, her neighbour, catches her smoking. That she tries to give an explanation to Nate and Sally because of her action in smoking shows that smoking is strange for a woman, especially a wife. If smoking is a common thing in that era, there is no need explanation behind the act.

b. Private party

In Alice's era, it is common to host a party to celebrate something. Alice has a farewell party with Bronwyn, her best friend. Alice and Bronwyn host a party just for the two of them. This party can be counted as a farewell party in which Alice moves from Manhattan to Greenville with Nate. Alice and Bronwyn live in the party until they get drunk. It can be said that it is common that a party can be held privately even just two people.

c. Laptop and smartphone

In Alice's era, the technology has been developed. Alice is easy to get in touch with her husband and her friends. She does not wait a few days or weeks to get to know about everyone's life going. Everything in Alice's life is instant. Alice uses laptop in writing her novel. The laptop is one of the evidences that technology has been developed in Alice's era. It proves that people can get easier than the past times when writing something important by using laptop. There is no paper that has to be wasted when people type incorrectly. Back then, people use a typewriter to write something, especially novel. Not only laptop but also smartphone is found in 2018. Alice gets a phone call from Georgia, her ex-boss. She has important thing to tell Alice. Alice also gets a text about the garbage of the house from her husband, Nate. It takes only a second to know the message that Nate tries to deliver. By using a smartphone, message can be uttered and read quickly. It can be said that people

can choose whether they call or they type a message for someone to deliver a message.

d. Living together without marriage

In 2018, living together without marriage is common for American citizens. They can live in one place without a sacred vow named marriage. They are free to live together. It can be seen in Alice's life with Nate Hale. Alice lives together with Nate without marriage. Alice moves in with Nate's apartment when his status is her boyfriend. It means that they are not marriage yet. Alice moves to Nate's place as his girlfriend. Then after six months of living together at Nate's place, he proposes Alice. It proves that they live together first and then they plan to get marriage after that. It can be said that living together without marriage is common in 2018. It is approved by Bronwyn's reaction. She is not shocked with Alice's decision.

e. There is no worker in the house

Alice lives in the house in Greenville alone with Nate. Alice does the household by herself. Alice is helped by Nate in gardening. It can be said that even though they do not hire a worker to take care of their garden, they can work together to take care of it. It can be seen from their action that in 2018, it is not common to hire a worker in the house. People can do the work in the house by themselves independently.

2. **Cultural Identity in 1950s from Nellie's Perspective**

There are five cultural identities in 1950s that are found in Nellie's perspective.

a. Smoking is common

Nellie is said to be smoking in her era, 1950s. She smokes in her daily life and her husband seems fine seeing her smoking in the house. Indeed, Nellie is smoking, but her husband does not show that he is offended about the fact that Nellie is smoking. Otherwise, Richard, her husband, suggests Nellie to choose the filtered cigarette. He only suggests but not warns her. It shows that smoking for a woman, especially the wife, is common in such those days. It can be said that the fact about the woman is smoking shows the cultural identity.

b. Tupperware party

Nellie, in her era, attends Tupperware party. Tupperware party is attended by the circle of friends around the neighbourhood to promote the Tupperware brand. It is like the usual event. Nellie attends the Tupperware party in her neighbour's house. In the story, Nellie mentions about Tupperware party that is held in Kitty's house. It can be seen that Tupperware party is common in Nellie's era, 1950s. This

kind of party invites people to gather around in the society in selling the brand of Tupperware.

c. Letter

In Nellie's life, the technology has not been developed in advance. Nellie does everything in her era in traditional way. There are no laptops or smartphones that can be used by Nellie in the house. Everything is done without the help of technology. In the novel, Nellie writes a letter to give a message to her mother. In fact, her mother lives separated from Nellie since she is married to Richard Murdoch. Nellie writes a letter to deliver the message that she has a recipe that she wants to share with her mother. There is no smartphone to help Nellie to get instant response. Nellie seems needing to wait her mother's response to her letter several days by using the letter as a passenger. It proves that the letter is familiar for those who want to deliver a message in Nellie's era.

d. Young marriage

Nellie is married to Richard in such a young age. In her twenties, she has the commitment with Richard as a married couple. Nellie commits with Richard in marriage in such a young age. She is married in the age of twenty-one. Twenty-one can be counted as young age. It is also narrated in the story that many women are married in a young age. From Nellie's perspective, it also mentions that many women in the same age as Nellie are married in young age, gets pregnant, and have children.

e. Hiring a worker

Nellie is a full-housewife. She does the household in the house. However, she still has a worker that helps her in doing the household. Her husband, Richard, is the one who hires the worker. Helen is the worker that helps Alice does the household. They call her as their girl. The term of 'the girl' refers to the worker. Helen helps Nellie doing the dishes. She is paid to help Nellie in doing the household so that she can earn money. It can be seen that the Murdochs hire a worker to help the wife in doing the household.

This research finds not only cultural identities but also symbolic interactionism. Symbolic interactionism, in this context, has two aspects. First is about the symbol itself that can cause an interaction bringing a memory reflected in Alice's perspective. Second is about the concept of mind, self, and society reflected in Nellie's perspective.

1. Symbol and Memory in Alice's Perspective

Symbol is believed that it is not the matter of words, but the matter of memory towards objects or words that represents something. A symbol can cause interaction within the character. This symbol of the story is about a cookie. This cookie is baked by Alice following the recipe that she finds in her basement of the house. There is an interaction within two characters, Alice and Sally. Sally eats the cookie that is baked by Alice. While eating the cookie, Sally tells Alice that the cookie tastes the same as what her mother, Miriam, always bakes for her. Miriam is the neighbor of Nellie Murdoch. In other hand, Alice responses to Sally's statement that the cookie is baked based on the recipe that she finds in the basement of her house in Greenville. The Greenville house is the house of Nellie Murdoch herself back then. The recipe itself has a written name of Elsie Swann. The cookie is the object that brings the conversation between Alice and Sally. It can be said that the cookie is seen as a symbol, a symbol that causes an interaction. The symbol of the interaction is cookie. The cookie itself makes Sally memorize about her mother's cookie. Sally memorizes her mother's statement that homemade cuisine always wins. She also assumes about the cookbook that belongs to Nellie. The cookbook is like a legacy that has to be maintained from one generation to generation. It is assumed that the cookbook is given by Elsie to Nellie.

The cookie is the symbol of the interaction within Alice and Sally. First, the cookie brings Sally's memory to her mother's cookie. Second, the cookie brings the topic of the cookbook up. Because of the cookie they have a conversation about the cookbook that Alice finds in the basement. The cookie makes Sally memorize about the name of Elsie Swann. She believes that Elsie is Nellie's mother. The assumption about Elsie also brings them to the topic of the cookbook that is as a legacy that has to be delivered to the next generation. It also brings the fact that the new wives in the era of 1950s are still unprepared to a marriage. From the explanation above, it can be concluded that a symbol can be the reason that the character has an interaction one another. Alice and Sally do the communication.

2. The Concept of Mind, Self, and Society in Nellie's Perspective

Symbolic interactionism can be classified into three concepts; mind, self, and society. The concept of mind deals with a process of thinking in interaction in which one experiences. Nellie represents the concept of mind, self, and society that can be seen in the story. This concept is applied when Richard is abusive to Nellie and it is seen by Miriam, their neighbour.

The concept of mind is Nellie must leave Richard Murdoch because he is abusive. Observing the action of Richard, it is worth enough to leave Richard. There is no one who wants to live with a husband that is abusive. This abusive action of the husband leaves a mark in the body of the wife. Nellie, as the wife, has one thing that she has to do with Richard; leaving him. Nellie is assumed to have a thought in leaving Richard. She admits that Richard is not a good man. It can be concluded that she knows she must leave Richard because of his abusiveness and cruelness. Her mind tells her to leave her husband. So, the concept of mind in Nellie's perspective is leaving Richard because he is abusive. Richard hurts Nellie, his own wife.

The concept of self is that Nellie survives to be the wife of Richard Murdoch. Even though her mind – the concept of mind – tells her to leave Richard, she still brings herself together to stay with Richard as his wife. The self of Nellie decides to accept what Richard does to her. She still respects her husband. She does not fight back when Richard hurts her. Nellie just protects herself from Richard's harm. She does not keep on the concept of mind. Otherwise, she decides to do what is right based on the self. The right thing based on Nellie is surviving as Richard's wife. Nellie states that Richard is her husband after all. It is assumed by Nellie's behavior that she chooses to stay when there is an option to leave. It can be said that the self of Nellie makes her stay still with her husband, Richard Murdoch.

The concept of society is reflected in Miriam. Miriam can be seen as a society. She is from the outside of Richard and Nellie. Miriam is Nellie and Richard's neighbor. Her house is near the Murdoch's house. Miriam accidentally sees what Richard does to Nellie. That is why Miriam suggests Nellie to leave her husband. Miriam admits that Richard is not a good man at all by seeing his action to Nellie and does not deserve Nellie. She is the one that witnesses Richard's abusiveness in the Murdoch's garden. Miriam's opinion can be counted as society's opinion. She states her mind about Nellie leaving Richard. It is assumed that in the eye of society reflected in Miriam character, Richard is not a good man for Nellie. As a society, Miriam tells Nellie that she should leave Richard.

CONCLUSION

After analyzing a novel entitled "Recipe for a Perfect Wife" by Karma Brown through the theory of cultural identity and symbolic interactionism, it can be concluded that the novel reveals five cultural identities in 2018 and 1950s, and analyzes symbolic interactionism reflected in two female characters, Alice Hale and Nellie Murdoch. Based on the research findings, it proves that culture is different from one to another generation. It reveals that there are the different cultures between two eras that constitute the cultural identity. These different cultures constitute the cultural identity. Every generation have different social interactions experienced and shaped their own behavior. This cultural identity shows different in each era and can be narrated in the story. The cultural identity also can be seen in individual part in the story in which it represents the community or even society. In other hand, there is a relation between symbol and memory. The symbol might bring the memory of something or someone. It is also found about three concepts in symbolic interactionism – mind, self, and society – in the portrait of one's character in this novel.

The researchers who are interested in doing the same research particularly concerning about cultural identity and symbolic interactionism in literary works, it needs to read more various theory to get more wide knowledge and deep analysis. In spite of, the researcher realizes that this research is far from perfection so it needs improvement and some corrections are necessary in order to accomplish better analysis.

This research study is relating to the education in modern era where there are two kinds of housewife representation reflected in two female characters, Alice Hale and Nellie Murdoch. Alice lives in 2018 when technology gets developed more and the moral value reflected in this modern era.

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POLITENESS STRATEGIES ANALYSIS REFLECTED IN LITTLE WOMEN MOVIE BY GRETA GERWIG

Fridolini[1], Dwi Asih Arisena[*2], Kurnia Idawati[3].
Universitas Darma Persada

Abstract

This research mostly discusses the politeness strategies that is shown in Little Women movie. Politeness is a social behaviour to a speaker towards deferent wishes of the addressee in different concerns. The purpose of this study is to find the politeness strategies and the most-frequent strategy that is used in Little Women movie. Based on Brown and Levinson (1978), there are four types of politeness strategies. Those are bald on record, positive politeness, negative politeness, and off record. Descriptive qualitative method was selected to analysed the data. The theory that are applied in this study are Brown and Levinson's theory (1978), which concerns about the politeness strategies. The result of this term paper was shown that all of the characters use all the politeness strategies from Brown and Levinson and the most frequent strategy that is used by the characters is positive politeness. The researchers hope that this research will help the readers to get a better understanding about politeness strategies based on Brown and Levinson.

Keywords: Linguistic, Pragmatic, Politeness Strategies, Brown and Levinson.

INTRODUCTION

Language holds an essential part in our life. Human use language to communicate with others in order to fulfill their needs and understand each other. When human use language, they express their emotions, intentions, purpose, and objective. It seems unlikely that we, as human, do not use the language. According to Finocchiaro (Finocchiaro, 1964)language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. This explains that language is an organized form of a vocal or symbols and also arbitrary because it is created based on social agreement, so there is no reasonable explanation about how language is made of. We use language for communication. As a social being we have to build a good communication skill in order to be accepted by every branch of society. Not only a good communication skill, but also we have to know linguistic.

Linguistic is a field which focus on human language. According to Kreidler (Kreidler, 2010), Linguistic is about identifying the meaningful elements of specific language. As

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[*] correspondence Addres
E-mail: dwisenaa16@gmail.com

stated in one of his book, Chomsky in The Logical Structure of Linguistic Theory (Chomsky, 2010) Linguistic aims to analyse the characteristic of the nature of human linguistic knowledge or known as competence. This means to explain what speakers know which allow them to speak and understand speech or sign. Linguistic also deals with the meanings expressed by speaker's voice and processed by the hearers and readers associates with a new information to the information they already know. Linguistic have several main branches such as phonetics, phonology, morphology, syntax, semantics and pragmatics.

Pragmatic is a linguistic study which talk about the hidden meaning of a sentence. Pragmatic concerned with meaning and its definition of role variation with different communicative tasks which are provided by a speaker in a way to interpret by a reader or listener. This study involves the interpretation of the people about what they usually mean in a particular context and the way they influence within a given context. According to Crystal (2010), Pragmatic deals with the factors that manages the language for what we want to choose within the pool of language that could satisfy whenever it is used within a social interaction and its effects on others. The study of pragmatic tends to relate it with the meaning of words that people used within their social situations and choice of the words in a context.

One of the scopes of pragmatic in linguistics is Politeness. Politeness is a general aspect of the social behaviour to a speaker towards deferent wishes of the addressee in different concerns. English linguists, Levinson and Penelope Brown (1987), introduced some of prominent strategies used to point out the differences of maximizing in exchanges, for example using formal way to address or an indirect speech acts. The aim of these strategies is to fulfil required particular goals. One of the major terms of these strategies is a face that shows the speaker's public image and it is divided into two major types: Positive face and Negative face. Positive face shows the individual's wishes and can be appreciated as well as respected by others. Negative face shows the unrestricted wish in set of choices to speaker about social behaviour. Both of positive and negative face by the society creates norms and rules that organize how the people in society interact.

As a social creatures and human beings, people need a tool to make interaction, to communicate with other people. It is called language. Widdowson (2002:4), language is a purely human and non-instinctive method of communication ideas, emotion and desires by means of system of voluntarily produced symbol.Language can facilitate us to inform a good or bad news to other. Besides to communication, people use language to get information about everything. For example, education, politics, entertainment, social issues

and so on. If we do not use a language, according to Chaer and Agustina (1995:19), it seems impossible for people to interact with other in daily life because language can express. As a result, we will understand what people want and they too. According to Wardhough in jurnal of Yuni Murliati (2013), by this language, people try to manage to live together by using such concept as "identity", "power", "class", "status", "solidarity", "accommodation", "face", "gender", etc.

Furthermore, language is an inheritance from our ancestor because they has studied in the past. Although, they still use a symbols, that is their ways to communicate with their society. Nowadays, in our world, there are so many kinds of language. Our language influenced by our ancestor, so that make one place with the others have different language, different characters and different pronountition. In a conversation, there are have some unwritten rules depend on the countries. Like the researcher said before, in every place have some unwritten rules depend on the countries, include at home, school, or work environment, beside we use a language, we use a politeness also. Politeness is important thing that we must know when we communicate with other people and make a polite conversation. Politeness is not only used to honor to old people, but also it can be used to give honor to young people. It is indicate who we are, whether we are a good people or not, and includes people who respect to other people or not.

In a previous research, Murliati (2013) states politeness is a behaving in a way that attempts to take into account the feelings of the people being addressed. It is one of important subject matters in a communication. In Reza Pishghadam's previous research (2012), he alsos states that Politeness is an important factor in developing effective relationships with people, and any misuse of these strategies can hinder the effective communication, leading to individuals` dissatisfaction and indifference (Reza Pishghadam, 2012). Using strategies of politeness properly can control our selves when we communicate with other. If we talk with high intonation and rude, the communication will not good enough. Brown and Levinson (1978), politeness is basic to the production of social order and a precondition of human cooperation. Therefore, we must be careful to choose the strategies of politeness when we make an interaction because someonewho talk with us can be misunderstanding. Politeness have two types and four strategies. Two different types of politeness are used in interaction; " Negative Politeness" and "Positive Politeness.

Politeness strategies itself include : bald-on record strategy, positive politeness strategy (showing respect), negative politenes s strategy (showing solidarity), and off recordstrategy. Each one have the purpose which is appropriate with the situation or with

whom we will talk. According to Watts (2003:1), some might characterise a polite person as always being considerate towards other people; others might suggest that a polite person is self-effacing. Thus, if we being polite, many people feel comfortable and do not hesitate to make relation with us, although just talk for a moment. Also, with being polite, we can keep our relationship and feeling with other people. In here, being polite can be indicate with the expression of face, control our speech, gesture, and many more. In addition, the politeness strategies also used in literary work like novels, drama or films. Especially for dramas or films, it takes from real life. Many films adopted from the real story and appeared as an interesting film, like love stories or story about political, patriotism, social and so on. In dramas or films, the important points about politeness are more than easy to understand because we can wacth directly without having to imagine it. So that, we can choose which one is good or not good for us to apply in daily life.

Little Women is one of the inspiring and a fascinating movie. choose this movie because the researchers want to show the reader about the politeness strategy reflected in this movie.This movie has won an AACTA International Awards and Boston Society of Film Critics Awards 2020 for best lead actress that goes for Saoirse Ronan who plays Jo March in *Little Women*. Greta Gerwig directed and re-arranged the story line that was crafted based on novel originally written by Louisa May Alcott. Furthermore, this movie is about the lovely story of the March sisters Meg, Jo, Beth, and Amy who have their own dreams and different characters. It is based on the lives of the author and her three sisters. The background of the story was in the years after the Civil War, Jo March lives in New York and working as a writer and a tutor to help her family afloat. Amy March, studies painting in Paris and sooner she will marry a wealthy man, Meg March, is married to a school teacher and has two children, while Beth March has an illness which brings her family back together.

Based on the background of the study above, the researchers identified that there are different social status and different ages between the characters in *Little Women* Movie. The politeness strategy is shown in the movie because of the relative distance, difference social status and different ages. This research is focuses on politeness strategies reflected by the characters in *Little Women* Movie. According to Brown and Levinson (Levinson, 1978) they divide the politeness strategies into four, which are bald on-record, positive politeness, negative politeness and off-record. Also, the researcher wants to connect the politeness strategies and the relative distance theory by Brown and Levinson.

METHODS OF THE RESEARCH

This research uses qualitative method. According to Taylor (Steven J. Taylor, 2016), the phrase of qualitative method refers to the broadest sense to research that produces descriptive data, people's own written or spoken words and observable behaviour.

Qualitative method is the method that is used when the researcher describes or analyse the data in the descriptive form and using sources that is already existed in books or in the internet. The researchers will use qualitative method as the method because I use journals and theories that have already existed in books and internet as references. And also, the data were collected by conducting several steps.

1. The movie was watched carefully in order to find the proper information needed for answering the research objectives

2. While the movie was watched, I also read the movie-script in order to check the accuracy of the script.

3. The dialogues consisting politeness strategies were interpreted and identified.

4. The data is analysed in table form

RESULT AND DISCUSSION

In this research, the researchers found the politeness strategies by Brown and Levinson theory applied in *Little Women* movie which are bald on record, positive politeness, negative politeness, and off record. There are also the relative distance theory by Brown and Levinson that affects the politeness strategy which are Power (P) the degree to which H can impose his own plans and his own self-evaluation at the expense of S's plans and self-evaluation, Distance (D) a symmetrical social dimension of similarity of difference within which S and H stand for the purposes of this act. In many cases, it is based on as assessment of the frequency of interaction and the kinds of material or non-material goods including face exchanged between S and H. an important part of the assessment of D will be measures of social distance based on stable social attributes, and Ranking imposition (R) culturally defined as ranking of impositions by the degree to which they are considered to interfere with an agent's wants of self-determination of approval of their positive or negative face wants.

1. Bald on Record

Bald on record strategy is used for people who know each other very well and who are comfortable in their environments such as between close friends and families. There are

five sub-strategies of bald on record and they are showing disagreement, giving suggestion or advice, requesting, warning; threatening, and using an imperative form. The table 1 is the result of bald on record strategy applied in *Little Women* movie.

Table 1. Bald on Record

Bald on Record; Giving advice (Aunt March advise Jo March to pay attention to her)	
Jo March	"But there are precious few ways for women to make money."
Aunt March	"That's not true, you could run a cat house, or go on the stage. Practically the same thing." [There is silence and Jo says nothing. Then Aunt March continues] "Other than that, you're right, precious few ways for women. **That's why you should heed me."** **(Aunt March/35:56)**

The situation above happens in Aunt March's House where she asks Jo to read her Belsham in her room. Aunt March falls asleep and then Jo sneaks to the window and read another book. A minute later she wakes up and calls Jo and asks why she stops reading Belsham. She continues to read and Aunt March says that she has to mind herself because one day she might need her and she will wish that she had behaved better. Hearing that, Jo thanks her aunt because of her kindnesses and tells her that she intends to make her own way in the world.

However, her aunt disagrees that no one makes their own way, especially for a woman. A woman needs to marry well. Jo comes to the conclusion that the only way to be an unmarried woman is to be rich and she convinces her aunt that there are precious ways for women to make money. At first, she disagrees and says that women could run a cat house or go on stage, but then she agrees that there are precious ways for women to be rich, that is why Jo needs to pay attention to Aunt March and behave well. For that reason, Aunt March performs her FTA bluntly to Jo because she is her family and she cares a lot to March family and that is why she gives advice to Jo that she needs to behaved well therefore she could marry a wealthy man and be rich.

The strategy used by Aunt March is bald on record because according to the relative distance theory, the power affects the conversations. Aunt March has higher social status

because she is a rich woman. The distance between Jo and Aunt March is close because they know each other well. The imposition between Jo March and Aunt March is giving advice. By giving advice, Aunt March basically threats Jo's face because she has the power to impose her own plans to Jo's plans and self-evaluation

Another example of bald on record is shown in table 2.

Table 2. Bald on record

Bald on Record; Warning/Threatening (Aunt March warns Amy to not go back to her family)	
Amy March	"Mother doesn't say anything about Beth. I feel I should go back but they all say "stay."
Aunt March	"You can do nothing if you go back. The girl is sick, not lonely. **And you shouldn't go home until you and Fred Vaughn are properly engaged."** **(Aunt March/06:52)**

The situation above happens in Paris which Amy and Aunt March are in carriage talk to each other. Amy worries about her family and thinking to go back to her family but her Aunt disagree with what she thinks. Aunt March warned Amy that she should not go back unless she is engaged with a wealthy man Fred Vaughn. For that reason, Aunt March performs her FTA baldly and tells her reason to Amy that she should be engaged before she goes back to her family because Aunt March thinks that Amy is the only women who have to marry a wealthy man so that she can support her family.

The strategy used by Aunt March is bald on record because based on the relative distance theory, the power (P) does affect the conversation. Aunt March has higher social status than Amy, therefore she has the power to impose her own plans over Amy's plans. The distance (D) between Aunt March and Amy March is close because they are family and they know each other. The imposition is Aunt March warns Amy to not go back to home until she is engaged properly with Fred Vaughn, a wealthy man from Europe. Aunt March performs her FTA against Amy's negative face because Aunt March imposes Amy to stay with her.

2. Positive Politeness

Positive face is known as every individual's needs to be respected and accepted in social interaction. The positive politeness strategy is used when the speaker recognize that the

hearer has needs to be respected. This strategy is commonly used in the groups of friends or the people where they are in the social situation know each other well. Here, the FTA is relatively low. It usually tries to minimize the distance between them by expressing friendly statement and the same interest in the hearer's needs.

According to Brown and Levinson (1987), there are fifteen sub-strategies in positive politeness: Noticing, attending to H (his interest, wants, needs and goods), Exaggerating (interest, approval, sympathy with H), Intensifying interest to H, Using in-group identity markers: in-group language or dialect, jargon, slang, contraction or ellipses, Seeking agreement: safe topics, repetition, Avoiding disagreement: token agreement, pseudo-agreement, white lies, hedging opinions, Presupposing/raising/asserting common ground: gossip, small talk, point of view operations, presupposition manipulation, Joking, Asserting or presupposing S's knowledge or and concerning for H's wants, Offering, promising, Being optimistic, Including both S and H in the activity, Giving or asking for reasons , Assuming or asserting reciprocity, Giving gifts to H (goods, sympathy, understanding, cooperation)

Table 3 is the example of positive politeness strategy applied in *Little Women* movie.

Table 3. Positive politeness

Positive politeness; Assuming or asserting reciprocity (Aunt March assume that Jo might need her one day)	
Aunt March	"Josephine!"
Jo March	"Yes."
Aunt March	"Is there a reason you stopped reading Belsham?"
Jo March	"I'm sorry, I'll continue"
Aunt March	"You mind yourself, deary, **one day you'll need me and you'll wish you had behaved better.**" **(Aunt March/35:15)**

The dialogue above happens in Aunt March's house when she asks Jo to read Belsham. Aunt March falls asleep and Jo sneaks around to the window and read a book. After a minute, Aunt March wakes up, calls Jo and asks why she stopped reading. Caught red handed she apologizes to her aunt. Aunt March examines Jo and says that one day she will need her and she will wish that she had behaved better. The utterance "..one day you'll need me and you'll wish you had behaved better." indicates that Jo might need Aunt March

one day and she should had behaved better. For that reason, Aunt March performs her FTA in positive politeness by assuming or asserting reciprocity.

The strategy used by Aunt March is positive politeness because based on the relative distance theory, the power does affect the conversation. Aunt March has the power to impose her plans over Jo's plans because she has higher status dan Jo March. The distance between Jo and Aunt March is close because they are March family. The imposition is Aunt March assumes that Jo might need her one day. Aunt March expresses her FTA against Jo March's positive face because the ranking imposition involves an assessment of the amount of 'pain' given to Jo March's face based on the difference between Jo's desired self-image. Another example of positive politeness is shown in table 4.

Table 4. Positive politeness

Positive politeness; give or ask reasons (Friedrich give reasons to Jo why he is being so blunt)	
Friedrich	"I don't like them" "Honestly, I think that they're not good."
Jo March	"But, I, they're published in the papers, and, people have always said – I'm considered talented—"
Friedrich	**"Oh, I think you're talented, which is why I'm being so …. so blunt"**
Jo March	[Jo, deeply offended, starts to gather up her work] "I can't afford to starve on praise." **(Friedrich/22:48)**

The situation above takes place in Boarding House in New York City. Friedrich read Jo's work and give her an honest opinion. He does not like the story. Jo is offended by Friedrich's opinion because people always tell her that she is talented and they always like her story. Friedrich agrees that she is talented which is why he is being so blunt to her. For that reason, Friedrich expresses his FTA by using this strategy in the form of give or ask reason which he gives reason why he is being straightforward to her is because she is talented and he cares about her work and also wants to give her an honest opinion about her work.

The strategy used by Friedrich is positive politeness because according to the relative distance theory, the power (P) does not affect the conversations. Friedrich has higher social status than Jo because he is a Professor while Jo is a tutor. The distance (D) between

Friedrich and Jo is close because they are neighbor in the boarding house and they know each other. The ranking imposition (R) is relatively high because Friedrich thinks that Jo is talented and he is being blunt about her work. He gives his honest opinion about her work that he does not like Jo's story. Friedrich expresses his FTA against Jo March's negative face where she has the freedom to choose what kind of story that she likes to write.

3. Negative Politeness

According to Brown and Levinson, Negative face is known as the individual's need to have a freedom of action and imposition in social interaction. Negative politeness also recognizes the hearer's face and admits that the speaker is in some way imposing on the hearer. The tendency to use negative politeness forms, emphasizing the hearer's right to freedom can be seen as a deference strategy. A deference strategy is involved in what is called "formal politeness".

This strategy is commonly used in a group or just an option used on a particular occasion. In negative politeness, the threat to face is relatively high. The negative politeness is focus on minimizing the imposition by trying to soften it. There are ten sub-strategies of negative politeness which they are be indirect, do not presume/assume, be pessimistic, minimize the imposition, giving deference, apologize, impersonalize S and H, Stating FTA as general rule, nominalize, redressing other wants of H's.

Table 5 is the example of negative strategy applied in *Little Women* movie.

Table 5. Negative politeness

Negative politeness; be direct	
Amy March	"Where are you going?"
Jo March	**"You're not invited."** **(Jo March/45:00)**

This dialogue above happens in March House where Jo and Meg are going out to theatre with Laurie and his teacher, John Brooke. Knowing that her sisters are going out, Amy wants to go with them but Jo March refuses by saying "you're not invited". For that reason, Jo performs her FTA by using be direct form of negative politeness. The utterance "you're not invited" means that Amy could go if Laurie and John invite her as well. Jo performs her FTA directly to Amy because she has close relationship with her sister.

The strategy used by Jo March is negative politeness because based on the relative distance theory, the power (P) does affect the conversation where Jo March is Amy's older

sister, therefore Jo has higher power than Amy. The distance (D) between Jo and Amy is close since they are sisters and care for each other. The ranking imposition (R) is low because Jo is being direct to Amy so there will not be a misunderstood between them. Jo performs her FTA against Amy's positive face because the ranking imposition involves an assessment of the amount of 'pain' given to Amy's face based on the difference between Amy's own desired self-image.

Another example of negative politeness is shown in table 6.

Table 6. negative politeness

Negative politeness; Apologize (John apologizes to Meg because he cannot buy her what she wants)	
John	"I can't afford it, my dear."
Meg	"John, but---"
John	"I need to go to bed." [gets up from the table and speaks again] "**And I really am very sorry** that you have had to do without so many beautiful things. And that you're married to someone who can't give them to you." **(John/21/1:02:59)**

The dialogue above takes place in Meg and John's house, they are married and live in the same house. Meg buys a fabric silk that costs around fifty dollars, which John need a new coat. Meg buys that because she couldn't resist when her friend, Sallie, buys everything she wants and she does not want Sallie to pity her. John apologizes to Meg because he couldn't afford her a silk, and he apologize that Meg is married to someone who can't give beautiful things to her. For that reason, John performs his FTA by using apologize form of negative politeness. The utterance "and I really am sorry" shows that John indicates his reluctance to impinge on Meg's negative face and thereby partially redress that impingement.

The strategy used by Mr. Brooke or John is negative politeness because based on the relative distance theory, the power (P) does not affect the conversation even though John has higher status than Meg because he is her husband and the head of his family. The distance between Meg and John is close since they are a married couple. The ranking imposition is high because apologize threats to Meg's face. John expresses his FTA against Meg's negative face because he shows apologise to Meg.

4. Off Record

According to Brown and Levinson Off-record or indirect is a communicative act which is done in such a way that it is not possible to attribute only one clear communicative intention to the act. In other words, the actor leaves himself an 'out' by providing himself with a number of defensible interpretations. Off record utterances are indirect uses of language and contains less information in the sense that it rules out fewer possible states of affairs or actually different from what one means. In this case, H must make some inference to recover what was in fact intended. If the speaker wants to do the FTA, in contrast, the speaker wants to avoid the responsibility by doing it. The speaker can do an off-record and leave it up to the H to decide how H interpret it. The hearer cannot know that a hint has been mentioned; the speaker can credibly claim a different possible interpretation. In this sense, the threat to face is very high. There are fifteen sub-strategies of off record which they give hints, give association rules, presuppose, understate, overstate, use tautologies, use contradictions, be ironic, use metaphors, use rhetorical questions, be ambiguous, be vague, over-generalize, displace H, be incomplete/ use ellipsis.

Table 7 is the example of off record.

Table 7. off record

Off record; give hints (Jo's father wants to go to West as well as Friedrich)	
Jo's Father	"And you intend to stay in New York?"
Friedrich	"No, I've been offered a professorship in California — and as I have nothing keeping me here, I thought I might go West. It is new there, and they are less particular about immigrants."
Jo's Father	"Perhaps I should go West..."
Marmee	"You aren't an immigrant, so perhaps you should stay home." (Jo's Father/01:58:34)

The dialogue above takes place in March House where Friedrich, a friend of Jo in New York, visit her house. Jo is happy to see him again and she does not have idea that Friedrich would come. They have dinner together in that evening, and talk to each other. And Jo's father asks him whether he intend to stay in New York but Friedrich says that he has been offered a professorship in California and he might go west which they are less particular about immigrants. Jo's father replies "perhaps I should go west". For that reason, he performs his

FTA by using give hints of off record. The utterance "perhaps I should go west" indicates that he wants to go west as well as Friedrich. Marmee replies to his utterance "You aren't an immigrant, so perhaps you should stay home." which means that he is not allowed to go west since he is not an immigrant.

The strategy used by Jo's father is off record because according to the relative distance theory, the power (P) does not affect the conversations even though Jo's father has higher social status than Marmee. The distance (D) between Jo's father and Marmee is close since they are a married couple. The ranking imposition (R) is quite high because Jo's father is giving hints to Marmee that he should go west as well as Friedrich whose immigrant. Jo's father performs his FTA against Marmee's positive face because he wants Marmee to let him go to west even though he is not an immigrant.

Another example of off record is shown in table 8.

Table 8. off record

Off record; use metaphors (Marmee uses metaphors to calm down Jo's anger)	
Amy	"I am the most-sorry for it now. I'm so sorry"
Marmee	**"Don't let the sun go down on your anger**. Forgive her. Help each other, and you begin again tomorrow."
Jo March	"She doesn't deserve my forgiveness. I will hate her! I will hate her forever!" **(Marmee/48:50)**

The dialogue above happens in Jo's room. Jo is very sad because of Amy. Meg and Jo are going out with Laurie and John Brooke while Amy wants to join them and pay with her own money but she could not go because she is not invited. Jo is annoyed by Amy because she whines a lot about it. Jo says that she is such a baby and that makes Amy upset. Amy threatens her that she will regret for what she says. And while Jo and Meg are outside, Amy goes to Jo's room and search for Jo's stories that she has been writing. Amy wants Jo to be upset then she burns all of her works.

When Jo and Meg come home, Jo walks straight up to her room and search for her stories. Surprised that she does not find it in her room then she asks her sisters and Beth says no and asks why and she looks at Amy who is pretend to read even more intently than before. Jo assumes that Amy has her story and Amy admits that she burns all her works. Jo turns into anger, grab her hair and then they start fighting. Marmee and her sisters try to separate them. After that, Amy expresses her sorry but Jo cannot forgive her because it is a hard loss

for her to lose all her stories that she cannot write it again. Marmee tries to advise her and tries to persuade Jo to forgive Amy. For that reason, Marmee performs her FTA by using metaphor in off record strategy. She uses a metaphor "don't let the sun go down on your anger" which means we should not burry the anger, just let it go.

The strategy used by Marmee is off record because based on the relative distance theory, the power (P) does affect the conversation because Marmee has higher status and power than Jo. The distance (D) between Marmee and Jo is close because they are mother and daughter, and they care for each other. The ranking imposition is relatively low because Marmee wants Jo March to not get buried with her anger towards Amy. Marmee performs her FTA against Jo March's negative face because Jo does not want to forgive Amy after what she has done to Jo March.

CONCLUSION

This research is conducted to find the politeness strategies in *Little Women* movie. In this research, the researcher uses politeness theory by Brown and Levinson. The conclusion of this research is there are four types of politeness that is used in *Little Women* movie which are bald on record, positive politeness, negative politeness, and off record. There are also the relative distance theory by Brown and Levinson that affects the politeness strategy which are Power (P) the degree to which H can impose his own plans and his own self-evaluation at the expense of S's plans and self-evaluation, Distance (D) a symmetrical social dimension of similarity of difference within which S and H stand for the purposes of this act. In many cases, it is based on as assessment of the frequency of interaction and the kinds of material or non-material goods including face exchanged between S and H. an important part of the assessment of D will be measures of social distance based on stable social attributes, and Ranking imposition (R) culturally defined as ranking of impositions by the degree to which they are considered to interfere with an agent's wants of self-determination of approval of their positive or negative face wants.

In conclusion, norm and moral value is the basic knowledge that we should know. We often speak formally to the people who are older than us, and those who have higher status in the society. We tend to speak casually or informal when we are closed to someone such as friends or family and when we are comfortable with the social environment. Therefore, different social status, different ages, and different social environment are the factors for people to use politeness strategy in communicating to each other.

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ANALYSIS OF TEACHERS' MANAGEMENT AND INSTRUCTIONAL TALK IN ENGLISH FOREIGN LANGUAGE (EFL) CLASSROOM AT SMA NEGERI 1 BOMBANA

Roslina[*1]
[1]Universitas Sembilanbelas November Kolaka, Kolaka 93561, Indonesia

Abstract
This study aims were to determine the context of teacher management and instructional talks in senior high schools, especially in Senior High Schools of 1 Bombana and the frequency of use of teachers' native language (NL) and target language (TL). The study subjects were two Indonesian English teachers. The descriptive qualitative method was used to obtain and analyze data. Our study results showed four contexts of utterance related to management talk while three contexts were related to the instructional talk. Teachers prefer to use the native language than the target language in either management talk term or instructional talk term. The frequency of using the native language was much higher both in management and instructional talk. It indicated by 86.9% average used in management talk, while 77.1% in the instructional talk. In addition, the reason for the domination of the native language was to reach the effectiveness of learning in EFL classes. However, it was also implied that the teacher's competence to use English in the classroom was inadequate.

Keywords: English, instructional talk, teacher, management talk.

INTRODUCTION

Class management includes several elements, such as classroom interaction. Teacher and student interaction play an important role in the classroom interaction context (Aisyah, 2016). Yanfen and Yuqin (2010) stated that teacher talk is an integral part of foreign language activities. The method of teachers lectures is critical to ensure students can learn well. The excellent teacher help students to understand the lesson as well as the instructional talk. In other words, the teacher's instructional management ability needs to be considered. It plays a significant role in the classroom (Andini & Supardi, 2018). In addition, Muhayyang (2010), instructional talk refers to the transfer of teaching materials. Management talk refer to command, control, and discipline in the classroom. However, these two communication activities are different in EFL classes. EFL students have infrequent opportunities to speak English outside of the classroom. Therefore , classroom learning is the only opportunity to learn English (Pratiwi, 2018). In this class, the role of teacher talk is a medium of communication and the teaching material.

*correspondence Addres
E-mail: alimuddin.roslina81@gmail.com

Teachers' language in the classroom is crucial because each instructions, explanation, and guidance help the students to learn about the language and how to use the language. Teachers' language during teaching and learning process is a teaching medium and teaching material. Teacher uses simple vocabulary as simple as the grammar to better understanding students. Furthermore, they also maintain the characteristics of the language itself (Jouibar & Afghari, 2015).

The teacher talk is reflected not only in organizing the classroom but also in the process of learners' language acquisition. For the former point of view, the teacher talk directly makes a decision about successful the teaching program. For the latter point of view, teacher talk may be the main language input naked to learners (Nunan as cited in Wang, 2014).

Research Kovačić and Kirinić (2011) about the use of the first language in tertiary instruction in English as foreign language classroom aims is to evaluate students and teachers perceptions about frequency first language usage in EFL classroom. The researcher only used questionnaire as the instrument. It makes the researcher unable to know the percentage frequency of the teachers' language with certainty. In addition, researcher did not explain the language context of teachers. Therefore, teachers agree to use the first language in teaching English at the EFL classroom.

In terms of language acquisition and the use of native language in the classroom, Fitriani et al. (2017) have examined the effect of using mother tongue on student learning achievement in Syiah Kuala University, Banda Aceh, Indonesia. They found that most students understood the lesson more quickly.. In this case, English is positioned as a second language, not as a foreign language. This study was used students who used English as EFL.

Furthermore, Zulfah et al. (2015) conducted a study entitled Teachers' Instructional Talk and Management Talk in English Foreign Language Classroom. This research evaluated the percentage of native speakers in the classroom, but the data collection only uses observation and documentation techniques. Meanwhile, according to our understanding, the frequency of using native language in EFL classes is not sufficient to understand the conditions of EFL learning. Teherfore, it is urgently needed to further evaluated .

Both studies investigated Teacher talk and instructional talk in the classroom. The use of the native language is more dominant in the EFL classroom than the use of English as the target language. Meanwhile, this study added an instrument for teachers to use types of teacher talk and instructional talk in the classroom. This research was intended to

determine problem in the EFL class. The further investigation should be evaluated policies or other solutions that can help in order to build the effectiveness of learning English for EFL students. This study aims were to evaluate the contexts of instructional talk, management talk, the frequency of native language, and target language at Senior High School of 1 Bombana as well as the reason to use the language.

Although the teaching strategies improve students performance, the teachers must pay attention to the language. It is not only a teaching medium but also become teaching material for students. They automatically learn about language and the use of language. This study focused on the percentage frequency using of native language (NL) and target language (TL) in management and instructional talk at senior high school, the contexts of teachers' management and instructional talk in senior high school level (EFL classroom); and the primary language for learning process. This study provide a more precise percentage frequency and an explanation of the teachers' language in detail as well as the used reason for each item. By knowing the percentage can be used as a managerial evaluation for the relevant stakeholders. Whereas in theory, this finding provides the major reason for using native language in EFL classes. Meanwhile, the theory of language acquisition says that the acquisition of foreign languages will be effective if more frequent contact with the learners.

By finding the reason for the domination of native language in EFL classes, the further researcher is warranted to develop a theoretical framework or a conceptual framework for English learning in EFL classes by considering the use of native language in teacher and instructional talk.

LITERATURE REVIEW

The teacher refers to teaching person. According to Pollard (2008), the most common roles of teachers are giving instructions, facilitating, setting up activities, correcting, eliciting, motivating, and explaining language. While according to Gould and Roffey-Barentsen (2018), the responsibilities of teachers are listed: (1) teachers have to provide a safe environment, both physical and psychological; (2) teachers have to treat others with due respect ensure equality of opportunity for all, and (3) teachers have a responsibility to safeguard learners and their right.

Communication is the activity of delivering messages to listeners both verbally and non-verbally (Susanthi et al, 2021). Language in the context of teaching acts as verbal communication between teachers and students. In addition, teachers are the vital in obtaining the target language, especially for a country that uses English as a foreign

language, such as Indonesia. Yanfen and Yuqin (2010) stated that the teacher's concern for language is a major factor to stimulate class interaction in the classroom. Therefore, teachers' language in the classroom can be used as a teaching medium and materials. Krashen (2015) explained that the understanding of reading and listening plays an important role in language acquisition. Teacher talk may be considered the essential factor in the successful learning process regarding the use of foreign language in the classroom (Kiassi & Hemmati, 2014). Besides, language for students serves as a tool for conveying ideas and a tool to better understand during the learning process (Casta & Esther, 2016). Teachers need to manage and organize the classroom by language. Teachers may succeed or fail to achieve their plans. Teacher talk may be considered as the essential factor in successful learning process regarding on the use of foreign language in the classroom (Kiassi & Hemmati, 2014). Besides, language for students serves as a tool for conveying ideas as well as a tool to better understanding during leaning process (Casta & Esther, 2016).

METHOD

This research was classified as case study research using the descriptive qualitative method. The descriptive qualitative approach was appropriate with this research because it could describe the context and usage of instructional and management talk, the level of native language, and target language usage of senior high school students in Southeast Sulawesi. This research was conducted in the Senior High School of 1 Bombana in Bombana City, Southeast Sulawesi, Indonesia. The study subjects were two Indonesian English teachers at Senior High School of 1 Bombana. Both teachers have an English education background. They were graduated as the bachelor from English education study program. They were teaching English in the first and second grades at the senior high school level.

Interview and documentation were used as instruments in this study. During the data collection, the researchers have recorded the classroom activities and interviewed the teachers. Data analysis were conducted based on Miles et al. (2014) steps. At first, the researchers described in detail the information from interview results and documentation by transcribed. Next, the researchers transcribed the teacher's speeches into two classes, namely instructional talk class and management talk class. The third step was coding. Video recording was analyzed by using coding to categorize the contexts of the native language and target language. The researcher counted the word in each sentence. The last step was analysis. The percentage formulation was used to analyze the frequency or

percentage of native language and target language. For calculating the percentage, frequency or percentage of NL and TL, teachers' talk was analyzed word by word to anticipate intrasentential code-switching.

RESULTS AND DISCUSSION

After conducting data analysis, the researchers found the context and the frequency of using native language and target language in English foreign language (EFL) classroom. The frequency of teachers utterances for management and instructional talk is presented in Table 1.

Table 1. Language Function of Frequency Percentage

Number	Language function	Frequency Percentage	
		NL	TL
A	**Management Talk**	**86.9%**	**13.1%**
1	Giving Instruction	79.5%	20.5%
2	Giving Reprimanding	100%	0%
3	Giving Advice	94.2%	5.8%
4	Giving Announcement	73.8%	26.2%
B	**Instructional Talk**	**77.1%**	**22.9%**
1	Giving Explanation	69.8%	30.2%
2	Asking Question	61.5%	38.5%
3	Answering Question	100%	0%

As shown in Table 1, teachers' management talk or instructional talk of teachers prefered to use the native language than the target language. The highest utterance percentage of the native language for management talk was in giving reprimanding (100%), and the highest use of the target language was in giving announcements (26.2%). While in the instructional talk, the highest use of the native language was in answering the question (100%), and the highest use of target language was in asking the question (38.5%). It showed that both teachers were more comfortable teaching using English than target language in management talk or instructional talk.

According to Zulfah et al. (2015) that there were 12 contexts of management talk include greeting, checking presence, giving thanks, closing activity, etc. While in this current research, there were only four contexts. At first, the giving instruction context. It explained that teachers agreed to use native language when they instructed the students. The interview results from both teachers supported the data above. The two informants

claimed that they prefer to use the native language than target language because the native language was more useful to apply in the classroom. They said that their students only could understand if it was delivered in Indonesia language. In addition, they also admit that if they have already used their mother tongue. They sometimes forget to use English.

In reprimanding case, the frequency of percentage results showed that teachers never used the target language. The interview results from both teachers supported the data. Therefore, they prefer to use the native language than target language because the students were easier to understand what teachers meant. Students have many ideas or responses to the topic of discussion, but they have limited vocabulary to say it. In addition, their lack of self-confidence supports their silence in class.

Our data showed that either teacher from the first and second grades agreed to use native language when they advised the students. It indicated by teachers were more used native language with the percentage around 94.2%. This data also supports the interview results from both teachers that they prefer to use the native language than the target language. Due to the class condition, it was impossible to apply the target language and students' abilities were different. Sometimes the teachers used target language, but after that teachers explained the meaning of the utterance again using the native language. This condition is not only caused by the teachers' desire to help their students understand the lesson as well, but also supported by the teacher own comfort teaching by native language.

We found that around 73.8% of teachers used the native language, and about 26.2% of teachers used the target language. The first and the second informant claimed that sometimes they used target language because they were simple sentences. Although the frequency percentage data showed that teachers were more used the native language than the target language, they tried to apply it.

The highest use of the native language for management talk was in giving reprimanding (100%). Besides, the highest use of target language was in giving announcements (26.2%). Teachers used target language intensively in giving instruction (20.5%). As shown in Table 1, the average percentage value of the native language and target language in management talk were more dominant in using the native language during the teaching and learning process. These data were indicated by the average percentage of the native language in management talk was 86.9%. However, the teachers were less used the target

language in the classroom. It was indicated that the average percentage frequency was 13.1%.

The instructional talk focused on the material or knowledge transfer. The teachers deliver information related to the students' knowledge input in the classroom. There are five contexts of instructional talk. Our study evaluated three contexts, namely, giving an explanation, asking the question, and answering the question. This condition occured because of the teaching method was different. The other two contexts were lost due to the inability of the two teachers to convey their directions and corrections in English.

The results of frequency percentage data showed that teachers were more used the native language than the target language in explaining. They used native language around 69.8%, while in the target language was 30.2%. The interview data from both teachers supported our finding data. They prefer to use the Indonesian language than the English language because the students' abilities were different. Although some students understand what teachers meant, teachers must consider the knowledge from all of the students. Suwartono (2007) also stated that the target language in teaching and learning is poor, or the teacher never used the target language. Based on the teacher's perception, they chose to use native language. In this case, if they used the target language, the students did not understand.

Based on the research findings of asking questions, it explained that teachers agreed to use native language when they asked the question to the students. It showed in the frequency percentage results that teachers used more in the native language with the percentage around 61.5% while in the target language only 38.5%. The first informant and the second informant claimed that they prefer to use English if the questions had no relation with the teaching materials. If it had a relation with the teaching materials, they preferred to use Indonesian. The data either from frequency percentage data or interview data showed that teachers were more used the native language than the target language . As well as Kovačić and Kirinić (2011) also state that most students and teachers agree, if the first language is used in grammar explanation and difficult concepts. Teacher prefer use the target language only if the context does not contain teaching materials aspects.

The frequency percentage of answering questions showed that teachers never used the target language. It showed that 100% of teachers used the native language. Teachers claimed that in case of answering the question to the students' questions. Teachers must pay attention to the class conditions and the average ability of the students. If the ability of students were low, it would be better to use the Indonesian language. It was suitable

with the theory of Shimizu (2006), among Japanese students, in which 66% of non-linguistic majors supported L1 (first language) use in EFL classroom.

The utterance of the instructional talk was longer and more complicated than the utterance of management talk. Teachers used intensively target language in asking the question (38.5%), and teachers used intensive native language in answering the question (100%). As shown in Table 1, teachers in English foreign language classrooms were dominant in used native language with an average percentage frequency of 77.1%. Teachers were less of the used target language with the intermediate percentage frequency of 22.9%.

Our results were supported the recommendation of Thompson (2006) that the familiar contexts of target language used in classroom management, establish solidarity, and clarify. The familiar contexts of the first language used in grammar instruction, explaining a topic or assignment and translation of vocabulary. Based on the frequency percentage and interview results, teachers either in management talk or instructional talk preferred to combine the language. However, most of the language that they used in the classroom was the native language. Teaching the English language by combining the language is the best way to teach English in an English foreign language (EFL) classroom. Although the students are relatively slow in responding to teachers' utterances, combining the language improves students' ability to learn English.

Our findings were similar to Zulfah et al. (2015), showing that the use of native language in the EFL class was dominant than English as the target language. However, the students' academic achievement in English is still at a good level. It indicates that the use of the native language was not a problem. The use of mother tongue was effective in the class interaction (Lo, 2015; Paker and Karaağaç, 2015; Yataganbaba and Yildirim, 2015; Pratiwi, 2018). Furthermore, the intervention of mother tongue in Indonesian EFL class positively influenced. The first language in the EFL classroom is considered a way to solve the students' problem in learning the target language (Fitriani et al., 2017).

The dominant use of native language in EFL classes is motivated by the expectation of class effectiveness. It refuses that the acquisition of a foreign language in EFL classes must be more dominant in foreign languages in learning. However, it is also important to remember that a person's ability to interact is due to external encouragement and the teacher's competence. As stated by the two respondents, if they were required to use full English during learning, they were not ready. Likewise, Oloninisi and Omowumi (2019) that communication challenges of English teaching in Nigerian Primary Education were

including mother tongue interference, low teacher modelling, and influence of social groups.

Teachers are expected to have four competencies: pedagogic competence, personality competence, professional competence, and social competence. If only put forward the reasons for the effectiveness of learning as a justification for the dominance of native language use in EFL classes, then practically, it ignores the internal teacher competencies. Supporting discussion, Heller and Vibeke (2021) found that applying several scripted parts in the classroom positively affected the teachers' instructional talk for 15 Norwegian teachers. Moreover, the more experienced a teacher is in designing learning and facilitating learning objectives, the more his performance will be, including in making instructional activities (Blesses et al., 2018). Meanwhile, referring to Pavelope's theory that even though the performance of something is only 20% determined by internal factors. The internal factor determines the final result of a performance.

In addition, the effectiveness in previous studies and this study tends to be in numerical academic achievement. The communicative skill category influences the effectiveness of learning. The theory of language acquisition emphasizes that the target language's intensity increases the user's performance.

Conclusion

Management and instructional talk were teachers' language functions. There were four contexts of utterance related to management talk; they gave instruction, reprimanded, gave advice, and gave announcements. They were explaining, asking the question, and answering the question in instructional talk. The management talk and instructional talk teachers prefered to use the native language than the target language. The frequency of using the native language was much higher in management and instructional talk. The average use of native language was 86.9% in management talk, while the average native language was 77.1% in instructional talk. The dominant reason for native language in the EFL classes was teaching effectiveness and the inadequate teachers' competence. Further research is warranted to evaluate the use of language and the teachers' language management competence.

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IMPLEMENTATION OF CIPP MODEL FOR ONLINE LEARNING EVALUATION DURING COVID-19 PANDEMIC

Heni Purwaningsih[*1] **and Hanandyo Dardjito**[2]
[1,2]Universitas Sarjananawiyata Tamansiswa

Abstract
This study aims to evaluate the (TESOL) English online learning in a private middle-school in Bantul, Yogyakarta, Indonesia using the Context, Input, Process, Product (CIPP) model of Stufflebeam. This qualitative research collected the data using observation, interview, and document analysis. The research results were be analyzed qualitatively by applying discourse analysis. The result of the study implied that in Context, the school had tensions on the students of grade seven and eight in achieving minimum accomplishment criteria and grade nine in acquiring the minimum graduation criteria. The Input indicated that the human resource, syllabus and essential material, and facilities were sufficiently available. The Process disclosed that the teachers had a different approach in virtual teaching. The Product showed the average score of the final semester test for grades seven and eight were under by the minimum accomplishment criteria but grade nine achieved the target.

Key words: Covid 19, TESOL, evaluation; online learning; CIPP model

INTRODUCTION

Nowadays, all countries around the world are struggling against Covid-19 pandemic that has brought many victims. The first case was reported on December 19th, 2019 and rapidly spread out around the world in 30 days (Wu & McGoogan, 2020). World Health Organization suggested the implementation of the basic of good hygiene and physical distancing (WHO, 2020). It created global difficult adjustment to apply the recommendation. It was followed by working at home for the workers, home-schooling for students, and praying at home. Some countries decided to lock down their countries to restrict the people's movement to prevent the spread of the Covid-19 (Halford et al., 2020).

The policies of the Indonesian Ministry of Health divide people into healthy people, people with monitoring (ODP), people without symptoms (OTG), patients with supervision (PDP), Covid 19 patients, and vulnerable groups (Kemenkes, 2020). In Indonesia, 26.857 people died as confirmed in January 2021 (Firdaus, 2021). With the high victims, the public must implement a healthy lifestyle including staying at home, doing

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*correspondence Addres
E-mail: hpurwaningsih11@gmail.com

minimum physical distance, washing hands with soap or hand sanitizer, and wearing masks properly.

Covid-19 has impacted many aspects of life. In the Indonesian economy, the virus threatens some aspects such as 1.5 million people lost their job, Indonesian manufacturing decreases 45.3 on March 2020, import decreases 3.7 percent year to date, inflation reaches 2.96 percent, 12.703 flight were delayed, tourist visitation decreases 6.800 per day, the loss of flight sector is 207 billion, and the decreasing of hotel occupation reached 50 percent (Nasution et al., 2020). In brief, Covid-19 strokes the Indonesian economy at many sectors which affect all part of life for the people. This particularly affects education sector.

Covid-19 has impacted education as well. Due to the interaction restriction, the government implements online teaching-learning activities in all levels of education from pre-school to higher education. Online learning is a new phenomenon in SMP (Middle School) Pembangunan Piyungan Yogyakarta, Indonesia so that the program implemented must be evaluated to assess the achievement. Evaluation intends to improve the implementation of the program so that the Context, Input, Process, and Product (CIPP) evaluation model is applied in this study. This intention implies CIPP aims to improve not to prove (Owen, 1993). On the basis of this understanding, this study aims to evaluate and examine the English online learning program during the Covid-19 pandemic using CIPP (Context, Input, Process, Product).

Online learning

Online learning is a new phenomenon for most education institution in Indonesia. It has challenges and advantages in the learning process. Online learning challenges the learners, teachers, and institution. Institutions have challenges in engaging the students to participate in teaching-learning process (Sesriyani, 2020). Teachers are challenged to switch from offline mode to online mode, change the teaching methodology, and be able to manage their time (Dhawan, 2020; Kebritchi et al., 2017). In general, challenges in online learning comprise, pedagogy, and social. Ferri et al (2020) study suggested that the challenging of online learning involved three scopes: technological challenges, pedagogical challenges and social challenges. Technological challenges included access to facilities such as technological tools and the connection of the internet. Pedagogical challenges were the needs for teaching methodology (educational games, animation, pictures) to motivate the students in learning process. The social challenges were unavailability of the evaluation system and student feedback; and unsupported home learning circumstance to study and parents' assistance. The previous studies above

indicate that some challenges for online learning are (1) students' difficulties in accessing the internet, unexpected interruption from family or friends whilst learning process, (2) less understanding of the learning material, (3) less supervision in assessing, and (4) less technology competence.

Contrary to the challenges found, several studies found advantages of online learning. It has advantages such as (1) accessibility of teaching material, (2) improving skills in the use of technology, (3) encouraging student-centered learning by using various technologies (Bestiantono et al., 2020; Farrah, 2020; Fauzi & Sastra Khusuma, 2020; Jiang, 2020; Mukhtar et al., 2020; Nasution et al., 2020). Furthermore, Jiang (2020) contends that the use of various devices in online learning enriches the students' experiences and their vision in seeing language learning. Online learning also improves the students' technology literacy (Farrah, 2020).

Online learning offers some opportunities. For teachers, they have a chance to practice technology in designing various programs that increases the student's comprehension. It also increases the student's engagement to problem-solving skills, the ability of critical thinking and adaptable in any situation. Furthermore, he contended that online learning enhances market demand for e-learning to bring technology interference in the education field (Dhawan, 2020).

Education should transform its instructional process to face the Covid-19 pandemic. In this case, transformation means conducting distance learning using virtual or virtual face-to-face learning instead of face-to-face learning. Technology has a massive impact in bringing transformation in education to connect teachers and students and leading to new changes in the use of educational approaches (Luthra et al., 2020; Tom et al., 2020). Technology facilitates online learning in some digital activities such as virtual learning, providing deep intercultural experiences, changing the learning environment for students, encouraging students to study outside the virtual learning (Moraves, 2020).

Teaching-learning process in Indonesia during pandemic

In Indonesia, the Ministry of Education and Culture issued a Circular Letter number 4 of 2020 concerning the implementation of education policy in the emergency period of the spread of Covid-19. Teachers and students will adapt the current condition quickly (Hatip, 2020). Based on the instructions of the Ministry of Education and Culture, online learning provides a meaningful learning experience for students without being burdened with the demands of achieving all curriculum requirements (Rasmitadila et al., 2020b). Online learning emphasizes Internet-based courses offered synchronous and

asynchronous approach (Rasmitadila et al., 2020b). Synchronous learning is a direct interaction using online forms such as conferences and online chat. Asynchronous is indirect learning using an independent learning approach. Some subject matter is designed and displayed on email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms.

Based on the Circular Letter number 4 of 2020, schools simplify the learning material into the essential material, and the lesson plan is in the distance learning lesson plan. The lesson plan displays the aims of the study, teaching-learning activities, learning resources, and assessment. Based on the circular, the period of learning is shortened from four times the learning period with 40 minutes into three-time learning period with 30 minutes each period in a week. Face-to-face learning is possibly conducted in the green zone area with twice a weekly meeting and taking two hours for each meeting per class in a high health protocol.

Context, Input, Process, Product (CIPP) evaluation model

As online learning is a new phenomenon in most school, an evaluation is required to find out the strength and the weakness of the program. In teaching language, a language program evaluation inquiry separates the complex nature of language associated with interference, the elements that nurture them, and the findings that occurs. Program evaluation allows a distribution of evidence-based choices and advances from designing programs and applying practices to judging effectiveness and improving the findings (Norris, 2016). Evaluation defines the systematic attempt to assess what turn out, and as result of, the language program serves as the foundation for reasons and selections to approach the program (Silberstein et al., 1990). It can be concluded that evaluation is a systematic and continue process to collect, to describe, to interpret, and to serve information to be conducted as a basis of decision making, policy making, and the next program determination.

In this study, CIPP is selected due to its widely known for its reliability and practicality. Stufflebeam, a professor and director of evaluation center in some universities in USA, developed the CIPP model in the late 1960s. It is a curriculum evaluation that includes four elements: C- Context, I- Input, P- Process, P- Product. The quality of education at school can be effectively evaluated using this model (Stufflebeam, 2003). Context evaluates the objectives, mission, and goals of the school. Inputs include material, time, physical and human resources effectively used at school, the process shows how the school is running the program such as teaching and learning process, and

product evaluates the general outcome of the school regarding the students, knowledge, skills, value, attitude, and students succeed.

Identifying and correcting mistakes made in practicing evaluation is a continuous effort in the CIPP model. It is a formative if it reports the improvement and as summative if to complete the project or program activities or performances of services (Anh, 2018). The strength of CIPP that it is beneficial and a simple model for assisting evaluators in questioning the main importance to be asked in an evaluation process, it is easy to be applied in any situation of the evaluation process, and evaluator can evaluate a program or project using CIPP in whole or separate evaluation based on the needs. The weakness of CIPP is that it needs much time in applying the whole model. Evaluators find it hard in answering the significant questions or issues (Anh, 2018; Uğur et al., 2016).

Online learning during Covid-19 Pandemic in The State Islamic higher education, West Papua, Indonesia applied CIPP evaluation model to assess the implementation of the learning. The results of the study indicated that it had been conducted well during the pandemic. CIPP results showed that the online learning was categorized in a good cohort (Yudiawan, 2020). This study was in the context of higher education which is different from the middle school level. As the limited research on the context of middle school, this research focused on this context by proposing the questions of:

1) How is the "context" related to the online learning program?

2) How is the "input" related to the program?

3) How is the "process" in conducting the program?

4) How is the "product or outcome" of the program?

RESEARCH METHOD

This is an evaluation research which aims to evaluate English online learning in
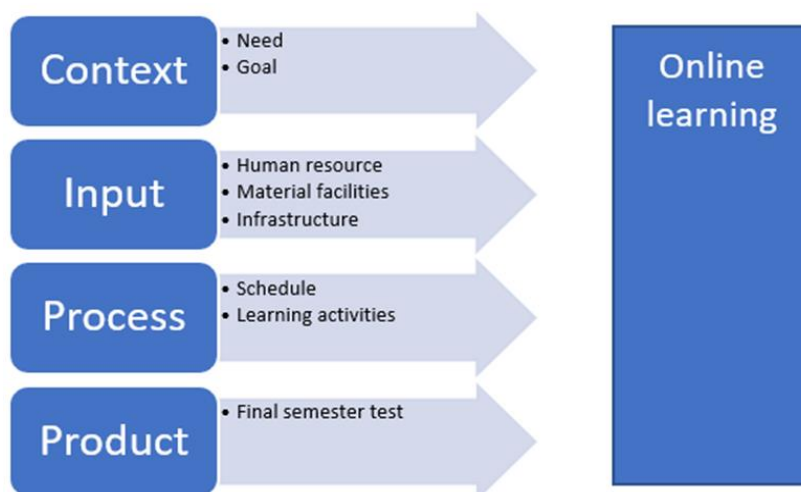
Figure 1 Stages of Research based on CIPP Model

SMP (Middle School) Pembangunan Piyungan, Bantul, Yogyakarta by using CIPP, an evaluation model developed by Stufflebeam.This CIPP evaluation model were conducted by organizing a field research illustrated in Figure 1.

Data collection

The data were collected by doing observation, document analysis, and interviews to get the information about context, input, process, and input. The steps of data collection include:

The first step

The teacher–student interaction was observed from the WhatsApp message to find out the method and activities in the teaching-learning process.

The second step

Result of the interview was transcribed to identify the data related to context, input, process, and product.

Research subjects

The study takes place in SMP Pembangunan Piyungan. It is located in Daraman, Srimartani, Piyungan, Bantul, Yogyakarta. This school is a part of Ma'arif foundation as an educational branch of Nahdatul Ulama (one of Islamic organization in Indonesia). It has a strategic location at the border of Sleman, Gunungkidul, and Bantul regency.

The participants of the study were the principal of SMP Pembangunan Piyungan, English teachers, staff, and students. There are two English teachers, 355 students at all levels. In this study, 30 students were randomly selected as the sample.

Research procedure

Interviews and observation techniques were applied to collect the data. Additionally, a set of related documents was collected to enrich the data. Instruments for the aforementioned data collection techniques were developed to ease the data collection and analysis. In each aspect, the steps were as follows.

Context

In context aspect, the data are need and goal of English online learning in SMP Pembangunan Piyungan; the source of data is the principal and the school-based curriculum; the techniques of data collecting are interview and document analysis.

Input

In input aspect, the data are human resource, material facilities, and infrastructures; the source of the data are the principal, the English teachers, the school treasury and students; the techniques of data collecting used document analysis and interview;

Process

In process aspect, the data are schedule and teaching-learning activities; the sources of data are the English teachers and students; the techniques of data collecting used interview and observation;

Product

In product aspect, the data is the result of final semester test; the techniques of data collectingare interview and document analysis; the source of the data are the principal, the English teachers, and students.

FINDINGS AND DISCUSSION

Findings

The context of English online learning in SMP Pembangunan Piyungan

The document analysis and interview were used to collect the data of context. The results of the data context are as follows: SMP Pembangunan Piyungan was found in 1981. It is located in Daraman, Piyungan, Bantul, Yogyakarta. It has a strategic location on the main road of JL. Prambanan-Piyungan. the school has some missions: Increasing achievement in academic and non-academic, increasing educational quality, and physical facilities.

The school principal:

"SMP Pembangunan Piyungan didirikan pada tahun 1981 oleh para tokoh masyarakat di kalangan warga NU di Piyungan dan dibangun secara gotong royong"

(SMP Pembangunan Piyungan was founded in 1981 by community leaders of NU [Nahdlatul Ulama-an Islamic organization] in Piyungan, Yogyakarta. It was built in a mutual cooperation).

English is a compulsory subject that is included in the school-based curriculum. In line with the vision, mission, and objectives of the school, grade seven and eight students are aimed to reach the minimum accomplishment criteria and the minimum graduation criteria for grade nine. The minimum accomplishment criteria and the minimum graduation criteria were 70. The objection of the learning is determined by each basic competence that is included in the lesson plan.

Based on the interview with the principal, he stated that English is aimed to attract the public to study in SMP Pembangunan Piyungan. If the English competencies of graduates are of high quality therefore it will invite more new students to register.

The school principal:

> *"Kalo siswa punya kemampuan Bahasa Inggris yang bagus diharapkan masyarakat akan tertarik untuk menyekolahkan anak-anaknya di SMP Pembangunan Piyungan".*
>
> (If the students are good at English, people will have more interest in studying in SMP Pembangunan Piyungan)

The inputs of English online learning in SMP Pembangunan Piyungan

In this study, the input consists of the background of the teachers, curriculum, syllabus and material, schedule, budget, facilities, and infrastructure that are displayed as follows: based on the interview, there were two English teachers. The first teacher was graduated from Universitas Widya Darma, Klaten, and has taught since 1997. He lives in Kwasen, Srimartani, Piyungan, Bantul. He teaches 6 classes; class 7B, 7D, 8A, 8B, 8C, and 8D. The second teacher graduated from UniversitasSarjanawiyataTamansiswa. She lives in Taraman, Sinduharjo, Ngaglik, Sleman. She has taught in SMP Pembangunan Piyungan for 7 years. She teaches class 7A, 7C, 8E, 9A, 9B, 9C, and 9D.

Based on the result of the interview and document analysis, syllabus and material essential during the pandemic are developed by English MGMP (Musyawarah Guru Mata Pelajaran/ Subject Teacher Association) of Bantul regency. The materials are simplified based on the condition of the pandemic era. The schedule is changed from four learning times a week in normal condition becoming three times a week. The long duration is from 30 minutes to 40 minutes each learning time.

> The first teacher
>
> "At the beginning of the semester, The Musyawarah Guru Mata Pelajaran Bahasa Inggris or English Teacher Discussion group of Bantul distributed the syllabus and the material essential as the hint to teach. All schools in Bantul use the same syllabus and material essential".

Regarding the financial, learning activities are funded by BOS (Bantuan Operasional Sekolah/School Operational Assistance), school committee, and students' parents. All the learning processes are in online mode, the government provides subsidies for data packages that facilitate the learning process twice in a year. The books are funded by BOS and students' worksheets are purchased by students.

> The school treasury:
>
> *"Di sekolah kami untuk anggaran pembelajaran ada dari BOSNAS, BOP (BOSDASKA), komite sekolah. Untuk buku-buku koleksi perpus diambilkan dari BOSNAS dan BOP, untuk pegangan siswa dari tarikan komite sekolah baik buku pendamping maupun LKS nya".*

(In our school, the learning budget comes from BOSNAS (Bantuan Operasional Sekolah Nasional/National School Operational Support), BOP (Bantuan Operasional Penyelenggaraan/Support for Operational Managing). The library collections are funded by National School Operational Support and Organizing Operational Assistance. Students' handbooks and worksheet are funded by the school-parent committee)

The process of English online learning in SMP Pembangunan Piyungan

The classroom interactions are in virtual mode. The platforms used in the learning process are WhatsApp group and Google classroom. Based on the interview, both teachers stated that the virtual face-to-face platform such as Zoom and Google Meet were hardily applied due to many obstacles such as internet connection and students' data package availability.

The first teacher:

"It's hard for us to use virtual face-to-face platform. Many students live in mountainous area. They have problems with the internet connection. Some of them also complain that using such platforms will make them spend more money whereas their parents suffer from the impact of Covid-19 pandemic".

The second teacher:

"We only use the platform that can be used easily by the students. they are WhatsApp and Google classroom, because all of our students have installed WA in their smart phones. It's the easiest way for us to use it as the teaching-learning tool".

The way both teachers in teaching were different. The processes of teaching-learning were as follows:

1. Pre-teaching. The first teacher began the lesson by praying and checking the attendance list. Then he elicited the students to the new material. The second teacher opened the lesson by praying. She asked the students to write their names and student's number in Google classroom to check their attendance. Then she asked the students about the material of the last meeting. The teacher asked some questions regarding the new material. Then she sent a link to a YouTube video to be observed by the students and asked the students to summarize the content of the video.

2. While teaching. The first teacher explained the material, gave the assignment. The second teacher asked the students about the content of the video. Based on the students' answers, she explained the material through voice notes, or PowerPoint

edited using the Xrecorder application. Exercises were given in chatting mode. Moreover, the assignment was given in Google form or written form then students must take the picture to be uploaded in the group to be assessed.

3. Post teaching. Both teachers closed the learning by the farewell statement.

The Products of English online learning in SMP Pembangunan Piyungan

The outcome of English online learning in SMP Pembangunan Piyungan can be seen in the result of the first-semester test conducted by the principal forum in Bantul regency. The scoring average of grade seven was 44, 77. It was in second place after the Indonesian Language with an average was 49, 44. Grade eight was 43, 54, it was in third place. Grade nine was 71, 82 in the second rank after Math (71, 82).

Discussion

Evaluation of the Context in English Online Learning in SMP Pembangunan Piyungan

The document analysis on the vision, mission, and objective of the school shows that students were established to achieve the minimum accomplishment criteria for grade seven and eight, for grade nine, students must achieve the minimum graduation criteria. Grade nine, however, must work harder to acquire the minimum graduation criteria. The interview with the principal indicates English is used to attract future students to study in SMP Pembangunan, Piyungan. If the graduates have good English, more new students will register for the school. The principal's statement does not relate to the school's vision, mission, and objective but, strategically, it is meaningful for the private school development. The school has to show their performance partly indicated by the school accomplishment. Many studies report how educational institutions compete to win the future students (Aye et al., 2020; Gul, 2019). The principal highlighted it as a way to create the school's academic context that indirectly fulfilled the school vision, mission, and objective of the school as the guideline of the whole program at school (Sukaningtyas et al., 2016).

Evaluation of the Inputs in English Online Learning in SMP Pembangunan Piyungan

The teachers' background indicated that they had sufficient capacity in teaching. Both of them had experience in teaching English. However, teaching in the pandemic era was a new experience for them. It arose some problems regarding their way of teaching, especially in the technology mastery. Technology mastery plays a key role to keep the learning going in during the pandemic and has been part of learning of 21st-century learning venue (Arnet, 2021; Rusmanayanti, 2020; Supriyanto et al., 2020).

The availability of syllabus and material are other parts of inputs. The syllabus and essential material were the agreement of the English Teacher Discussion Group of Bantul regency. The teacher in SMP Pembangunan Piyungan used this syllabus and points in teaching material. The availability of syllabus and material eased the teaching process. The teacher just needed to develop the material adjusted to the students' context. A good syllabus would help in reaching the learning goals and provide a study guide for both teachers and students (Chaira, 2015; Mulyani, 2013; Rusmanayanti, 2020; Slattery & Carlson, 2005; Supriani et al., 2019).

Facilities involved books, worksheets, smart phones, and data packages. Some books were funded by School Operational Assistance and the school committee. Students' worksheet was purchased by students. Schools gave subsidies for the data packages; however, this assistance was not enough to cover the online cost. The government assistance of the data package was not regularly given. The process of the distribution got many obstacles. It caused any students did not receive the data package. As the rule of thumb, the facilities impacted their achievement because proper facilities, technology, and online collaboration influence their success (Hopland, 2013; Rasmitadila et al., 2020a; Rivera & Lopez, 2019).

Evaluation of the Process in English Online Learning in SMP Pembangunan Piyungan

The interview with the teachers and the observation disclosed that they had different ways of teaching. The variation of the way and the media used in the teaching was not the same. The first teacher taught in monotone ways. In line with the interview of the students that most of them were bored with the teaching model. It made them unmotivated in learning.

The second teacher has the various method and media used in the teaching process. Students seemed to enjoy the lesson. The interview with the students showed that most of them enjoy the lesson although they need extra expense in accessing YouTube. Some students contended that they were confused at first due to some applications that they must acquire to follow the learning process.

Learning motivation affects the students' achievement.

Attractive and various activities engage students to learn and ease their comprehension. Multi-intelligence exists in the online and offline classroom. Teachers need to facilitate it to provide an inclusive learning process (Abdi et al., 2013; Serin, 2018; Setiawan et al., 2020).

Evaluation of the Product in English Online Learning in SMP Pembangunan Piyungan

Based on the results of the first-semester test, classes seven and eight had not achieved the minimum accomplishment criteria. On the other hand, grade nine had achieved the minimum graduation criteria. At least the quality of the test and the instructional process need further consideration regarding the students' achievement (Ramadhan et al., 2020; Supriani & Dardjito, 2018).

CONCLUSION AND RECOMENDATION

The findings clearly show that there were various difficulties in implementing English online learning in SMP Pembangunan Piyungan as follows:

1. Teachers had problem in technology mastery. It influenced the process of teaching-learning. This condition affected the outcomes.

2. Students in SMP Pembangunan Piyungan met some obstacles in engaging the learning. Their families mostly had got financial problems as the impact of Covid-19 pandemic. They hardly equipped the data package and the smart phone. Many students still used old type of smart phone which had small memory and unsupported features. This condition affected the teachers in selecting the platform to deliver the teaching.

3. SMP Pembangunan Piyungan conducted some efforts to assist the students in enduring learning process in the pandemic. However, the policies in coping with long term of pandemic limited the school.

4. All those obstacles affected the outcome. It could be seen in the unsatisfactory achievement of grade seven and eight.

The conclusion implies that the school needs to conduct training or workshop on instructional technology to support online learning effectively. Teachers need to facilitate the students by conducting home visit as the students have problems with access to smartphone and internet. The teachers are recommended to apply basic health protocol due to the covid-19 pandemic.

This research was limited to one school in English school-lesson. Conducting broader scope of further study is recommended so a more wide-ranging picture can visualize the schools' strategy to cope with the pandemic. The public movement restriction which recommended people not to meet others had limited the interview. The interview with the principal was conducted virtually because he was infected by the Covid-19. Interviewing the students was in group discussion with a problem of internet connection. Online data collecting technique for future research is emerging and need to be conceptualized more adequately.

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THE EFFECTIVENESS OF LITERACY MAPPING ON STUDENTS' READING NARRATIVE TEXT

Zauzah Muthiah[*1], Muhammad Sofian Hadi[2], dan Mutiarani[3]
[1,2,3]University of Muhammadiyah Jakarta

Abstract
The purpose of this study is to increase the effectiveness of reading narrative texts for students at their reading level using literacy mapping of students from 8G SMP Negeri 18 Depok. This study uses a quantitative method with a pre-experimental design by applying a pre-test and post-test design. In this study the writer used one class as a sample with a total of 30 students. Data was collected using pre-test and post-test instruments. The results of the study were calculated using the t-test. The results showed that the students' post-test scores (higher than the pre-test scores. By using the t-test, the results of the t-table with degrees of freedom (df) 0.01 were 2,048. The findings showed that this study succeeded in reducing the ability to read texts. students' narratives and the effectiveness of their reading levels using literacy mapping.

Keywords: reading, literacy mapping

INTRODUCTION

Reading is a very necessary language skill for everyone to learn. Someone may enhance their own language and experiences by reading. In other words, other language skills, such as writing and speaking can be learned by reading, as well as developing language elements, such as vocabulary and grammar. Reading abilities mean that learners are not only able to read or read English text, but also understand the nature of the text's meaning, which is called understanding of reading. Reading is not a simple process since readers need to work their eyes and brains to receive their reading knowledge or messages so that students can learn accurately, effectively, and correctly, and teachers need to prepare good English teaching content.

Most of the eighth-grade students of SMP Negeri 18 Depok had difficulty learning when reading narrative texts, based on the first observation at SMP Negeri 18 Depok. When the writer asks them to read the text, it can be seen, most of them still have no problem. Students have difficulty reading narrative text because of it. First, they lack vocabulary mastery, cannot read sentences well, and arrange words well. Second, students have difficulty voicing their thoughts. Third, in literacy learning, teachers rarely use interesting

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[*] correspondence Addres
E-mail: zauzahmutiah@gmail.com

techniques. In this scenario, students feel bored and unable to understand how to correctly interpret the narrative text and its contents. Students have difficulty understanding key concepts in the text, and in narrative text, they have difficulty understanding the general structure in the text.

Writer, therefore, use techniques such that the content is readily grasped by students. Students also have problems reading English texts well, however. The writer, therefore, proposes a reading learning approach using a computational model of cross-development reading: the influence of the advent literacy's influence on language production as a solution. The computational reading model thus reflects on the impact of the current language environment on reading and effectively addresses them. It is understood that literacy has a profound influence on the processing of languages, resulting in improvements in phonological understanding of word phonological processing, semantic fluency, and even visual processing. The disparity between the words acquired before literacy and after literacy would possibly be very significant in relation to the function of the reading system.

Many students still have trouble grasping the general structure of the narrative text, however. Writer, therefore, have a solution in the form of teaching as a process of acquiring the reading abilities of students. There are two steps to the training process. Models are trained by mapping between phonology and semantics in oral language training. This stage of training is an effort to mimic the fact that before learning to read, children have usually acquired multiple language skills (e.g. speaking and listening). This model also teaches how to construct a stable phonological puller, research the phonological to phonological mapping representation, and then study the mapping from one semantic to another representation with a stable semantic puller.

This research would also look at the language processing of students through English text and see the words that were read before reading literacy begins and after literacy. This reading computer model focuses on the impact of the current language environment on Coltheart, Rastle, Perry, Langdon, & Ziegler's reading and tackles them effectively (2001: 204-256). These findings are based on research results from previous researchers, written by authors Padraic Monaghan, Stephen Welbourne, Ya-Ning Chang, in the journal A Reading Computational Model through Literacy's Effect on Development Start on the subject of language processing. First, we decided whether the model could replicate the key phenomena of behavior linked with reading single words and the Monaghan & Ellis in AoA effect (2010: 506-525). Pre-literacy acquired Post-literacy and

vocabulary acquired words As a result, the model handled them differently. For the lexical decision of the model, this effect was significantly greater than the responses to responses to word naming, which are consistent with suggestions that the processing of words acquired for preliteracy From orthography to semantics, I took the long way around through phonology, while the words acquired for The direct orthography route to semantics was used by post-literacy. Following 0.6 million years in which The model had a 97.85 percent accuracy score percent on the speaking task and an accuracy rate of 93.35 percent on listening tasks, oral language training was discontinued, demonstrating the reading model success during the practice of the reading process. For phonology and semantics, the accuracy rate demonstrates the proportion of all correctly generated words in each time cycle.

'Meaning is everything,' say Edwards and Usher created by rather than mapping being discovered' (2000: 138). Students learn not only to find meaning 'but also to' spell and modal ', the writer makes meaning and spelling questions from the narrative text, the writer makes the meaning of the narrative text that has been selected, and students find the meaning of the selected narrative text, and students find the meaning of the selected narrative text. practice literacy problems in their life. In this case, the writer will carry the connotation of 'finding' the meaning of the narrative text. Changes in the map literacy learning model's semantic, phonological, and orthographic changes are the most important changes in the model evaluation method. As a result, the observation will be conducted in three steps. In this learning model, the stages of reading, explaining, and evaluating will become student reading tasks, and the aim of using simple maps in the practice of the map literacy learning model is to improve students' reading. Last one, semantic mapping in literacy is a method of teaching reading using graphical representations of concepts and the relationship between them, An orthography is a set of conventions for it includes norms of spelling, capitalization and phonology is the study of the categorical organization of speech sounds in languages.

Writer want to examine this reading literacy model because it is very interesting to study and researchers can see the reading before and after students. The model's performance shows that literacy initiation will impact the reading system architecture usage. Researchers wanted to focus on the age variable 13-14 years, a pre-literacy word model studied with reading ages ranging from ages one to 13. The literacy group is the reading age group aged 13-14 years. As a result, this was a deliberate design decision to ensure that measurable AoA effects were linked to the first reading of the term.

Furthermore, using the WFG test to reflect AoA in the acquisition of reading skills is not recommended appropriate for evaluating AoA before the beginning of literacy, since it records From the age of one to fourteen, children are exposed to words in written materials (corresponding to age five to 18). Those with a reading age of 14 are words taught in their entirety post-literacy. Therefore, if this previous When the model's operation is determined by orally learning words (i.e. before literacy), we can see a discontinuity in the effect of AoA in the model's performance between the ages of reading 13 and 14, i.e. a discontinuity in the effect of AoA.

Brown (2004: 185) says reading is also an ability that teachers hope to learn from pupils. There are many elements that need to be mastered that contribute to an individual interpretation of the meaning that needs to be communicated in written material. Reading is one of four language skills that are necessary for every person to learn and master (listening, speaking, reading, and writing).

Moreover, reading is useful for learning one's language, according to Harmer (2007: 99). As long as learners understand what they are reading more or less, the more they are reading, the more they can understand it. It notes that reading is the decoding and interpretation of Cline et al. claim that written language is a form of communication (2006: 2). Decoding requires the conversion of symbols from writing systems (including Braille) into the spoken words they represent. The reader's strategy and experience, as well as the reading goals, context, and nature of the text, determine comprehension.

Types of Reading

1. Intensive Reading

    Brown explained that intensive reading is usually a classroom orientation exercise in which students focus on the linguistic or semantic nuances of a text passage. Intense reading helps you consider literal interpretations, implications, rhetorical relationships, and other stuff attention of students to grammatical structures, discourse markers, and another surface structural information. Brown (2001: 312) states that the teacher can pick and guide what students read and is intended to develop special receptive skills for this reading activity. Intensive reading is an activity of taking text, studying it, comparing, evaluating, translating, and keeping any word found in the reading text whenever reading refers to the dictionary and grammar.

2. Extensive Reading

    Brown (2001: 313) states that in order to obtain a general understanding of texts that are typically much longer, extensive reading is undertaken (books, long articles, or

essays, etc). Extensive reading is also beneficial for gaining a general understanding of a topic, and it includes reading longer texts for pleasure; it is also beneficial for expanding general knowledge. It is a reading practice by Jeremy Harmer (2007: 283) in which teachers allow students to choose what they want to read for themselves, with the aim of improving their language skills.

Reading Comprehension

Comprehension is one of the goals of reading. Reading may assist someone in developing their understanding of reading. Comprehension can also be described as the process of learning something new an individual understands from written or spoken language the meaning of his reading. When they read it, good readers will gain insight. We need to know many ways of understanding to gain comprehension when reading. There are several forms of the following understandings, namely:

1) Literal understanding: This reading is meant to recognize, remember, or recall knowledge that is specifically found in that passage.

2) Inferential comprehension: Read this to locate and summarize knowledge not clearly specified using the reader's knowledge and intuition in the passage

3) Critical/evaluative understanding: This reading is to equate the data in a passage with the own experience and value of the reader.

Janette K. Klinger (1996: 275-293) describes reading understanding as to the the act of constructing meaning through organizing a variety a set of intricate processes involve reading words, word knowledge, and reading fluency. Appreciative understanding: Read this to get an emotional reaction or some other form of significance from that passage. This means that reading with understanding means that readers are able to extract facts and essential understandings from the collection, visualized knowledge, and feel the readiness of facts in reading. Comprehension for reading includes inspiration, a mental structure for thoughts, focus, and techniques for better strategies for learning. Good readers will recognize and extract the meaning of the words They read what they see in print and use their comprehension of the language structure to begin shaping the national mentality of the subject.

Reading Literacy

Reading literacy is the knowledge of reading by the general public or by non-experts. Literacy is a concept of literacy that has undergone many changes with a wider context. In a text that is only spoken, reading literacy is not limited to reading textbooks by acquiring an understanding or meaning of a word or expression. According to Clay in

Taylor & Mackenney (2008: 230), the concept of reading literacy is an activity for having versatile messages that can be used to solve a problem. The definition will therefore be directed to responses to a printer code, language, and visual interpretation that are intentionally directed by reading in many interconnected ways to explore context and signals in a text so that readers can optimize reading to understand the message of the writer.

The concept of reading literacy is the capacity of a person to understand and use forms of written language that are necessary for individuals to be valued by society. In their reading, young readers may create meaning from different texts. Mullis, Martin, and Sainsbury (2006: 3) read to learn and acquire knowledge, to engage in the culture of other readers, and for enjoyment. Reinking in Reinking, McKenna, Labbo & Kieffer (2009: xiv) will express a wider meaning that the process of growing one's prevalence and interest in electronic reading and writing types is reading literacy. Scribner says in (Britt, Rouet, & Durik, 2018: 1) that the use of written symbols in social activities in culture is the concept of reading literacy.

The process of transmitting the knowledge we have is teaching. One of the goals of reading is knowing the reading text. We must pay attention to the concepts of teaching reading during the course of learning to read. Reading is not a passive capacity, learners need to be involved in what they read, learners need to be encouraged to respond not only to language but to the content of their reading text, the prediction is also a major factor in reading, matching the assignment provided to the subject. While they are reading, students should enjoy the process. It takes more than just reading texts to teach reading.

One of the essential factors in learning English is teaching reading in junior high school because reading helps students gain new knowledge and more details they read. Students have to read a lot, according to Maulizan (2015: 371), because reading is an ability that is required to get more knowledge on a daily basis. In addition, reading teaching not only makes students read texts well but also helps them to be more generally effective because they can read a lot and get a lot of data from what they read. Reading in junior high schools, as one narrative text, allows students to read many texts. Therefore, since there is a curriculum, the teacher has guidance for teaching students, the curriculum is very helpful for education in Indonesia. Nasir (2015: 246-256) notes that the curriculum plays an important role in educational performance.

Content literacy can help students read and write efficiently, learners can understand and reason about the concepts of the content field, and become more interested

in literacy and content subjects. The introduction of content literacy strategies has a direct effect on the learning and thinking of students, as this method encourages students to improve thinking and become aware of their approach to specific learning activities such as reading and writing. Researchers use the application for literacy reading effect because there are still students who have trouble understanding the reading in English text from the effect of using the effect of reading literacy before and after using it, i.e. the researcher would look at student assignments in reading learning with semantic, phonology, and orthography.

The role of reading maps, according to Head (1984: 1-25), can be divided into two broad categories:'measurement' and 'visualization.' It has been known that map literacy is comparable to literacy. However, map literacy, like literacy, is a conceptual term that is difficult to put into words. As a consequence, we'll look at how to use practical map literacy. Literacy is characterized as the ability to read and write, or to recognize, replicate, and manipulate textual conventions. Literacy is widely taught at home and in schools; however, it is difficult to quantify literacy or explicitly identify who is literate and who does not become literate; illiteracy is characterized as a lack of knowledge of the written language.

RESEARCH METHOD

Quantitative research with a pre-experimental research design is this method of research used in this research. Creswell (2010: 6) notes that quantitative research is a method of educational research in which scientists determine what to study, ask specific and narrow questions, collect participant quantitative data, analyze these figures using statistics, and perform inquiries with an impartial attitude in an unbiased manner. In this analysis, researchers will use a pre-experimental design based on pre-testing and post-testing this study in one group. The simplest design involving one group is the pre-experimental design and there is no random assignment of subjects to experimental groups. According to Ary (2010: 328), there is little or no influence over international variables at Experimental. This suggests that a single category was used in the analysis and pre-test and post-test were used.

This analysis has one category in it that refers to a class of 8G SMP Negeri 18 Depok. Only one class is used by a researcher. The treatment is that reading narrative text influences comprehension through reading. The researcher would previously offer a pre-test to assess the current lexical information about student reading. And finally, the researcher will send a post-test to students to determine whether major improvements have been made during the procedure.

In collecting the data, the writer conducted a pre-test in the first meeting, treatment, and post-test in the last meeting. In this study, the writer conducted eight online meetings using the WhatsApp application, Google Classroom, and Zoom Meeting. The data analyzing, the effectiveness of literacy mapping on students' reading narrative text, writer

1. Pre-test

    The writer used the pre-test to assess the reading comprehension ability of the students. The questions consist of 25 questions in one non-fiction text. The form to be used is a multiple- choice of short stories and fable from the narrative text.

2. Treatment

    The writer uses narrative text as a medium to improve students' reading comprehension literacy. The teacher gives a text that contains narrative text and the students read it to find out what students read before and after literacy mapping.

3. Post-test

    After the writer gives treatment to students to read the narrative text. The writer provides a post-test to determine the progress of students' reading comprehension. The writer will provide 25 multiple-choice questions. The post-test questions will be similar to the previous pre-test questions.

The data analyzing, the effectiveness of literacy mapping on students' reading narrative text, the researcher uses a t-test with the formula Gay (1981: 331).

RESULT OF RESEARCH

The research on The Effectiveness of Literacy Mapping on Students' Reading Narrative Texts has already been completed by the writer. The writer conducted the research at SMPN 18 Depok, using one 8th grade class as the sample for this research. There are a total of 30 students in class 8G. The writer used a quantitative method and one class as a sample for this study. The writer used tests to gather information. The writer already analyzed the result of the data from students' using the t-test. The writer gave a multiple-choice test about reading literacy mapping, and the significance score between pre-test and post-test was discovered.

Students' Pre-Test and Post-Test Result

Diagram 1.
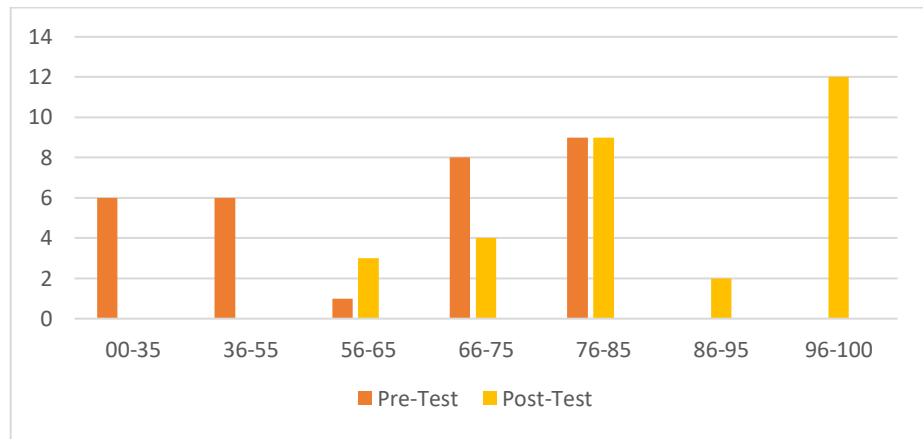
The data from the pre-test and post-test results class of 8G SMP Negeri 18 Depok were then analyzed and can be seen in Table 1 below:

Table 1. frequency and percentage score of literacy mapping students' reading narrative text (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	9	30%
4	Fairly Good	66-75	8	26,7%
5	Fairly	56-65	1	3,3%
6	Poor	36-55	6	20%
7	Very Poor	00-35	6	20%
	Total		**30**	**100%**
	Rata-rata		**59,3**	

Mean score of pre-test:

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{1771}{30}$$

$$X = 59,3$$

Table 2. frequency and percentage score of literacy mapping students' reading narrative text (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	12	40%
2	Very Good	86-95	2	6,7%
3	Good	76-85	9	30%
4	Fairly Good	66-75	4	13,3%
5	Fairly	56-65	3	10%
6	Poor	36-55	0	0%
7	Very Poor	00-35	0	0%
Total			**30**	**100%**
Rata-rata			**83,6**	

Mean score of post-test:

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{2508}{30}$$

$$\overline{X} = 83,6$$

As to the results of the writer's study, literacy mapping was effective for students' developing reading narrative text comprehension. It can be shown by the results of the students' pre-test and post-test. It is clear that there were significant differences between the pre-test and post-test results.

DISCUSSION

Based on the results of the writer's study, literacy mapping was effective for students' developing reading narrative text comprehension. It can be shown by the results of the students' pre-test and post-test. The result of the the-test of the t-table is the significant level 5% (0.05) and the degrees of freedom (df) 28 obtained 2.048. There is the significance of using Literacy Mapping in Teaching Reading Narrative Text. In the pre-test, the lowest

score was 27 and the highest score was 84. Based on the lowest interval of 00-35, which had 6 students and a 20% percentage, and the highest interval of 76-85, which had 9 students and a 30% percentage. The pre-test average was 1771. The lowest post-test score was 56, and the highest post-test score was 96.

These findings are based on research results from previous researchers, written by authors Padraic Monaghan, Stephen Welbourne, Ya-Ning Chang, in the journal A Reading Computational Model through Literacy's Effect on Development Start on the subject of language processing. For the lexical decision of the model, this effect was significantly greater than the responses to responses to word naming, which are consistent with suggestions that the processing of words acquired for preliteracy From orthography to semantics, I took a long way around through phonology, while the words acquired for The direct orthography route to semantics was used by post-literacy. Following 0.6 million years in which The model had a 97.85 percent accuracy score percent on the speaking task and an accuracy rate of 93.35 percent on listening tasks, oral language training was discontinued, demonstrating the reading model success during the practice of the reading process. First, we decided whether the model could replicate the key phenomena of behavior linked with reading single words and the Monaghan & Ellis in AoA effect (2010: 506-525). Pre-literacy acquired Post-literacy and vocabulary acquired words As a result, the model handled them differently.

Based on the results of the writer's study, literacy mapping was effective for students' developing reading narrative text comprehension. It can be shown by the results of the students' pre-test and post-test. The result of the-test of the t-table is the significant level 5% (0.05) and the degrees of freedom (df) 28 obtained 2.048. There is the significance of using Literacy Mapping in Teaching Reading Narrative Text. In the pre-test, the lowest score was 27 and the highest score was 84. Based on the lowest interval of 00-35, which had 6 students and a 20% percentage, and the highest interval of 76-85, which had 9 students and a 30% percentage. The pre-test average was 1771. The lowest post-test score was 56, and the highest post-test score was 96.

CONCLUSION

As to the results of the writer's study, literacy mapping was effective for students' developing reading narrative text comprehension. It can be shown by the results of the students' pre-test and post-test. It is clear that there were significant differences between the pre-test and post-test results. In the pre-test, the lowest score was 27 and the highest

score was 84. Based on the lowest interval of 00-35, which had 6 students and a 20% percentage, and the highest interval of 76-85, which had 9 students and a 30% percentage.

The pre-test average was 1771. The lowest post-test score was 56, and the highest post-test score was 96. Based on the lowest interval of 56-65, which had 3 students and a percentage of 10%, and the highest interval of 96-100, which had 12 students and a percentage of 40%. Alternative Hypothesis (H_1): Literacy mapping has an effect on students' ability to read narrative text at SMP Negeri 18 Depok. Null Hypothesis (H_0): There is not effectiveness of literacy mapping on students' reading narrative text at SMP Negeri 18 Depok.

SUGGESTION

Based on the writer research results, it can be concluded that SMP Negeri 18 Depok has implemented a good learning system using literacy mapping. Especially in the fascinating reading study, the writer suggests that teachers be more effectively familiar with the improvement of students' reading skills and strategies. The suggestions for students are expected to increase their motivation to read English texts. Students can start by reading fairy tale texts and find the meanings and synonyms of some words. And also students can know the use of capital letters in each word, and can also spelling words from the use of this reading literacy.

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MEASURING STUDENT'S DIFFICULTIES IN READING COMPREHENSION IN LOWER SECONDARY LEVEL

Adawiyah Adha Asri Rais*1, Muhammad Sofian Hadi², dan Mutiarani³
1,2,3University Of Muhammadiyah Jakarta

Abstract

The aim of this study was to prove the ability of students' comprehension in measuring their difficulties of reading comprehension in junior high school level. This study was conducted towards students' difficulties related to types of questions of reading comprehension. After analyzing the data from the test, the researchers concluded that the study in MTs 1 Muhammadiyah Ciputat had problems in reading comprehension. There are five sorts of the categories as difficult questions in reading comprehension. They are primary thought, making induction, finding reference, vocabulary, and detail data. The results of study revealed that students' difficulties in answering reading questions were in comprehending main idea of reading (38%), finding reference (52%), making inference (52%), vocabulary (79%), and detail information (77%). The researchers also measured the level of difficulty in reading comprehension to figure out the students' ability in comprehending the English text. As a result, most of the students had difficulty in determining the main idea.

Keywords: Reading comprehension, Measuring difficulties, English text

INTRODUCTION

Achievement of English learning objectives need support from all components involved in the learning process in schools. These goals can be achieved by reading. The role of reading is important for the development of knowledge. Lots the reader doesn't get it the meaning or the data contained within the writings they reads.

Farida Rahim (2007: 2) argued that reading is essentially something that involves many things, not only pronounce the writing, but also involve visual, mental, psycholinguistic, and metacognitive. As a process visually, reading is the process of translating written symbols (letters) to in spoken words. As a considering prepare, perusing action word acknowledgment, strict comprehension, elucidation, basic perusing, and inventive understanding.

Perusing is one of the vital aptitudes that understudies must get it as a apprentice in learning English. Perusing moreover imperative for our life, since it is truly known that it is nothing without perusing.

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*correspondence Addres
E-mail: adawiyahadha88@gmail.com

The ability to read is one of the keys to progress students. In fact, there are still many students who don't enjoy what they are reading. Abdurahman (1996: 171) states that many children can read fluently a reading material but do not understand the reading content. Therefore, reading interest is reduced, because of lack of interest in reading. Based on these wonders exercises perusing ought to take after with an understanding of what is examined in words else there must be perusing comprehension.

Based on the observation conducted by researcher at Mts 1 Muhammadiyah Ciputat the researcher found ability students to read textbooks in measure difficulties in reading text. There are several students not completely understand about meaning from the materials. can see from understudies issues in perusing, From understanding side and new words that make understudies difficult get it around the meaning.

The critical things based on troublesome from understudies perusing comprehension have to be legitimately demonstrated. beginning from the test and information that have the legitimacy of understudies 'reading challenges comprehension, they can discover out of students' comprehension in perusing troubles. You'll see the advantage from the comes about to know understudies comprehension of each understudy to create it simpler for a instructor degree the challenges understudies in perusing comprehension.

Students find it difficult to understand the content of reading in English due to low mastery of vocabulary so that the message contained what they read is very difficult to interpret. Also, several students only understand the meaning from the text even though there are some unfamiliar words they found. We can know problems that happened in class that can watched and analyze ability from the students.

In previous study, (Azhani: 2018) investigate *Analysis Of Reading Comprehension Skills In Class IX at Madrasah Tsanawiyah Islamiyah Guppi the population is from class IX MTs Islamiyah Guppi.* Collect the information to know understudies abilities in perusing comprehension at that point can surveyed with allow test to the understudies for answers the questions. The result based on understudies level aptitudes that are a few level to know different understudies abilities and instructor have to be grant inspiration too move forward the quality and capacities of understudies in perusing comprehension

Based on the foundation over, at that point the author is pulled in to know troubles understudies capacity in perusing abilities in comprehension "Measuring Student's challenges Perusing Comprehension in Lower Secondary Level". Perusing could be a handle done and utilized by the peruser to get a knead that needs to submitted

by the creator through the media words / dialect. Perusing could be a handle that requests that a word bunch which may be a solidarity will be seen in a look on the off chance that the meaning of words isn't satisfied, at that point the express knead and implied will not be caught and the perusing handle isn't done well (Hodgson 1960: 43 – 44) expressed that perusing can get information within the form of bound together words from the word solidarity will have a meaning that's appropriate to be perused, on the off chance that the meaning of the word isn't satisfied at that point the perusing handle isn't carried out properly. Concurring to Waterways (1981) perusing is the key movement in any dialect course, not as it were as a source of data and an pleasant movement, but too as a implies of uniting and expanding one's which are information of the dialect. By perusing understudies not as it were get the data but too they will get more lexicon, more content they studied, they will acknowledge unused data. Grellet (2004:7) contends that perusing may be a nonstop handle of speculating, and what one brings to the taking after is regularly more critical than what one finds in it. In perusing, the understudies ought to be instructed to utilize what they know to get it unidentified components, whether these are thoughts or straightforward words.

Nuttal (2000:2) states perusing as the aptitude to get it composed writings by extricating the specified data from them efficiently. Sometimes, the perusers got to perused a few times to urge the author implied. Lozar and Dolan (1979:10) say the peruser must found what the author has said and he must take after what the author implied. It implies the peruser must get it the content, since the content has message so the peruser know the author implied by perusing. So, the perusing isn't as it were recognizing the letter, words or sentences they studied. It is more than knowing the shape of sentences, it includes the peruser translation, understanding and getting meaning.

From a few master over, able to take a conclusion that perusing is exchanging message from the author to the peruser by understanding the meaning in each sentence, it is additionally the method of speculating, extricating, and taking information.

Sorts of Perusing There are two sorts of perusing there are seriously perusing and broad perusing. The seriously and broad perusing will be depicted as take after: a. Intensive perusing Intensive centered on content which take put in classroom. Nuttal (2000) says that he most reason of the seriously perusing course is to prepare understudies in perusing procedures. It implies seriously perusing centered in procedure in perusing which taught in classroom or formal way. Agreeing to Macleod (2011), seriously perusing exercises may incorporate examining the most thoughts and points of interest,

understanding the meaning of the content, making deductions, considering the arrange of data and its effect on data, and distinguishing words that interface one thought to another. And recognize words that show a alter from one part to another. Its cruel seriously perusing require points of interest understanding based on characteristics perusing comprehension.

a. Extensive perusing

Extensive perusing is restricting from seriously perusing. On the off chance that seriously perusing in formal way or classroom and broad reading do in exterior classroom and school. The peruser more often than not examined the books for occurrence perusing novel, magazine, newspaper, etc. Rechard Day in 1998 said that this sort is called as "Joyful Reading". The seriously perusing can include the lexicon, get more information and data. Conjointly exhaust the information through they read.

According to Nimmo (2008) that perusing comprehension is much comparable verbal communication includes the capacity to think basically around the author's message so the trade of the thoughts and the building of the modern thoughts can proceed. In the interim, another supposition with respect to perusing comprehension, to be specific agreeing to (Mary Kay Linge, 2000:2) Perusing comprehension is the capacity to think words together into sentences and to recognize the thought that the creator is attempting to exchange in those sentences.

Comprehension is an imperative thing in perusing, it may be a vital handle in perusing. Concurring to Barbara D Stood (1981) that without understanding what are being studied, it isn't truly perusing, since the victory of understudies perusing is assessed by their capacity in understanding the substance of the perusing text.

Perusing comprehension can too be characterized as one sort perusing which points to get it the substance of the perusing (Sujanto in Nurhadi 2005: 222). Based on the over definitions, perusing comprehension can be concluded as a perusing action to get it the substance of the perusing comprehensive both express and inferred from the perusing text.

Sumadoyo (2011: 10) states that perusing comprehension could be a prepare getting meaning effectively by including information and involvement possessed by the peruser and related with the content of the perusing. There are three the most things in perusing comprehension, namely: The knowledge and experience that you already have.

1. Linking information and involvement with the content to be read.

2.The prepare of getting meaning effectively in understanding with that see owned.

Based on the expressed definition, it can be concluded that perusing comprehension could be a perusing movement carried out by a individual as a entire. perusing comprehension is done by interfacing the introductory information that's possessed and the modern information get whereas perusing. so that the understanding handle is maximized. perusing lessons, the understudies have great skills in perusing. Great perusing aptitudes incorporate:

1. The capacity to supply communicative responses to words and the arrange of sentences watched within the perusing text.

2. Ability to supply interpretive reactions to things put away within the perusing text

3. Ability to supply evaluative, inventive reactions to whole reading (Oka, 1983:67).

From the over conclusion, in the event that you need to have a great understanding, you would like to perused habitually. by perusing regularly will have way better perusing capacity. perusing comprehension capacity is understanding perusing both express and inferred by getting data from perusing including information and experience.

Perusing Comprehension Challenges Inconvenience is something that complicated to do (Richard 2007, as cited in Wahab 2012). it'll be seen in understudies learning understudies. The truth, numerous lower auxiliary level understudies find challenges in scrutinizing comprehension.The inconveniences result down and out execution from examining test, connecting understudies thingking. There are components impact by understudies jumped in outside and inner. Inner related brain research and mental. Since each understudies has distinctive in their internal.

Perusing Comprehension Perspective

According to Nuttal (1982), there are five points examining understanding which the understudies got to comprehend a substance well, such as choosing essential idea,locating reference, making conclusion, detail information, and understanding vocabulary. These points of view are regards as inconveniences that the understudies involvement in get it the content.

a. Determine primary thought. He most thought is to tell perusers roughly makers see subject. Concurring to Longan (2002) says thought might be The essential get it a area or brief assurance. The foremost thought Ordinarily found in a sentence, it is commonly the primary sentence but it can be inside the center or inside the

ultimate sentence (Vener,2002). Therefore, will make understudies confounded to urge the point from understudies studied to see what main thought of entry is, where primary thought found.

b. Locating reference

is forerunner of a pronoun. The predecessor may be a word or state to which a pronoun alludes (Sharpe, 2005). In reference, understudies must get it the pronouns are utilized in content. In particular, plural, place, people, circumstance are as a rule in text.

c. Understanding vocabulary

Students frequently not get it entirety lexicon whereas they examined. They will discover modern lexicon whereas they are perusing. The peruser regularly perused following sentence to figure the meaning from the setting. Setting makes a distinction understudies making a common desire nearly the meaning (Sharpe, 2005). From clarification over, the understudies require comprehension in get it the sentence and section. they don't require for see word in word reference and ceasing their perusing. It can be happened since understudies have require of vocabulary

d. Making inference

Making deduction comparative with make conclusion in a content or passage.the perusers require get it content to induce conclusion. Perusers require hone combining content from foundation information in create inference. From this articulations able to know deduction come out from combining clue, supportive understudies to form conclusion. Particularly to reply address related to induction. The address are related to inference:

 "From the entry ready to conclude that …"

"It can be induced from the passage…"

"What the meaning of the articulation above?"

e. Detailing information

This viewpoint ordinarily comes in address or perusing test. This angle to check understudies get it whether they get it or not. Here a few address almost detail information. "According to the passage, who were fighting for the discourse inside the forest?" "All of the taking after are the veritable but …" "A person, date, or put is …"

Validity

Ihsan (2015) validity is the degree of consistency between the data that occurs on the object of research and the style reported by the researcher. Valid data is data that is not different from the object of research. if the research is not in accordance with the object, the data can be declared invalid.

According to Sugiyono (2016: 168), "The results of the study are valid if there are similarities between the data that actually occurs on object under study. A valid instrument means a measuring instrument used to get data (measure) it is valid. Valid means the instrument can be utilized to degree what which should be measured".

RESEARCH METHOD

Research Design

The strategy this inquire about utilize quantitative ask almost. Creswell (2014:32) says quantitative inquire about could be a strategy for testing objective speculations by looking at the relationship among factors. These factors, in turn, can be measured, ordinarily on rebellious, so that numbered information can be analyzed utilizing factual strategies.

Research Site and Participants

This study was conducted at Mts 1 Muhammadiyah which is located in Ciputat, Tangerang Selatan. The time require for this think about is for a month with two gatherings each week. The analyst took one course, it is lesson 82, sum of these tests are 29. The entire tests are 29 understudies in Lower auxiliary level Mts.

Data Collection

From this research, the researcher used two methods to collect the data, they are:

1. Test

Test is questions sequence or exercise and other tools that used to measure the skill, intelligence, knowledge, ability or talent that own by individual or group (Arikunto 1998: 139).

The author gives perusing test to the understudies in person work. The test comprise of fifty questions numerous choice. The author utilized five angle perusing comprehension in those questions, they are deciding fundamental thought. Questionnaire.

Spreading overview to the understudies was a way to encourage more concrete data students' components inconvenience in examining comprehension. Study was one of the ways to know the calculate challenges gone up against by understudies in examining

comprehension. In this case, the shape of study was closed with the elective answer that would be chosen by the understudies.

Data Analysis

In analyzing the data, the researcher used statistic descriptive data analysis. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data (Gall, 2003:131). In analyzing the data, researcher follows the steps bellow:

1. The analysis of the Test

The strategy of data examination is as taking after. To begin with, the analyst calculated the result of the students' test by utilizing the scale that utilized by Arikunto(1989):

$$S = R/N \text{ x } 100\%$$

$$P = B/JS$$

Esteem :

Interval Classification

0.00 – 0.30 Difficult

0.3 – 0.70 Fair

0.71 – 1.00 Easy

Interval Classification

0– 30 Easy

30 – 70 Fair

71 – 100

At that point, to find which address sorts were troublesome for understudies, the examiner apportioned the address things based on its sort. At long final, the investigator as well utilized the measur each address sorts. It utilized the taking after condition as Sudijino (2001: 40) suggested:

$$P = F/N \text{ x } 100)\%$$

$$A = \Sigma p/N$$

2. The analysis of questionnaire

Survey was one of supporting strategies the examiner pointed to recognize students' acumen, conclusion, issue, and their capacity in examining comprehension. In this case, the shape of study was closed with the elective answer that would be chosen by the understudies. Understudies chose because it were the finest answer which are sensible to themselves. Study contained 8 questions that ought to be responded precisely by the

understudies. To analyze the survey, the investigator utilized the taking after condition as Sudjono (2001: 43):

$$P = F/N \times 100\%$$

RESULT OF RESEARCH

The firstly test was giving understudies numerous choices related with understudies materials and based on the stages author faded to inquire about. The final test was giving survey to find out the causes of understudy challenges in understanding the scrutinizing. both of the medicines given utilizing google shape stage. The author took 29 understudies in lower auxiliary level Mts 1 Muhammadiyah Tangerang Selatan. The tests comprised 30 of understudies at one class of 8.2 the author held by allow products choices and questionnaire.at one lesson 8th review understudies of Mts 1 Muhammadiyah Tangerang Selatan. The whole are 29 participants. The taking after table show more detail about class of 8.2

No	Correct answer	Frequency	Score
1.	10	1	100
2.	8	6	80
3.	6	5	60
4.	7	4	70
5.	5	8	50
6.	4	4	40
7.	2	1	20
Mean score			60

Based on table over, it shows up that the moment review understudies of Mts Muhammadiyah Ciputat may not replying accurately. As it were 1 of 29 understudies ccurately from the complete of 10 questions. In expansion, the cruel score 60. In this way, it related to the understudies challenges in replying comprehension test. It appears understudies cannot fulfill the slightest criteria of completeness (KKM) score of English subject. The least criteria of completeness (KKM) is 73 and most noteworthy understudies score 100. Can tell understudies can accomplish KKM : six of understudies got 80. Based on

clarification over understudies in perusing comprehension abilities still lower. From the calculation record inconvenience questions, I found there are 2 simple address that's number 4 and 5. The final 8 address Thing categories are medium. file troublesome from most effortless address is 0,9 at that point number troublesome reasonable are 7 and 8 which is record 0,43. To discover of questions thing are troublesome for understudies. The questions separate to be fundamental thought finding induction, making deduction, lexicon, and detail data address will clarified on this underneath.

1. The students' Difficulty in Answering Main Idea Questions

The writer made two questions for finding main idea of the text. The question things for getting the most thoug number 1 and 8

The result that 10 spoken to

No	Questions item number	The number correct answer	Percentage of difficult per question item (%)	The percentage of reading for main idea difficulty
1	1	10	33%	38%
2	8	13	43%	

understudies (33%) replied address number 1 correctly. It is appear categories troublesome reasonable. In addition, it is 13 of the understudies (43%) replied address number 8 accurately it suggests too categories reasonable. There are two reasonable categories based on the calculation of rate of troublesome. I found 38 % from two things calculation rate. it suggests that the address categories troublesome for understudies in replying fundamental thought. 2. The Students' Trouble in Replying Finding Reference Questions for finding reference there are two questions number 2 and 7, for detail at taking after table below.

No	Questions item number	The number correct answer	Percentage of difficult per question item (%)	The percentage of reading for locating reference

				difficulty
1	2	11	37%	
2	10	20	67%	52,00%

The result that spoken to that 11 of the understudies (37%) replied address accurately for number 2. It appears categories troublesome reasonable. Otherwise, result that 20 of the understudies (67%) answered address accurately for number 10.it infers appear categories troublesome reasonable. There are two categories thing troublesome reasonable thing address are number 2 and 10. The calculation rate students have 52,00% for finding reference of two number things. It can be concluded that the address are troublesome reasonable for understudies replying finding reference.

2. The Students' Trouble in Replying Making deduction Questions There are two address number 3 and 7 for finding making deduction on content. Making deduction it appears meaning or reason from content done to perused. For detail clarification almost degree making induction trouble, will taking after the table below.

No	Questions item number	The number correct answer	Percentage of difficult per question item (%)	The percentage of reading for making inference difficulty
1	3	18	60%	
2	7	13	43%	52%

The overcome spoken to that 18 of the understudies 60%. It implies answered address accurately for number 3 and appears troublesome reasonable categories. Hence, appears 13 of the understudies 43%, it implies replied address accurately for number 13 and appears troublesome reasonable categories. There are two categories thing and combine the calculating two things categories for number 3 and 7 have 52% calculating rate for making induction. It can be concluded that the address are troublesome reasonable in replying making deduction question. 2. The Students' Trouble in Replying Lexicon Questions There

are two questions thing inquiring the understudies to discover out implies for comparable words can changes words displayed within the entry. For calculating of rate of trouble for understanding English lexicon questions. The overcome spoken to taking after table underneath.

No	Questions item number	The number correct answer	Percentage of difficult per question item (%)	The percentage of reading for vocabulary difficulty
1	4	26	87%	
2	9	21	70%	79%

The result appears for all of 26 understudies 87%, it implies accurately replying address number 4. The calculation of rate trouble simple categories. Hence, result for all of 21 understudies 70% it implies accurately replying address number 9. The calculation of rate trouble simple categories. There are two categories combine have 79% calculating rate for lexicon. It can be conclude that the address are troublesome simple in replying lexicon address . Understudies don't have a part of troubles in replying lexicon questions. 2. The Students' Trouble in Replying Detail Data Questions For detail data, there are two questions number 5 and 6. Detail data tells inform in detail the information contained within the content. The result given taking after in table below.

No	Questions item number	The number correct answer	Percentage of difficult per question item (%)	The percentage of reading for detail information difficulty
1	5	27	90%	
2	6	19	63%	77%

The result it shows up all of 27 understudies 90%, it infers precisely answered address number 5. In this way, the result all of 19 understudies 63%, it infers precisely answered address number 6. The calculation of rate troublesome basic categories. There are two thing categories, it is number 5 and 6 with each calculation of rate. it combined have 77 % for two things rate.

It can be concluded that address are troublesome basic categories in answering detail information questions understudies don't have a designate of challenges in replying detail data questions. In a aggregate of movement of the rate of troublesome thing in scrutinizing comprehension substance questions, the examine presents the rate of the troublesome things inside the taking after chart underneath. Chart of the rate challenges examining comprehension substance address categories.
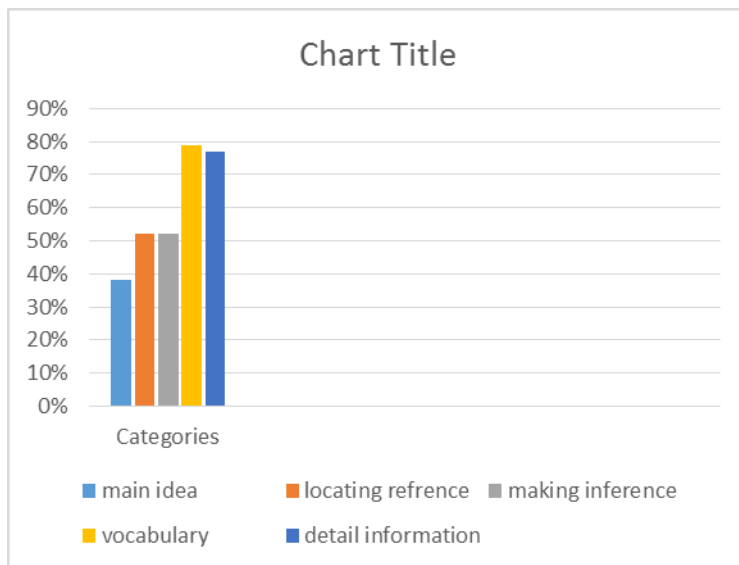
Based on rate troublesome things chart over, the author summarizes two things categories troublesome address with the rate thing over 38%. Those, address are perusing for fundamental thought, finding refrence, and making deduction as a troublesome reasonable address. In the mean time, categories troublesome questions with the rate thing over 77%. Those address are lexicon and detail data as a troublesome simple question.

The Results of Questionnaire

The questionaore is one of data collection methodology. to discover out the causes of understudy troubles in understanding the perusing. By understudies in scrutinizing comprehension at the moment review of Mts 1 Muhammadiyah Ciputat. strategy of giving overview firstly make the questinaire appropriate with measured in perusing

comprehension based thing categories are primary thought, finding reference, making deduction, lexicon, and detail data. At that point, investigate give 1 day understudies to replied. The author guided how reply the address and recommended to select reply with understudies opinion.i analyzing the data. The creator utilized recurrence dissemination equation. As notices in already chapter. The table clarify below.

Options	Frequency	Percentage
Always	4	16,6%
Often	11	45,8%
Seldom	5	20,8%
Never	4	16,6%
	24	100%

The table clarify that 4 of understudies (16,6%) and 11 of understudies (45,8%) replied questions "always" and "often". It suggests it is troublesome for understudies in understading in perusing content. In the interim, 5 of understudies (20,8%) and 4 of understudies (16,6%) replied questions "seldom" and "never". It implies it is simple for understudies in understanding scrutinizing substance. It can be conclude that the understudies have troublesome in perusing content comprehension can see from the calculation most noteworthy rate.

Options	Frequency	Percentage
Always	0	0%
Often	9	37,5%
Seldom	9	37,5%
Never	6	25%
	24	100%

The table clarify that 9 of understudies (37,5%) replied questions "often". It suggests it is troublesome for understudies in understanding examining content. In the interim, 9 of understudies (37,5%) and 6 of understudies (25%) replied questions "seldom" and "never". It infers it is simple for understudies in understanding perusing

content. There's no select "always" in thing categories. It can be concluded that the understudies have troublesome simple in perusing content comprehension can see from the calculation most noteworthy rate.

Options	Frequency	Percentage
Always	1	4,16%
Often	10	41,6%
Seldom	10	41,6%
Never	3	12,5%
	24	100%

The table clarify that 1 of understudy (4,16%) and 10 of understudies (41,6%) answered questions "always" and "often". It gathers it is troublesome for understudies in understanding in examining substance. Within the between times, 10 of understudies (41,6%) and 3 of understudies (12,5%) answered questions "seldom" and "never". It suggests it is basic in understanding scrutinizing substance. It can be conclude that the understudies have troublesome straightforward in scrutinizing substance comprehension can see from the calculation most essential rate.

Options	Frequency	Percentage
Always	3	12,5%
Often	5	20,8%
Seldom	10	41,6%
Never	6	25%
	24	100%

The table clarify that 3 of understudies (12,5%) and 5 of understudies (20,8%) replied questions "always" and "often". It implies it is troublesome for understudies in understanding in perusing content. In the mean time, 10 of understudies (41,6%) and 6 of understudies (25%) replied questions "seldom" and "never". It implies it is simple for understudies in understanding perusing content. It can be conclude that the understudies have troublesome simple in perusing content comprehension can see from the calculation

most elevated percentage. Table 4.12 Understudies understanding almost finding inference.

Options	Frequency	Percentage
Always	4	16,6%
Often	11	45,8%
Seldom	6	25%
Never	3	12,5%
	24	100%

The table clarify that 4 of understudies (16,6%) and 11 of understudies (45,8%) replied questions "always" and "often". It implies it is troublesome for understudies in understading in perusing content. In the interim, 6 of understudies (25%) and 3 of understudies (12,5%) replied questions "seldom" and "never". It implies it is simple for understudies in understanding perusing content. It can be conclude that the understudies have troublesome in perusing content comprehension can see from the calculation most elevated percentage.

CONCLUSION AND RECOMENDATION

Conclusion

In the already the chapter the examiner had communicated that the reason of this explore was to find out the inconveniences by the moment review understudies of Mts 1 Muhammadiyah Ciputat in scrutinizing comprehension. The ponders troublesome were included with to the address sorts of perusing thourough comprehension. After analyzing the data from the test. The creator concluded understudies in Mts 1 Muhammadiyah Ciputat have challenges in examining comprehension. From five sorts of them categories as troublesome address in examining comprehension. The troubles understudies was replying are primary thought is the foremost troublesome in perusing comprehension (38%), finding reference (52%), making inference (52%), vocabulary (79%), detail information (77%). As the result, understudies had trouble in accomplishing the standard review for perusing comprehension content. his may be seen from the brutal score of the understudies (60) for examining comprehension test

This think approximately as well give degree to know understudies in perusing comprehension English content abilities with these address. To know understudies need

in decide primary thought and finding deduction in perusing comprehension English text.

suggestion

From the conclusion over, the creator tries to defines a few proposal for the teaches and the moment review in Mts 1 Muhammadiyah Ciputat. Which can be useful for them in perusing comprehension. For the understudies they ought to more hone to analyze content in perusing and get it around meaning from English don't have to be know meaning from all the lexicon but understudies can get it core in English content. That will offer assistance understudies to get it the most thought effectively. Moreover, understudies can learning more to know fundamental linguistic to form simple in decide finding reference.

More over,the educator can give an curiously materials or have a few of materials that can make understudies hone in perusing. To form understudies practice in analyze a English content. Such as giving understudies with genuine materials. it is suggested that educates got to apply distinctive direction strategies perusing in fulfill prevalent scrutinizing comprehension. The educates got to teach their understudy distinctive kind of examining comprehension questions make these questions more comprehensible and caught on by the students

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A SMARTPHONE-BASED ADAPTIVE LEARNING APPROACH TO ENHANCE STUDENTS' LEARNING OUTCOMES IN ENGLISH SUBJECT

Muhamad Sofian Hadi[1], Lidiyatul Izzah[2] , Farhani Rahma Maulida[13]
[1,2,3] Muhammadiyah University of Jakarta

Abstract
The purpose of this study is to improve student learning outcomes through a smartphone-based adaptive learning approach to 28 students from the 11th grade students in the 2020/2021 academic year. It is important to consider the educational context when evaluating the barriers to adopting adaptive learning approaches on digital platforms. The method used in this study is a quantitative method, everything observed was measured and converted into numbers so that statistical analysis techniques were possible. The author chose a pre-experimental design with a pre-test post-test group design, in which a group of subjects is taken from a certain population and performed in a pre-test and then undergoes treatment one after another. After the treatment, the person received a posttest to measure the learning outcomes of the group. The grades given have the same weight. The difference between the results of the pretest and the post-test shows the results of the treatment performed. The results of this study were analyzed using the t-test by comparing the mean values of the pre-test and post-test. The results showed that the t-observation value (7.8) was higher than the t-table value (1.70562) at the 5% significance level. It can be concluded that the learning approach adaptive smartphone-based improves student learning outcomes in English subjects.

Keywords: Adaptive Learning, Smartphone, English Education

INTRODUCTION

The use of the internet, especially smartphones in the Indonesian education life continues to increase from year to year. Almost every individual, from young learners to adults, now owns a smartphone. Of course, this does not happen without reason, because consumption power and people's needs today are very different from those in the past few decades.

A smartphone is a mobile phone with a touch screen and several built-in applications. More applications, commonly called 'apps', are available for download on application stores accessed via the internet.According to Williams & Sawyer (2011), a smartphone is defined as a cellular phone using various services such as memory, screen,

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[*] correspondence Addres
E-mail: farhanirahma15@gmail.com

microprocessor, and a built-in modem. So that the features on this smartphone feel more complete compared to other cellphone features.

Moreover, (Saufi, 2018) also maintains, smartphones are an update of communication technology from HandPhone. Smartphones are made to make it easier for humans to manage and improve their thinking through the various features provided. These features are generally such as data access, estimates, access to positions, services, registration, as well as stalls for selling, and so on.n short, a smartphone is a cellphone that has functions such as a personal computer and can perform functions such as that of a personal computer. The cellphone is slightly larger than a normal cellphone and has a larger screen than a normal cellphone. The cellphone has additional capabilities such as accessing the internet, sending an email, and others.

With the development of technology, many new innovative innovations have emerged to the public with the presence of smartphones. As with the presence of many interesting applications and camera features which are mandatory components for almost all smartphones. Now the need for communication and information is the most important thing for all people, and according to (Williams & Sawyer, 2011) Smartphones are multimedia phones that combine the functionality of a personal computer and a handset to produce a luxurious gadget, in which there are text messages, cameras, music players, videos, games, email access, digital tv, search s, personal information managers, global positioning system features, and internet telephone services. From the above statement, the writer can conclude that smartphones very possible to be used as a learning tool because various kinds of features that can be used for learning, meaning that with a smartphone a person can learn new things through content or messages that are transmitted and can also be used by the teacher in the learning process. (Kitchenham, 2011) argues that the use of smartphones in education programs makes this device a form of device that can be used as an alternative in media development. Therefore, teachers and students must begin to adapt to the use of smartphones in the learning process and teachers should be brave enough to create smartphone-based learning media.

The use of smartphones in education is known as mobile learning (m-Learning) technology and the use of m-Learning according to (Martin, 2015) can make a positive contribution to students to access learning materials or as learning media. The use of smartphones as learning media is supported by (Rogozin, 2012) who states that using smartphones as learning media provides deeper learning opportunities for students because using smartphones students can develop learning through searching for

information from the internet, and he also said that with smartphones students can dynamically build their competences. Smartphones as a learning media can be used in various subjects and in this study the writer discusses their use in the learning process of English subjects.

According to (Quinn, 2011) The intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. M-Learning was independent of location in time or space. Based on this definition, mobile learning is a model learning that utilizes information and communication technology. In this learning concept, mobile learning brings the benefits of teaching materials that can be accessed at any time and visualization of interesting material.

M-Learning is unique learning because learners can access learning materials, directions, and related applications with learning, anytime, and anywhere. This will increase attention to learning material, make learning pervasive, and can encourage learners' motivation for lifelong learning (Saufi, 2018).

In the context of implementing mobile learning, deep readiness using smartphone or computer technology is indispensable, and this readiness can be understood as the willingness and ability to organize and participate in mobile learning. More practically, mobile Learning can be accessed with a smartphone. With a smartphone that can access computer work, students or students can easily find the information needed quickly. With the existence of a smartphone, it is an additional alternative for a teacher or student when there are limited teaching materials or teaching materials.

Adaptive learning can be defined as a range of learning experiences, instructional approaches, and academic support strategies designed to address the learning needs of students (Holmes et al., 2018). As every teacher knows, every student is different or there are no students who are equal to each other. Each has its abilities, peculiarities, characteristics, and weaknesses, and broad-based learning approaches may not be effective for embracing these dynamic complexities in the long term.

According to (Ma, 2014) Adaptive learning can significantly outperform (1) large group teacher-led instruction, (2) non-adaptive computer-based instruction, and (3) paper-based instruction in generating learning gains. However, adaptive learning includes several experts who focus on the following areas: (i) Sustainability and relevance of platforms and how to integrate local decisions around education and local context (Barteit et al., 2018). (ii)

Increasing the quality of learning content and adapting available learning materials to the local context (Barteit et al., 2018).

Although theoretically adaptive learning is carried out without the encouragement of technology, in practice this situation is not often tried. Therefore, adaptive education is often described as a technology.

On the other hand, opportunities for adaptive learning are becoming increasingly possible mainly due to the growth in low-end smartphone ownership (Nye, 2015). Thus, smart-based and context-relevant learning interventions that aim to evaluate new instructional strategies are recommended as a step forward for adaptive learning (Conn, 2017). This step forward has remained largely unexplored to date, however, it is guaranteed (Blanchard, 2015).

It is important to consider the educational context when evaluating the barriers to adopting adaptive learning approaches on digital platforms; if progress is to be made, the subject-domain cannot be separated from the learning platform (Nye, 2015). Barriers are more likely to influence educational technology adoption, such as (1) if and how pedagogy using adaptive learning approaches can complement traditional learning modes, (2) limited training time and available resources, (3) subject-domain restrictions on instructional approaches that are "permitted", needs to be addressed (Blanchard, 2015).

In the use of adaptive learning technology in the classroom, teachers may have collected information, targeted specific subjects, researched software, and identified larger strategic objectives. According to (Gavrilović, 2018). There are three stages of the adaptive learning process: preparing for learning, learning, and evaluating learning

According to (Luckin, 2016), an adaptive learning environment can be conceptualized as "a digital learning environment that adapts teaching, material approaches and learning to the needs and abilities of each student" These digital platforms are designed to interact with student support capabilities and intelligent behavior that are human and are considered Artificial Intelligence-based systems: they rely on knowledge about the world and algorithms to intelligently process that knowledge.

Adaptive learning environments provide basic information processing to diagnose learners' learning needs during teaching, then provide appropriate instructional prescriptions for identified needs, ideally in the learning process (Tuti, 2020). They also dynamically determine which instructional treatment is most suitable for learners in certain situations. This is achieved by using the results of students' assignments to measure or characterize learners such as the level of motivation from time to time (Vandewaetere,

2013). Intelligent Tutoring Systems (ITSs) are examples of adaptive systems, using artificial intelligence techniques to provide students with tailored and timely instruction.

Any digital learning approach, in which the component for separating the individual necessities of students isn't a basis in the learning task measure, barely qualifies as a versatile way to deal with learning. This will preclude from the purported versatile climate that lone (1) permits students to travel through the course at a movement as indicated by their capacity and different requests on their planning, (2) utilizes pre-task fitness-based measures to endorse just a learning succession static during the learning cycle - as recommended by Vandewaetere et al. This, in my view, will in general, distort the perplexing connection between singular student contrasts and learning results and disregard the development of supporting information from communications with the learning climate.

Adaptive learning platforms can be conceptualized as being tripartite, consisting of (1) source of adaptation, (2) target of adaptation, and (3) relationship linking the source and target (Vandewaetere et al., 2011). This is illustrated in Figure below.
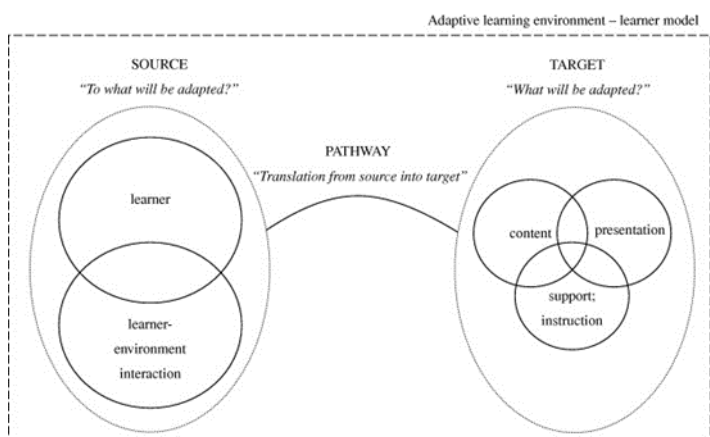
Vandewaetere et al. posit that the source of adaptive instruction is categorized based on learner's cognitive (e.g. prior knowledge, learning orientation, learning goals, etc.), affect (e.g. self-efficacy, frustration, motivation, etc.), and behavior (e.g. the number of tries per task, etc.) characteristics.

The English learning process is designed to develop students' ability to use English in everyday life. Learning and assessment activities are an integrated process and assessments are carried out when the learning activities take place. Based on a study on the Education Unit Level Curriculum document (KTSP), that in general, assessment activities for English subjects are designed as a separate component of learning activities and seem

formal. Besides, the ability of teachers to design assessment assignments is also very diverse and it has an impact on the quality of student learning outcomes.

According to (Toronto, n.d.) Learning outcomes are statements that can describe the knowledge or skills that students must acquire at the end of a particular lesson assignment, class, course, or program, and assist students in understanding the importance of knowledge and skills that will be useful to them. They focus on the context and potential application of knowledge and skills, help students relate learning in various contexts, and help guide assessment and evaluation.

Good learning outcomes emphasize the application and integration of knowledge. Instead of focusing on material coverage, learning outcomes articulate how students will be able to use the material, both in a classroom context and more broadly.

Based on the researcher's observations on teaching program 3 at a school which was carried out during the Covid-19 pandemic, teachers and students have difficulty adapting to the online learning system. There are about 60% of students who do not understand learning materials and smartphone-based learning media that teachers use in the learning process. There are also 25% who understand using the learning media but do not understand the learning material and only 15% of students understand using smartphone-based learning media and understand the learning material. This has a huge impact on student learning outcomes in English subjects.

Teachers and students must adapt to learning using technology or smartphones. Because a learning system like this is relatively new to the education system in Indonesia, teachers and students find it quite difficult to undergo the learning process.

Based on the above background and problems, the authors conducted a study entitled: A Smartphone-based Adaptive Learning Approach to Enhance Student's Learning Outcomes in English. The author chose A Smartphone-based Adaptive Learning Approach because it is related to the current state of the education system in Indonesia.

RESEARCH METHOD

Research Design

This research used quantitative research, so that everything observed was measured and converted into numbers so that statistical analysis techniques were possible. The method used was a pre-experimental study. From the above statement, the author chose to use a pre-experimental design with one group pre-test post-test design where a group of subjects is taken from a certain population and is carried out on a pretest then subjected to treatment successively. After being given treatment, the subject was given a posttest to

measure learning outcomes in the group. The evaluations given carry the same weight. The difference between the pretest and posttest results shows the results of the treatment that has been given. According to Ary, (2016) The one-group pretest-posttest design usually involves three steps. First, managing the pretest and measuring the dependent variable. Second, applying experimental X treatment to participants/students. Third, managing the post-test, then re-measuring the dependent variable.

Research Site and Participants

This research was conducted at a S. The time needed for this study is for one month with two meetings each week. In conducting the research, the researcher used one class selection consist of 28 students from 11th-grade students in the 2020/2021 school year through the cluster sampling technique. The class was selected as the experimental group in this study.

Data Collection

The author uses the pre-test and post-test as a way to collect student data. A pre-test is given to students at the beginning of the meeting. The author asks students to take smartphone-based learning without doing an adaptive learning approach first then asks students to answer questions using the Quizizz application. For the post-test, the author asks students to do smartphone-based learning that has been designed, after doing the treatment students are asked to answer questions in the application to measure student learning outcomes.

The author experiment by providing smartphone-based teaching that has been tailored to the needs of students. The experiment was carried out in 4 meetings. After doing 2 treatments, the writer gave a post-test to the students. A post-test is given to see the progress achieved by students after being given an adapted smartphone-based teaching method.

Data Analysis

In the process of analyzing the data, this method is called the t-test (experimental research) which is used to test the significance. The T-test in analyzing data using pre-test and post-test. To find out the result, the researcher used statistical analysis by using this formula:

$$\text{T-test one group} = t = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

$$SD = \sqrt{Var}$$

A t-test called paired sample t-test will be applied as follows:

1. Determining MEAN of DIFFERENCE score of 1 and 2.

$$\overline{D} = \frac{Xj - Xi}{n}$$

Note $Xj - Xi$ = total of Students' gained score of the experimental class.

2. Determining DEGREES of FREEDOM (df)

$$N-1$$

Note: N is all samples of the experiment.

3. Determining VAR

$$Var\ (S^2) = \frac{1}{n-1} \sum_{i=1}^{n} (x^2 - \bar{x})^2$$

4. Determining STANDARD DEVIATION

$$SD = \sqrt{Var}$$

5. Determining t_{cal} or T CALCULATION

$$t = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

RESULT OF RESEARCH

The data were taken from tests given to one class selection consist of 28 students from 11th-grade students. The author uses a pretest before doing treatment and a posttest after being given treatment. The test is that students are asked to answer questions related to the learning material being studied. The application on the smartphone used in the pretest was Quizizz and for the posttest, it used Google form because the researcher adjusted it to the student's needs. The total number of students is 28 students. In this study, before calculating using the t-test, the data on the students' pretest and posttest scores were described in the table below.

No.	Students	Pre-test Score	Post-test Score
1	AAPS	80	100
2	AWI	60	100
3	CDP	60	80
4	DLZ	60	100
5	DPS	60	100
6	ENO	80	100
7	EM	40	80
8	FRD	60	80
9	FP	80	100
10	IN	40	100
11	ID	40	80
12	IW	60	100
13	LP	40	60
14	MA	40	80
15	MCC	40	60
16	MM	60	100
17	NS	60	80

18	NSA	80	100
19	OA	40	60
20	PH	60	80
21	RN	60	100
22	SBS	80	100
23	SA	80	100
24	SAP	60	100
25	SF	60	100
26	TEF	60	80
27	TA	80	100
28	VDP	60	80
TOTAL		**1680**	**2500**
MEAN		**60**	**89**

Based on the pre-test results of students' it could be seen from the table above that the lowest score of 28 students in pre-test was 40 and the highest score was 80. The total scores were 1680 with the mean score was 60. And based on the post-test results presented the total score was 2500 with the mean score was 89. The lowest score of students' post-test was 60 and the highest score was 100.
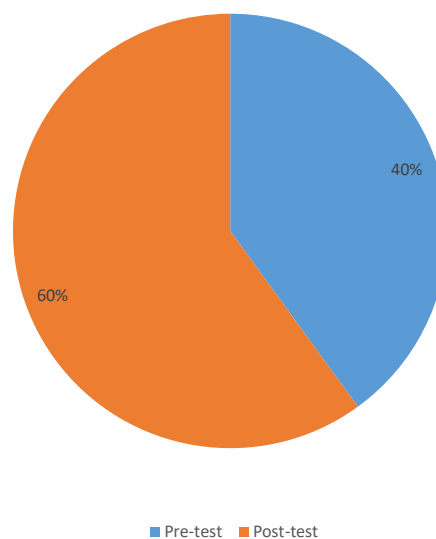
The diagram above showed that there was a significant increase in the mean scores of students before and after the writer gave treatment to the students. The mean score of students" post-test was higher than their pre-test.

a. Analysis of the Post-test (X1)

Post-test Analysis

No	Name	Post-test (X1)	X1²
1	AAPS	100	10000
2	AWI	100	10000
3	CDP	80	6400
4	DLZ	100	10000
5	DPS	100	10000
6	ENO	100	10000
7	EM	80	6400
8	FRD	80	6400
9	FP	100	10000
10	IN	100	10000
11	ID	80	6400
12	IW	100	1000
13	LP	60	3600
14	MA	80	6400
15	MCC	60	3600
16	MM	100	10000
17	NS	80	6400
18	NSA	100	10000
19	OA	60	3600
20	PH	80	6400
21	RN	100	10000
22	SBS	100	10000
23	SA	100	10000
24	SAP	100	10000
25	SF	100	10000

26	TEF	80	6400
27	TA	100	10000
28	VDP	80	6400
TOTAL		$\sum$**X1= 2500**	$\sum$**X1²= 228400**

1. The analysis of Post-test (X1)

$$x_1 = \frac{\sum x_1}{N1} = \frac{2500}{28} = 89.28$$

2. Determining of Standard Deviation score of X1 variable

$$SD_1 = \sqrt{\frac{SS_1}{N_1 - 1}}$$

$$SS_1 = \sum X_1^1 - \left(\frac{\sum x_1}{N_1}\right)2$$

$$SS_1 = 228400 - \left(\frac{2500}{28}\right)2$$

$$= 228400 - 223214$$

$$SS_1 = 5186$$

$$SD_1 = \sqrt{\frac{SS_1}{N_1 - 1}}$$

$$SD_1 = \sqrt{\frac{5186}{27}}$$

$$SD_1 = \sqrt{192.07}$$

$$SD_1 = 13.85$$

b. Analysis of the Pre-test (X₂)

Pre-test Analysis

No	Name	Pre-test (X2)	X2²
1	AAPS	80	6400
2	AWI	60	3600
3	CDP	60	3600

4	DLZ	60	3600
5	DPS	60	3600
6	ENO	80	6400
7	EM	40	1600
8	FRD	60	3600
9	FP	80	6400
10	IN	40	1600
11	ID	40	1600
12	IW	60	3600
13	LP	40	1600
14	MA	40	1600
15	MCC	40	1600
16	MM	60	3600
17	NS	60	3600
18	NSA	80	6400
19	OA	40	1600
20	PH	60	3600
21	RN	60	3600
22	SBS	80	6400
23	SA	80	6400
24	SAP	60	3600
25	SF	60	3600
26	TEF	60	3600
27	TA	80	6400
28	VDP	60	3600
TOTAL		$\sum X2 = 1680$	$\sum X2^2 = 106400$

1. The analysis of Pre-test (X2)

$$x_2 = \frac{\sum x_2}{N1} = \frac{1680}{28} = 60$$

2. Determining of Standard Deviation score of X2 variable

$$SD_2 = \sqrt{\frac{SS_2}{N_1 - 1}}$$

$$SS_2 = \sum X_2^2 - \left(\frac{\sum x_2}{N_1}\right)_2$$

$$SS_2 = 106400 - \left(\frac{1680}{28}\right)_2$$

$$= 106400 - 100800$$

$$SS_2 = 5600$$

$$SD_2 = \sqrt{\frac{SS_2}{N_1 - 1}}$$

$$SD_2 = \sqrt{\frac{5600}{27}}$$

$$SD_2 = \sqrt{207.40}$$

$$SD_2 = 14.40$$

3. Determining t-test

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{89.28 - 60}{\sqrt{\left(\frac{5186 + 5600}{28 + 28 - 2}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$t = \frac{29.28}{\sqrt{\left(\frac{10786}{54}\right)\left(\frac{2}{28}\right)}}$$

$$t = \frac{29.28}{\sqrt{(199.74)(0.07)}}$$

$$t = \frac{29.28}{\sqrt{13.98}}$$

$$t = \frac{29.28}{3.74}$$

$$t = 7.8$$

4. Determining degrees of freedom (df)

    df = N-2

    df = 28-2

df = 26

5. Determining t-table in significance level 5% (0.05) with Degree of freedom (df). The value of df is 26 at degree of significance 5% or t-table is 1.70562, the result is 7.8 > 1.70562. The result showed that t0(t-observation) was higher than t-table. It means Smartphone-based adaptive learning approach is effective to enhance students' learning outcomes in english subjects.

The Result of Hypothesis the Data

t-observation (t0)	t-table 5% (0.05)	significant
7.8	1.70562	significant

DISSCUSION

Based on the result of the research, learning by applying a smartphone-based adaptive learning approach to understudies, which gives a learning prepare outlined to suit understudy learning needs has brought about in a critical increment in understudy learning results. This can be prove by the comes about of the subordinate t-test within the pre-test and post-test. The comes about appeared the esteem of t-observation 7.8 was higher than the esteem of t-table 1.70562 at the centrality level of 5% it can be concluded that smartphone-based adaptive learning approach progress understudy learning results in English subjects.

From the above results it can also be interpreted that adaptive learning environment can be conceptualized as a 'computerized learning environment that adjusts instructing, fabric approaches and learning to the requirements and capacities of each understudy' These advanced stages are planned to connected with understudy bolster capabilities and shrewdly behavior that are human and are considered Fake Intelligence-based frameworks: they depend on information approximately the world and calculations to scholarly people prepare that knowledge. Adaptive learning situations give essential data handling to analyze learners' learning needs amid educating, at that point give fitting guidelines prescriptions for distinguished needs, in a perfect world within the learning prepare. They moreover powerfully decide which directions treatment is most reasonable for learners in certain circumstances. Typically accomplished by utilizing the comes about of students' assignments to degree or characterize learners such as the level of inspiration from time to

time. Intelligent Tutoring Systems (ITSs) are examples of adaptive systems, using artificial intelligence techniques to provide students with tailored and timely instruction.

CONCLUSION AND SUGGESTION

Conclusion

Based on research that has been conducted at a school, the authors conclude that learning by applying a smartphone-based adaptive learning approach to students, which provides a learning process designed to suit student learning needs has resulted in a significant increase in student learning outcomes. This is evidenced by the results of the dependent t-test in the pre-test and post-test. The results showed the value of t-observation (7.8) was higher than the value of t-table (1.70562) at the significance level of 5% it can be concluded that the learning approach adaptive smartphone-based improve student learning outcomes in English subjects.

Suggestion

From the conclusion above, the writer would like to give some suggestions for students, English teachers, and also other researchers.

And the suggestions are as mentioned below:

1. For the students

    The Covid-19 pandemic requires online learning and using a smartphone-based adaptive learning approach can also be fun so that it can improve understanding of learning materials and improve student learning outcomes in English subjects. Students do not need to worry that it will be difficult to follow the learning process because the teacher designs the learning process according to the learning needs of students so that students understand the material being taught.

2. For the teachers

    The smartphone-based adaptive learning approach can be applied in learning English because this approach is very flexible and the teacher can adjust it to the learning needs of students and it is highly recommended for teachers to properly analyze what applications will suit their students and what learning materials are suitable so that they can improve student understanding and student learning outcomes

3. For the other researchers

This adaptive learning approach using smartphones can also have an impact on researchers, including researchers who can find out what kind of smartphone-based adaptive approach will be suitable in teaching students, understand what students want, and be more flexible in dealing with students in the classroom. The author suggests other researchers improve their ability to use a smartphone-based adaptive learning approach such as in this study.

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THE USE OF FLASHCARD MEDIA IN IMPROVING STUDENTS' ABILITY IN LEARNING VOCABULARY AT ENGLISH CLASS VII AN-NURMANIAH JUNIOR HIGH SCHOOL

Muhamad Sofian Hadi[1], Mutiarani[2], and Latifah Rakhma Romadhon[*3]
[1,2,3]Muhammadiyah University of Jakarta

Abstract
The purpose of this study was to determine the learning process and increase students' vocabulary skills in learning English using flashcard media in Class VII SMP An-Nurmaniyah. The research method used is classroom action research with the following stages: planning, implementation, observation and reflection. Data collection techniques used in this study are: (1) tests, (2) interviews, (3) observation. The results obtained from this study are that the implementation of the first action learning has not achieved maximum results, it appears that there are still students who are less involved in the use of flashcard media and there are still students who feel confused about what the teacher bothered so that the average score obtained by students in the first cycle was 68, with learning completeness around 72%. By looking at the Minimum Completeness Criteria (KKM) that has been set at SMP An-Nurmaniyah, namely 65, there are 13 people who reach the completeness criteria, meaning only 72%, while according to the KTSP a learning is said to be complete if the completeness score obtained by students is 75% of the total the number of students. Meanwhile, the second cycle has increased with the average score obtained by students in the second cycle is 84, with learning completeness around 100%.

Keyword : Flashcard Media, Student Ability, Vocabulary, English

INTRODUCTION

Educational theory is the foundation and starting point in the development of educational practice, for example curriculum development, school management and teaching and learning processes. Curriculum and learning have links with educational theory or in the preparation of the curriculum and this learning plan refers to educational theory (Sholichah, 2018).

In this era of globalization, language has a very important role, especially the function of language as a communication tool, one of the languages that must be mastered is English, because English is an international language and is used as a tool to communicate both orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and

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[*] correspondence Addres
E-mail: efaalrr@gmail.com

culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and produce spoken or written texts that are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

English is also called a second language, because English is the target language, which is a language that is deliberately studied with a specific purpose (Brown, 2008). This is what underlies the consideration that English began to be given to elementary school students (bsnpindonesia.org). Minister of National Education of the Republic of Indonesia. No. 23 of 2006 states that elementary schools can make English a local content subject. English is an international language and is also the language of instruction for most primary, secondary and tertiary education for children who learn English at school age (Fitriyani and Nulanda, 2017). English as a foreign language in Indonesia has become a concern, especially in the area of basic education since the early 90s based on the awareness of the importance of learning English as early as possible to be able to compete in an increasingly modern and globalized world. It was this awareness that finally made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII which states that SD can add subjects to its curriculum (Kulsum, 2016). This policy ultimately underlies the inclusion of English subjects as part of local content in elementary schools (Faridatuunnisa, 2020).

English in Junior High School is a local content that is mandatory for all students at the Junior High School level. English at the junior high school level aims to enable students to develop communication competencies and have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society. To achieve this goal, basic communication skills are required, one of which is the ability to master vocabulary. To obtain these abilities, learning must be carried out interactively, inspiring, fun, supported by the use of media that can motivate students to participate actively in learning.

The main content of language is vocabulary. Vocabulary is used to form a sentence that expresses an idea. People can express more thoughts if they have a large vocabulary. In the acquisition of a second language, vocabulary development is critical. One of the interesting issues to study related to good English mastery is grammar. The main function

of language is to communicate. In communicating, every speaker must try so that what is in his mind can be conveyed properly and clearly. He wants his message to be well understood by listeners. However, this is often difficult to do, the process of delivering messages is often hampered due to several factors, for example the presence of interference and limitations in language skills (including grammar and vocabulary) which are often experienced by language learners (Santosa, 2017). The ability to compose sentences that convey some signals for social interaction necessitates a strong command of terminology. The majority of students at An-Nurmaniyah Junior High School, on the other hand, struggled to understand the meaning of words. Due to their restricted vocabulary, the kids were unable to communicate in English.

There are several factors that cause the low level of vocabulary mastery in students, including the factors of teachers and students. Based on the observations obtained by the researchers, some students still open their dictionaries to translate difficult vocabulary in English texts. This method is considered less effective in mastering the vocabulary of students. Because when using a dictionary, students only know the meaning of the word without understanding the meaning or similarity of words in English. Meanwhile, teachers provide more reading text exercises without letting students understand difficult vocabulary in deeper texts (Sekarini, 2018).

Several solutions can be used to solve this problem. This technique or strategy is expected to be able to improve students' ability in mastering English vocabulary. One of these strategies is learning using flashcard media. Flashcard media is media in the form of cards in which certain pictures or instructions are given with the aim of making it easier for students to learn a subject matter. According to (Arsyad, 2011) Flash cards are small cards containing pictures, text, or symbols that remind or direct students to something related to pictures. Flash card media is one of the visual media. Flash cards are cards that contain symbols, signs, pictures, words and definitions that are used as media in helping students understand a learning material. Learning media using flashcards is a very familiar learning media in improving vocabulary mastery in language. This is because Flashcards are picture cards that help students master the learning material. (Ahmad Susanto, 2011) suggests that Flashcards are picture cards that are equipped with words. The use of learning media during the learning process greatly affects the enthusiasm and interest in learning for students. It can provide learning motivation for students before learning activities begin.In light of the foregoing, the instructor should provide engaging media to encourage pupils to participate in vocabulary learning. Flashcards are one of the

media used to teach vocabulary. As a visual tool, flashcards are an intriguing medium that can assist kids in memorizing words. The colorful image helps pique a student's interest in learning.

Flashcard media is learning media in the form of picture cards whose size is about 25 × 30 cm. The images in this media are a series of messages that are presented with their descriptions (Indriana, 2011). While Chatib (2011), explains that Flashcard media is a card that contains pictures or writings related to concepts. Another definition expressed by Windura (2010), that flashcard media or flashcards are cards that are used to remember and review in the learning process. So, flashcard media is a media that helps in remembering and reviewing lesson materials such as: definitions or terms, symbols, foreign language spellings, formulas, and others. The first advantage of flashcard media described by Indriana (2011) and Riyana and Susilana (2009) is that it is easy to carry everywhere because of its small size and light weight. The second is practical in making and using it, so that whenever students can learn well using this media. Third, flashcard media are also easy to remember because these cards have pictures and are very eye-catching, contain simple letters or numbers, so that they stimulate the brain to remember the message longer. This media is very fun to use as a learning medium, it can even be used in the form of games (Maryanto and Wulanata, 2018).

Azhar Arsyad in Sekarini (2018) states that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring about psychological influences on students. The advantage of using flash card media is that students feel helped by the various cards and instructions given by the teacher through the card. According to Susilana and Riyana (2008), flash card learning media has a number of advantages, namely: "(1) easy to carry; (2) practical; (3) easy to remember; and (4) fun." Based on the explanation above, the researchers used a learning model using flashcard media in an effort to improve students' vocabulary mastery skills to get good results in increasing students' vocabulary mastery skills during the learning process.

The results of the research are expected to be able to provide benefits for teachers, students, schools, and researchers themselves as an effort to improve learning in the classroom. Based on an explanation of the advantages of using Flash Card media, the researchers used Flash media in vocabulary learning. The following are the steps for using flashcard media proposed by Rudi Susilana and Cepi Riyana, among others; The cards arranged are held at chest level and facing in front of the students, remove the cards one

by one after the teacher has finished explaining in front of the class, give the explained cards to students sitting close to the teacher. Ask students to observe the cards one by one, then continue to other students until all students get to, if the presentation is a game, put the cards in a box randomly and do not need to be arranged, prepare students who will compete, for example three people standing in a row , then the teacher gives orders (instructions).

Before starting learning using flash card media, the teacher first explained the technicalities and rules of the flash card game. The following are the steps for applying flash cards to students adapted from indonesiamengajar.org. in (Alamsyah Said and Andi Budimanjaya), among others; the teacher distributes flash cards to each student in a closed state. (the part that contains writing face down). Students are not allowed to open before the signal is given), the teacher gives the signal and students open the cards simultaneously, students look for their line based on the cards they hold. (the activity of looking for a line based on a card is done without sound), the teacher gives a time limit. Don't forget to countdown when the time is almost over, the teacher invites students to check each line, whether all students have entered the proper line, the teacher gives appreciation to the correct and complete line.

Based on what has been mentioned above, it can be concluded that the use of FlashCard media is very easy and can be applied in small and large classes, and can be used by students in class activities, groups, and work in pairs.

RESEARCH METHOD

This research uses Classroom Action Research. According to Subrata, classroom action research is a problem-solving strategy that utilizes real action in the form of an innovative ability development process in detecting and solving problems.

In practice, Classroom Action Research linking meaningful actions with research procedures. This research was conducted by a researcher who collaborated with the subject teacher in question. Trying to formulate a problem to improve the situation, then carefully observe the implementation to understand the level of success. Classroom action research includes several stages whose implementation consists of several cycles. Each cycle consists of planning, implementation, action, observation and reflection. The stages of research in each action occur repeatedly until it finally produces a complete value that

has been determined according to the assessment criteria. As for the implementation through the stages that make up a cycle of these stages as follows:

1. Research Plan

The research plan is an action that is systematically arranged to explain the procedure for carrying out activities, such as what, why, when, where, by whom and how the action will be carried out. The stages of preparing the actions that the author did in this study were:

a. Determine the material to be taught.

b. Determine the cycle to be carried out, which consists of two cycles.

c. Develop a Learning Implementation Plan

d. Develop evaluation tools or tests

e. Make an observation sheet for teacher and student activities

2. Action Implementation

The implementation of classroom action is the teacher teaching the material that has been planned with the lesson plan. Actions that what teachers (researchers) do in this phase is how teachers manage learning such as how teachers explain subject matter, convey learning objectives, motivate students, guide students in class, and how teachers give rewards to students. After completing the action in the first cycle, the researcher held a test to determine the extent of the results of the action in the first cycle and so on until the last cycle.

3. Observation Observations are observations that are carried out collaboratively involving teachers and peers as observers in the classroom. Observations were made on student activities during learning and how the teacher managed the class. Observations were made when the activities of cycle I and cycle II were carried out.

4. Reflection

Reflection is done by the teacher (researcher) to see what has been achieved and what still needs to be improved in the next lesson. The results of the reflection are used to determine further steps in an effort to achieve the objectives of the Classroom Action Research. If the Class Action Research problem has not been completed, the Class Action Research will be continued in the next cycle through the same stages as the previous cycle.

The subjects in this study were students of class VII An-Nurmaniyah Junior High School Ciledug Tangerag in the 2018/2019 academic year, totaling 37 students.

The place and location of the research that will be carried out by researchers is at An-Nurmaniyah Junior High School, Ciledug, Tangerang.

The research instrument is one of the devices used to facilitate data collection and data analysis. In this study used research instruments in the form of:

1. Observation sheet

In the form of teacher activity sheets and student activities on learning activities consisting of indicators that are assessed and affixed with checklist marks.

2. Test Kits The tests were given to students as subjects in this study which included the subject matter presented in the Flashcard. The test serves to obtain data about the ability to speak using flashcard media.

RESULT AND DISCUSSION

A. Description of Cycle I

These observations can be seen from the I post test assessment, the teacher's performance observation and the student's activity observation. In the examination of the I test given by the teacher's assessment was the truth in filling in the question of listening asa double choice of 10 issues and speaking of truth in uttering a vocabulary of the names of animals in English.

After the assessment has been done, the average value students acquire on the I cycle is 68, with sharp learning about 72% as for the value being gained from the assessment aspect of listening to vocabulary (listening) and speaking vocabulary (speaking). As for the average value derived from paying attention to vocabulary was 71 with learning acuity 72% and the average value of uttering the 64 vocabulary with only 50% less. By observing the Minimum Criteria that have been determined on mi ar-rochman is 65, there are 13 people who reach the final criteria, meaning that only 72% of the students succeed on the subject, whereas according to Education Unit Level Curriculum a study is said to be completed when students score ≥ 75% of the students.

Compared with the study before using this medium flashcard, the number of students who have already reached the near limit of learning has increased, 44% in origin to 72%. From scores scores it is concluded that use of media flashcards in study of the English vocabulary can help improve students' abilities to the material they learn.

Reflection

From the observer's observations on teacher performance, the average observer scores well, but there are several things that need to be followed up by the teacher (writer)

in the I listening cycle study course below: 1. The teacher is too eager to carry out the learning, so the time allotted is beyond the appointed time 2. Teachers were still poorly involved in the use of students in flashcards, as there were some students who did not dare to appear in front of the class to enter the picture contest. 3. Lack of reward given to students 4. There is still a student confused in the listening.

After analyzing the things teachers need to follow up on, the observer offers the input that in conditioning and organizing student activities, the teacher must take into account the availability of time allotted, so that the learning can be accomplished more effectively. In addition the observer also provides input so teachers can engage more students in the use of flashcards to make learning more active and fun and get all students involved in the use of the flashcard media. In addition the observer offers input to encourage the student should be given reward both praise and reward and in the next cycle the teacher would rather explain instructions on the problem at hand. As for the observation of the teacher's activities at the meeting of the I speaking cycle, the observer provides input on matters that are best followed up for purposes of the next cycle: 1. In the experience of conception and motivational giving activity it is best not only to applaud for the boredom of the child but also to be added to the songs leading to material giving. 2. In a teacher's learning should involve students more in the use of a flashcard medium, and in its use should be more directed at the learning goal that students can properly pronounce a vocabulary. 3. In addition the observer offers input to encourage students to be more excited and should be given reward both compliment and reward.

While the results of observations from student activities went smoothly, it was just that in the learning process listening to vocabulary (listening) cycle I, student activity in participating in the game was still lacking and students were still shy to ask questions that they did not understand, besides the lack of student interaction with students. As for the results of observations from students' activities in listening activities (pronouncing vocabulary) there are several things that need to be improved including the lack of student activity in interacting with their friends and learning motivation for their friends, for that observers provide input so that in learning interactions between students and students are further improved and directed by the question and answer between students and students for example with a classmate.

In addition to the learning process of teacher and student activity, the students' vocabulary capability is seen from the acquisition of the I cycle's value that has not

reached the minimum criteria designed by 65, so the author and observer of the study are making the replanning to go into the next cycle.

B. Description of Cycle II

These observations can be seen from the results of the post cyclical test II assessment, the assessment of the student's vocabulary skills, the observation of teacher performance and the observation of student activity. In the coverage of the post cycle test to II the assessment is done on the pupil's exactness in filling in the double-choice test for listening and the student's assessment of ability in uttering the vocabulary.

After the assessment has been done, the average value students acquire on the cycle II is 84, with sharp learning about 100 % as for the value being gained from the assessment aspect of listening to vocabulary and speaking vocabulary. As for the average value that comes from paying attention to vocabulary is 90 with 100% learning accuracy and the average value of uttering the 78 words with the sharpness of studying only 100%.

By looking at the minimum minimum minimum criteria (KKM) that have been determined on mi ar-rochman is 65, there are 18 people who have completed the criteria, meaning that 100 percent of the students have succeeded on the subject because as noted in the curriculum a lesson is completed when the student's failing score is ≥ 75% of the student's number.

After the post test, surveillance came from the teacher's performance observation. Where a teacher's performance in the performance of the learning in the second cycle from beginning to conception through follow-up, the observer assesses well, as the flaws in the I cycle are followed up on this cycle.

Reflections

By looking at the available data, both from post test results, observation and student interviews results can conclude that English learning by using media flashcards can enhance the student's vocabulary and help students to remember vocabulary. Although it takes a teacher's effort to guide and direct students to understand a material, especially for elementary school students of class ii who still consider English lessons as difficult and foreign, not the language that is often heard in students' daily lives. But in spite of it all, the writer felt deeply satisfied with the results of the study of the class ii students a mi ar-rochman who was always zealous in following the learning activity so as to increase their vocabulary ability primarily on the subject listening to vocabulary (listening) and speaking vocabulary (speaking).

CONCLUSION

Based on the collection of research data that the author has implemented, both qualitative and quantitative data and the other findings that support the study's execution bring the conclusion to the writer as follows: The learning process by using a medium flashcard in order to enhance the ability of students in the English vocabulary on the subject listening and uttering a vocabulary of animal names in class ii a mi ar-rochman can be effective, can be seen from teacher and student activity during the learning activity. With the use of media flashcards can make learning materials easier and for students can improve students' vocabulary and make learning fun and motivate children to function active in learning activities so as to have a positive interaction of both teachers with students, students with students and students with learning media.

Students' abilities on the subject of listening and uttering a vocabulary of animal names in class ii a mi ar-rochman can be enhanced by using a flash card medium. This increase can be seen from the average result of students' continuing experience of increased on each cycle, the average value students earn on the I cycle is 68, with sharp learning about 72% as for the value being obtained from the assessment aspect of listening to vocabulary (listening) and speaking vocabulary (speaking). In cycles II further increases with the average value students receive in the ii cycle is 84, with sharp learning about 100% and where it comes from the assessment aspect of assessment in listening to vocabulary (listening) and speaking speaking vocabulary (speaking).

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NATIVE ENGLISH TEACHERS IN EFL SPEAKING CLASSES: DEPICTING THEIR STRATEGIES TO TEACH VIETNAMESE STUDENTS

Miftahul Mahrus[*1] and Novinda Rosayanti[2]
[1,2]Universitas Negeri Malang

Abstract
The aims of this research are; (1) to know the strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture, (2) to describe how the strategies contributed to the students speaking skills, and (3) to explain the problems faced by native English teachers in EFL speaking classes. This research is descriptive research with a qualitative approach. The data were collected through classroom observation, interviews, and documentation. It presents the result of the study in the form of a descriptive explanation. The findings of this research are the strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture, namely (a) group discussion, (b) role play, (c) brainstorming, (d) storytelling, (e) story completion, (f) describing picture, (g) game (guessing the word), (h) using target language/interview. Based on those strategies, the results show that the strategies help students to improve their speaking skills, vocabulary, and confidence. Also, it can help students to solve problems, increase sensitivity, think critically, and express their ideas. Furthermore, the findings of the problems faced by native English teachers in speaking class are (a) pronunciation, (b) lack of confidence, (c) lack of ending sounds, (d) no vocabulary and grammar.

Keywords: Native English teachers; teaching speaking; teaching strategies.

INTRODUCTION

In communication, people need communication media that are organized in a certain social setting. Generally, this medium is called language (Annury, 2017). Language is a human capacity to acquire and use complex communication systems to express ideas, opinions, thoughts, and feelings (Deviyanti, 2017). Without using language, it's hard to imagine how people can work together with each other. One of the language skills that must be mastered by every foreign language learner is the ability to speak or communicate in the target language because speaking skill is the most important of the four skills. It is a necessary skill that language learners should master when they learn a language. Therefore, speaking skills must be taught and practiced in the language classroom because it will help students to

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[*1] correspondence Addres
E-mail: miftahulmahrus9@gmail.com

communicate in English and improve their speaking skills (Gudu, 2015). In addition, speaking skills are the easiest way to communicate with people from another country to talk about many aspects of human life such as education, economics, politics, etc.

In terms of education, education in Vietnam is seen as an important factor in shaping one's personality and well-being. In other words, it is the most effective way that can be used to change the world. Like other non-native English-speaking countries, Vietnam has adopted English as a compulsory subject in the formal/informal education system to prepare its citizens to be able in the context of globalization (Hao, 2018). English language teaching has faced criticism related to the problematic proficiency of English language students, unprepared English teachers, lack of competent teachers, lack of teaching materials, improper teaching approaches, etc (Hoa, and Mai, 2016). Accordingly, teachers' teaching strategies are the most important aspect to be considered in the classroom. Teaching strategy can help teachers to make appropriate methods, techniques, and resources in achieving particular goals in learning and teaching activities as well.

In overcoming these problems, some informal education in Vietnam takes teachers from English native speakers. The reason is that English native speakers are able to convey the meaning and advantages of speaking a foreign language and convey various tactics to enhance the acquisition of the learners as implied by Ismaiel (2017). A native speaker teacher is an English teacher whose first language is English. The term native English teacher is most commonly used by English teachers who teach a language to non-native English speakers, either in a non-English country or to immigrants who have moved to an English country. According to Davies (1991), the first language a human being learns to speak is his native language, he is a native speaker of this language. He knows the cultural and linguistic norms of English. Native English speakers also offer a new perspective that can be explored in the classroom. Moreover, being born in one place does not guarantee that the person will be a native speaker of the native area because the language that the individual speaks at home may not coincide with the language in the native area; and children who are adopted in early childhood may not develop in the same linguistic environment of his or her birthplace. To get a clearer picture of what a native speaker is Lee (2005) has isolated seven defining features of the native speaker. They are; (a) the individual acquired the language in early childhood, (b) the individual has an intuitive knowledge of the language, (c) the individual is able to produce fluent, spontaneous discourse, (d) the individual is communicatively competent, (e) the

individual is able to communicate within different social, (f) the individual identifies with or is identified by a language community, (g) the individual does not have a foreign accent. According to Ma'mun (2019), a professional teacher should consider suitable strategies for teaching English. The strategies provided are effective for overcoming the emotions of students so that they can be assured of successfully completing learning and increasing students' learning motivation in speaking learning. From their teaching strategy, they were considered more knowledgeable about how to teach speaking (Mustikasari, 2015). Therefore, native speaker EFL teachers have their own strategies in their learning because strategies can develop critical thinking and problem-solving. In short, teaching strategies are very important since they determine the success of the teaching process. Strategies used by teachers should be interesting and can capture students' attention.

In this study, the researchers decided to conduct a study on strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture (VNUA). This is because based on the researchers' preliminary observation in August 2019, the students of VNUA have some difficulties in speaking skills, many students demonstrated low speaking proficiency, students lack linguistic awareness in vocabulary, pronunciation, and fluency. The urgency to investigate the native EFL teachers' strategies in teaching speaking is that because of the problems found in teaching speaking itself. As a consideration, mastering a second language or foreign language is the task of the learner and it is necessary not only to know the grammar of the foreign language such as English but also to use English in a real situation. Speaking, according to Hayriye, is to select the right word or phrase based on the appropriate social context, audience, situation, and topic. Being a fluent speaker requires a great knowledge of the language learned itself and its usage in real communication. The reason why the students are having problems with their speaking skills is that they are poor in grammar, vocabulary, and pronunciation. These problems belong to linguistics problems. Besides, psychological problems are also problems that often interfere with their emotional and physical health, students' relationships both with their teachers and classmates, work productivity, or life adjustment such as nervousness, lack of self-confidence, and afraid to speak. These problems may affect students' performance in their speaking (Hayriye, 2006). Thus, those problems lead researchers' curiosity to know the strategies used by the teachers to overcome the problems. According to those considerations, the research questions stated as follow; (1) What strategies are used by native English teachers to teach

speaking to the students of Vietnam National University of Agriculture, (2) how do the strategies contribute to the students' speaking skills?, (3) What problems are faced by native English teachers in EFL speaking classes?

RESEARCH METHOD

Research Design

This study used descriptive research with a qualitative approach. According to Cresswell (2012, p.16), Qualitative research is best suited to address a research problem in which you do not know the variable and need to explore. Descriptive research is generally done to describe the fact and the characteristic of the object or subject researched systematically and accurately. This study was conducted in Agriculture Homestay of Vietnam National University of Agriculture. The participants were 7 native English teachers, but there were only 2 teachers who teach in speaking classes so the data was taken from these 2 teachers.

The data gathering took place in Agriculture Homestay, Vietnam. The data itself was collected by the following data collection techniques: classroom observation, interviews, and documentation. The observation focused on the strategies used by native English teachers. There were three ways of doing observation: joining the speaking class, doing the observation, and observing the native speaker's strategy in teaching speaking, and also taking a notebook and instrument sheet during the teaching speaking process from the beginning to the end of the class. In the interview session, the researchers interviewed two native English teachers about the problems they encountered. For collecting the data from the interview, the researchers used three procedures as follows: preparing the concept of questions to the native English teachers, asking and talking in a friendly way according to the concept of questions that have been prepared, recording and writing the answers. In analyzing the collecting data, the researchers applied the step of qualitative data analysis proposed by Miles and Huberman (1994). The activities in the analysis included data reduction, data display, and conclusion drawing or verification. In the process of data reduction, the information was selected based on the research questions. The results of observation showed the strategies used by native English teachers to teach speaking to the students of VNUA and how do the strategies contribute to the student's speaking skills and the problems faced by native English teachers in EFL speaking classes. The result of the interview is to support the data and show the problems faced by the teacher in the speaking class. In the process of data display, the most

frequent form of display data for qualitative research data in the past has been narrative text. It was because the most common data display used is in qualitative research. In the last step data analysis is drawing a conclusion. Here, the researcher began to see what the data are. The researchers examined all entries with the same code and then merged these categories and found the connection among the categories. Finally, the researchers got the result and conclusion of this research. The research validity used is credibility. Data credibility will be intended to prove data that was collected appropriately and correctly. Some ways to get credibility are extended observation, increased perseverance, triangulation, discussion with friends, negative case analysis, using reference points, and member check. In this research, the researchers used triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency of data according to the convergence of multiple data sources or multiple data collection procedures. To check the validity of the data, the researchers used the triangulation technique.

RESULTS AND DISCUSSION

Results

The results of this study present the findings based on classroom observation, interviews, and documentation. This part presents the findings to answer the research problems. The following is the table of observation aspects:

1.1 Table of Observation

No	The Aspects of Observation	Strategies used by (1st teacher)	Strategies used by (2nd teacher)
1.	Introduction		
	a. Greetings	√	√
	b. Praying	x	x
	c. Apperception	x	x
	d. Review the previous materials	x	x
2.	Processing		
	a. Group Discussion	√	x
	b. Roleplay	√	x
	c. Feedback	x	x
	d. Using Target Language	√	√
	e. Brainstorming	√	x
	f. Storytelling	√	x
	g. Interview		√
	h. Describing Picture	x	√

		√	
3.	Evaluating a. Oral Question b. Written Question c. Review the Materials	 x √ x	 √ √ √
4.	Closing a. Giving homework b. Closing statement c. Praying	 x √ x	 √ √ x
5.	Additional information	The first teacher used "warming-up" in the part of the introduction. In processing, he used story completion as the strategy to teach speaking. The second teacher used an "introduction to the learning aims" in the part of the introduction. In processing, he used strategies such as drawing the things, and game (guessing the word).	

Based on table 1.1 above, it can be seen that in the observation there are some activities done by the native English teachers in teaching speaking to the Vietnamese students. To begin with the first aspect of observation, the first teacher opened the class using greetings and warming up. Meanwhile, the second teacher started the class by using greetings and an introduction to the learning aims. Furthermore, the second aspect is processing. The researchers found that the first teacher used group discussion, roleplay, using the target language, brainstorming, storytelling, describing the picture, and story completion. In comparison with the first teacher, the second teacher used feedback, using target language/interview, describing the picture, drawing the things, game (guessing the word) in teaching speaking. Furthermore, the third aspect is evaluating, the first teacher only used written questions, which is contrasted with the second teacher that used three aspects of evaluating, namely oral question, written question, and review the materials. The last aspect is closing, the first teacher used a closing statement. Meanwhile, the second teacher used strategies giving homework and closing statement.

In addition, to find out the strategies used by the native English teachers, the researchers also interviewed the teachers. The results of the interview analysis point out some strategies used and their contributions, and the problems commonly found by the teachers in teaching speaking. In terms of strategies used, the teachers mentioned some strategies. It was stated by the following statements:

"I try to prefer peer interactions between classmates instead of teacher-student interactions, such as discussion, describing the picture, and story completion. In some meetings, I also applied roleplay and storytelling. I always think that the less I talk better it is. I give some guidance and a clear frame in which the students can interact. The best is when students spontaneously communicate with each other in English." (1st teacher)

"Feedbacks are very important, positive ones as well as negative ones, but I try to not interrupt an interaction between students and prefer to give feedback to the whole class at the end of the activity, without necessarily pointing at who made the mistakes. In that, it's very important to monitor correctly the interactions between students and take some notes." (1st teacher).

The 2nd teacher also stated that:

"Competition is usually a good motivator so I often divide them into teams for playing games. For speaking practice I make them work in pairs or small groups because it's easier to talk in these conditions than in a big group or in front of the class. I use regularly media like videos in order to work on their listening skills and pictures in order to work on their speaking skills."

"When you joined in my class, we went together outside the classroom. I told to the students to gather information about strangers. I think this kind of activity can help students to improve their confidence and interact with new people."

In terms of problems faced by the students, the teachers mentioned some problems. It was stated by the following statements:

"Most of the students lack confidence, they do not have many vocabularies, and we know that Vietnamese people when spoke English they are lack endings sound." (1st teacher).

"Each student has a different problem, but some problems that I faced in C1 class are the mental problem or lack of confidence, pronunciation, and lack of ideas." (2nd teacher)

The results of the interview also strengthen the findings from observation related to the strategies used by native English teachers in teaching speaking. Those statements above are the evidence. To support those data, the researchers used the lesson plans in the documentation part.

Discussion

This study aims to determine the strategies used by native English teachers in teaching speaking and its contributions, and the problems faced by native English teachers in EFL speaking classes. As the results revealed, the researchers only present the strong data related to three types of data collection techniques. The following are the data:

a. **Group Discussion**

Group discussion is group learning in which each group is determined to have the responsibility to discuss in accordance with what has been determined by the teacher and they will make the conclusions or small notes containing the thoughts or opinions of the group. In a group discussion, the teacher divided students into small groups and gave them the materials about "planning a trip" in Vietnam. There are six destinations in Vietnam (Ha Long Bay, Sa Pa, Hue, Nha Trang, Phong Na, Ho Chi Minh City). For the activities, the students chose a destination and read the description of the destination, the students must make and write their own trip plan include the destination, transportation, when, things to do, things to bring during the trip. Then, the student must tell other groups about their holiday plans. The representative of each group needs to convince other groups to go with him to the destination that he chooses and makes sure that the representative of each group tells to other groups everything about the trip. In this activity, students learn to work together to provide arguments and ideas both in small groups and large groups in a collaborative and structured way. The contribution of this strategy to students is to help students to solve problems, think critically, and share opinions and arguments that are appropriate.

b. **Roleplay**

Roleplay is a learning strategy in which there is a mock behavior in accordance with a predetermined role, where students imitate the situation of the characters in such a way as to express one's behavior, expressions, and gestures in social relations between humans. Roleplay learning can be done in the classroom / outside the classroom. In the role-play, the teacher also guided the students to produce sentences. The teacher always chooses an interesting story to

make students feel fun and he believes with the role-play students can create many words, can produce a long sentence, and be more active in teaching-learning speaking. The native was sure that, with role-play, the students could create many words or even they could produce long sentences and they were more active in teaching-learning speaking.

The activity was the teacher invited three students, and each student is given one flash-card about "someone who is influential in society", they are Tran Dai Quang, the President of Vietnam, Edward, an English teacher, and Phung Xuan Nha, the Ministry of Education and Training. After giving the flashcards, the teacher asked other students to prepare the properties (table, chair, etc) for making the situation at a big conference. After all the properties are prepared, the teacher asked students to pretend to be the character on flash-card and discuss the topic "the Education system in Vietnam" at a big conference. The contribution of this strategy is to improve speaking skills because students can use the vocabulary they have. In addition, students will also think critically when the teacher asks them to play roles such as actor, president, and forth.

c.   **Brainstorming**

In this activity, the teacher prepared the group and presented the problem with the "Education system between Indonesia and Vietnam". The teacher gave the students plenty of quiet time at the start of the session to write down as many of their own ideas as they can. Then, the teacher asked them to share their ideas, while giving students a fair opportunity to contribute. The last, the teacher guided the discussion. This strategy greatly contributes to the students' ability to speak, because this strategy is very effective and efficient for expressing ideas, opinions, criticize freely. A characteristic of brainstorming is that students are not criticized for their ideas, so students will be open to sharing new ideas.

d.   **Storytelling**

In storytelling, the students tell a story briefly and clearly, or they can create their own stories to be shown to their classmates. The effect of this activity on students is to foster creative thinking. It also helps students express ideas in the initial form, development, and end result, including the character and setting of a story that must be possessed. Students can also make a puzzle or a joke. For example, at the beginning of each class session, the teacher can call on several students to tell short riddles or jokes as an opening. In this way, students can improve their speaking skills.

e.   **Story Completion**

This kind of learning activity is not only carried out in Indonesia but also in Vietnam. This activity is very fun for students. Students make a circle, then, they can talk freely. For this activity, the teacher starts telling a story, but after a few sentences, he stops telling a story. Then, each student starts to continue from the point where previously stopped. Each student must continue 2-5 sentences. Students can add new characters, events, descriptions, and forth. This activity will make students more prepared to speak English.

f.   Describing Picture

This learning activity really helps Vietnamese students to improve their speaking skills. In this activity, the teachers ask students to describe a picture (tourist attractions, actors, countries). Based on the activity, the native English teachers mentioned that that activity can improve the students' understanding and students' speaking skills.

g.   Game (guessing the word)

In order to become a successful language learner in speaking, the students needed some strategies. Every student had a different strategy in learning to speak because they had different interests and characteristics in learning. The native speaker EFL teacher had some strategies to make students felt fun and interested in his lesson. The teacher should not only take notes and look at the book but also make students participate in speaking practice. In teaching speaking, the teacher used a game to improve speaking skills that are guessing the word. The activity was the teacher asked students to make a circle. Then, the teacher invited one student to come forward to guess a mystery word using up to 10 questions answerable by YES or NO. The only clue given is whether the words animal, fruit, vegetable, and sometimes abstract. In this activity, all students will take turns going forward, so this strategy is very effective in increasing their sensitivity, vocabulary, and confidence.

h.   Using Target Language/Interview

In this strategy, the activity is carried out outside the classroom. The teacher asks students to gather information about "someone". This activity is carried out in full English and each student must make a video when they do the interview. Students must return to class and report their results 30 minutes before class ends. This activity is very influential for students to improve their ability to speak English and their confidence to interact with new people.

With regard to the classroom observations and interview, the researchers found some problems faced by native English teachers in EFL speaking classes as follows:

a.   Pronunciation

Pronunciation is the biggest problem faced by native speaker EFL teachers when they teach speaking to the students of the Vietnam National University of Agriculture. The students are very difficult to pronounce the word or sentence in English because there are several letters of the alphabet in English that are not in Vietnam. Like the letters F, J, W, and Z. So it will be more difficult to pronounce the words that have the letters F, J, W, and Z.

In addition, they also cannot pronounce the letter "L" at the end of the words. Such as the word "well" becomes "weu", the word "kill" becomes "kiu", and others. The reason is that when they were children, the teacher only taught them how to pronounce L (Read:Leh). In this case, researchers found that the teacher's method for overcoming this problem was by using ELSA applications, so they can measure the accuracy of their pronunciation and the teacher also drill the students to pronounce the letter "L" in the FreeTalk session.

b. Lack of Confidence

In this case, the students of Vietnam National University of Agriculture who live in Agricultural Homestay are very insecure about their ability to speak with foreigners or native speakers. They choose to be silent and avoid native speakers or foreigners in the homestay. To solve this problem, every Sunday the teacher invites the students to go to Hoan Kiem Lake in the city center and asks them to practice English with foreigners or native speakers. This method is very effective to increase their confidence when they speak English with foreigners or native speakers.

c. Lack of ending sounds

Based on the observation, this problem often occurs when they are speaking. According to the teacher, the students do not use British, American, or Australian accents. But they use their own accent (Vietnamese) so the teachers have a problem understanding what they are talking about. For example the word "English" the students will not read "sh" sounds. Therefore, in communication between teachers and students, they are always miscommunication, so students must repeat the word or sentence until the teacher understands. In this case, researchers found that the teacher's method for overcoming this problem was by using "CAMBLY" and "ELSA" applications. So they can measure the accuracy of their pronunciation.

d. No Vocabulary and Grammar

In the process of speaking, vocabulary and grammar are very important to communicate because they can convey the objectives clearly. But the teachers find some problems faced by

students in the class, the students in the intermediate speaking class are not paying attention to their grammar and vocabulary when they are speaking. And they often make mistakes like how to use the word "wear" and "use", "drive" and "ride" and others. To solve these problems, the teachers use E-Learning to increase student's awareness of their mistakes.

The first result showed that native English teachers used some strategies to teach speaking such as group discussion, role-play, brainstorming, storytelling, story completion, describing the picture, game (guessing the word), using target language/interview. Those results also answered the second research question, which is those strategies also contribute to the students in the classroom at Agriculture Homestay of Vietnam National University of Agriculture, as shown in the first result that mentioned those strategies can help students to improve their speaking skills, vocabulary, and confidence. Also, it can help students to solve problems, increase sensitivity, think critically, and express their ideas. This result is in line with the previous study conducted by Maulidar, Gani, and Samad (2019) which mentioned that the teachers in BP2IP Mahalayati Aceh used five strategies in teaching speaking, namely: role-play, drilling, games, describing a picture, and also discussion group. Hakim (2017) also mentioned teachers' strategies in teaching speaking, he claimed the teachers have applied the discussion, role-play, storytelling, and interview. In addition, it can be concluded that strategies are very important to be applied in the classroom since they determine the success of the teaching and learning process.

Furthermore, the next result presented the problems faced by native English teachers in EFL speaking classes at Agriculture Homestay of the Vietnam National University of Agriculture. The first problem was pronunciation. It is the biggest problem for students in Vietnam since the alphabet of Vietnamese is different from the English alphabet. The second problem was lack of confidence, many students were afraid of making mistakes and they chose to be silent and avoid native speakers or foreigners in the homestay. The next problem was the lack of ending sounds, it is because they used their own accent (Vietnamese), to deal with this problem, the native English teachers used "Cambly" and "ELSA" applications, so students can measure the accuracy of the pronunciation. The last problem was no vocabulary and grammar, for overcoming these problems, the teachers used E-Learning to increase student's awareness of their mistakes. Based on Mulidar et al (2017), three common obstacles were found during teaching speaking such as limited vocabulary, improper pronunciation, and less confidence.

CONCLUSION

This current study is carried out in an attempt to know the strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture and how do the strategies contribute to the students' speaking skills. Also, the problems faced by native English teachers in EFL speaking classes. Based on the research results of classroom observation, interviews, and documentation there are several things to be concluded. First, native English teachers used some strategies to teach speaking to the students of Vietnam National University of Agriculture namely, (a) group discussion, (b) roleplay, (c) brainstorming, (d) storytelling, (e) story completion, (f) describing picture, (g) game (guessing the word), (h) using target language /interview. Based on those strategies, the results show that the strategies help students to improve their speaking skills, vocabulary, and confidence. Also, it can help students to solve problems, increase sensitivity, think critically, and express their ideas. Furthermore, there are four problems faced by native English teachers in EFL speaking classes namely, pronunciation, lack of confidence, lack of ending sounds, and lack of vocabulary and grammar. Besides those findings, this current study also has limitations in terms of the participant. In addition, the research site of this study is also only located in one place. Thus, it gives a chance for the future researchers to do the same research with a big number of participants from different places.

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INVESTIGATING SECONDARY SCHOOL STUDENTS' ANXIETY LEVEL IN ENGLISH EXAMINATION

Novinda Rosayanti[*1] and Miftahul Mahrus[2]
[1,2]Universitas Negeri Malang

Abstract
The preliminary research showed that students at the eleventh grade of State Senior High School 2 Enok had anxiety in the English examination. It can be seen that some of the students were confused in the English examination because the students got anxious. This research aimed to investigate the students' anxiety in English examination at the eleventh grade of State Senior High School 2 Enok. Descriptive research is employed as the design. The population of the research was the students at the eleventh grade of state senior high school 2 Enok. The number of samples was selected by using a technique called simple random sampling. The sample was 30 students. The researchers obtained the data from the questionnaire. The data were analyzed by using descriptive statistics calculated by SPSS 20.0 program. The findings showed that the majority of students' anxiety at the eleventh grade of State Senior High School 2 Enok was mediocre with 66.67%. Some of them were at a low level with 33.33%. While 0% in a high level. Thus, based on the data obtained it could be concluded that the students still have anxiety in English examination even at the mediocre level.

Keywords: Anxiety, English Examination, Level

INTRODUCTION

An examination cannot be separated from the teaching and learning process in the educational system. When students are about to be evaluated, they experience anxiety and worry (Zulkifli, 2016). As a result, many language learners experience anxiety when taking a test because they believe that a test is scarier and stressful, they are less confident before the English examination. According to Syafrizal and Fadilah (2018), anxiety is a complicated emotional reaction that occurs when a person perceives a given circumstance as hazardous or frightening. It suggests that those with little anxiety can perform well in exams, whilst those with significant anxiety will perform poorly. Thus, it can be concluded that the performance and achievement of the students are influenced by their anxiety (Aydin, Akkas, Turnuk, Baydilli, & Saydam, 2020).

Anxiety refers to physiological feature responses marked by timidity, feelings of inadequacy, and self-blame. According to Karatas, Alci, and Aydin (2013), anxiety is a

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[*] correspondence Addres
E-mail: novindarosayanti@gmail.com

common event that people face in their daily lives. Anxiety is described as "the subjective experience of tension, apprehension, nervousness, and worry linked with an activation of the autonomic nervous system" (Horwitz, Horwitz, & Cope, 1986). Furthermore, Zeidner (1998) defined anxiety as the fear of negative consequences, as well as failure on a test, as a result of phenomenological, physiological, and behavioral responses. In line with him, Sarason (1984) defines test anxiety as a set of qualities that are linked to an academic or evaluative circumstance. This is evident that test anxiety has a major impact on students' performance (Karatas et al, 2013). When a student encounters a test or examination in any form or at any level, they experience a sense of concern, anticipation, nervousness, or uneasiness. It believes that anxiety is a form of cognitive reaction characterized by self-doubt, feelings of inadequacy, and self-blame (Sarason, 1984; Onyeizugbo, 2010).

Test anxiety can be thought of as a state or a trait. In a variety of assessment contexts, trait test anxiety refers to a general tendency for people to regard tests as frightening; it is viewed as a generally permanent trait that is not prone to temporal change (Putwain, 2014; Spielberger and Vagg, 1995). Karatas et al (2013) defined it as a subjective emotional state that occurs before or during a specific evaluation and is associated with the act of completing the evaluation, the threat of failing, and anticipated negative repercussions. Following that, anxiety might be defined as someone who is anxious to the point that they are unable to perform at their best.

The major goal of proficiency exams is to determine a test taker's preparation for a communication function in particular (Forewa, 2015). However, because English is a foreign language in Indonesia, most students are nervous about their English exams. Furthermore, the usage of assessment tools such as quizzes, tests, reviews, or observations can be a source of test anxiety (Gursoy and Arman, 2016). In addition, Karatas et al (2013) also noted that test anxiety refers to a subjective emotional state experienced by students' linked to an academic or evaluative circumstance. According to Dordinejad and Ahmadabad (2014), anxiety is a crucial component that determines one's level of accomplishment when learning a foreign language. As a result of this essential function, it is not surprising that some students experience anxiety when taking a test, particularly an English test. The researchers in this study are only interested in the written portion of the English examination. Based on preliminary research, it was found that most of the students could not reach the passing grade score. The problem emerged because they had anxiety so they could not have well performance in the English examination. According to Lucas, Miraflores, and Go (2011), in high-anxiety situations, habitual reactions can

cause students who have experienced many threatening situations in the past to perceive future situations as threatening, and situation-specific anxiety is caused by an event or situation such as public speaking, examination or recitation. Aside from that, the language classroom inherently involves regular and periodic evaluations of students' performance and competency, which might be stressful for some students. After seeing and interviewing an English teacher and students, the researchers discovered that if pupils do not pass the test, they are not allowed to go to the following stage. For the people who learn about a foreign language, anxiety may impact their performance in the English examination. Anxiety can be described that someone who has a feeling anxious, so they cannot do something with maximal.

The examination is kind of a tool to measure students' ability, knowledge, and performance that is normally distributed as summative assessment (Richards and Schmidt, 2002). The standardized test includes validity, reliability, administration, and scoring procedures of the test In (Nweze, 2014). It means that in school, examinations are used to assess pupils' abilities, knowledge, and performance. The exam is used to assess students' learning achievement at the end of each semester in the Indonesian educational system. The examination's results can provide information about students' learning achievements, as well as the triumphs and failures of teaching and learning attempts at the school. The final examination is taking place in the classroom. It is created and graded by teachers who design the assessment to the needs of their students in order to collect data on the effectiveness of their instruction. The results of the exams are used by the school to improve teaching and learning activities in particular, as well as to raise the educational quality of the pupils in general. In the Examination for Senior High Schools, English has always been included as a subject to be taken by all students. This is because English is one of the subjects that must be taught at schools (Lauder, 2008). In addition, Spielberger and Vagg (1995) said that when a student begins the exam process, the exam will be viewed as more or less frightening depending on the student. If the exam is perceived as more scary, the students' state anxiety is likely to rise (e.g., worry, apprehension, ruminating thoughts of failure, test irrelevant thoughts). For example, if a student is considered to be test-wise (e.g., demonstrate proficient test-taking skills), they may think the exam situation is less threatening compared to a student who is considered to be less test-wise. The formulation of responses to exam questions (e.g., accessing knowledge from memory) is the final stage of the transactional process model (Lawson, 2006). As implied by Vagg and Spielberger (1995), students who are in high test anxious

consider examinations as a significant threat to which they respond with more intense emotionality and negative worry cognitions compared to students who are low test-anxious. Examining is inextricably linked to the teaching and learning process. Therefore, the more a person perceives a test to be scary, the more uncomfortable and unsure he will feel before the examinations (Fathi, Ashteini & Emamgholivand, 2002). It means, for those who have low anxiety can be performed well in the examination and those who have high anxiety will have poor performance.

Salehi and Marefat (2014) looked at the impact of test anxiety and foreign language anxiety on foreign language test performance. They discovered that both language anxiety and exam anxiety have a debilitating effect on language learning in their quantitative study. The finding also showed that language anxiety and test anxiety are related to each other. It means that the students with high language anxiety tend to have high test anxiety too and vice versa. It indicates that attempting to alleviate one sort of worry would inevitably alleviate the other to some extent. According to the findings, Cakici (2016) discovered a similar result between EFL learners' test anxiety, foreign language anxiety, and language achievement while exploring the correlation between EFL learners' test anxiety, foreign language anxiety, and language achievement. It seeks to investigate the correlation among test anxiety (TA), foreign language anxiety (FLA), and language achievement of university preparatory students learning English as a foreign language. In this quantitative research, the researcher found that there was no relationship between students' TA and language achievement. Another study was conducted by Elaldi (2016) to investigate the foreign language anxiety of students studying English language and literature. In his quantitative research, he focused on finding out foreign language anxiety levels of university students studying English Language and Literature when they were in preparatory class and when they were in fourth grade. Furthermore, it also was aimed to examine whether gender factor was effective on foreign language anxiety of students. He found that the study revealed that language anxiety did not necessarily decline in line with students' foreign language progress from preparatory class to fourth grade. On the contrary, when the students included in the study came to fourth grade, their anxiety level was found slightly higher than their preparatory class anxiety level. Based on the previous studies mentioned, it can be concluded that those studies have differences from this current study. Thus, this current study seeks to fill the gap by looking at the students' anxiety in the English examination at the eleventh grade of State Senior High School 2 Enok.

RESEARCH METHOD

Research Design

In this study, descriptive research is used. It only employed one variable. Tavakoli (2012) stated that descriptive research is a type of investigation that depicts a phenomenon as it occurs naturally rather than analyzing the effects of the phenomenon or intervention. Descriptive research endeavors to look at individuals, groups, institutions, methods, and materials for describing, comparing, contrasting, classifying, analyzing, interpreting the entities and the events that constitute their various fields of inquiry, and providing detailed descriptions of symptoms or events. It is concerned with existing conditions or relationships, as well as prevalent practices, beliefs, points of view, or attitudes, as well as ongoing processes, felt effects, and emerging trends (Priyono, 2016). So, the researchers employed descriptive research in order to know the students' anxiety in the English examination.

The population of this research was the eleventh grade of State Senior High School 2 Enok. According to Creswell (2012), a population is a group of individuals who share one trait that separates them from other groups. In this research, 120 populations were coming from 4 classes. The researchers used simple random sampling in selecting the sample (Nuardi, 2013). There were 120 students as the population and the researchers took 25% of each class to take the quantitative data, so the total samples were 30 students as suggested by Arikunto (2006). The lottery is employed to take the sample.

The researchers used a questionnaire to collect the data in this research. The instrument used in the study was a test anxiety scale that was developed by Sarason in 1984 and has been used by many researchers. Moreover, in this research, the researchers used 30 statements from Sarason. Sarason (1984) was developed 37 statements but based on the researchers' analysis just 32 statements matched the participants in this research. In this part, the students were asked to indicate how frequently they felt anxious in the given statements by using a 5-Likert scale. To analyze the validity of the questionnaire, the researchers conducted a tryout to 32 items by handing them to 30 students who were not included in the research sample. The researchers used SPSS 20.0 program to analyze the data. The r value to r table at significant level of 5% is 0.312 (d=N-2=28) was compared. The question considered valid if r value of each item is higher than the r table. If the value of r on the analysis of less than r table, it can be concluded that these items were not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The analysis revealed that 30 questions were approved or legitimate while the others were rejected or invalid, and 30 assertions were valid while the others were discarded. Statements 11 and 28 were removed from the list because the scores were less than 0.312. As a result, 30 questionnaire items were utilized to assess students' anxiety during the English exam. The value of Cronbach's alpha is 0.943. It is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the questionnaire is reliable, and the level of reliability is very high. In analyzing the data, the researchers used a *descriptive statistic* through SPSS 20.00 version program. The categories percentage of students' anxiety questionnaire from Arikunto, Suhardjono, and Supardi (2007) as follows:

1. 76%-100% categorized as high level
2. 50%-75% categorized as mediocre level
3. 0%-49% categorized as low level

RESULT

In answering the research question, the researchers used the data obtained from the questionnaire.

Table IV.2

The Percentage of Students' Anxiety

No	F	P	Category
1	**0**	**0%**	**High**
2	**20**	**66.67%**	**Mediocre**
3	**10**	**33.33%**	**Low**
Total	**30**	**100%**	

The result of data analysis indicates that most of the students at eleventh grade of State senior high school 2 Enok are in a **mediocre** level of anxiety in the English examination. This data can be traced from the students' responses to 30 items of the questionnaire. The results of data analysis indicate that from 30 students majority (66.67%) students of the eleventh grade at state senior high school 2 Enok was in the mediocre level of Anxiety in English examination. Concurrently, some of them (33.33%) was in the low level of anxiety in English examination and (0 %) of the student categorized into high level. The students' responses are discussed in the following section based on six domains of students' anxiety. The domains include worry, hard to concentrate on their mind, lack of self-confidence, lack of self-esteem, showing emotional reactions, and showing unpleasant physiological reactions for doing activities related to the English examination.

a. Students feel worry in English Examination

The analysis revealed that the respondents are sometimes disposed to worry in English examination. The following is the detail analysis.

Table IV.3

Students feel worry in English Examination

STATEMENT	OPTION									
	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
1. I worry while I am taking a test.	3	10,00	5	16,6	12	40.00	8	26.60	2	6,67
12. I feel worried when I study for a test.	2	6,67	4	13,33	7	23,33	11	36,67	6	20,00
20. I worry even when I am prepared well.	1	3,33	6	20,00	8	26,67	7	23,33	8	26,67
21. I worry when I am not prepared well.	11	36,67	7	23,33	7	23,33	4	13,33	1	3,33
5. I feel worried when I learned that I would take a test.	1	3,33	5	16,67	6	20,00	13	43,33	5	16,67

The table shows that more than half of students responded worried to three of the questionnaire statements (1, 20, 21), and tended to don't worry in response to two of the questionnaire statements (5, 12). These data show that most students of secondary school indicate agreement to the idea that in English examination they are: 1 (worry while taking a test), 2 (worry even when they are well prepared), 3 (worry when they are not well prepared). Meanwhile, the data also show most of the students revealed that 1 (they don't worry when they learned that they would take a test) and 2 (they don't worry when they study for a test) Therefore, the table describes that the majority of students feel worried in English examination.

b. Students are hard to concentrate their mind in English examination

The analysis revealed that the respondents are disposed to never hard to concentrate their mind in English examination. The following is the detail analysis.

Table IV.4

Students are hard to concentrate their mind in English examination

STATEMENT	OPTION									
	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
4. During the test, I am thinking unrelated things	2	6,67	2	6,67	3	10,00	7	23,33	16	53,33

STATEMENT	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
about the class.										
10. During the test, my emotions affect my performance negatively.	2	6,67	1	3,33	9	30,00	8	26,67	10	33,33
11. During the test, I forget what I know.	4	13,33	4	13,33	9	30,00	12	40,00	1	33,33
13. The more I work, the more confused I get.	2	6,67	3	10,00	5	16,67	9	30,00	11	36,67
17. When I have bad grades, I study less.	3	10,00	1	3,33	3	10,00	7	23,33	8	26,67

The table above shows that most of all students to never hard to concentrate their mind in English examination to five of the questionnaire statements (4, 10, 11, 13, 17). The data show that most students' of secondary school is never hard to concentrate their mind in English examination to the idea that during the test they feel: 1(never thinking unrelated things about the class), 2 (rarely their emotions affect their performance negatively), 3 (never forget what they know), 4 (rarely get more confused when doing more), 5 (never have bad grades, when they study less.). Therefore, the table describes that the majority of students feel never hard to concentrate their mind in English examination.

c. **Students feel lack of self-confidence in English examination**

The analysis revealed that the respondents are disposed to feel lack of self confidence in English examination. The following is the detail analysis.

Table IV.5

Students feel lack of self confidence in English examination

STATEMENT	OPTION									
	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
2. While taking a test, I am thinking that other students are better than I am.	6	20,00	9	30,00	8	26,67	0	0	7	23,33
6. During the test, I think I will fail.	3	10,00	5	16,67	11	36,67	8	26,67	3	10,00
9. After the test, I feel I would do better.	12	40,00	5	16,67	10	33,33	2	6,67	1	3,33
18. I cannot feel confident even if I have good grades.	1	3,33	4	13,33	13	43,33	3	10,00	9	30,00
30. After the test, I feel worried.	5	16,67	4	13,33	8	26,67	9	30,00	4	13,33

The table above shows that most the students feel lack of self-confidence in the English examination to four of questionnaire statements (2, 6, 9, 18) and do not feel lack of self-confidence in the English examination to one of the questionnaire statements (30). These data show that most students' of secondary school feel lack of self-confidence in English examination such as 1 (while taking a test, they are often thinking that other students are better than them), 2 (During the test, they sometimes think they will fail.), 3 (After the test, they always feel they would do better), 4 (they sometimes cannot feel confident even if they have good grades). However, there is one item that shows they do not feel lack of self-confidence in the English examination: 1 (After the test, they never feel worried). Therefore, the table describes that the majority of students feel lack of self-confidence in the English examination.

d. Students feel lack of self-esteem in English examination

The analysis revealed that the respondents are disposed to feel lack of self-esteem in the English examination. The following is the detail analysis.

Table IV.6

Students feel lack of self-esteem in English examination

STATEMENT	OPTION									
	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
3. When I know that I will take a test, I do not feel confident and relaxed.	1	3,33	1	3,33	11	36,67	10	33,33	7	23,33
8. I would learn more if I should not have tests.	1	3,33	4	13,33	10	33,33	7	23,33	8	26,67
14. During the test, I cannot be sure if I will succeed.	2	6,67	5	16,67	9	30,00	6	20,00	8	26,67
16. I feel pressured by time limits during test.	7	23,33	7	23,33	6	20,00	6	20,00	4	13,33
19. Tests affect my performance negatively.	11	36,67	10	33,33	6	20,00	2	6,67	1	3,33

The table above shows that most of students feel lack of self-esteem in English examination to five questionnaire statements (3, 8, 14, 16, 19). The data show that most students' of secondary school feel lack of self-esteem in English examination such as: 1 (sometimes they do not feel confident and relaxed when they know that they will take a test), 2 (sometimes they would learn more if they should not have tests), 3 (sometimes during the test they cannot be sure if I will succeed), 4 (they always feel pressured by time

limits during test), 5 (Tests always affect their performance negatively). Therefore, the table describes that majority students feel lack of self-esteem in English examination.

e. Students show emotional reactions in English examination

The analysis revealed that the respondents are disposed to do not show emotional reactions in English examination. The following is the detail analysis.

Table IV.7

Students show emotional reactions in English examination

STATEMENT	OPTION									
	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
15. Tests bother me a lot.	1	3,33	1	3,33	6	20,00	7	23,33	15	50,00
22. I feel crammed before an exam.	15	50,00	8	26,67	6	20,00	0	0	1	3,33
24. I sometimes feel my heart beating very fast during important exams.	2	6,67	9	30,00	11	36,67	4	13,33	4	13,33
26. I do not enjoy eating before an important test	2	6,67	3	10,00	10	33,33	4	13,33	11	36,67
27. After important tests, I am frequently so tense my stomach gets upset.	0	0	1	3,33	6	20,00	3	10,00	20	66,67

The table above shows that most of the students show emotional reactions in the English examination to two of the questionnaire statements (22, 24) and do not show emotional reactions in English examination to three of the questionnaire statements (15, 26, 27). These data show that most students' of secondary school do not show emotional reactions in English examination such as: 1 (Tests never bother them a lot), 2 (they enjoy eating before an important test), 3 (after important tests, they are never frequently so tense my stomach gets upset). However, there are two items that show the students show emotional reactions in English examination they are: 1 (they always feel crammed before an exam.) and 2 (they sometimes feel their heart beating very fast during important exams). Therefore, the table describes that the majority of students do not show emotional reactions in the English examination.

f. Students show unpleasant physiological reactions in English examination

The analysis revealed that the respondents are disposed to show unpleasant physiological reactions in English examination. The following is the detail analysis.

Table IV.8

Students show unpleasant physiological reactions in English examination

STATEMENT	OPTION									
	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
7. I start feeling very uneasy just before getting a test paper back	6	20,00	3	10,00	11	36,67	7	23,33	3	10,00
23. I seldom feel the need for "cramming" before an exam.	2	6,67	6	20,00	9	30,00	4	13,33	9	30,00
25. I have uneasy, upset feeling before taking a final examination	2	6,67	7	23,33	10	33,33	4	13,33	8	26,67
28. Before an important examination, I find my hands or arms trembling.	1	3,33	4	13,33	7	23,33	4	13,33	14	46,67
29. During a course examination, I frequently get so nervous that I forget facts I really know	3	10,00	4	13,33	14	43,33	6	20,00	4	13,33

The table above shows that most of the students show unpleasant physiological reactions in the English examination to four of questionnaire statements (7, 23, 25, 29) and do not show unpleasant physiological reactions in the English examination to one of the questionnaire statement (28). These data show that most students' of secondary school show unpleasant physiological reactions in English examination such as: 1 (they sometimes start feeling very uneasy just before getting a test paper is back), 2 (I sometimes seldom feel the need for "cramming" before an exam), 3 (they sometimes have uneasy, upset feeling before taking a final examination), 4 (they sometimes frequently get so nervous that I forget facts I really know during a course examination). However, there is one item that shows they do not show unpleasant physiological reactions in English examination: 1 (Before an important examination, they never find my hands or arms trembling). Therefore, the table describes that the majority show unpleasant physiological reactions in English examination.

DISCUSSION

The result of data analysis indicates that most of the students at the eleventh grade of State senior high school 2 Enok is in a mediocre level of anxiety in the English examination. This data can be traced from the students' responses to 30 items of the questionnaire. The results of data analysis indicate that from 30 students majority

(66.67%) students of the eleventh grade at state senior high school 2 Enok was in the mediocre level of Anxiety in English examination. Meanwhile, some of them (33,33%) was in the low level of anxiety in English examination and 0 percent of the student is categorized into high level. It shows to reveal that the majority of the students experienced a mediocre level of anxiety. The students' responses are obtained based on six domains of students' anxiety. Even though they just experienced a mediocre level of anxiety, the teacher must be aware of the students' anxiety level because it can cause physical and psychological problems, motivation, concentration, and achievement negatively, increasing errors, and many more (Aydin, 2013). Based on the data obtained from the first domain the students tend to feel worried in English examination. However, based on the data obtained from the second domain the students tend to feel never hard to concentrate their mind in English examination. Lawson (2006) noted that emotional responses interfere with concentration and attention because of the task that irrelevant thought, and worry cognitions interfere with information processing and the ability to retrieve information from memory. Furthermore, based on the data obtained from the third and fourth domains the students tend to feel lack of self-confidence in the English examination and feel lack of self-esteem in the English examination. Moreover, based on the data obtained from the fifth domain the students tend to do not show emotional reactions in English examination. The result is contrary to Syafrizal and Fadilah (2018) said that anxiety refers to a complex, emotional reaction found in an individual student who interprets a specific situation as dangerous or threatening. Nevertheless, based on the data obtained from the sixth domain the students tend to show unpleasant physiological reactions in English examination. The finding implied that the majority of the students of the secondary school still have anxiety in the English examination.

CONCLUSION

To begin the conclusion, the researchers concluded that the percentage of students' anxiety at the eleventh grade of State Senior High School 2 Enok is 54.51%. it is categorized as "**mediocre**" level. It can be seen from 30 students majority (66.67%) students of the eleventh grade at state senior high school 2 Enok was in the mediocre level of Anxiety in English examination. Meanwhile, some of them (33,33%) was in the low level of anxiety in English examination and 0 percent of the respondent was categorized into high level.

Based on the research result and the discussion, it is known that students' anxiety in the English examination is at the mediocre level. Certainly, they are suggested to increase

their confidence to reduce their anxiety in English examination. The writer wants to suggest the teacher and students at the eleventh grade of state senior high school 2 Enok. For the teacher, English test is not easy for the learners, but the teacher can give the students some suggestions to decrease their anxiety such as the teacher can give motivation to the students that English examination is not scary as same as they think. The students have to learn and reduce their anxiety by sharing and discussing their anxiety with the teacher and their classmates for example. In addition, to reduce anxiety in the English examination the students are suggested to learn before following the examination itself. Further research is expected to investigate the students' anxiety in depth by employing semi-structured interviews in order to obtain the real condition of the students in facing the English examination. Thus, the data about students' anxiety will represent well.

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EXPLORING TEACHING AND LEARNING ENGLISH AT SMAIT NURUL FIKRI

Rina Syafitri[*1], Rahmiaty[2], and Rusma Setiyana[3]
[1,3]Department of Agribussines, Faculty of Agriculture, Teuku Umar University
[2]IAIN Lhokseumawe

Abstract
Nowadays, the total number of parents who send their children to the school of Islam Terpadu (IT) increased significantly especially in Aceh. The design of mixed curriculum between general education and religious education became a trigger for parents. The aim of this study is to explore teaching and learning English at one of senior high schools of Islam Terpadu (IT) in Banda Aceh in terms of teaching strategies, media and assessment. This study used qualitative method in nature. Two English teachers who taught at the tenth grade were participated in this study. Observations and interview were conduct to collect the data. The data were analysed and interpreted through qualitative procedures. The findings indicated that teachers used various strategies, media and different assessment in teaching English to motivate the students to learn English. In other hand, talent program stimulated the students to improve their English abilities which are related to religious education. However, the teachers expect to set out the English contents more specifically toward religious education (Qur'an and Hadits).

Keywords: English teacher, Teaching, Learning English, Religious Education

INTRODUCTION

English has been used in all aspect of life, internationally, and taught in almost all schools institution, including in Aceh, Indonesia. Most people, this time understand that they have to grow a professional English skill on same time with a good understanding on their religion. As Nashruddin (2015) mentioned Mastering English is a key success to the mastery of information, which in turn, helps people gain knowledge. It is in line with the ideas of schools that provide mixed curriculum to prepare next Muslim generations.

The progressive implementation of teaching English either for foreign language or second language significantly also exists in the school that apply a mixed curriculum. Schools in Indonesia which apply religious curriculum gathered with national curriculum provide English language in their core subject to be taught for the students. SMAIT Nurul Fikri in Banda Aceh is one of the schools in Indonesia that apply a mixed curriculum. This school apply the religious and national curriculum in educating the students. With the combination of curriculum, number of parents who send their children to the school of Islam

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*correspondence Addres
E-mail: rinasyafitri@utu.ac.id

Terpadu (IT) increased significantly especially in Aceh. They believed that school can mould their children to be a qualified person in life who can success in the future careers and the day after. SMA IT Nurul Fikri also effortlessly applied their standardize curriculum to help Indonesian educational goal in creating a great youth for next generation.

In the process of getting world class education combining with religious curriculum, unexpectedly Indonesia has to face another huge incident which also affected the national education. This sudden outbreak is characterized as a pandemic since the rapid increase in the number of cases outside China. Indonesia as one of developing country have to survive with this virus, starting from the urban area where most people did the international business transaction until the rural area. Also, reported from OECD (2020) that coronavirus (COVID-19) pandemic has interfered hundreds of millions of students who have had their education, cannot be separated Indonesia. The data for reading performance for PISA which measures the capacity to understand, use and reflect on written texts in order to achieve goals and develop knowledge, potential, and participate in society, put Indonesia on the point of 358.0 far below Brazil on 400.0 in 2018 from the mean score measured. Then, exacerbated by a pandemic, it is assumed that Indonesia was forecasted having a dramatic degradation on the education system.

A low score of PISA can be ascertained that the level of understanding of middle school students towards science is also low. This assumption is also related to the level of understanding and fluency of senior high school students in developing their English language skills. Whether or not the exposure of teaching English through online platform done thoroughly to help the students gained their target to achieved maximum English skills is important to be investigated. Thus, the study to to explore teaching and learning English at one of senior high schools of Islam Terpadu (IT) in Banda Aceh in terms of during the pandemic is essential to be evaluated.

SMAIT in Indonesia especially SMAIT in Aceh has successfully implemented a teaching and learning process with hybrid method where the student must be separated in 50% in classroom and 50% in learning online at Home in Pandemic Covid-19. It is effectively to conduct teaching and learning process with sophisticated technology. But, teacher also prepare the learning content with creativity and innovative insight. This regulations bring positive impact to students and stakeholders include their parents and government.

This study is actually really important remembering that most school in Aceh are not computer-basis. Commonly the institution merely optimized the use of daring system for the individual use, not for daily school activities which involve students and teacher access

the similar connection and material for their interaction. This intervention is also interesting, to discuss and also explore the whole thing in this boarding school activities, such as how they use English in their mixed curriculum which is implemented, ways of learning in boarding school during this pandemic, evaluate teacher's preparation in teaching, teaching strategies and media usage, assessment, the material that is used by students, and any possible complexity which appear while the investigation before pandemic and during pandemic spread.

This parameter was set to with regard of the perception of students and teachers during this incident. The assumption is that SMA IT Nurul Fikri face difficult situation while Covid-19 grow significantly which disturbs the comprehensive plan of teaching process. The research also coverage how Teaching and learning English in SMA Nurul Fikri is implemented with regard of the perception of students and Teachers who are still active in that school during the pandemic outbreak.

The dynamic changes of curriculum in Indonesian history has modified the educational plans accordance with the demands and changes that occur in society. The government believed that curriculum is part of the educational program that should be developed to the right path. As it mentioned in Prihantoro (2015) to achieve the educational goals set by the Indonesian government, the curriculum should be strategically arranged and formulated into certain programs as it is an important issue and being a part of the educational program.

As the curriculum should be upgraded and progress globally, government allowing any possible changes to improve the quality of Indonesian curriculum system. The development of religious education in Indonesia firstly emerges from Soekarno, Soeharto, and reformation era. Elihami (2016) mentioned that religious education came across the formal education since the early period of Indonesian independence. In addition, he said that in 1946, BPKNIP decided that religious education should become part of national education system and must be included to national curricula. Azra explained in Hidayati (2017) that the development of Islamic Education in Indonesia continued to progress from traditional institutions consisting of a small group of people learning Islamic specific matters utilizing musalla and langgar (small mosques) and local places (pondok, surau, dayah) led by an Imam or Kyai (Islamic religious leader). Then, with all dilemmas and continues effort of government to fulfil the target of nation to give a standardized education, finally religious education had been assigned to formal school soon after the independence of Indonesia.

Furthermore, Hidayati (2017) explained that the new trend of Islamic education becomes an ideal model for Muslim parents, particularly of the middle class living in urban area. Hashim (2008) stated that the commitment to implement the Islamic education is not to mislead the pupils yet to prepare them for a life of purity and sincerity. In addition, he mentioned that a more comprehensive definition of Islamic education was composed at the First World Conference on Muslim Education in Makkah in 1977, the following words:

Education should aim at the balanced growth of the total personality of man through the training of man's spirit, intellect, his rational self, feelings and senses. Education should cater, therefore for the growth of man in all its aspects: spiritual, intellectual, imaginative, physical, scientific, linguistic, both individually and collectively and motivate all aspects towards goodness and the attainment of perfection. The ultimate aim of Muslim education lies in the realization of complete submission to Allah on the level of the individual, the community and humanity at large (Tahir, 2019)

Since the aim of education in SMA Nurul Fikri is similar with the realization of muslim education, the determination to include the curriculum is also not left unchecked. The government always makes changes to a positive direction. The changes in national curriculum elaborated on The National Education Standards of Indonesia (BSNP) in BPK (2013) stipulated the graduate competency Standards are criteria regarding the qualifications of the ability of the graduates includes attitudes, knowledge, and skills. Moreover, any school institution is allowed to provide a variety of subjects as long as graduate the graduations which possess a good personality, fruitful scientific insight and skills. In addition, it is written in chapter 77 that Basic Competencies are developed in context, learning content, learning experiences, subject lessons or courses in accordance with core competencies. Thus, curriculum system was designed to enable the graduation to have the optimal knowledge which is beneficial for the future career of the graduates.

As of today, the global covid-19 pandemic has commonly been agreed disturbed all aspect of life in Indonesia, indeed interrupted the health worldwide, economic sector, social, education and other sectors. This pandemic created the agony for the all the societies in their life. People are faced with uncertainty of educational system. They were shock with the lockdown role, and in addition confuse with the school regulation which require all parents to help them taught their children at home while having the daring class. No one can be blame while the pandemics reach the school institution. In the other hand, Okmawati (2020) insisted that instead of implementing a nationwide lockdown, the government had approved large-scale social restrictions. Furthermore, she said that the restrictions are

implemented by local governments with the approval of the Ministry of Health. It includes measures such as closing public places, restricting public transport, and limiting travel to and from the restricted regions and including closures of schools. It becomes the trigger for all school institution to adopt any possible alternative to conduct teaching learning process to avoid the worse cases happened.

All provinces in Indonesia including Aceh prohibited the students to come to school for an unspecified time. All subject lessons should be taught virtually, include English subject. The sudden changes of system made the societies have to accept the government regulation. This controversial disease was believed as significant stressor for many parents and children. Problems apparently existed from the low economic income societies in striving the access to education. Even though finally It is proved that today our education is becoming more digital than before.

In relation to daring system in English teaching, many tools and application were adopted in transferring the knowledge. As Wu stated in Adnan (2020) that the unexpected change to online learning became a measure of organizational agility. So, it is believed that Utilizing the online application is the online hope for any school and institution to run their work, either in teaching or working.

The status of this communicable disease has made the school provided the tool for communication in enabling the member of institution to interact each other. All institutions carried out online classes, starting from elementary school, junior high school to junior high school and college. Even if most school participant still confuse what application to be used and how to make students eager to study online, the process of applying is assumed run well for senior high school students.

The significant use of English language as the international language has made all school institution stipulate teaching English in their educational curriculum. Wakhid (2015) insisted that learning English as a foreign language can be successful if it fulfills some conditions. Moreover, Moon has described in Wakhid (2015) at least five conditions should exist to ensure the learning English will be successful. English teachers together with other teacher still force themselves to be capable both having face to face teaching process and through online platform. English language as an interesting subject is hopefully absorbed by students in a right way. Furthermore, toward this new normal, English subject still being taught and inconclusion still exist in senior high school program. This study aims to determine how teaching and learning English in senior high schools of Islam Terpadu (IT) Banda aceh before pandemic and after pandemic.

RESEARCH METHOD

In conducting this study, The researchers employed qualitative method in nature. Two English teachers who taught at the tenth year were participated in this study, 30 students which consist of 15 male students and 15 female students, and a short interview with principle. The sampling method in this study used purposive sampling which the researcher took the respondents deliberately.

In observations, the researcher used the instrument and designed to reveal instructional practices that conducted by teacher and during observation, the researcher equipped herself with field notes. Each class is observed separately in different day. The researcher acted the observer-participant in tenth Year. The researcher joined the class from the beginning to the end of the class. The researcher also recorded and took the pictures of the activity in English teaching in the classroom.

Interview were used to collect the data. The researcher interviewed English teacher twice when the class finished. It took one hour respectively. The interview took place in the office of the teacher, was recorded by hand phone and then transcribed. The data were analysed and interpreted through qualitative procedures. Some points in interview section were adopted from previous study done Akaslan and law's Model of measuring students readiness for elearning taken from Ünal (2014) which talked about e-learning readiness questions that has five main components that aims to reveal "availability of technology" facilities, "use of technology", "self-confidence", "acceptance" levels and "training" needs of students as respondents. Technique of data analysis was conducted following the guidelines of the qualitative data analysis that includes stage data reduction, data display, and conclusion drawing, as presented by Milles and Huberman (1992).

RESULT AND DISCUSSION

With regard of the perception of students and Teachers who are still active in that school during the pandemic outbreak. The following elaboration includes a brief description and analysis of the students and teacher's responses to the crisis as well as the difficulties, challenges and opportunity which happen in this institution. The paper ends with the implications for education generally, and particularly for English teacher.

School's Capacity and Teacher's readiness to overhaul the pandemics

In analysing the data from the interview section and observation, two themes emerged which discussed thoroughly in this section. These themes were about School's capacity and teacher's readiness in working while pandemics. For the principal of sma Nurul fikri, his decision is crucial to determine the continuity of a healthy teaching learning process. In the interview section, he apparently managed to emerge the school system totally online. President Joko "Jokowi" Widodo's announcement on Sunday in Jakarta post (2019) stated that the president urged people nationwide to keep a distance from each other and work and study at home. Which then, all provinces in Indonesia started to follow the regulation to implement learning from home. It also discussed by Flores (2020) which stated that in order to deal with the sudden transition from face-to-face to remote teaching, the Ministry of Education developed a number of initiatives. It is in line with the situation in SMA nurul fikri too. The principal explained in her interview based on the elaboration (abbreviated as E) of interviews result in E1, E2, and E3, as the following:

> E1: As this the new crisis hit nation where most of school were prohibited to implement a face to face learning activities, so our school also followed the regulation to implement an online learning process. I instructed all teachers to stay at home, teach communicate from home using their smart phone or laptop. Also, students, to learn from home, and access all the information from school via social media like What's up or email.

Furthermore, regarding the capacity of the school to provide the facilities for teacher in maintaining the class and for students in following the online class, the principal described the situation below:

> E2: The school teachers actually had a good understanding of using computer, they are computer- literate and have certainly own computer or laptop at home. As the recruitment process is quite competitive for teachers in this school. During pandemic, when I asked them to have teaching at home, teachers agreed to use their own computer in conducting the class. But, for teachers and staffs who do not have their own pc, they are allowed to use their mobile phone as today almost all teachers use smart phone. Moreover, our students also have less problem toward their smart phones or laptop. Since our school is an Islamic boarding school, in which all student came here already understand the standard of school institution, so mostly they understood the regulation since the beginning of their admission process. As we had a mix curriculum, then students are encouraged to have a good competence for national curriculum and Islamic curriculum. For achieving knowledge for both of this aspect, students require to provide themselves with a basic comprehension of technology, specifically in using computer. So, practically they have their own laptop in helping to follow the regular class which is not limited to the online class too.

The answers above seem to provide the evidence that the principle is ready to face the sudden changes of his school system. First, the ability to understand the situation and make a quick response towards the instruction from the above authority. Second, there is a congruence between her expressed answers and the practice she describes in her school. In addition, she has a good management practice, to only recruit a capable teacher for his schools. In addition, the school basically gain no problem related to the tools to access the class. Students are computer-literate and there is no reason to stop learning even though they have to stay at home. Furthermore, regarding the readiness of teachers in facing a pandemic, are there any significant obstacles that have been reported by teachers to the principal? The principle responded this question by saying that:

> E3: At the beginning, teachers said that they confuse what platform to be used, since this is the first time to them to experience teaching from home, so we had a discussion to allow teacher use What's up group to share their material. After two weeks research from many sources, teachers finally use google classroom in conduct their class, and I allow them to do so as long as the students can afford it.

ICT for teaching English prior to the crisis

Noted earlier that pandemic created school systemic change, as the form of transitioning concept in transfer the knowledge is often a challenge to all concerned. The good starting point to assess the extent to which teachers and their students were prepared for school closures is to examine how frequently ICT was used for teaching before and during the crisis hit. Maneschijn, *et al* (2013) summarized that there are differ with the categorisation of computer-based ICT skills as basic, intermediate and advance skills. Moreover, he said that these groups are; (1) Basic user: A person with these skills is a competent user of generic tools (e.g., Word, Excel, Outlook, and PowerPoint), (2) Advanced user: A person with these skills is a competent user of advanced and often sector-specific, software tools, (3) ICT specialist: A person with these skills has the ability to develop, operate and maintain ICT systems. On behalf of the frequency of teacher using the ICT in their regular teaching process before the pandemic outbreak, during and toward the new normal, the following explanation (abbreviated as En) of interviews result in En1 and En2, from two English teachers testified their experience:

> En1: The male teacher explained that before the Novel corona virus spread and the government set the lockdown system, all teacher in this school already understand to use computer for the daily basis. Such as using Microsoft office like, word, ppt, and excel spreadsheet. But less teachers understand to use database. He said that most of teacher do not develop their own blog or website, but almost all teacher already had

the social media like what's up, so he believed that teacher have a good understanding how to operate the internet and access the lesson from internet. For instances YouTube, google and others. He clarified that he has no idea how often teachers use ICT for the certain subject, yet in teaching English, regularly he took the material from several website, printed it and shared to students. He also claimed that in most speaking class, he took the video from YouTube and other sources as the media while he teaches English his class. During the pandemic, he mentioned that he still did the same thing. English was taught by using google classroom and using What's up chat to discuss the material, he took the video from YouTube and other sources and copy the link to the google classroom to be used as the simulator for students.

En2: The female teacher also described the similar thing. She insisted that teachers in this school are not taboo anymore with the use of internet, that's because teachers are capable to access the social media, so she believed, at least when the pandemic happen teachers put a limit effort to understand the internet, they just need the time to adopt the situation. In the regular teaching method before the pandemic, she said that less teacher uses internet in their class, for example math, physic and other lesson which need calculation. But for social science, she thought that some teacher accessed the internet to help students. During this pandemic, she said that all teacher no matter the subject is have to use the internet to teach their lesson. Additionally, she said that school used google classroom and what's up to help students accessed the material from teacher in teaching learning process. But it did not take a long time, because in august 2019, their school back to normal, and students came back to their boarding school. Face to face learning was come back until this time.

From that point, the researchers consider that teachers in SMA Nurul fikri not reaching a fully basic knowledge on the use of ICT. Despite It was also found that teachers who were completely competent basic ICT users. For this reason, the skills indicators on ICT skills based on the data from OECD (2019) mentioned that the indicator of ICT has done several groups of tasks such as using e-mails, internet, spreadsheet, word processors, programming languages, conducting transaction online, participating in online discussion (conference, chats). Even so, most teachers are capable of using the internet and word processors only. Ultimately, review policy towards the digitalism is needed. Accepting that changing of school system can be a challenge, especially individuals who are directly involved in student instruction. The appreciation for this trial should be given by the government, and more training and seminar can be given to develop the standard to optimize the potential human resource for nation.

Teachers' preparation in teaching English before, during Covid-19 and in new normal situation

Interpreting how the teacher conduct teaching learning process is crucial to be elaborated. They are such as strategy and teachers' preparation to teach English, method used, the material given in teaching English for special class and regular class, assessment technique, media used before and during pandemic including in new normal situation, the result from the recorder can be illustrated below:

> Strategy and Teacher preparation: Male teacher mentioned that before the pandemic outbreak, school implement a fully face to face learning activities, male students will be taught by male teacher and so forth for female student, they will be taught by female teacher. The preparation for teaching is done as usual, teacher came to class on time with a neat cloth, mostly we had uniform too. Entering class, pray together to start the lesson, check the attendant list, make apperception, reinforcement, reviewing the material, giving explanation, give the task, discuss the material and end the class as usual. Following the pandemic, teaching and learning should be done through google classroom. Teacher should prepare the internet balance from a good internet provider, good gadget or laptop, and the class done as usual like in face-to-face teaching. But he conveyed that the material was spread in both google classroom and what's up app, attendant list checked from google classroom, the whole discussion done in What's up on the same time. Teacher use different media for daring system due to the convenience of students to interact and communicate directly with their teacher. In addition, sometime they found the issue like faced shortages or inadequacy of digital resources, and problem with Internet access too, that is why combining the media like google classroom and What's up was thought as the best alternative. Moreover, in this new normal, all teaching learning process already back to school. All students since August 2020 have come back to dormitory and we have a regular teaching learning process, there is blended learning or online learning during since August.

Throughout the explanation given by the male teacher concerning the strategy of teacher to teach English, it can be concluded that most teacher have effort to implement the fastest and reasonable strategy to access their students either before pandemic, during and in new normal atmosphere. It proves with the use of google classroom in their class together with what's group to have a direct discussion. Correspondingly, Okmawati (2020) stated that Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments freely yet structurally. Google Classroom also equips students to be more independent, engaged and motivated because most of young learners tend to use technology in their daily life. Students are eager to explore anything from internet and due to pandemic, such as listening to native speaker from youtube, brose any useful web and so forth. In addition, certainly their parents would allow them to do so pandemic force them to have a quarantine. Thus, their motivation in learning independently is raise up specifically for English class. Conversely, some issue still came up related to the support system. It is not

too challenging because SMA Nurul fikri is known as one of the good schools which really selected the qualified students. So, it can be mentioned that most teacher and students are competent. Hence, the researcher believed that there is no issues, but perhaps for other subject it will be matters.

Method in teaching English at SMA Nurul Fikri: Female teacher extended the explanation towards the method in teaching English. She conveyed that in the regular class, teaching English was done interactively. She implemented a various teaching method, such as roleplay, discovery method, problem-based learning, collaborative discussions, such as fishbowl discussions and etc she said. The male teacher added some point about the method that he used, he said that he is fond of using role play since all students are eager to see and check each other. He also liked to implement contextual teaching method and natural approach, that is because he could explain directly the function of the material that the class faced. Furthermore, he mentioned that this method is good to be also used in the regular class as he can make students common to English by speak English directly to the class. During pandemic, he described the difficulties to implement a various teaching method. Next, he claimed that only direct method and lectured method can be used in teaching English. Since staying at home mould the students to feel relax, then the only effective way to tach is by giving a lecture method. Despite the method used before and during covid-19, the technique for assessment also different. Before pandemic the summative assessment is regularly given, but during pandemic, teacher mostly give the task to students and is counted as the summative evaluation. The task given can be inform of making the video for speaking, submitting the online task for testing grammar or written exercise which submitted in google classroom as the summative evaluation.

The answer from teachers highlighted that the English teaching process is already effective as students and teacher understood each other through Google Classroom. On the contrary, the researchers anticipate that poor performance of students which probably exist during the pandemic. It is also illustrated by Sintema in Hartshorn (2020) that physical distancing and pervasive feelings of anxiety over the COVID-19 pandemic have initiated a wide array of challenges in education including poor academic performance. Moreover, this pandemic causes the fully online language learning to occur in a sudden and completely unprepared situation. Hence, big probability less students focus to develop their language skills, indeed English as a foreign language.

Combining Religious curriculum and national curriculum in English Teaching: Interview section also concern to the implementation of mix curriculum in this school. Female teacher mentioned that in teaching English she did not give give the explanation deeply about quran or hadist while she taught English class. She just combine any topic that she remember contextually at a glance when she remembered the hadist. So she said that teaching learning process done as usual, not everytime combine with religious curriculum.

Students readiness in learning English using online platform

The greater awareness of the impact of stress as we all experience a global pandemic offers an opportunity to better understand how stressors external which influence the students. The possibility impact which occurs will contribute to the low achievement of students and the bad performance of students in their lesson, specifically in understanding English language teaching. In lights of the importance English as a subject in SMA nurul fikri, the study also involved students in gathering the precious information related to the student's readiness in learning English. These points were adopted from previous study done by Ünal (2014) about student's perception toward the use of technology during pandemic, the e-learning readiness questions has five main components that aims to reveal "availability of technology" facilities, "use of technology", "self-confidence", "acceptance" levels and "training" needs of students as respondents. Furthermore, based on the explanation (abbreviated as En) of interviews result in En1, En2, En3, En4 and En5, the answered can be summarized as the following description:

(En1) Availability of technology; From the interview section, all 30 students which consists of 15 male students and 15 female students mentioned that the hardware and software facilities are enough. They said that the speed of the internet access is satisfactory. Moreover, 50 percent of total students mentioned that the stability of the internet access is satisfactory and they could reach their lesson well. But the other 50 percent claimed that the connection sometime lost and difficult to reach google classroom. They also said that they got the extra quota from school, they were confused whether the connection lost due to many people use the similar hectic provider or they live in the remote area. Those who lost the connection said that they still get the material from What's up which shared by their English teacher.

(En2) The use of technology; Majority students said that they use e-mail as the main communication tool with their teachers and classmates, but in learning English they did not send the message via email, only what's up and google classroom. In addition, they said that they can operate office software, e.g., M.S. PowerPoint, Word, Excel. From 70 percent of students mentioned that they use social network sites (e.g., Facebook, Twitter), but they do not know about specific software like SPSS, and data based. For instant message they preferred What's up rather than Google Talk or Skype. From total number of students, none of them have Web 2.0 tools like Blog or wiki to share information, mostly English teacher shared the link to

them taken from several web. Moreover, they believed that they could keep their document on file hosting services (e.g., Google Documents, Dropbox), so most of video recording task was saved in drive or drop box and sent to their English teacher. From the percentage of students interviewed, learning management systems (LMS) e.g., Blackboard, Moodle certainly never be used before pandemics, but they mention that they ever used Quizlet before, even though their English teacher never used it in their class. While pandemic, most female and male students agreed that chatting platform to communicate with friends and teachers which mostly used is from mobile technologies, just like Smartphone or tablet to connect internet.

(En3) Self-confidence: a hundred percent of total students answered that they've known the information about what e-learning is and they insisted to have the skills to operate a computer. Similarly, they said that they are able to use office software for content delivery and demonstration (e.g., M.S. Power Point, Word, Excel). When they had a task or exercise from their English teacher, exactly all of them claimed that they can use web browsers (e.g., Internet Explorer, Google Chrome) as their browser which help them doing the task. But, a half of total population knew about search engine like Yandex instead of google or opera. From the proportion of students, half of them can troubleshoot most problems associated with using a computer, further most of them are capable of using digital file management tools (e.g., deleting or renaming a file on computer). All students agree that they are able to do their homework by using electronic technology facilities, further, they have enough time to prepare their homework by using electronic technology facilities. During pandemic, group of these students. Female and male students shared that they have known about learning management systems (e.g., Blackboard, Moodle), and they believed that e-learning is easy to use in any subject including in learning English. They said that they love to learn English in a various way since English is interesting and can be used in many aspects of life. Almost all of them feel that they are ready for e-learning in any situation this time.

(En4) Acceptance: From the total 30 students on the interview, most of them were afraid but excited to start e-learning during pandemic outbreak. They believe that e-learning can enhance the quality of education and can increase their productivity, but they were afraid if their English comprehension cannot improve as they cannot interact directly with their teacher. When the researcher asked about their understanding on English lesson, they said that traditional classroom-based approach is more effective since they claimed that they like school so much. But eighty percent of total male and female students mentioned that they can learn effectively as usual with the help of the tutorial on YouTube too. However, about the interaction points, only fifty percent of students described that e-learning enables students and teachers to communicate and interact better with one another. Rest of that number insist to have a direct teaching learning process. Finally, A quarters of total student's male and female believe that e-learning have benefits for education particularly in teaching English.

(En5) Training: From 30 students in total sample, three quarter of female students mentioned that they do not need training on e-learning, rest of them said that they still need some improvement. Different from female students, all male students said they certainly sure that they do not need any training for e-learning, but if the school

apply e-learning training as a compulsory product, they are not neglecting it and will follow the regulation. Their perception toward their English teacher resulted to one statement from group of male students, they said that "Our English teacher do not need training on e-learning, he teaches us well, but if he has to, so it is good and we love it too". In addition, regarding to their classmate's comprehension on e-learning in English class, one female students from a group said that "my classmate need training for e-learning since she asked me many things during the class".

The information related to the student's readiness in learning English using online platform were summarized above. Form the availability of technology in E1, it can be seen that there is still a problem related to the connectivity and network. But Secretary General of the Ministry of Education and Culture, Ainun Na'im, in Jakarta, Monday (21/09/2020) through an official release in Kompas.com said that internet data quota assistance is given to students, students, educators and teachers, as well as lecturers which will be distributed for 4 Months. But still the question came up, whether the connectivity is run well or not, because most students said they also lost the connection sometimes. Moreover, the response for the use of technology is likely less dilemma, in En2, students are fully capable in operating the basic skill of technology. But it will be wise if the authorities always upgrade the skills for student so that they can have a higher competence than before.

In author's opinion, the point about self-confidents on students towards online learning has highlighted the awareness of students in adopting themselves faster to any changes in their environment. It can be proved with the student's explanation that all students agree that they are able to do their homework by using electronic technology facilities, and, they have enough time to prepare their homework by using electronic technology facilities. It means that they can arrange their time and confident to manage their task from platform that chose by their school. Moreover, the data summarized in E4 provide a convincing evidence that the students still doubt about the online learning. They preferred to have a tradional teaching process comparing to online learning. This proof is inconsequence toward the previous statement in En3, that they said all of them insisted to have the skills to operate a computer. Finally, from data in En5, the authors believe that basically students want to have a further training for online learning since they've tried to politely explain that it is good to give the training both for teacher and students to face the similar situation.

CONCLUSION

Conclusion

Based on the data from classroom observation, the interviews, and documentation analysis at SMAIT Nurul Fikri, the writer notes the following. First, Teaching and learning process before and after pandemic is very different. School's Capacity and Teacher's readiness to overhaul the pandemics. In conclusion, when students and teacher could interact each other, gain knowledge, get a useful assistance in learning process. Secondly, ICT for teaching English prior to the crisis. From that point, the researchers consider that teachers in SMA Nurul fikri not reaching a fully basic knowledge on the use of ICT. Despite It was also found that teachers who were completely competent basic ICT users. For this reason, the skills indicators on ICT skills based on the data from OECD (2019) mentioned that the indicator of ICT has done several groups of tasks such as using e-mails, internet, spreadsheet, word processors, programming languages, conducting transaction online, participating in online discussion (conference, chats). Even so, most teachers are capable of using the internet and word processors only. Thirdly, Teachers' preparation in teaching English before, during Covid-19 and in new normal situation. Interpreting how the teacher conduct teaching learning process is crucial to be elaborated. They are such as strategy and teachers' preparation to teach English, method used, the material given in teaching English for special class and regular class, assessment technique, media used before and during pandemic including in new normal situation, the result from the recorder can be illustrated such as strategy and teacher preparation, method in teaching English at SMA-IT Nurul Fikri and combining religious curriculum and national curriculum in English Teaching. The last, Students readiness in learning English using online platform namely availability of technology, the use of technology, self-confidence, acceptance, and training.

Suggestion

1. The researcher suggest the stakeholder include the teacher and principle must be creative and innovative to create the lesson.
2. The researcher suggest the government to conduct the teaching and learning training for English teachers especially for SMAIT in Aceh.

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